



CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

# WSCUC Reaffirmation of Accreditation Institutional Report

December 2020



WE DEFINE THE *Future*

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## **Component 1. Introduction to the Institutional Report: Institutional Context; Response to Previous Commission Actions (CFR 1.1, 1.2, 1.4, 2.2a, 2.10, 3.1, 3.5)**

### **I. Institutional Context**

California State University, San Bernardino (CSUSB) traces its beginnings to the early 1960s, when the California State College system's Board of Trustees selected a 430-acre site at the foothills of the San Bernardino mountains to build California State College at San Bernardino. The original three-building campus welcomed its first 293 students in 1965 and celebrated its inaugural graduating class in 1967. The campus added a five-story library in 1970, and the first dormitories along with the Commons Building in 1972. In 1984, the San Bernardino Campus earned university status and became California State University, San Bernardino.

Also in the 1980s, the state legislature allocated funds to establish the Coachella Valley Center (CVC), later to become CSUSB's Palm Desert Campus (PDC). The first class of upper-division students was admitted in 1986. PDC remained primarily a two-year upper-division undergraduate campus, albeit with several graduate and credential programs, until fall 2013 when PDC welcomed its first freshman class as its first freshman class, becoming the Coachella Valley's only four-year public university.

As described in the sections below, CSUSB has continued to grow the size and diversity of its community, range of its programs, and capacity of its facilities.

#### ***Campus Community (CFR 1.4, 2.2a, 3.1)***

As of fall 2020, CSUSB has more than 19,404 students: 17,123 undergraduates and 2,281 graduate students. A total of 3,618 (19%) students are enrolled in at least one unit at PDC. Numbers of both incoming and graduating students have also increased. In fall 2020, 5,157 undergraduates were newly matriculated (2,286 first-time freshmen and 2,871 transfer students), and the institution had a record 735 new graduate students. In 2019-2020, 5,697 students earned their CSUSB degree, 5,336 at the San Bernardino campus and 361 at PDC, the largest number of graduates in an academic year for each campus. And as a result of the institution's efforts on the CSU-system Graduation Initiative 2025 (GI 2025), CSUSB's graduation rates continue to climb (see component 5).

CSUSB's student body is diverse, reflecting the dynamic demographics of the region. As of fall 2020, the student body is 66% Hispanic, 12% White, 6% non-resident foreign students, 5% African American, 5% Asian, 4% Unknown, 2% two or more races, and .4% Native American/Alaskan Native or Native Hawaiian/Pacific Islander.

Of the 19,404 students, 12,167 (63%) are female and 7,237 (37%) are male. The average ages of undergraduate and graduate students are 22 and 32, respectively. Eighty-one percent of the student body are first-generation college students, and 58% of undergraduates are low-income (Pell Grant recipients) (CFR 1.4, 2.2a, 3.1).

A federally-designated Hispanic-Serving Institution (HSI), Minority-Serving Institution (MSI), and member of the Hispanic Association for Colleges and Universities (HACU), CSUSB has the second highest Hispanic enrollments of all public universities in California. Indeed, diversity, both in recruitment and retention of students of color, is a key priority of the institution, with a recent focus on Black and Native American students. In 2017, President Tomás D. Morales established two task forces on recruiting and supporting the success of [African American](#) and [Native American](#) students, respectively. In response to the task forces' recommendations as well as to ongoing exigencies in the community, CSUSB runs multiple programs supporting African American and Native American middle and high school students and their families in college preparation and admissions processes. These programs include the Black Student Leadership Symposium, Black and Brown Conference, and Coyotes Rising Native Summer Bridge program, First People's Center open house, and virtual recruitment events in collaboration with tribal educational leaders. In addition, CSUSB participates in Super Sunday partnerships with local churches, encouraging youth to attend college and providing services in admissions and financial aid. As a testament to the institution's strong ties to local Native American communities, in 2018, CSUSB was awarded a \$960,000 philanthropic [grant from the Santos Manuel Band of Mission Indians](#), one of its key community educational partners, to increase Native American student college enrollment at CSUSB and across the state of California. CSUSB has also established a Diversity, Equity, and Inclusion (DEI) Board with a focus on recruitment, retention, and graduation of historically underrepresented groups and students of color (see component 7).

As with the student body, faculty and staff ranks have also grown over the last five years. In fall 2015, CSUSB had 463 tenure-line and 737 lecturer faculty. As of fall 2020, the faculty is comprised of 522 tenure-line members (281 professors, 92 associate professors, and 149 assistant professors) and 457 lecturers (68 full-time and 389 part-time adjunct). The number of tenure-track faculty hired since 2015 is 190, resulting in 50 net new tenure-track positions. In 2015, CSUSB had 972 staff members; as of fall 2020, that number has grown to 1,116. As described further in components 2 and 3, the university has made significant progress in increasing tenure-line faculty density.

Also central to the CSUSB community are the alumni, who now number more than 110,000. The Office of Alumni Relations reports a 738% increase since 2015 in alumni engagement with the institution. In addition, new alumni chapters have been launched, including the Pan African Alumni chapter and the first Undocumented Alumni chapter in the CSU.

### ***Colleges and Programs***

CSUSB's five academic colleges—Arts and Letters, Business and Public Administration, Education, Natural Sciences, and Social and Behavioral Sciences—offer more than 100 baccalaureate and master's degree programs; many minors, credentials, and certificates; and a doctoral program in Educational Leadership. Recent additions to the degree offerings include an MS in National Cyber Security Studies, MFA in Studio Art, MS in Entrepreneurship and Innovation, BS in Computer Engineering, and BS in Intelligence and Crime Analysis.

The institution's colleges and programs have an ongoing record of academic excellence, curricular rigor, and innovative pedagogy. Interdisciplinary programs in Entrepreneurship, for example, combine the teaching of entrepreneurial concepts with experiential learning; and the new School of Entrepreneurship, a first of its kind in California, is set to open in the Jack H. Brown College of Business and Public Administration. CSUSB's successful cybersecurity master's program is a national leader, earning a Center of Academic Excellence designation

from the National Security Agency and Department of Homeland Security. Arts and Letters programs provide students with transformative experiences, such as opportunities for the CSUSB orchestra to perform in 2019 at Korea's Seoul Arts Center; for English majors to produce the long-running literary magazine *Pacific Review*; and for Communication Studies and Graphic Design students to earn multiple awards in the American Advertising Federation competition.

In Natural Sciences, undergraduates pursuing STEM degrees will travel to New Zealand to research new materials for various technologies, an experience made possible through a \$300,000 grant from the National Science Foundation. In Social and Behavioral Sciences, history majors produce the journal *History in the Making* and received first prize from the Phi Alpha Theta National History Honor Society in the graduate print journal competition. In addition, the Model United Nations (UN) program allows students to compete in the National UN conferences in New York City and various international locales. The CSUSB team has won the UN conference's Outstanding Delegation Award for multiple years. In Education, students are succeeding in achieving professional milestones. Those in the educational administration programs had a 100% pass rate on the California Administrator Performance Assessment (CalAPA) in 2019-2020. In addition, single-subject and multiple-subject teaching credential candidates have secured teaching positions during the COVID-19 pandemic and supported veteran teachers at their respective school sites with technological expertise gained in their CSUSB credential programs.

CSUSB students also benefit from resources provided by the John M. Pfau Library, including the [Virtual Library Media Center](#), which provides comprehensive assistance on digital media projects. In addition, the [Library Ambassador Program](#) supports students in conducting research through the guidance of peers. (See also [Response to COVID-19](#) for multiple types of support that the library has provided for students and faculty during the pandemic.)

These are just a few examples of academic programs making a positive impact on students. Also of note is the fact that every CSUSB degree program eligible for national accreditation has received it (see component 4). In addition, a number of programs have earned high national rankings, including the Master's in Business Administration, Master's in Social Work, Bachelor's in Criminal Justice, Master's in Public Health, Master of Fine Arts, Master's in Rehabilitation Counseling, and Master's in Industrial and Organizational Psychology. CSUSB is also listed among the best colleges and universities in the western United States by [The Princeton Review](#), [Forbes](#) and [U.S. News and World Report](#). In addition, CSUSB in 2019 was ranked sixth out of 1,400 post-secondary institutions nationwide in [CollegeNet's Social Mobility Index](#), which evaluates how effectively an institution enrolls students from low-income backgrounds and graduates them into promising careers.

Co-curricular and student support and programs also enrich students' experiences at CSUSB, including academic advising, supplemental instruction, services for students with disabilities, honors programming, internships, career preparation, affinity centers, community engagement, and study abroad. These are described further in components 3 and 5.

### ***Centers, Community Engagement, and Partnerships***

The university contains more than a dozen active [research and service centers](#), including the Watson and Associates Literacy Center, William and Barbara Leonard Transportation Center, Inland Empire Entrepreneurship Center, Center for the Study of Hate and Extremism, Palm Springs Center for a Sustainable Environment, and other centers focused on water resources, economics education, global economics, Islamic and Middle Eastern studies, child development, indigenous peoples, health disparities, criminal justice, learning, public opinion, and prison education, among other areas of study and community engagement. Since 1996, CSUSB has also been home to the Robert and Frances Fullerton Museum of Art (RAFFMA), which received accreditation from the American Alliance of Museums in 2008. The museum, which receives 10,000 visitors annually, has a permanent collection of ceramics, contemporary art, and Egyptian antiquities, as well as a number of visiting exhibitions.

CSUSB is highly active in the community, as seen in the [Office of Community Engagement's](#) multiple service days, support for service learning and community-based research programs, which are described in component 3. Indeed, CSUSB has earned the prestigious Carnegie Classification for Community Engagement.

Among the university's community partnership programs is [Growing Inland Achievement](#), a network of local educational, business, and civic leaders who create and support equity-minded programs for college and career readiness of students in the region. CSUSB faculty have also brought academic and arts programming to local prisons through the [Prison Arts Collective](#) and [Center for the Study of Correctional Education](#). In addition, the Department of Art and Design has partnered with the Riverside Art Museum on collaborative activities for the Cheech Marin Center for Chicano Art, Culture, and Industry.

### **Facilities**

In the last five years, CSUSB has undertaken multiple expansions and transformations of its facilities in order to better support students, faculty, and staff. Working with a reinvigorated [Master Plan](#), in 2016 CSUSB broke ground on a new student housing and dining complex (Coyote Village), both of which opened in fall 2018. At 164,000 square feet, Coyote Village is the largest construction project in CSUSB history. It serves as the home of 407 first-year students, the University Honors Program, and a Faculty in Residence Program. In addition, a 24/7 student study lounge, "The Cave," opened in 2019. In 2017, the university created the Faculty Center for Excellence (FCE), a well-resourced space for faculty work, on the fourth floor of the library. The Staff Development Center (SDC) was also opened in 2017, to provide professional development resources for staff. The next major building project was the Center for Global Innovation (CGI), which opened in 2019 as the new home of the College of Extended and Global Education (CEGE). The university also looks forward to the completion of the Santos Manuel Student Union expansion in fall 2021, as well as the new Performing Arts Center and College of Arts and Letters building, scheduled to be finished by fall 2024. See also the [flyover video](#) of the San Bernardino Master Plan.

For PDC, a [master plan](#) was completed in 2016 that envisions a "complete University environment" for the institution, with new academic and student support centers, on-campus housing and dining, athletic and recreational facilities, and sustainability initiatives. Recommendations for expanding the academic programs at PDC were also made in 2019 and are described in component 3.

### **Changes in Administrative Structure**

Administrative changes since the last accreditation include the hiring of a new provost and reorganization of the Division of Academic Affairs. As part of that reorganization, Enrollment Management and Admissions have moved from Student Affairs to Academic Affairs. Academic Affairs also now has a dedicated [Office of Assessment](#). In addition, the Center for International Services and Programs (CISP) has shifted from Academic Affairs to CEGE.

The Office of Academic Personnel has become the Office of Faculty Affairs and Development, whose associate provost oversees faculty retention, promotion, and tenure; faculty recruitment; faculty labor relations and grievances; academic student employment; and faculty development. The vice provost of academic programs and accreditation liaison officer (ALO) holds the additional position of deputy provost, coordinating Academic Affairs initiatives. The dean of graduate studies also holds the elevated position of associate provost for academic research and provides planning and assistance to promote faculty and student research, scholarship, and creative activities that support the educational and service mission of the university.

The university now has three co-chief diversity officers. Reporting to the president, the associate provost for faculty affairs and development, the associate vice president of human resources, and the associate vice president for student affairs and dean of students coordinate institution diversity initiatives.

## II. Major Events Since Last Review

During CSUSB's last reaccreditation review, an all-institution effort was in progress to create a new strategic plan for the years 2015-2020. The resulting plan, [Strategic Plan 2015-2020](#), included new mission, vision and values statements, along with an implementation plan which has been reviewed on an annual basis. This strategic plan has guided the university's priorities over these subsequent five years. It has been expanded and extended for two years ([CSUSB Strategic Plan Extension and Expansion Plan 2020-2022](#)) to enable another thorough review and re-visioning exercise after the university moved into the new semester system (see components 2 and 9). The strategic plan is discussed further below, under Responses to Previous Commission Actions.

Among other major events since the last review are CSUSB's capital campaign, 50th anniversary celebration, and update of its master plans for both the San Bernardino and the Palm Desert Campuses. Each of these initiatives has, like the strategic planning process, been organic and inclusive of faculty, staff, student, and community voices. CSUSB is also participating in the CSU Chancellor's GI 2025, whose key goals are to improve student graduation and retention rates and to eliminate achievement gaps between student demographic groups. CSUSB's progress on GI 2025 goals is discussed in component 5.

Perhaps the most transformative of CSUSB's initiatives has been the Quarter to Semester (Q2S) all-institution conversion process. A five-year project, Q2S has involved extensive transformation of academic programs and support services, as well as strengthening of university assessment practices, as described further in components 4 and 8.

The most disruptive and unanticipated event has been the COVID-19 pandemic. The university's response, which has required a transition to virtual instruction along with telecommuting by non-essential university employees, has been accomplished with both dispatch and collaborative spirit. Throughout, the university's goal has been to protect the health of students, faculty, and staff while ensuring the resiliency of its academic mission. The institution is particularly grateful to the Information Technology Services (ITS) division and Academic Technologies and Innovation (ATI) department for their superb support of faculty and students in the transition to alternative teaching and learning modalities. University actions taken in response to COVID-19 are described further in the [Response to COVID-19](#) appendix.

## III. Response to Previous Commission Actions

The previous WSCUC comprehensive reaccreditation review took place in 2015. This review was followed in 2017 by an interim WSCUC review and in 2019 by a mid-cycle review. Summarized below are the Commission's recommendations and CSUSB's actions addressing each recommendation.

### Recommendations from the WSCUC 2015 Comprehensive Review

#### ***Recommendation 1 (2015): Strategic Planning***

At the time of the reaccreditation review, CSUSB was in the process of developing a strategic plan. The Commission recommended that CSUSB sustain its momentum around strategic planning and create a "comprehensive plan that both strengthens its current programs and plans for its future in a rapidly changing higher education landscape." The Commission also recommended that CSUSB ensure that "[strategic] planning is tied to resource allocation in order to heighten the probability of long-term institutional improvement."

In response to Recommendation 1 (2015), CSUSB has taken the following actions:

- Completed the five-year strategic plan, [CSUSB Strategic Plan 2015-2020](#). Developed during 2014-2015, the strategic plan identifies CSUSB's vision and mission, 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, Resource Sustainability

and Expansion, Community Engagement and Partnerships, and Identity). Each goal includes concrete objectives and strategies for implementation. This strategic plan emerged from a highly consultative [process](#) led by faculty-staff-student-administrator working groups and a twenty-plus member Strategic Planning Advisory Committee (SPAC) co-chaired by a faculty member and an administrator. SPAC and the working groups solicited and incorporated extensive institutional input at town halls, campus forums, and online surveys to develop CSUSB's vision and mission statements, descriptions of core values and university goals, and implementation strategies for each goal.

- Created a Strategic Plan Budget allocating resources directly to achieving the objectives of each goal. The implementation budget is reviewed annually by the President's Cabinet and changes are made as needed. (See also component 7.)
- Tracked and reported progress on university goals via the [Strategic Plan Dashboard](#).
- Extended the strategic plan for two years through a consultative process, to create CSUSB Strategic Plan 2015-2022. (See components 2 and 9.)

### ***Recommendation 2 (2015): Building a Culture of Evidence***

WSCUC emphasized that CSUSB should create a culture of evidence by bringing to fruition the following projects: Finalizing the Institutional Learning Outcomes (ILOs); refining the General Education Learning Outcomes (GLOs); aligning the ILOs and GLOs; developing assessments for ILOs and GLOs; assessing which High Impact Practices (HIPs) contribute to student success; creating specific plans to assess the WSCUC Core Competencies; and implementing a program review process that focuses on outcomes assessment, includes closing-the-loop practices, and ensures educational effectiveness throughout the university.

In response to Recommendation 2 (2015), CSUSB has taken the following the actions:

- Finalized the ILOs, a process that involved extensive university input.
- Developed GLOs through a faculty-led GE Think Tank and extensive university input.
- Aligned the GLOs to WSCUC Core Competencies and to the ILOs.
- Appointed a university GE coordinator who, in conjunction with the GE Committee, ensures that all GE courses are aligned with the GLOs and that student learning on these GLOs, including the WSCUC Core Competencies, is assessed on a multi-year rotation.
- Completed an Inventory of Educational Effectiveness Indicators (IEEI), which offers comprehensive information of how student learning is assessed.
- Submitted in the 2017 Interim Report, per WSCUC's request, two examples of closing-the-loop processes at the university—one for the BA in Geology and one for a GE undergraduate writing course.
- Created the Committee on Learning Assessment for Student Success (CLASS), which serves as the university assessment oversight committee for Academic Affairs and Student Affairs.
- Appointed a faculty director of assessment who co-chairs CLASS, guides programs on how to assess student learning and implement closing-the-loop actions, and supports assessment of co-curricular activities in the Division of Academic Affairs.
- Appointed in 2016 an assessment coordinator in Student Affairs, a role that was expanded into an assessment and research officer position, who co-chairs CLASS and oversees assessment of co-curricular activities in the Division of Student Affairs (DSA).



- Required that all academic programs as part of their Q2S transformation submit detailed assessment plans for their semester curricula and activities (see section below on responses to the 2017 Interim Review).
- Appointed an organizational change facilitator who oversees assessment and review of Instructional Technology Services, Administration and Finance, Advancement, and the President's Office.
- Revised the program review process so that outcomes assessment is central to it.
- Established a HIPs committee, which evaluates student engagement in HIPs.

(See components 2 and 4 for more on the points above.)

### ***Recommendation 3 (2015): Meaning of the Degree***

The 2015 WSCUC Commission Action Letter observed that the institution needed to articulate “an explanation of the CSUSB degree that unites the varied experiences [of students] into a reasoned whole.” Specifically, the Commission stated that CSUSB “should develop a singular coherent explanation of the CSUSB experience” that answers the question, “What makes a CSUSB graduate a CSUSB graduate?”

In response to Recommendation 3 (2015), CSUSB has taken the following actions:

- Developed ILOs that permeate CSUSB's curricular and co-curricular programs, thus contributing to a coherent educational experience for students.
- Aligned GLOs with ILOs, thus building coherence across student experiences in programs.
- Collected responses from students, alumni, faculty, staff, and administrators about the meaning of a CSUSB degree.
- Developed a university statement on the meaning of a degree.

(See components 3 and 4 for more on these points above.)

### **Recommendations from the WSCUC 2017 Interim Review**

In their Interim and Progress Report Action Summary, WSCUC commended CSUSB on multiple actions taken since the 2015 accreditation review. Specifically, the Commission stated that the “Interim Report clearly and completely addressed the topics from the [2015] Commission letter” and that the university had achieved impressive progress on its strategic planning and outcomes assessment initiatives. In addition, the Commission made the following two recommendations for the institution.

### ***Recommendation 1 (2017): Ensuring Assessment and Closing-the-Loop Practices across Programs***

The Commission observed that the “IEEI revealed some significant differences in how programs . . . make use of assessment data to promote student learning and promote effective teaching.” The Commission therefore recommended that CSUSB “continue identifying programs that need support for defining learning outcomes and improving assessment processes, drawing from the skills and expertise of faculty from more developed programs.”

In response to Recommendation 1 (2017), CSUSB has taken the following actions:

- Supported programs who needed assistance in developing learning outcomes and assessment plans, through the guidance of CLASS members and the Q2S process (see component 4).
- Built consistency in assessment practices across programs. During the Q2S process, all degree programs were required to submit detailed assessment plans for their semester programs (see component 4).

### ***Recommendation 2 (2017): Including ILO and GLO Assessment in IEEI***

The 2017 Commission Action Letter also stated the following: “While the IEEI provided extensive information about CSUSB’s assessment processes, the worksheet was incomplete. Most notably, assessment at the institutional level and General Education had no information in columns 3-6.”

In response to Recommendation 2 (2017), CSUSB has taken the following actions:

- The IEEI now describes CSUSB’s assessment processes at the ILO and GLO levels. These assessment processes are described more fully in component 4.

### **Comments from the WSCUC 2019 Mid-Cycle Review**

In his 2019 Mid-Cycle Review letter, WSCUC Vice President Mark B. Goor observed that “the WSCUC staff did not identify issues with CSU San Bernardino’s continued compliance with WSCUC standards.” In addition, he commended CSUSB on its IEEI, describing it as “exceptionally well developed.” No recommendations were made for university action.

## **IV. Preparation for the Accreditation Review**

In winter quarter 2019, CSUSB formed a [WSCUC Reaccreditation Steering Committee](#), whose 41 members include faculty representatives from each of the five academic colleges and the Faculty Senate as well as staff, administrators, and Associated Students, Incorporated (ASI) student representatives. At the Steering Committee’s March 2019 kick-off meeting, members chose to serve on particular Reaccreditation working groups that would research and write various sections of the Self-Study. [Ten working groups were formed](#), each co-chaired by a faculty member and administrator. Additional faculty members from each of the colleges and from the Faculty Senate were recruited to ensure robust faculty representation on the working groups. A total of 61 people participated in the working groups, and a total of 44 meetings occurred across the 10 groups.

Between May 2019 and October 2019, the working groups identified evidence that addressed their group’s CFRs and wrote their CFR narratives. The drafts of each CFR narrative were reviewed at the university November 2019 Reaccreditation Town Hall meeting, attended by 128 faculty, staff, students, and administrators. Between December 2019 and April 2020, the co-chairs of each working group incorporated feedback from the town hall participants and from the president and his administrative cabinet into the final CSUSB Self-Study.

Also in preparation for the Reaccreditation process, CSUSB established a seven-member WSCUC Operations team which has overseen agendas and presentations for the quarterly WSCUC accreditation steering committee meetings as well as the preparation of the Institutional Report.

For the Institutional Report, the lead writer—a faculty member in the English Department—incorporated feedback from the Operations team, the co-chairs of the working groups, the steering committee, and the president’s cabinet. The GE coordinator, a leader in the university Q2S conversion, wrote the themed-chapter (component 8) about CSUSB’s Q2S conversion process; component 5 was written by the chief data officer; and other institution leaders wrote portions of other components.

It is the university’s hope that the following pages capture CSUSB’s intellectual vibrancy and commitment to student learning.



## Component 2. Compliance with Standards: Review under the WSCUC Standards and Compliance with Federal Requirements; Inventory of Educational Effectiveness Indicators

Since the university's 2015 reaffirmation of accreditation, CSUSB has engaged in an active process of institutional self-reflection driven significantly by three factors: (1) university-wide strategic planning; (2) university conversion from quarters to semesters; and (3) redesign of the General Education (GE) program. These institutional processes have generated university-wide discussions and action-planning, providing much fodder for the CSUSB WSCUC steering committee and writing teams. As the formal process of self-review under the WSCUC standards began in earnest in spring 2019, deans and vice presidents paired with faculty members to co-chair 10 working groups, each assigned to review institutional evidence, compliance, and improvement in relation to particular WSCUC standards (see component 1 for description of CSUSB's self-study process). The work of these groups and other university offices provided the material for the institutional self-study, [the Review under the WSCUC Standards and Compliance with Federal Requirements Worksheet](#), and [this institutional report](#).

### I. Institutional Strengths

One of the strengths of CSUSB that has emerged in the process of self review is its successful development and implementation of a [five-year strategic plan](#). Led by representatives from all CSUSB constituencies, the [strategic planning process](#) incorporated extensive university input in defining objectives and action plans for each of the plan's five goals: Student Success, Faculty and Staff Success, Resource Sustainability and Expansion, Community Engagement, and Partnerships and Identity. Achievements under each of the goals include staying on track to meet CSUSB's GI 2025 targets; creating both a Faculty Center for Excellence and a Staff Development Center that offer extensive professional development; appointing 190 (50 net new) tenure-line faculty between 2015-2020; forming a Staff Council to ensure staff representation in shared governance; submitting 526 grant proposals since 2015 that resulted in more than \$156 million in awards; integrating service learning into 154 course sections in 2019-2020, with a total student enrollment of over 2,000; and rolling out and sustaining a successful We Define the Future branding campaign. These and other accomplishments of CSUSB's strategic plan goals are discussed in upcoming chapters of this report, as well as in CSUSB's annual [strategic plan progress reports](#).

This strategic plan has now been expanded and extended to be *Strategic Plan 2015-2022*. After broad institution consultation with faculty, staff, students, and administration, the original Strategic Planning Advisory Committee (SPAC) led an April 2020 Strategic Plan Town Hall, resulting in 10 new strategic plan objectives, two objectives per each of the five goals. These objectives are to be achieved over the next two years as the university transitions to semesters, stays committed to student success and GI 2025 goals, and navigates the COVID-19 pandemic. (See component 9.)

Between 2015-2020, CSUSB also completed a successful Q2S transformation. Led principally by faculty with extensive support from staff and administration, Q2S allowed degree programs to reimagine their curricula through a process of reflection on disciplinary values, contemporary pedagogies, student interests, and previous program assessments. In addition, Q2S has resulted in refinement of assessment and program review processes, as well as substantial development of academic advising, co-curricular programming, and a range of student services. For more on Q2S, see components 8, 3, 4, and 6.

In tandem with the transition to semesters, the university transformed its GE program. Guided by a 12-member faculty GE think tank, a 33-member GE transformation work group, and Q2S GE director, the university developed GE learning outcomes, a GE curriculum with an academic inquiry-based foundation seminar, thematic GE pathways, integrative learning in upper-division courses, and designated writing-intensive, global perspectives, and diversity and inclusion GE coursework. In addition, the semester GE program is on a regular assessment cycle for reviewing student achievement of GLOs across the program coursework. For more on the new GE program, see components 3, 4, and 8.

## II. Institutional Weaknesses

Through ongoing reflection, the institution recognized a need to continue supporting and integrating varied types of assessment work within academic and non-academic divisions. As a result, Academic Affairs established the Office of Assessment, led by the faculty director of assessment. In addition, Institutional Research and Analytics (IR) appointed an organizational change facilitator to lead the divisions of ITS, University Advancement, Administration and Finance, and the Office of the President in assessment and continuous improvement. DSA has also established assessment processes and conducted a comprehensive external review of its activities (see component 6). To foster assessment collaborations across these different institution units, an [Assessment Capability Collaborative \(ACC\)](#) has been established that brings together academic and non-academic CSUSB assessment leaders who offer varied expertise in evaluation and program review practices. Also facilitating cross-divisional assessment, program review, and reporting processes is CSUSB's adoption of the Campus Labs platform, described further components 4 and 6.

The university also wishes to integrate strategic plan review into its assessment processes. Although CSUSB tracks annual progress on strategic plan goals, it is important to assess the impact of strategic plan achievements on student learning and on the university community as a whole. Strategic planning assessment is thus a future project that the ACC can help to facilitate.

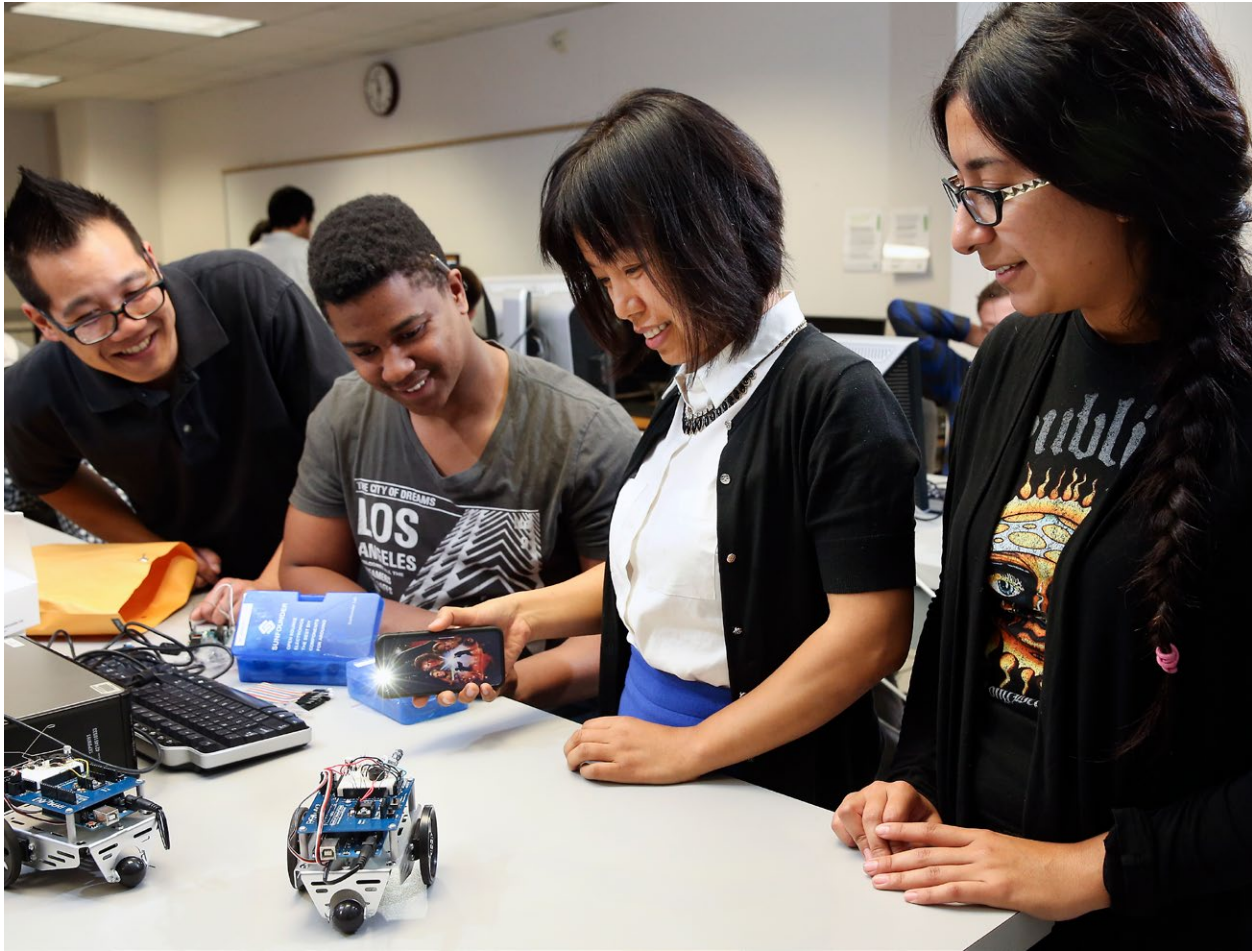
## III. IEEI

CSUSB's [Inventory of Educational Effectiveness Indicators \(IEEI\)](#) reflects the substantive ways that the institution has developed its assessment and continuous improvement processes since the 2015 WCUSC reaccreditation review. In preparation for the 2017 Interim Report, faculty assessment leaders from each academic program submitted the information for the IEEI based on their existing quarter degree programs. At that time, the IEEI did not include plans for assessing the ILOs. In 2019, the IEEI provided for the Mid-Cycle Review remained the same at the degree program level because the quarter programs were engaged in Q2S transformation, conversion,

and new program development. However, this 2019 IEEI added a process for evaluating student achievement on ILOs.

The [current IEEI](#) has been updated for semesters in several ways. Faculty assessment leaders for each degree program populated the IEEI at the program level with their semester assessment plan information. This information was one of the components required of each degree program for the Q2S curriculum development process (see component 4). The faculty director of assessment supported the faculty from each college in entering this information into a planning template in Campus Labs in spring 2020. The IEEI now contains this information for 100 percent of the semester degree programs.

In addition, the IEEI includes fully described ILO and GLO assessment plans for semesters. The ILO plan maps out a 10-year evaluation cycle whereby each ILO is assessed in a multi-phase process of collecting data from curricular and co-curricular programs, analyzing findings, recommending actions, and implementing recommendations (see component 4 and [figure 4.0](#)). Per the GE plan, GLOs are assessed across a 12-year cycle using artifacts of student work that are collected from GE courses each year and evaluated against GLO rubrics (see component 4).



### **Component 3. Degree Programs: Meaning, Quality, and Integrity of Degrees (CFR 1.1, 1.3, 2.2, 2.2a, 2.2b, 2.3, 2.4, 2.8, 2.9, 3.2, 4.4)**

On June 10, 1967, 59 students walked across an outdoor stage and became the first graduating class of CSUSB. Since that inaugural commencement, the number of students earning a CSUSB degree has increased over 130-fold, with nearly 5,700 graduates in 2019-2020. Indeed, the cumulative number of CSUSB graduates has surpassed 110,000.

With their CSUSB degrees, alumni are able to enter and thrive in any sector, from media consulting to medicine, education to software engineering, public health advocacy to poetry, and everything in between. As one alum expressed it, a CSUSB degree “means the world is open to me.” With the opportunities their CSUSB degree affords, many graduates have become leaders in their fields and communities, including California Teacher of the Year Shelbi Wilson-Fields; founder of Voice Media Ventures Paulette Brown-Hinds; first Native American elected to the California State Assembly James Ramos; Executive Vice President of Oprah Winfrey Network Nicole Nichols; first woman CEO of a top-10 global accounting network Jean Stephens; and co-writer of Spike Lee’s *Da’ Five Bloods* Danny Bilson; among many other change-making alumni.

The successes and contributions of CSUSB graduates point to the intellectual, economic, and cultural value of a CSUSB degree. This chapter discusses various dimensions of that value, defining what it means to have a CSUSB degree, identifying factors contributing to the quality of degree programs, and describing institutional processes that ensure degree integrity.

## I. Meaning of a CSUSB Degree

The university defines the meaning of a CSUSB degree as follows:

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### Figure 3.1: The Meaning of a CSUSB Degree

*At CSUSB, students engage in diverse ways of knowing and contributing to the world. Through their degree programs and co-curricular activities, they grow intellectually, creatively and professionally. Our students explore the paradigms and knowledge reservoirs of various disciplines and cultures; discover and make meaning in new ways; and integrate and apply multiple perspectives to solving problems. Often the first in their families to earn a college degree, our graduates are transformed by their high value CSUSB education and by the resilience, reimagining, and reflection that it asks of them. They take pride in their degrees and leave the campus as lifelong learners. As they pursue their careers of choice, our alumni achieve social mobility and success in ever-changing professional and public sectors. They are skilled at collaborating with people from diverse backgrounds and at leading positive change for social justice, both locally and globally. In all of these ways, CSUSB graduates are able to live empathetic, fulfilled lives that create opportunities for themselves, their communities, and their world.*

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This statement was arrived at through a multi-stage process involving extensive perspective-gathering from the university community. The process began in 2015, when the university—led by a faculty assessment working party—developed [Institutional Learning Outcomes](#) defining the meaning of a degree according to eight dimensions of student learning: Breadth of Knowledge; Depth of Knowledge; Critical Literacies; Ways of Reasoning and Inquiry; Creativity and Innovation; Integrative Learning; Engagement in the Campus, Local and Global Communities; and Diversity and Inclusion (CFR 2.3). Also in 2015, CSUSB further identified the meaning of an undergraduate degree through the transformed [GE Learning Outcomes \(GLOs\)](#): Learning How to Learn/ Metacognition, Thinking Critically, Critical Literacies, Diverse Perspectives, Global Perspectives, Integrative Learning, Ethical Responsibility, and Collaboration (CFR 2.2a). Additionally, CSUSB conducted five surveys ([ASI Student...](#); [Campus Leadership...](#); [Meaning of...](#); [Student Success...](#); [WSCUC Cabinet...](#)) of the university community—students, faculty, alumni, staff, administrators—on the meaning of the degree. [Key themes](#) in the survey responses included exposure to diverse perspectives, personal achievement, career preparation, social mobility, and ability to contribute to the community.

In order to synthesize all of these data points, the lead institutional report writer, a faculty member from the Department of English, examined the ILOs, GLOs, and five sets of survey responses; identified themes within and across these documents; and drafted a meaning of the degree statement. The lead writer received preliminary feedback on the statement from the CSUSB WSCUC Operations team and the institution director of community engagement and service learning. With this feedback, the lead writer developed three versions of a revised statement and presented them at the virtual May 28, 2020 CSUSB WSCUC Leadership Forum, attended by 124 institution community members, including faculty co-chairs of WSCUC self-study working groups, department chairs, other faculty, ASI student representatives, staff from all university divisions, program directors, deans and institution administrators from all divisions, the deputy provost, provost, and president. In breakout groups, participants offered comments on the three statement versions and recommendations for further revision. A total of 17 sets of feedback—one from each breakout group—were generated. The lead writer incorporated these suggestions and presented a revised statement to the 40-member CSUSB WSCUC Steering Committee, comprised of faculty representatives from each college, as well as student representatives, deans and associate provosts, the deputy provost, and other institution leaders. The Steering Committee offered additional

suggestions for the statement. In consultation with the WSCUC Operations team, the lead writer completed a final revision, integrating the additional comments from the Steering Committee. This final text (shown in figure 3.1) was approved by the provost and president on June 22, 2020. It is an achievement to have this statement, one that the university community recognizes as capturing what CSUSB is about and that articulates the significance of a CSUSB education for students.

## II. Quality of a CSUSB Degree

Through the GE transformation, Q2S process, HIPs, and faculty and staff hiring and development, CSUSB has done much to enrich the quality of its degree programs and co-curricular activities.

### *General Education (GE) Program*

Since the last reaccreditation review, CSUSB has transformed its GE program into a coherent and inspiring educational experience—one in which students not only learn a range of academic subject matter but also integrate, situate, and apply that knowledge within projects that matter to them, their communities, and their world. To these ends, the university has built the following signature features within [the new 49-unit GE program](#), implemented in fall semester 2020:

- *Foundation Seminar* that orients first-year students to intellectual inquiry, disciplinary ways of knowing and doing, and metacognitive aspects of learning, while building a sense of belonging within the university.
- *Sequence of coursework* reflecting a process whereby students move through roles as seekers and knowers, and makers and doers ([GE Philosophy and Structure](#)). In the first two years of the GE sequence, students develop core literacies in their University Foundations coursework that allow them to explore communicating, thinking, and reasoning at the university, develop core competencies, and discover various perspectives on US history and government. Also in these first two years, students take courses introducing them to disciplinary perspectives in physical sciences, arts, humanities, and social sciences. As they enter their junior and senior years, students engage in more ‘making’ and ‘doing’ types of learning, as upper-division disciplinary courses ask them to integrate subject matter and explore it “within the context of their lives and world.”
- *Designated emphases on writing, global perspectives, and diversity and inclusion.* Beyond their first-year Written Communication requirement (GE A2), students take two courses designated as Writing Intensive (WI), as well as one course with a Global Perspectives (G) designation and one course with a Diversity and Inclusiveness (DI) designation. These [specially designated courses](#), taken within a student’s GE, major, or elective coursework, provide an intensive focus on the area. As such, they reflect CSUSB’s particular commitment to helping students become effective, flexible writers across multiple contexts, as well as diversity-minded collaborators in a pluralistic world.
- *Thematic GE pathways and minors on a contemporary topic or inquiry question.* Students have the option of completing four of their GE courses within a thematic pathway. Of the [six thematic pathway options](#)—Big Ideas that Change the World, Digital Life, Diversity and Social Justice, Environmental Sustainability, Global Connections, and World Cultures and Diversity—each provides students an integrative learning experience on a single theme through coursework from different disciplines. If students take two additional courses (for a total of six pathway courses), they earn a [GE minor](#) associated with the pathway.
- *Integration of GLOs throughout a student’s GE program.* Every GE course is required to address a minimum of three GLOs and many courses address more than that.
- Compliance with all Title V requirements and CSU Chancellor Office EO 1100 for GE programs.



## **Q2S Process**

During the five-year process of moving from quarters to semesters, academic departments undertook major rethinking about, and improvement of, their degree programs, with a focus on better serving students. These processes of program transformation are discussed in components 4 and 8.

## **Enhancement of High Impact Practices (HIPs)**

CSUSB has also improved the quality of the student degree experience by increasing the scope of HIPs, a major objective of the strategic plan. This section describes six HIPs that have been important to these efforts since the last reaccreditation review.

### **WRITING COURSES**

CSUSB students gain intensive experience with writing at several junctures during their academic programs. Undergraduate students complete a first-year writing requirement (GE A2), as well as a minimum of two WI courses in their GE, major, minor, and/or elective coursework. With respect to the A2 requirement, students participate in [Directed Self-Placement \(DSP\)](#) to select their first-year writing course from a set of four credit-bearing options: a one-semester composition course, a two-semester stretch composition course, a one-semester composition course for multilingual students, or a two-semester stretch composition course for multilingual students. First implemented at CSUSB in 2012, DSP allows students agency in their writing course selection, thereby promoting student investment in the courses. The DSP process has been revised for semesters to better represent to incoming students the types of assignments, pacing, and support they can expect in the four options of first-year writing courses. Coordinated by the Department of English, the first-year writing program has also developed a common assignment as a means for assessing student achievement on the program learning outcomes (PLOs) in their selected course.

After the A2 requirement, the two subsequent [WI courses](#) offer students intensive guidance in writing within the genres and contexts of specific disciplines. There are 117 WI course options, which span all five colleges and a range of departments. Faculty teaching these courses are able to participate in [WI program](#) workshops and faculty learning communities (FLCs) on designing discipline-based writing courses. In 2019-2020, 115 tenure-line and lecturer faculty participated in WI workshops and FLCs, and 100% reported a high likelihood that their teaching practices were impacted by this experience. The WI program has also launched a Writing Enhanced Curriculum (WEC) initiative that offers departments support in designing an individualized plan for integrating writing and writing instruction in their majors. Through these combined efforts of the WI program (directed by a faculty specialist in composition and rhetoric) and individual departments, students are able to experience quality writing instruction in their disciplines, informed by contemporary writing theory and praxis.

### **STUDENT RESEARCH**

Students are also positively impacted by research opportunities facilitated through the [Office of Student Research \(OSR\)](#). Established in 2011, OSR oversees a variety of internal grant programs as well as other programs—Peer Lab, Peer Research Consultant, and Undergraduate Summer Research—in which undergraduate and graduate students collaborate with faculty on research and creative activities. In the Peer Lab and Peer Research Consultant programs, students also assist with tutoring and research assignments in faculty members' classes. Also under the auspices of OSR is the Mellon Mays Fellowship in which students, particularly those from underrepresented minority groups, receive mentoring and financial support to prepare for PhD programs. OSR also offers a variety of workshops and has a Coyote Research Ambassador program that uses peer mentoring to increase student engagement in research and creative activities and foster professional development. In addition, students from across the university receive OSR's Student Research and Travel grants for research-related activities, and many present at CSUSB's annual student "Meeting of the Minds" research symposium, the Palm Desert Campus' "Taste of Research" colloquium, and the annual CSU Student Research Competition. Notably, in 2019-2020, a total of 3,487 students participated in OSR's programs and activities, with the majority of these students from historically underrepresented groups (CFR 2.8).

Upper-division undergraduates and graduate students have additional opportunities to engage in scholarly activities through the California Pre-Doctoral program, which provides funding for visits to doctoral-granting institutions, GRE preparation, and doctoral program applications.

### **COMMUNITY ENGAGEMENT ACTIVITIES**

CSUSB offers extensive community engagement activities for students, including service learning courses and community volunteering events. In 2018-2019, over 2,200 students engaged in service learning across 179 course sections. These courses, which represented all five colleges and 26 departments, were developed through CSUSB's [Service Learning Faculty Fellowship](#) program run through the [Office of Community Engagement \(OCE\)](#). In these sections, students contributed 66,240 hours of service to local communities. In addition, the university's Coyote Cares Day, an annual day of service in local communities, has grown to over 600 students, staff, and faculty volunteers. In 2018-2019, CSUSB's MLK National Day of Service project featured the installation of 205 free smoke detectors and fire education for more than 215 residents in the Alta Loma Mobile Home Community in response to four mobile home fires. Since 2015, nearly 440,000 volunteer hours have been completed in service to the community, with an estimated value of \$12.4 million. Service-learning experiences have also been available abroad. A student reflecting on their Spring Break of Service trip to Mexico said, "I have learned that every individual has the ability to bring positive, tangible change in their communities."

With its record of extensive community activity, CSUSB has renewed its Carnegie Classification for Community Engagement through the next application period in 2025. CSUSB also received the Gold Seal from the ALL-IN Campus Democracy Challenge, a nonpartisan national initiative, for achieving a college student voting rate between 40-49% in the 2018 midterm elections.

### **INTERNSHIPS (CFR 2.11)**

The [CSUSB Career Center](#) and academic departments encourage students to complete internships as a way to engage in experiential learning and explore professional interests. Students receive units for internships by enrolling in an internship course, usually through their major department. In addition, they are eligible for a \$1,000 grant through the [Career Center Internship Award or Explore Internship Award](#). In 2018-2019, 550 students enrolled in an internship course, and in 2019-2020, 356 unique students did so, with the decline likely due to the COVID-19 context in spring and summer quarters 2020. In each of these years, 256 students were awarded the \$1,000 internship grants.

### **STUDY ABROAD (CFR 2.2)**

CSUSB students also participate in study abroad programs, which are offered through [CISP](#) and the [Jack H. Brown College of Business and Public Administration's Center for Global Management](#). In 2018-2019, 294 CSUSB students enrolled in education abroad programs to 16 countries, representing a 48% increase in student participation in these programs from the previous year. Among these students, 19 participated in service learning programs abroad.

### **HONORS**

CSUSB has seen an increase in the number of students participating in the [University Honors Program \(UHP\)](#) another impactful experience in relation to student engagement and retention. Indeed, UHP is thriving, having grown from 125 students in 2015-2016 to 389 students in 2019-2020. UHP students complete honors-designated courses, a senior project, 30-hours of off-campus community service per year, and excursions to cultural and science centers. About 18% of UHP students live in Honors-themed housing in one of the new institution residences. Data regarding retention suggest that participation in the UHP has a positive impact on students' progress through their college education. Matched-sample comparisons indicate that UHP students are 7.6% more likely to be retained in the second year and 15% more likely to be retained in the third year than the general CSUSB undergraduate population. UHP students are also nearly 23% more likely to be retained in the fourth year. Curiously, the 2015 cohort of first-year UHP students had a lower four-year graduation rate (28%) for spring 2020 than the rate of their non-UHP counterparts (32%). The UHP aspires to higher four-year graduation rates and will be monitoring those rates in the 2016 and 2017 first-year cohorts.

Our re-designed academic curricula and HIPs programs are frameworks that facilitate educational quality. However, it is the CSUSB faculty and staff who animate these programs and make them sing.

### **Faculty (CFR 2.2, 2.8, 2.9, 4.4)**

CSUSB has an accomplished and dedicated faculty. As of fall 2020, the faculty includes 522 tenure-line members (281 professors, 92 associate professors, and 149 assistant professors), and 457 lecturers (68 full-time and 389 part-time adjunct). Tenure-line faculty are required to hold a terminal degree and lecturer faculty must have at least a master's degree. Faculty excel in teaching, scholarship, creative activities, and service. Many indeed are leaders in their fields, such as management professor Jacqueline Coyle-Shapiro, Fellow of the Academy of Management; criminal justice professor Brian Levin, Director of the Center for the Study of the Hate and Extremism and winner of the CSU-wide Wang Family Fellowship; Kimberley Cousins, professor of chemistry and principal investigator of a \$5 million NSF CREST II grant; Education professor Enrique Murillo Jr., founder and executive director of Latino Education and Advocacy Days (LEAD); Communication Studies professor Ahlam Muhtaseb, creator of the acclaimed documentary *1948: Creation and Catastrophe*; Biology Professor Daniel Nickerson, winner of the NACADA Faculty Advisor Award for Pacific Region 9, and Carol Damgen, Theatre Arts lecturer and a Co-Chair of the National Playwriting Program for the Kennedy Center American College Theatre Festival; among many other accomplished faculty leaders.

The university celebrates and rewards faculty achievement, most publicly through its annual university-wide awards for Outstanding Professor; Golden Apple (Outstanding Teaching); Outstanding Lecturer; Outstanding Research, Scholarly, or Creative Activities; Outstanding Service; and Outstanding Faculty Advisor. These awards are presented via a surprise 'ambush' in the winner's classroom. The five colleges also have their own faculty recognitions. In addition, faculty achievements are regularly featured in the daily "CSUSB in the News" posts, weekly [Inside CSUSB](#) online magazine, and quarterly print CSUSB magazine.

The university has increased its faculty ranks and tenure-line density, a key objective in the strategic plan 2015-2020. Between 2015 and 2020, the university hired 190 tenure-line faculty, resulting in 50 "net new" tenure-line positions (i.e., additional faculty after accounting for retirements and other faculty departures). In 2018-2019, a seven-member task force (six faculty and the associate provost for faculty affairs and development) completed an extensive [report on tenure-track faculty hiring](#) and made several recommendations for the institution. In addition, the institution received a National Science Foundation (NSF) grant of nearly \$1 million, in 2018, to increase the number of female and underrepresented minority faculty in its science, technology, engineering, and mathematics (STEM) departments. The NSF ADVANCE-Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers-grant is a result of the findings of a special CSUSB Diversity and Equity in Promotion, Tenure, and Hiring (DEPTH) task force, commissioned to identify the causes of inequities in STEM participation of faculty. The NSF grant is being used in several areas to facilitate a culture of equity and diversity within the faculty through comprehensive policy changes at CSUSB concerning recruitment, hiring, promotion, and [tenure in STEM-related programs](#).

Since then, the university has taken a number of actions:

- Conducted 72 tenure-track searches in 2019-2020, resulting in 49 tenure-track hires of which 10% are Hispanic, 27% Asian, 6% African-American, 2% Native American, 4% two or more ethnicities (not Hispanic), and 41% white/Caucasian.
- Through the Office of Faculty Affairs and Development and the Diversity Equity Promotion Tenure Hiring (DEPTH) Center, provided mandatory diversity and anti-bias training to all search committee members, department chairs, and deans prior to allowing access to applicant files.
- Required each search committee to complete a recruitment and advertising plan specifying what proactive steps the committee would take to recruit diverse candidates.

- Through Faculty Affairs and Development, reviewed diversity of candidate pools before proceeding further with a search.
- Granted one course of additional assigned time per semester (i.e., two assigned times per year) to all probationary tenure-track faculty for 2020-2021, beyond assigned time required by the Collective Bargaining Agreement, in order to give new faculty more time to develop their teaching, research, and creative activities programs.
- Hired six tenure-line faculty specifically for PDC.
- Coordinated several faculty development and mentoring programs, including the University Faculty Mentoring Network (UFMN) and the Teaching Resource Center (TRC), under the FCE. This reorganization has increased the visibility and accessibility of these resources for faculty.
- Launched a Spousal Hiring Task Force to examine the value of a future policy on spousal hiring.

### **FACULTY PROFESSIONAL DEVELOPMENT**

For both new and continuing faculty, the university offers an extensive range of resources to support teaching, research, and creative activities. In the area of teaching, for instance, the TRC awards faculty grants for innovative course development and travel to pedagogically-oriented conferences, as well as offers informational resources on strategies for course design, including flipped-classroom instruction, hybrid teaching, and inclusion-oriented pedagogy. The [OCE](#) awards service learning fellowships for faculty to integrate service learning in a new or revised course, as well as grants for faculty to establish community partnerships or to travel to a community engagement-related conference. In addition, ATI provides multiple workshops, day-long institutes, and a two-year E-learning academy for faculty designing hybrid or online courses, or face-to-face courses using innovative technologies. During summer 2020, ATI offered 20-hour [Summer Virtual Teaching Institutes \(SVTI\)](#) for lecturer and tenure-line faculty as well as 20 FLCs, each on a specific topic related to virtual teaching (see [Response to COVID-19](#) appendix).

Also, as mentioned earlier in this chapter, faculty participate in WI program workshops and learning communities for integrating writing meaningfully in their courses utilizing an anti-racist writing pedagogy. In addition, the CSUSB Inland Empire Center for Entrepreneurship runs a [Faculty Fellows](#) program to support faculty in weaving an entrepreneurial focus into their course curricula. There is also extensive support offered to faculty by CSUSB Accessibility Services for creating accessible instructional materials in various media. The university's Affordable Learning Solutions program provides faculty with a \$700 grant and other assistance for finding high quality, low-cost materials for their courses. As a result of this program, more than \$13,000 students in 2019-2020 saved a total of \$1.7 million in learning materials.

Many resources are also available for faculty research and creative activities. The [Office of Academic Research \(OAR\)](#) provides mini-grants for faculty travel, supplies, student assistants, and reassigned time; as well as a Summer Research Fellowship for scholarship and creative activities. The [Office of Research Development \(ORD\)](#) offers internal research grants, assistance with applying for external grants, mentoring for new faculty on starting a research program, and professional editing assistance. It also hosts a Research in Groups community to support team-based collaboration and a Writing Accountability Group to help faculty carve out scholarly writing time. In addition, the [Research Linx](#) program is available in which pre-tenured faculty receive mentoring from for tenured faculty on their research programs. [OSR](#) offers faculty grants for faculty-student collaborations with data collection, conference presentations, publications, performances, and exhibitions. For research or creative work involving international travel or scholarship, [CISP](#) awards Professors across Borders grants. Through the OCE's community-based Research Mini-Grant Program, funding is also available for faculty research projects that address a local community need. And CSUSB's [Faculty Mentoring Network](#) provides workshops for faculty on preparing Faculty Activities Reports, writing proposals for university grants, and transparency in teaching and learning.

Tying all of these faculty resources together physically is the [Faculty Center for Excellence \(FCE\)](#). Created as part of the university strategic plan, the FCE opened in fall 2017 as a site of professional development in teaching, research, and community engagement. The FCE has become a hub for faculty activities, including learning-community meetings, writing accountability group sessions, [workshops](#), multi-day institutes, and new faculty orientation. Faculty are also able to use the FCE space to work on their own teaching and research (except during the physical institution closure due to COVID-19).

CSUSB has appointed a faculty member to be FCE's executive director. This role involves collaboration with the TRC, ATI, OCE, ORD, OAR, and OSR on various workshops, institutes, grant activities, and other support for faculty (CFR 4.4).

### ***Staff (CFR 1.4, 3.1, 3.2, 3.3)***

CSUSB has a superb staff who contribute greatly to the student experience. As of this writing, there are 1,116 staff members. A number of them are CSUSB alumni themselves and are thus able to understand the particular interests and needs of the student population. The achievements of staff are many, a number of which are recognized each year through the President's Outstanding Employee Award, Divisional Distinguished Service Award, President's Special Achievement Award, and the President's Team Achievement Award, as well as several college-specific staff awards. Recent awardees have included the Employee Development Days and the RAFFMA (museum)-At-Home (museum) teams for their inventive, collaborative approaches to adapting programming during the COVID-19 pandemic.

CSUSB has put in place multiple processes to increase the diversity of its staff, one of the strategic plan objectives. The human resources diversity and inclusion manager and the AVP for human resources conduct diversity checks for candidate pools and ensure that search committee members have completed anti-bias, diversity training (CFRs 1.4, 3.1, 3.2). The current composition of the staff points to the positive impact of these efforts. Approximately 10% are African American, 2.5 to 3 percentage points higher than the employment demographics for Riverside and San Bernardino Counties. The large percentage of Latino staff (43.4%) reflects the university's student demographic, a fact that contributes to a welcoming institutional environment for students (CFR 3.1).

### **STAFF DEVELOPMENT**

To ensure that staff participate in shared governance on the institution, in 2017 CSUSB formed the [Staff Council](#) to be the formal voice for staff on non-collective-bargaining issues (CFR 1.5). Staff Council has representatives on a range of university committees and task forces, as well as on search committees for staff and administrative positions. Also in 2017, the university opened the [Staff Development Center \(SDC\)](#), a dedicated space in the Pfau Library that provides professional development aimed at enhancing staff career opportunities. These workshops focus on leadership, diversity and inclusion, and personal development, among other topics. SDC has also launched several "Career Pathways," which consist of asynchronous and synchronous training in administrative support, student services, and finance positions. The creation of this active SDC directly achieves (and in fact goes beyond) the university strategic plan objective "to increase training opportunities for staff."

By supporting pedagogical and professional activities of faculty and staff, these development resources enrich the quality of the student experience at CSUSB.

## **III. Integrity of the Degree (CFR 2.2b, 2.8, 3.2)**

CSUSB ensures the integrity, rigor, and quality of its degree programs through both design and assessment.

With respect to design, during the Q2S process, academic programs engaged in 'backward design': identifying first their aspirations for student learning, and then building curricula around those aims. Backward design has therefore infused intentionality into programs and helped ensure that they are doing what they should. The

assessment piece of degree integrity involves evaluating if and how well students are learning with respect to program goals and adjusting program design as needed in light of assessment results. Each degree program, as well as the GE program, conducts program assessment and submits reports each year. For a description of program assessment processes and infrastructure, see component 4. Additionally, as described in component 6, through program review each degree program engages in self-study and external evaluation, both of which are focused on evidence of student learning and program processes for continuous improvement.

Graduate programs take additional measures to support rigor and integrity of their degrees. These include the requirement that at least 70% of program coursework be designed primarily for graduate students; that students maintain a 3.0 program grade point average (GPA); and that students complete a culminating experience in the form of comprehensive examination, thesis, or significant project. In addition, the [Graduate Education Strategic Plan \(2015-2020\)](#) emphasizes intellectual growth, research and discovery, and social responsibility as core foci for graduate programs. Also per this plan, the Office of Graduate Studies is collaborating with faculty graduate coordinators to create university-wide graduate learning outcomes that will further define standards for graduate-level achievement.

In order to ensure consistency in the quality of programs across CSUSB's San Bernardino and Palm Desert Campuses, the institution undertook a review of course and program offerings at PDC by a PDC Academic Planning Task Force. The task force's [2019 report](#) makes a number of recommendations for enhancing the academic profile of PDC, including increasing full-time faculty presence at the institution, offering more varied GE courses, and augmenting or adding degree, credential, and minor programs. In response to these recommendations, CSUSB now has eight full-time faculty members assigned to PDC, including six tenure-line faculty hired for fall 2020. In the year after the task force report, PDC also increased its number of GE offerings. In addition, it rolled out programs in hospitality and entrepreneurship, with cybersecurity and early childhood education programs slated to begin fall 2021. See also the [Progress Report](#) on PDC academic planning.

Also toward ensuring degree integrity, CSUSB is tracking student HIP experiences ([HIPs Committee Report 2018-2019](#)). In 2018-2019, the HIPs committee assessed HIPs participation of 569 four-year graduates who started at CSUSB in fall 2015. On average, these students engaged in three HIPs, as defined by their enrollment in three of the following types of courses: upper-division writing, service learning, first-year seminar, study abroad, honors, internship, research, peer mentoring, Summer bridge, and Early Start English summer learning communities. Indeed, three HIPs is actually an underestimate for this cohort given that the measurement did not include Student Affairs event engagement, peer mentoring programs, student leader programs, non-course-attached study abroad, or Office of Community Engagement activities. The HIPs task force also adopted [Association of American Colleges and Universities \(AACU\) criteria](#) for defining HIPs.

An additional contributor to degree integrity is the fact that faculty are assessed regularly for their teaching effectiveness, as well as (for tenure-line faculty) their scholarly or creative contributions, and engagement in service. Expectations for faculty performance in each of these areas are specified in the [Faculty Activities Manual \(FAM\) for Retention, Promotion and Tenure \(RPT\)](#) as well as in [department-specific RPT guidelines](#). Prior to tenure, tenure-track faculty are evaluated every year against these expectations, and in years two, four, and six of their 'probationary period' are rated as Meets Expectations, Above Expectations, Below Expectations, or Well Below Expectations in each of the three areas of performance (teaching, research/scholarly/creative activities, service). Lecturer faculty are also evaluated regularly ([FAM 652.2 Evaluation of Lecturers](#)) on teaching based on four criteria: command of subject matter, course design and organization, teaching effectiveness, and assessment of student work.

## V. Reflection on Meaning, Quality, and Integrity of Degree and Plans for Improvement

As CSUSB moves through the 2020s, it seeks to strengthen programs in relation to the aspirations of and for students described in the meaning of degree statement. To this end, the university must continue to hire

excellent faculty and staff from underrepresented groups who inspire, mentor, and cultivate opportunities for the diverse student body. The university also looks forward to assessing the impact of HIPs on student engagement. To that end, the university is excited to see the impact of the transformed semester curricula. To do so, the institution needs to evaluate the new GE, undergraduate degree, and graduate degree programs from multiple perspectives—students, alumni, faculty—and through a range of data. The next chapter, component 4, describes the structures put in place for such program evaluation processes.



## Component 4. Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

At the heart of CSUSB's mission is a high-quality education for students. This chapter describes processes that help to ensure excellence in all programs, beginning with how the institution has built a culture of learning-centeredness and educational assessment. This is followed by expectations for, and assessment of, student learning at institutional, GE, and program levels. These sections also describe how our assessment and continuous improvement processes incorporate WSCUC Core Competencies.

### I. Learning-Centeredness at CSUSB

Since the previous WSCUC comprehensive review in 2015, CSUSB has become a university that explicitly articulates expected outcomes for student learning, assesses student achievement of those outcomes, and uses assessment findings to make improvements to program quality. Specifically, CSUSB has done the following toward creating a learning-centered culture:

#### *ILOs and Assessment*

Created Institutional Learning Outcomes (ILOs) and aligned them with WSCUC Core Competencies and with GLOs (see section II, below).

#### *GLOs and Assessment*

Created [GE Learning Outcomes](#) (GLOs), aligned them with WSCUC Core Competencies, and developed a plan for GLO assessment on semesters (see section III, below).

#### *PLOs, Assessment, and Quarter-to-Semester Transformation Process*

Ensured, through the Q2S transformation process, that all academic degree programs—undergraduate and graduate—develop PLOs and assessment plans for their semester curricula (see section IV, below).

#### *Faculty Director of Assessment*

Appointed a [faculty director of assessment](#) in 2018. The director co-chairs CLASS; provides support to programs in developing assessment and closing-the-loop plans; coordinates with Faculty Senate committees on



implementing program review processes; serves as a member of the University Program Review committee; and coordinates with the GE coordinator on GE program assessment. Most recently, the director has led CLASS in revising the IEEI and Campus Labs assessment reporting for semester programs. The director reports directly to the deputy provost/associate provost for academic programs.

### ***CLASS (CFR 2.5, 2.7)***

Created [CLASS](#) in 2015. CLASS serves as the institution committee—composed of 21 faculty, staff, and administrators—facilitating assessment of student learning and educational quality. CLASS advises curricular and co-curricular programs on how to develop program assessment plans; tracks submission of each program's annual assessment report; and maintains the IEEI. In fall 2019 and winter 2020, CLASS representatives from each academic college provided detailed feedback to all departments on their semester assessment plans.

### ***GE Coordinator (CFR 2.2a, 4.4)***

Appointed in 2015, a faculty GE coordinator oversees the GE program, chairs the GE committee, and coordinates GE outcomes assessment. The GE coordinator also chaired the GE Think Tank that drafted the GLOs, and facilitated the GE program transformation for semesters described in component 3. In addition to working with the GE committee to review curriculum, the GE coordinator liaises with CLASS and academic departments to establish GE assessment practices; organizes professional development related to GE curriculum; and communicates with the state-wide Faculty Senate representatives to ensure compliance with state requirements.

### ***GE Committee***

Established GE committee oversight of GLOs and the GE program. The [GE Committee](#) is a Faculty Senate committee that reviews all GE course proposals, ensuring that each course addresses at least three GLOs, including the GLOs specified within the course's GE category, and that courses designated as Diversity and Inclusion (DI), Global Perspectives (G), and WI meet the criteria for those designations. In addition, the committee reviews all proposed changes in the GE curriculum in terms of criteria by subject area, as well as conducts a four-year cyclical review of the GE program and courses to ensure continuous improvement, attainment of GLOs, and availability of courses for students.

### ***Student Affairs Assessment and Research Officer***

Appointed in 2016, an assessment coordinator in Student Affairs role was expanded into an assessment and research officer position. The officer chairs the Student Affairs Assessment Committee, co-chairs CLASS, and works with each unit in the division to develop program-level assessment plans that align with the overarching division-wide assessment framework.

### ***Student Affairs Assessment Committee (CFR 2.3, 4.1)***

Established a Student Affairs Assessment Committee in 2016, which has overseen assessment processes in Student Affairs. In 2020-2021, this committee is creating a division-wide assessment plan, as well as uniform methods of data collection, analysis, and reporting.

### ***Organizational Change Facilitator (CFR 1.7)***

Appointed a university organizational change facilitator who facilitates assessment of non-academic, non-Student Affairs units, including (ITS), Administration and Finance, Advancement, and the Office of the President. This position involves developing, documenting, and implementing assessment in these units, with the goal of continuous improvement.

### ***Assessment Capability Collaborative (ACC) (CFR 1.7, 2.6)***

Formed an [Assessment Capability Collaborative \(ACC\)](#) of institution assessment leaders in order to integrate assessment and continuous improvement efforts across Academic Affairs, Student Affairs, and other non-academic divisions (see also component 6). The Collaborative meets regularly to share expertise on assessment within and across divisions.

### ***Program Review and Continuous Improvement***

Revised the program review process to be more student-learning-outcomes and assessment centric. The academic program review process as well as assessment of non-academic programs are discussed more fully in component 6.

### ***Campus Labs (CFR 4.1, 2.6)***

Adopted Campus Labs as the platform for documenting assessment and continuous improvement activities at the institution. This decision involved a substantial commitment of institution funding and training. To date, faculty, staff, and administrators representing all divisions have completed training on Campus Labs modules. Several assessment projects are underway using Campus Labs analytics and organizational tools.

### ***Communicating Expectations for Student Learning (CFR 1.6, 2.3)***

Student learning outcomes at the institutional, GE, and program levels are communicated in multiple ways to students, faculty, staff, and administration. The ILOs and GLOs have their own pages on the institution website, and individual degree and co-curricular programs post their PLOs on their program websites. Syllabi for all courses include the learning outcomes that the courses address. The recursive communication of LOs in these various contexts ensures that student learning expectations are embedded in university culture.

All of these learning-centered initiatives, leadership positions, and institution assessment bodies have strengthened and integrated CSUSB's efforts to ensure a high-quality education for students.

## **II. Student Learning at the Institutional Level (CFR 2.2, 2.5, 4.3)**

At the institutional level, CSUSB's expectations for student learning are expressed through ILOs, which are aligned with WSCUC Core Competencies and the GLOs. CSUSB created these ILOs in 2015 through a series of institution-wide conversations led by an Assessment Working Party (AWP); discussions at individual department meetings; and review and ratification by the Faculty Senate. As such, the ILOs are the result of broad participation of university faculty, staff, students, and administration (see [CSUSB's response to the 2015 WSCUC Comprehensive Review](#)).

As reflected in these [ILOs](#), CSUSB expects students to learn ways of thinking, knowing, and expressing in diverse cultures and disciplines and to practice these approaches at some depth within their major field of study. Students also integrate varied paradigms to address complex problems, and they develop intellectual and ethical dispositions for effecting positive change in local and global communities. ILO 3 (Critical Literacies) aligns directly with the five WSCUC Core Competencies, as it emphasizes critical analysis of spoken, written, quantitative, and technological information and expression. The ILOs and their embedded WSCUC Core Competencies are aligned with the GLOs (see figure 4.1), as well as with the PLOs for academic programs (see [ILO-PLO Matrix](#)). These alignments ensure the integration of ILOs throughout students' CSUSB experience.

The eight ILOs are assessed across a 10-year cycle, shown in [figure 4.0](#). Within this cycle, each ILO is evaluated twice through a multi-phase process: collect, analyze, recommend, and implement. In the collect phase, evidence of student learning is collected on the ILO at hand. [This evidence](#) includes 1) a representative sample of PLO assessment findings from academic and co-curricular programs, wherever PLOs are aligned with the ILO; 2) assessment of GLOs aligned with the ILO; 3) program reviews relevant to the ILO; 4) results of external and internally-created surveys; 5) other measures, such as the Collegiate Learning Assessment (CLA) and institutional data. In the analyze phase, a working group—comprised of faculty, staff, students, administrators, and community members assigned to the ILO—will analyze the evidence collected. In the following year's recommend phase, the working group will share a report of findings and recommendations with the university community for input, and a final report will be submitted to the president's cabinet. The institution's

implementation of recommendations is in the following implement year. With this cycle, in any given year the institution will be in various phases of collecting, analyzing, recommending, and implementing for multiple ILOs.

### III. Student Learning at the General Education Level (CFR 1.8, 2.2a, 2.4, 2.5, 4.4)

In 2014-2015, CSUSB created GLOs that are aligned with the ILOs and WSCUC Core Competencies, and that include additional focuses on metacognition, diverse and global perspectives, integrative learning, ethical responsibility, and collaboration (see [figure 4.1](#)). Like the ILOs, these GLOs are the result of extensive cross-institution input. They have their genesis in the work of a faculty GE Think Tank (11 faculty and two librarians) that examined approaches to GE education across the country and drafted the initial set of GLOs. The GLOs were discussed and revised through institution-wide conversations (with participation from 70 people outside of the Think Tank), a student lunch, and an institution-wide online survey. Feedback was then integrated into finalized GLOs, which were approved by the Faculty Senate and endorsed by ASI in May 2015. These GLOs formed the basis for the GE program's use of 'backward design', as discussed further in components 3 and 8.

These GLOs delineate dimensions of learning, intellectual development, and ethical growth that students engage in throughout their GE course of study. For example, they address students' acquisition of specific thinking, analytical, and communication skills, as well as students' awareness of how these skills influence and are influenced by contexts. All WSCUC Core Competencies align directly with the GLOs and are particularly salient in GLO 2 (Thinking Critically) and GLO 3 (Critical Literacies).

Other GLOs build upon and extend these core competency expectations. They emphasize students seeing both the distinctiveness of, and connections between, disciplinary perspectives (GLO 6. Integrative Learning); exploring diverse cultural viewpoints and collaborating with others in varied contexts (GLO 4. Diverse Perspectives, GLO 5. Global Perspectives, and GLO 8. Collaboration); and developing an ethical, reflective orientation to issues impacting themselves and their communities (GLO 7. Ethical Responsibility). Through the GE program, students also become aware of themselves as learners and are able to adapt their learning to different situations (GLO 1. Learning How to Learn/Metacognition).

All GE courses approved for CSUSB's semester program must address at least three GLOs, per the requirements of the [GE course proposal process](#). As shown in this [mapping of GE program structure to GLOs](#), individual courses within each of the GE categories are required to meet the specified GLOs in that category. Given this requirement, by the time that a student has graduated, they will have taken at least three to six courses per GLO. In addition, as the [GE Curriculum Map](#) shows, many individual GE courses address more than the required GLOs of their course category. As such, a student's final number of GLO experiences will most certainly exceed the minimum.

The GE Curriculum Map also reflects CSUSB's understanding that learning within the GLO areas is a developmental, recursive process. Each course listing specifies whether its relevant GLOs, including their aligned WSCUC Core Competencies, are expected to be Initiated (I), Developing (D), or Acquired (A) within the course. The standards of achievement along this trajectory are delineated in the [GLO rubrics](#). For example, the Thinking Critically rubric states that at an emerging level, a student "identifies parts of an argument and describes what it means for an argument to be sound," whereas at an advanced level the student "explains the structure of an argument and routinely judges soundness correctly." These rubrics are used in the assessment of student learning in the GE program and help to ensure consistency in faculty expectations for student learning in particular GLO areas.

In terms of assessment, starting in 2015, when the institution commenced its Q2S process, the GE committee and the GE coordinator focused their assessment activities on developing the GLOs, GLO rubrics, and the GE assessment plan for semesters, summarized in [figure 4.3](#) (CFR 4.4).

Per this plan, student achievement of GLOs, which include WSCUC Core Competencies, is assessed on a four-year cycle, with three GLOs in focus per year. This timetable allows all 12 GLOs to be assessed in four years. Please note that GLO 3 (Critical Literacies) is a macro-GLO that includes five specific GLOs (Information Literacy, Oral Communication, Written Communication, Quantitative Reasoning, Technological Literacy); thus, the total number of individual GLOs assessed is 12. In a given year, for each of the three GLOs in focus for that year, the GE Coordinator in cooperation with CLASS identifies a random sample of scheduled courses that address those GLOs. The GE coordinator then meets with the faculty teaching those courses on the artifacts of student work (e.g., papers, exams, projects, and other work) that the faculty collect to measure student achievement. WSCUC Core Competencies, which constitute GLOs 2, 3.1, 3.2, 3.3, and 3.4, are assessed directly through this process in the years for those GLOs.

The GE coordinator distributes the collected student artifacts to a GE assessment team of raters evaluating the artifacts against the relevant GLO rubrics. The data is examined for student learning at the developmental level relevant for GE and breadth of attainment across sub-dimensions of the rubrics. The GE coordinator, faculty director of assessment, and members of CLASS disseminate a report of findings to the relevant departments teaching the courses assessed and to the institution at large via the Campus Labs platform. The departments teaching the evaluated GE courses identify closing-the-loop actions to implement in light of the findings of the report.

In addition to the assessment and review of the GLOs, the GE committee reviews the content of the GE program to ensure fulfillment of Title V, EO1100, and breadth area content on a five-year rotation by GE category (see [figure 4.4](#)).

#### IV. Student Learning at the Program Level (CFR 2.2b, 3.5, 4.1).

##### *Academic Programs*

Since the 2015 WSCUC review, CSUSB's undergraduate and graduate degree programs have reflected on, and revised their expectations for, student learning and plans for assessing that learning as a result of the institution-wide Q2S process. As required by the Q2S steering committee, degree programs created and submitted the following:

- Program learning outcomes (PLOs) for semester curricula.  
Curriculum map aligning PLOs to program coursework and reflecting progressive levels of student learning across this coursework.  
Description of the program's assessment processes for semesters, including evidence to be reviewed and planned measurements of student learning.
- Schedule for assessing each PLO on a three-to-four year rotation.  
Description of how assessment findings are used to 'close the loop' in the program.  
Narrative explaining how the program has transformed its goals for student learning and the nature of its curriculum.

These required documents (except for the transformation narrative) applied both to programs that chose to "transform" (i.e., re-vision their programs in significant ways for semesters) and those that chose to "convert" their quarter programs for semesters without major changes in design or philosophy. Programs who chose to transform (as more than 77% of CSUSB's degree programs did) were asked to revisit their current (quarter-version) PLOs and re-vision them for semester programs.

To support programs in the process of rethinking their PLOs, curricula, and approaches to assessment, in 2016, the Q2S faculty director and the TRC led Principles of Program Design Institutes, described in component 8.

Programs also drew on prior assessment findings from their quarter programs as well as ongoing curricular discussions to identify what was important for students to learn.

To ensure quality and robustness across semester programs' PLOs and assessment plans, each plan was reviewed by a CLASS faculty member with assessment expertise. Specifically, using a detailed [rubric](#), a CLASS member from the relevant college reviewed and gave department assessment coordinators feedback on their PLO documents, curriculum maps, and assessment plans.

### ***Co-curricular Programs***

Co-curricular programs in the [DSA](#) have developed learning outcomes and assessment plans to track student engagement in and learning through their various programs. Since the previous WSCUC reaccreditation review, units in DSA have created mission statements, goals, and assessment plans. In addition, the DSA's 18-member assessment committee has developed an overarching set of [Division Learning Outcomes \(DLOs\)](#) around the themes of Achieve, Connect, and Thrive, which are mapped to specific unit-level programs, activities, and services. DSA also completed an external review of their entire division, which is discussed in component 6.

## **V. Other Assessments of WSCUC Core Competencies**

Prior to moving to the semester assessment structures described above, student achievement of WSCUC Core Competencies has been evaluated in several assessment projects.

### ***Written Communication and Information Literacy***

In 2015-2016, CSUSB undertook an [assessment of the upper-division writing course](#) (306: Expository Writing), which pointed to how students were developing as writers and as critical analysts of information, and to ways that the writing curriculum could be strengthened for semesters. For this assessment, a FLC examined a sample of student papers from multiple sections of the course and found that many students performed well on research methods and incorporation of research on their writing. Students struggled, however, with using sources for their own purposes. It was thus recommended that writing courses "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 addition, the assessment report highlighted that faculty members teaching writing courses should be better supported in acquiring both disciplinary expertise and writing studies expertise and that this process should include "developing a shared language for and understanding about writing and writing pedagogy." Following this report, in 2017, two well-attended open forums were held—one for students on their experiences with writing at CSUSB, and one for faculty regarding the 306 writing course. Themes that emerged from the faculty and student comments included the need for greater focus on writing related to students' majors, as well as more opportunities for students to revise their writing in response to faculty feedback.

Since that report and the open forums, CSUSB has taken several steps toward addressing the recommendations that came out of these assessments. The institution has replaced the 306 Expository Writing requirement on quarters with the semester undergraduate requirement of two WI-designated courses (beyond the first-year Written Communication GE A2), one of which must be upper-division. This change facilitates students learning to write within their major (or minor) disciplines. To provide professional development for faculty teaching WI courses, the institution hired a tenured associate professor in English composition and rhetoric to coordinate the WI Program, beginning fall 2019. As of winter 2020, the [WI program](#) has sponsored five faculty workshops and three FLCs on different aspects of teaching a WI course within a discipline—including writing pedagogy, assignment design and sequencing, responding to student writing, promoting an inclusive classroom, and digital writing. Out of the 115 faculty members (tenure-line and lecturer) who have participated in one of these, 100% reported a high likelihood that their teaching practices were impacted by the workshops and/or

FLCs. The library has also continued to develop its virtual [Critical Information Literacy \(CIL\) Lab](#), which for faculty includes activities for integrating CIL into course assignments, and for students, various tutorials on finding and evaluating information.

### ***Other Assessments of Information Literacy***

The Pfau Library has assessed the impact of their course-embedded CIL sessions as well as stand-alone CIL workshops on students' facility with conducting research. The library has collected data on these CIL sessions since 2014-2015. The [summaries of 2019-2020 data](#) show that the library's CIL instructional sessions reached 2,290 students and nearly all students reported that the instruction was helpful.

Between 2015-2017, the library also partnered with the Office of Undergraduate Studies to develop a [CIL assessment rubric](#) based on analysis of student work in USTD 100 (First-Year Seminar). This rubric describes indicators of student learning regarding the social nature and value of information and can inform CIL goals in the GE Foundation Seminar (GE Category E), which, for semesters, has replaced USTD 100.

### ***Critical Thinking and Oral Communication***

Critical thinking and oral communication outcomes were assessed between spring 2020 and fall 2020. Instructors from courses in GE Category A1 (Oral Communication) and GE Category A3 (Critical Thinking) submitted student work that addressed one or more of the sub-dimensions in the rubrics for these categories.

For Oral Communication, sub-dimensions included:

- Creating messages appropriate to the rhetorical context;
- Selecting, organizing, and supporting messages with evidence and reasoning to accomplish communicative goals;
- Expressing messages effectively through delivery techniques and language choices;
- Communicating ethically;
- Monitoring and presenting oneself;
- Practicing effective literal listening; and
- Practicing effective critical listening.

For Thinking Critically, they included:

- Definition of issue to be considered critically;
- Synthesis of relevant existing knowledge;
- Student's position (thesis/hypothesis);
- Evidence and Analysis;
- Evaluation of Arguments;
- Construction of Arguments; and
- Examination of limitations and implications.

As of this writing, faculty raters for these collected data are being recruited from the GE committee, CLASS, and the departments offering GE courses. They will be trained on the use of the rubrics in order to promote inter-rater agreement across a minimum of three raters per artifact. The assessment data include student information

that allows the data to be disaggregated and reviewed for issues of equity in student success. The findings from these oral communication and critical thinking assessments will be available in spring 2021.

### ***Quantitative Reasoning***

Student learning in the area of Quantitative Reasoning has been assessed in GE math courses, as well as in the summer Coyote First Step (CFS) math preparation program. In 2017-2018, the Department of Mathematics administered the Precalculus Concepts Assessment (PCA) to students in three GE mathematics courses in order to evaluate the impact of a new curriculum (Pathways to Calculus) on student learning (see [Precalculus Assessment Summary](#)). Pre- and post-tests revealed that gains on the PCA were notably higher for students who were in class sections using the new curriculum. As a result, the Mathematics department adopted the Pathways to Calculus curriculum for all sections of GE MATH 110 (College Algebra) and MATH 120 (Precalculus Mathematics) beginning in fall 2018, and has continued to use that curriculum for semesters in the GE Preparation for Calculus courses (MATH 1401, 1402, 1403).

In addition, each year, the CFS Evaluation Subcommittee assesses the pass rates in GE mathematics and stretch mathematics courses of students who completed the residential summer CFS Mathematics program (see component 5). In 2019, an external evaluation agency, Cobblestone Applied Research and Evaluation, completed a comprehensive assessment of student experiences in the CFS program. They found that over 93% of students passed their CFS mathematics course and over 94% said that the CFS program had met or exceeded their expectations. Among the positive CFS experiences students reported were learning mathematics, making new friends, becoming prepared for college life, and gaining greater self-efficacy in mathematics.

## **V. Program Review and Educational Quality (CFR 2.2)**

A number of undergraduate and graduate programs are evaluated by national accreditation bodies, further ensuring the quality and integrity of these programs. All [externally-accredited programs](#) and their accrediting agencies are current with their accreditation. In addition, all degree programs participate in the institution-internal program review process. This process, as well as reviews of co-curricular and non-academic programs, is discussed in component 6.



## Component 5. Student Success Student Learning, Retention, and Graduation (CFR 1.2, 2.7, 2.10, 2.11, 2.12, 2.13)

This chapter offers an overview of CSUSB programs and services that facilitate student learning, retention, and progress toward graduation. The chapter begins by presenting CSUSB’s definition of student success, followed by a discussion of graduation and retention rates, as well as advising initiatives that improve students’ time to degree. It then describes the institution’s programs that offer students academic and career support, cultivate engagement, and promote health and well-being.

### I. Student Success Defined (CFR 2.4, 2.6, 2.10, 2.13)

CSUSB’s mission statement defines student success in the context of the success of the larger university community:

*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.*

This definition guides the design of the student support programs, which are oriented toward developing the whole person—academic, professional, and ethical. The statement also resonates with the data on student success. According to a [fall 2019 survey](#), CSUSB alumni, students, faculty, and staff indicated that conceptual knowledge, workforce skills, and career success are the three most important factors in determining student success.

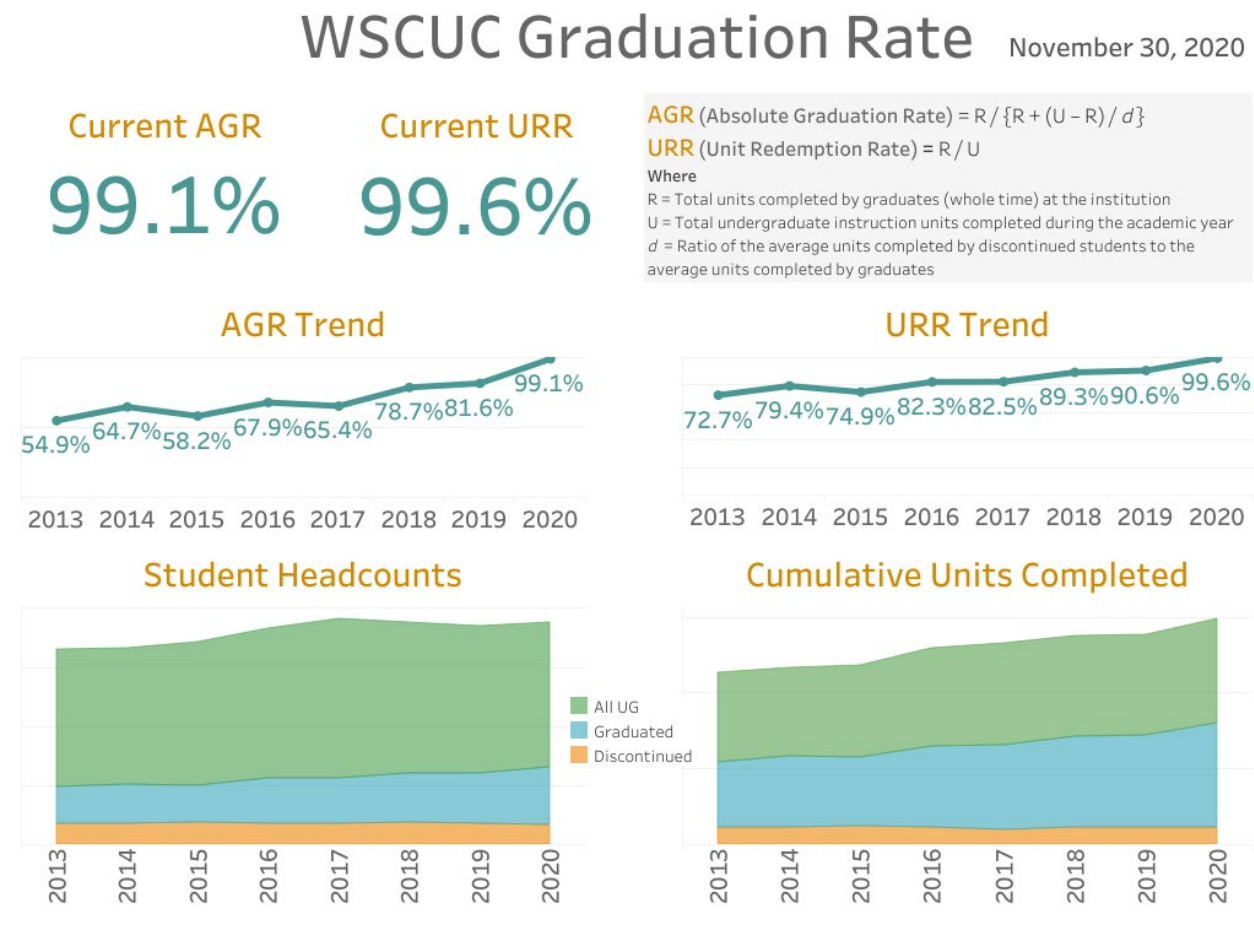
### II. Graduation Rates (CFR 1.2, 2.2, 2.10, 2.13, 4.3)

CSUSB closely monitors the Absolute Graduation Rate (AGR) and Unit Redemption Rate (URR) through a [local dashboard](#). As seen in figure 5.1, results show increases in the number of undergraduate degree recipients and



undergraduate students served, while the number of non-continuing students remained stable. This positive trend is confirmed by the traditional graduation rate calculations.

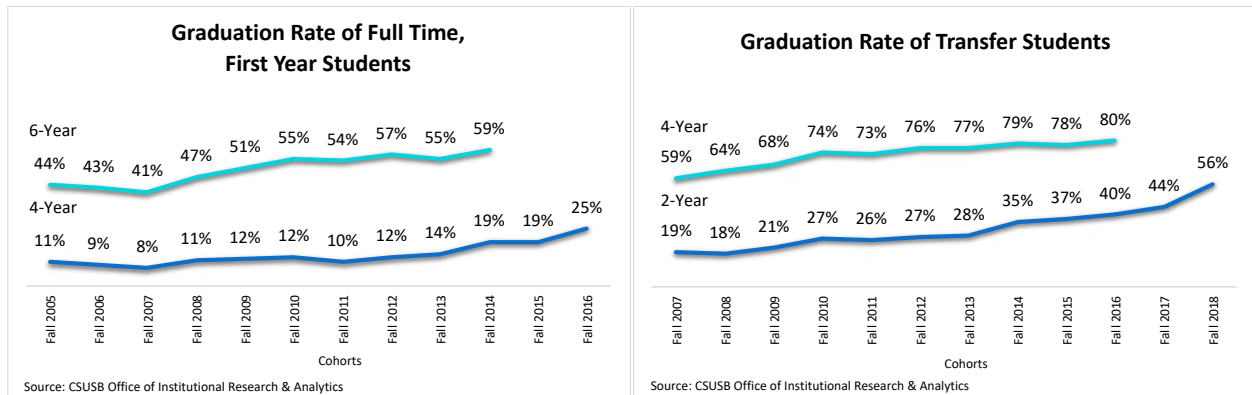
**Figure 5.1: WSCUC Graduation Rate**



Within the context of the CSU GI 2025 ([CSUSB GI2025, 2019](#)), the institution has set ambitious goals to decrease time to degree and eliminate achievement gaps by 2025. Specifically, for first-time, full-time freshmen, CSUSB's 2025 target four-year graduation rate is 30% and the six-year target graduation rate is 62%. The institution is on track to meet these goals. The 2016 freshman cohort had a four-year graduation rate of 25%, substantially increased from the four-year rates of 14%, 19%, and 19% for the 2013, 2014, and 2015 freshman cohorts, respectively. In addition, the 2014 freshman cohort achieved a six-year rate of 59%, larger than the respective 54%, 57%, and 55% six-year rates of the 2011, 2012, and 2013 freshman cohorts ([CSUSB Office of Institutional Research and Analytics, Graduation Initiative 2025 Metrics Report, January 2020](#)).

Graduation rates are even stronger for transfer students ([CSUSB GI2025, 2019](#)). As figure 5.2 shows, transfer graduation rates have been steadily rising over the last several years. Indeed, the 2018 incoming cohort of transfer students had a two-year graduation rate of 56%, exceeding CSUSB's 2025 goal of 45%, and a four-year graduation rate of 80%, well on track to meet the 2025 goal of 83%.

**Figure 5.2 CSUSB Graduation Rates**



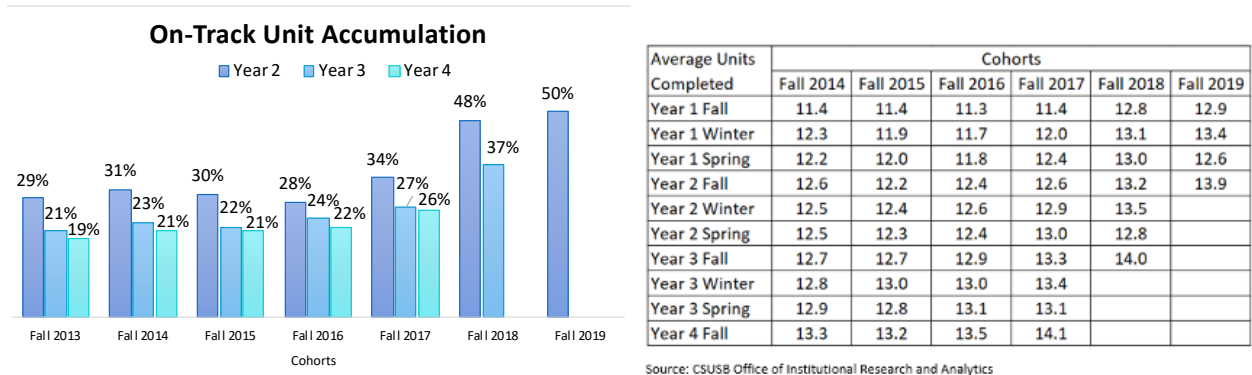
**Advising Interventions to Improve Time to Degree**

To facilitate students’ timely completion toward degree, the university has instituted intrusive advising in several areas.

**Golden Fours.** IR has shown that CSUSB students who complete their Golden Four requirements (i.e., Math/Quantitative Reasoning, Oral Communication, Written Communication, Critical Thinking) during their first year have a higher chance of graduating within four years than students who complete fewer than four requirements (CSUSB Institutional Research and Analytics, [Did You Know, July 2017](#)). As a result, Academic Advising counsels students to take their Golden Fours during the first two years and collaborates with Enrollment Management to ensure adequate seat availability in these courses.

**On-Track Units.** According to the GI 2025 Metrics Report (CSUSB Office of Institutional Research and Analytics, [December 2017](#)), unit completion and on-track unit accumulation strongly correlate with four-year graduation rates. These factors have thus become a focus for intrusive advising and other messaging campaigns to students. In anticipation of the semester conversion, the “15 to finish” campaign encouraged students to complete 15 units each quarter in order to graduate in a timely manner. As figure 5.3 shows, particularly beginning in fall 2017, students have not only increased their average unit load but have also increased their accumulation of units to stay on track for graduation.

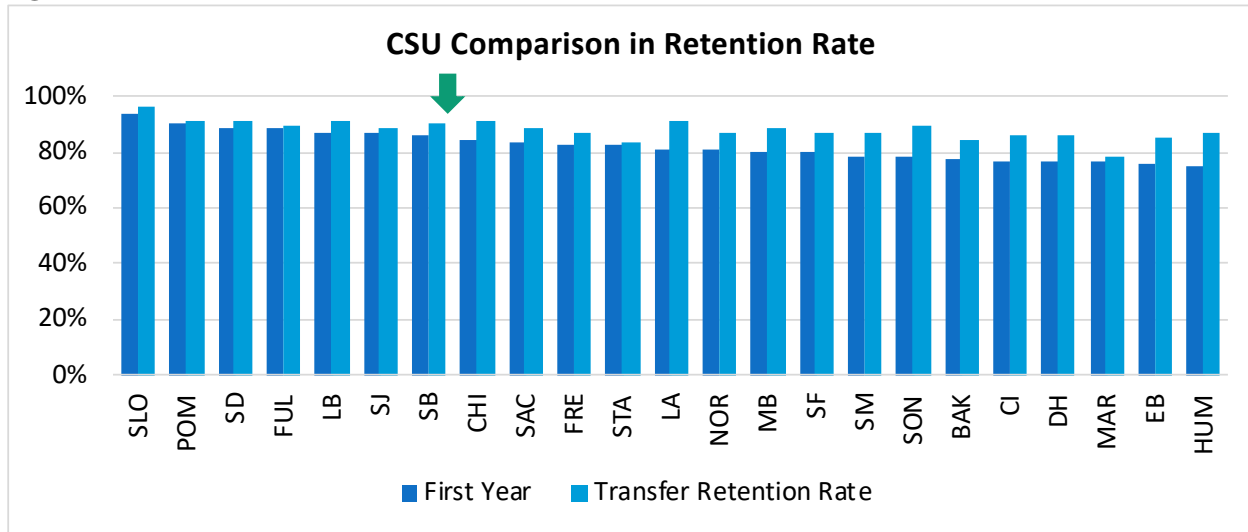
**Figure 5.3: On-Track Unit Accumulation across Student Cohorts**



### III. Retention Rates

Between fall 2019 and fall 2020, full-time first-year students had a retention rate of 85% and transfer students a rate of 88% ([CSUSB Office of Institutional Research and Analytics Dashboard, 2020](#)). Out of the 23 CSU institutions, CSUSB's retention rate as of fall 2018 ranks seventh for both first-year and transfer students (see figure 5.4). These strong retention patterns may be attributed to various factors, including CSUSB's CFS and First-Year Experience Programs, as well as other engagement activities that prepare students for success in their first year at CSUSB.

Figure 5.4: CSUSB Retention Rates



#### Addressing Equity Gaps in Retention

The institution is also addressing equity gaps in student retention and success. A university study showed that gaps between CSUSB Pell and non-Pell students, underrepresented minority and non-underrepresented minority students, first generation and non-first generation students, and female and male students began as early as the first term of students' college life and persisted throughout their time at CSUSB, placing them at a disadvantage by their fourth year ([CSUSB Institutional Research and Analytics, Graduation Initiative 2025 Metrics Report, December 2017](#); [Did You Know, January 2018](#)). The purchase of the Education Advisory Board (EAB) advising platform and development of dashboards have allowed CSUSB advisors to track students' progress, deploy intrusive advising, and document interventions—all actions aimed at closing these equity gaps.

### IV. Academic and Career Support (CFR 2.6, 2.10, 2.12, 2.13, 2.14, 3.5)

A number of institution initiatives ensure students receive support for succeeding in their courses, making progress toward degree, and preparing for professional opportunities after graduation.

[Advising](#) at CSUSB has shifted to a C2D2 (Centrally Coordinated, Decentralized Delivery) model to ensure students get the guidance they need throughout their time at CSUSB. This approach involves professional academic advisors, graduation and retention specialists, professional college advisors, program advisors, faculty advisors, and advisors for specific programs such as the Educational Opportunity Program (EOP), the Student Assistance in Learning program (SAIL), Honors, and Athletics. Each major or concentration has a professional college advisor assigned to it. The professional college advisors are supported by the centralized Advising and

Academic Services office, which also specializes in serving undeclared major students, two- and four-year pledge students, students on probation, and super seniors. Graduation and retention specialists run advising campaigns targeting under-enrolled, non-enrolled, first-year, and graduation check students. In addition, advising is mandatory for all first-year students. Evidence indicates that the collective advising efforts have led to increases in mean unit load, unit completion each term, and on-track unit accumulation.

To cultivate coherence and expertise-sharing across various university advising efforts, the LEAD Advising Council, comprised of advisors from across the institution, meets on a monthly basis to create advising and intervention strategies that support students in their academic and professional goals.

[Supplemental Instruction \(SI\)](#) provides students with subject matter support in difficult courses. Undergraduate and graduate students who have been successful in these courses teach SI sessions for students who may struggle with the course content. SI is offered in 34 courses across four colleges and 10 academic disciplines. Results consistently show that SI participants outperform non-SI participants in difficult classes. In 2019-20, 1,774 unique students participated in SI classes ([SSI Report, 2020](#)). A matched-sample analysis showed that SI participants had a rate of grades of D, F, Withdraw, or Incomplete (DFWI) of 8.5% while non-SI participants had a DFWI rate of 18%.

*Embedded tutoring* has been used in selected mathematics courses since 2018-2019. The Undergraduate Studies [Tutoring Center](#) hires, trains, and supervises mathematics tutors who attend the mathematics course of their tutees, provide individualized in-class attention and assistance, and promote active learning. Assessment results show that students who utilize tutoring more than four times have lower DFWI rates compared to students who utilize tutoring less often.

[The Writing Center \(WRC\)](#) at CSUSB supports students in becoming effective writers by providing writing consultations with expert peers as well as writing workshops in courses. In [2019-2020](#), the WRC served more than 2,500 students. The majority of these students reported that after their WRC consultation, they had a clearer idea of what to do next for their paper or project, and felt their writing consultation sessions were useful.

[The Graduate Writing Center](#) offers CSUSB graduate students specialized assistance on advanced-level writing projects such as seminar papers, thesis proposals, and theses.

[The Office of Student Conduct and Ethical Development](#) educates students on community expectations for, and values of members of, the CSUSB community. Through individual meetings with students, presentations, outreach events, social media, and website resources, the office informs students about CSUSB Standards of Student Conduct (e.g., behavior, discipline, academic honesty) helping to ensure their continued success as students.

[The Student Mentoring Program](#) is comprised of 15-20 student mentors who foster the success of first- and second-year undergraduate students. Student mentors encourage institution engagement, personal growth, and professional development, and connect their mentees to faculty and professional advisors.

[Services to Students with Disabilities \(SSD\)](#) promotes learning for students with disabilities through accommodation services for over 1,000 students annually. Accommodations provided include assistive listening devices, alternate media, sign language interpreters, real time and remote captioning, class aides, and cart service. SSD also fosters community and inclusion for students through SSD initiatives such as disability awareness activities, meetings with administrators responsible for physical planning, and advocacy for the rights of persons with disabilities.

[The Career Center](#) prepares students to explore internships, jobs, and graduate/professional schools through career readiness workshops, tools, and resources. The Career Center also establishes partnerships with various businesses, non-profits, and graduate schools in order to connect students with internships, employment, and

graduate school opportunities. In [2018-2019](#), career counselors delivered 910 presentations and workshops, and carried out counseling appointments (scheduled and drop-in) with 1,936 students.

## V. Preparation for Success (CFR 2.2a, 2.3, 2.10, 2.12, 2.13)

Before students even begin their CSUSB degrees, they participate in several pre-college programs that prepare them to succeed at the university level. The focuses of these programs—GEAR UP, First Star Academy, and Upward Bound—are summarized in figure 5.5.

**Figure 5.5: Pre-College Programs at CSUSB**

### PRE - COLLEGE PROGRAMS

<p><b>GEAR UP</b> is a discretionary grant program designed to increase the number of low-income, secondary students who are prepared to enter and succeed in postsecondary education. The program offers tutoring, college field trips, college entrance exam preparation, college application assistance, and FAFSA assistance among other services. GEAR UP has been in partnership with San Bernardino Unified School District since 2014. The program tracks CSU A-G eligibility, Math and ELA readiness, and on-track to graduation.</p>	<p><b>First Star Academy</b> at CSUSB seeks to improve the lives of youth in foster care by partnering with child welfare agencies, universities, and school districts in the area to ensure foster youth have the academic, life skills, and adult supports needed to transition to higher education and adulthood successfully. The academy offers tutoring in reading, writing, and math, test preparation, and career readiness. Cohorts of students are tracked as they progress through high school and post-secondary education.</p>	<p><b>Upward Bound CSUSB</b>, a TRIO program, ensures that first generation, low income students persist in secondary school, graduate secondary school and complete postsecondary education. The program accomplishes its objectives by providing an array of fundamental educational support services to participants from Carter, Eisenhower, Rialto, San Bernardino, Pacific and Arroyo Valley high schools. The program is designed to generate the skills and motivation necessary to complete secondary and postsecondary education.</p>
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In addition, *CFS*, [CSUSB's Early Start program](#), prepares incoming first-year students to succeed in mathematics/quantitative reasoning and written communication through summer preparatory courses in mathematics and English. CFS also includes co-curricular support as well as a summer residential experience at no cost to students. In CFS' fourth year of programming, results indicate that most CFS students passed their summer mathematics and were satisfied with the program ([CFS Year 3 Evaluation Report, December 2019](#)). Additionally, CFS students had a higher pass rate in a GE Mathematics class at first attempt compared to non-CFS students. [Early Start English at CSUSB](#) orients students to the nature of university reading and writing and prepares students to select their First-Year Composition (FYC) course through the Directed Self Placement (DSP) survey (see component 3). In summer 2019, more than 400 incoming students participated in CFS.

[Summer Orientation and First Year Experience](#) facilitates academic and social transition of new undergraduate students to CSUSB. Orientation is a summer event with an overnight stay in a university residence where students learn about academic and co-curricular resources. Students attend various events within their departments and meet faculty, deans, and staff representatives from the Registrar's Office and Financial Aid.

Academic advisors assist students in understanding their Program Advising Worksheet (PAWS), adding/dropping classes, and building a class schedule. Parents and other family members attend their own activities at the orientation to learn about the institution's environment, college life, financial aid, and graduation requirements, and their influence on student success. In addition, in 2019-2020, the institution launched its "I'm First Alliance" support program for first-generation college students. Students who participated in the program had higher first-term units attempted, first-term units completed, and first-term GPAs.

## VI. Engagement and Sense of Belonging (CFR 2.10, 2.11, 2.12, 2.13)

In addition to academic support services, CSUSB has a number of centers and programs that contribute to student success by cultivating engagement and a sense of belonging at the university, which are particularly important for students of color and/or of historically underserved groups. [The Santos Manuel Student Union](#) houses the university's Cross-Cultural Center and specific affinity centers for Latinx, Pan African, Asian and Pacific-Islander, Native American, and LGBTQ students. These centers are spaces where students find community and participate in cultural programming such as "What's the 'X' in LatinX", "Black Girl Magic: The Experience of Black Women in Higher Education," "Native Beading Circle," "Multifaith-One Friendship Series," "Oh Honey, A Night of Drag," and the CommuniTea series.

As part of the work of a joint task force on African-American student retention at CSUSB, the [Pan African College Scholars Program](#) was developed and implemented in 2019-2020. In this program, Pan African/African American students receive holistic academic and career advising, cultural awareness support, professional development and advocacy.

Latinx students have opportunities to engage in [LEAD](#), a yearly conference since 2010 coordinated by the College of Education. LEAD promotes educational equity and achievement of Latinx students through inspirational speakers, community partnerships, celebration of Latinx heritage, and various resources.

[The Student Assistance in Learning \(SAIL\)](#), CSUSB's federally-funded, Student Support Services-TRIO program, provides outreach to low-income, first-generation students and students with disabilities. Per federal mandate, SAIL submits an Annual Performance Report that demonstrates the program's outcomes in meeting graduation, retention, and academic standing objectives.

[The Educational Opportunity Program \(EOP\)](#) provides robust student support services such as outreach and admission, summer transitional experience, orientation, academic advising, mentoring, and comprehensive counseling and wellness services to historically low-income and underrepresented students who have the potential to succeed at the university level. In a matched sample analysis controlling for gender, ethnicity, expected family contribution, high school GPA, and test scores, EOP students had higher retention rates and lower dismissal rates than non-EOP students.

[The Veterans Success Center](#) supports former, current, and future service members of the United States Armed Forces and their dependents with the transition from college to career, navigation through the academic experience, and celebration of military service and achievements. The center is responsible for the proper and timely certification of benefits for the current and former service members and their dependents, and provides programming that supports veterans' retention, graduation, and career placement goals.

[The Undocumented Student Success Center \(USSC\)](#) creates supportive community spaces for undocumented students and allies by hosting events where students can connect with and learn from one another regarding immigration, AB540, employment opportunities, and university resources. The USSC serves approximately 800 students, providing legal and community referrals, emergency grants, assistance with the California Dream Act application, scholarship information, and informational workshops.

The Office of Graduate Studies has extensive community-building programming for current and prospective graduate students, including the Apply to Grad School week and Cal State Apply workshops and information sessions. The graduate student [Professional Engagement Program \(PREP\)](#) offers workshops in communication and writing, innovation, leadership, career preparation, research, teaching, and financial well-being. In addition, Graduate Studies hosts Graduate Education Week, which consists of seminars, workshops, and mixers for current and prospective graduate students.

[The Department of Housing and Residential Education \(DHRE\)](#) provides students a holistic, on-campus living and learning environment that supports personal and academic development. Students are also able to interact with seven faculty in residence around educational themes.

Another space for student engagement is the [Children's Center](#), which provides high quality child care and early childhood education to children between the ages of three and five. Each year, roughly 200 CSUSB students observe and work with the children at the center, an opportunity that allows them to enrich their understanding of child development.

CSUSB students also find engagement through university [clubs and leadership programs](#), as described in figure 5.6.

**Figure 5.6: Clubs and Leadership Programs**

## LEADERSHIP PROGRAMS

CSUSB students expand their college experience and leadership skills by joining one or more clubs on campus. The campus chartered more than 160 clubs and processed 3,700 student-led events through the new event process on **Coyote Connection**. These clubs and organizations provide educational, social, and recreational experiences for students and promote a sense of belonging to the CSUSB and Inland Empire community.

**Lead the Pack**, a program of the Office of Student Engagement, introduces the concept of leadership and the importance of involvement to first-year students. Each student pairs with a highly involved student mentor to discuss their leadership journey at CSUSB. Students who participated in the program have stepped into various leadership roles on campus, including in fraternity and sorority leadership, and the first-year orientation program. Students in the Lead the Pack reported feeling more connected to their peers, aware of campus resources, and confident in navigating their first year.

CSUSB is also pleased that nearly 400 students attended the 2019-2020 CSUSB Engagement Expo, a one-stop event where students learn about volunteer opportunities, student clubs, and Greek organizations.

## VII. Health and Well-Being (CFR 2.11, 2.13)

To be successful, students must have basic life needs met, including food, housing, and health care. Research conducted by the CSU Chancellor's Office demonstrated that students who were able to resolve basic needs challenges were more likely to persist in college. The institution has invested significantly in meeting these needs through expanding services at the [Obershaw DEN and the PDC's Food Pantry](#). These investments have included the hiring of a full-time basic needs coordinator, seven student staff members, obtaining in-kind support from various areas on campus, running numerous institution-wide and smaller food drives, and

soliciting monetary investments from both on- and off-campus donors. In 2018, the Obershaw DEN reported distributing over 200 individual lunch kits, over 100 grocery bags of food, over 50 hygiene kits, and several hundred dollars' worth of grocery store gift cards and hot meal vouchers. DHRE addressed housing insecurity by providing emergency housing to 25 CSUSB students for a total of 464 days.

[The CARE Team](#) is a team of university and community members, including psychological counselors and full-time university social workers, who ensure essential support for the safety and well-being of students, faculty, and staff. The CARE team responded to 231 referrals during 2018-2019. Of these, 74 were for general health and well-being concerns, 72 for mental health concerns, 29 for housing insecurity, and 8 for food insecurity.

[The Student Health Center \(SHC\)](#) in 2018-2019 provided a range of primary care services including 12,771 clinical appointments, psychiatry, laboratory, triage, and family planning services for a total of 4,456 distinct students. Nearly 600 visits were psychiatry appointments. Five hundred and thirty-six of these appointments for 160 distinct students were on PDC. The SHC received a full three-year reaccreditation for both the San Bernardino and Palm Desert Campuses. This accreditation represents quality of patient care in 11 different standard areas.

[Counseling and Psychological Services \(CAPS\)](#) offers mental health services to students including short-term individual therapy, group therapy, crisis intervention, and educational programming focused on mental health wellness, risk reduction, and stigma reduction. CAPS also targets outreach to historically underserved populations, such as undocumented students, low-income students, student veterans, and students of color. CAPS client surveys show that CAPS services help students be more successful academically, which is consistent with general research on wellness and academic success. [For 2018-2019](#), counselors supported students' mental health and promoted their academic success through 5,646 individual and group therapy appointments on the San Bernardino Campus and 161 appointments on PDC, which represents nearly a 10% increase from 2017-2018.

CSUSB provides a holistic approach to well-being that encompasses [physical health and fitness](#), making smart decisions regarding alcohol and drugs, developing healthy relationships, managing anxiety and depression, and seeking help when needed.

## VIII. COVID-19 Support for Students

CSUSB has also offered a range of support services for students during the [COVID-19 pandemic](#), which are described in the [Response to COVID-19](#) appendix.

In sum, CSUSB supports success through myriad programs and services. The effectiveness of these programs is reflected not only in students' strong graduation and retention rates, but also in the achievement, happiness, and well-being of students.





## **Component 6. Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence (CFR 1.2, 1.4, 1.7, 2.2, 2.3, 2.4, 2.7, 2.10, 4.1, 4.2, 4.3, 4.6)**

Since the previous reaccreditation review, CSUSB has made significant changes to its program review and assessment processes. This chapter thus begins by outlining the process of program review at CSUSB over the last five years and describes sample reviews of both academic and non-academic programs. In addition, it summarizes CSUSB's assessment processes and infrastructure, and describes how the institution uses dashboard and other data for assessment and decision-making. It concludes with a brief look forward to the use of Campus Labs to assist in program evaluations on semesters.

### **I. Academic Degree Program Review (CFR 2.4, 2.7)**

#### ***Program Review Process***

At CSUSB, academic degree program review allows departments to reflect on their aspirations, examine evidence of student learning, check in with department climate and morale, and identify additional resources needed for students, faculty, and staff. This [program review process](#) involves the following sequence of activities:

- (a) The academic department associated with the program conducts a self-study and writes a report explaining progress on action items from the last review; program learning outcomes; evidence of student learning on those outcomes; perspectives on the program from faculty, staff, students, and other constituents; strengths of the program; and areas in need of improvement. Those programs that already produce a self-study report for an accreditation agency include that report, along with a concordance identifying where in the report the above elements are included.
- (b) The department, in consultation with the University Academic Program Review Committee, selects an external reviewer qualified to assess the curriculum and other aspects of the program.

(c) The external reviewer reads the department's self-study report and completes a site visit to gather information and gain perspective through meetings with the faculty, students, staff, department chair, and college dean.

(d) The external reviewer submits an evaluative report on the program, as does the college dean and University Academic Program Review Committee.

(e) The department completes an action plan on improvements that they will make to their program in response to each of the evaluating bodies' recommendations.

### ***Assessment-Focused Reviewer Templates***

While continuing to follow this general sequence of steps, since 2015, CSUSB has integrated a stronger focus on outcomes assessment in program review. In particular, per the WSCUC 2015 reaccreditation recommendations, CSUSB has incorporated templates for the [external reviewer](#), [dean](#), [University Program Review Committee](#), and [department action plan](#) reports, guiding program reviewers to specifically evaluate the PLOs, program assessment practices, and closing-the-loop activities. The programs themselves also have access to the reviewer templates and thus are prompted to write the self-study with substantial focus on their outcomes assessment practices.

### ***Sample Academic Program Review***

The [review from the BA in Anthropology](#) illustrates CSUSB's program review approach over the last five years, as well as different types of findings that can emerge from a review. The BA in Anthropology self-study describes changes that the department made in response to their previous program review, including hiring faculty in areas of need, integrating the anthropology museum more fully into the BA program, and revising the PLOs, curriculum, and assessment plan in light of previous years' outcomes assessment data. Their resulting assessment plan is multidimensional, incorporating pre- and post-tests at the beginning and end of the program, students' course assignments collected for evaluation in relation to PLOs, and a senior-year survey to gather student perceptions on achievement of learning outcomes.

The BA in Anthropology self-study also describes a current year of assessment data with the program's new assessment plan, as well as five years of assessment reports based on their previous assessment plan. The department notes the benefit they found in discussing with each other ways of integrating PLOs into their individual courses. The external reviewer's report is positive about the department's revised assessment plan, while also making suggestions for more controlled sequencing of courses and for an additional learning outcome on linguistic anthropology. Amplifying another recommendation from the external reviewer, the dean's report makes specific suggestions for recruiting students to Anthropology and commends the department for their thoughtful responses to previous recommendations, particularly with respect to hiring, direction of the museum, and assessment. The University Academic Program Review Committee further affirms the program's new approach to assessment and reminds the department that they will need to complete closing-the-loop activities on data collected over the next five years.

## **II. Other Types of Program Reviews**

Outside of degree programs in academic departments, other university units also undergo reviews that lead to improvements. Described below are three examples of such reviews: from Research and Sponsored Programs, Information Technology Services, and Student Affairs.

### ***Office of Research and Sponsored Programs (CFR 1.7, 2.8, 2.9)***

In 2018, the Office of Research and Sponsored Programs requested an external review of their organizational model, staffing, and resources. The [review](#), conducted by the National Council of University Research Administrators (NCURA), identified positive "notable practices" including the hiring of an experienced research

administrator. A number of recommendations were also made, including establishing policies for reassigned time for faculty engaged in research and grant activities, creating a “return policy” for Indirect Costs (IDC) funds, and undertaking a detailed analysis of the duties of each unit. In response to these recommendations, a Sponsored Programs Advisory Committee was formed to oversee the progress of the implementation of the recommendations included in the report, and in 2019 a grant accountant position was created within the Sponsored Programs Administration. In addition, the office applied for and received the three-year-long \$871,000 ASPIRE (Advancing Sponsored Programs Infrastructure for Research Excellence) grant from the National Institutes of Health (NIH). With the grant, the office will reorganize and streamline processes per NCURA’s recommendations, as well as increase diversity and engagement of faculty and students in sponsored research.

### ***Information Technology Services (CFR 1.4, 1.7)***

Each year ITS completes an assessment of their operations and produces a report describing projects accomplished, in progress, and upcoming, with an eye toward the five goal areas of the ITS Strategic Plan: *E-learning* (instructional technology), *iCoyote* (mobile and student communication technologies), *University Analytics* (institutional intelligence, data warehouses, and predictive analytics), *Stable and Secure Infrastructure* (wired and wireless networks, cloud architectures, information security and privacy), and *iEngage* (local community technology projects). The [2018-2019 annual report](#) details a number of achievements in ITS’ initiatives, such as the Ambrosia Project, in which students and faculty in Anthropology, Computer Science, Art, and Music, as well as ITS staff, created interdisciplinary content with augmented and virtual reality technologies. The [2019-2020 annual report](#) showcases extensive innovation at CSUSB and its relationship to the ITS Strategic Plan. Both reports also summarize projects at PDC and describe future projects for both campuses.

ITS has also undertaken assessments of its communication processes and interpersonal climate. For example, following a thorough review of personnel and operations in 2016, ITS created a [decision-making process](#) for all projects, and foregrounded within this process initial gathering of input from all institution and community stakeholders. ITS reexamined the alignment of its goals with its departments and with the larger university strategic plan, and started a system of reporting in which linkages are clearer. To improve work climate, ITS used the Officevibe platform and invited a consultant to facilitate discussions with ITS employees about unresolved issues. Those discussions were brought to ITS leaders to inform ongoing efforts to improve employee engagement in the decision-making process and recognition of achievements. The ITS VP also signed the Educause DEI commitment to weaving DEI into everyday practice, and committed to open discussions during weekly ITS leader meetings. The team recently engaged the services of a fellow CIO from Humboldt to further bolster efforts in DEI at ITS.

### ***Division of Student Affairs***

In 2019-2020, DSA undertook a comprehensive review of their division, with the overarching end-goal of creating a strategic plan for 2021-2024. As part of this assessment, DSA had an external review by the Student Affairs Administrators in Higher Education (NASPA) Advisory Services. In their [Executive Summary](#), the external team of five senior-level student affairs officers identified both strengths and areas for improvement in DSA. Strengths include the engaged DSA staff, who are viewed by their university partners as being “dedicated and responsive to student needs”; DSA’s leadership in the BE Well Yotes wellness program; and their work in the CSU Basic Needs initiative involving university food pantries and the crisis-intervention CARE team; among other strengths. Recommendations by the review team include defining a vision, mission, strategy, and role of assessment for the division; developing a clearer organizational and reporting structure for DSA staff at PDC; and improving communication to DSA staff about “how [DSA] assessment outcomes are used in decision-making within [DSA] departments and across Student Affairs.”

Also as part of their program assessment, DSA leadership gathered for a “strategic thinking retreat” in April 2020 in which they revisited their previous strategic plan, agreed that the plan objectives needed to be better defined, and led participants in reflections about these objectives. Building on this process, 180 participants

at an all-DSA Town Hall in June 2020 discussed the NAPSA external reviewer recommendations and identified which recommendations would be most fruitful to implement over the next three years.

### III. Assessment Infrastructure and Processes (CFR 2.2, 2.3, 4.1)

Program review at CSUSB is meant to be a culminating synthesis of yearly ongoing assessment. To this end, CSUSB has established an assessment infrastructure ensuring that academic and non-academic programs stay continually focused on assessing their program quality and on making program improvements that serve students. As described in greater detail in component 4, this infrastructure includes coordinators, committees and processes for various domains of assessment, summarized in [figure 6.1](#).

#### *Assessment Capability Collaborative (ACC)*

Given these varied assessment processes across different institutional units, the provost and several university assessment leaders saw a need to cultivate coherence, integration, and expertise-sharing within assessment and program review practices. They thus created [ACC](#) with members from CLASS, the HIPs Committee, DSA, the GE Committee, and IR, as well as the assessment directors for academic affairs, student affairs, and non-academic units. Chaired by the deputy provost and chief data officer, ACC is a collective of university constituents who wish to learn from one another about how to evaluate the impact of programs on students, and how to use assessment findings to spur program improvement and growth.

### IV. Uses of Data and Evidence (CFR 1.2, 2.10, 4.2, 4.3, 4.6)

CSUSB uses various forms of evidence to make short-term and long-term decisions that benefit programs and the students they serve. Some of this evidence emerges from annual program assessments and comprehensive program reviews through programs' own data collection, analyses, and reflections. This section focuses on other types of evidence available through CSUSB's IR.

CSUSB has robust institutional intelligence capacity due to the work of IR, which maintains over 60 [dashboards](#) providing up-to-date statistics on student admissions, enrollments, bottleneck courses, student retention and graduation rates, progress toward degree, and degrees conferred, among other student success metrics. These data are used extensively by the university community for reporting, course planning, and strategic decision-making. For example, department chairs rely on enrollment dashboard data to make decisions about opening and closing class sections and determining best times and spaces for class scheduling. In addition, the provost, president's cabinet, and advising units regularly review dashboard data to evaluate the institution's progress on student success goals and to allocate resources that address student needs.

The dashboard on DFWI rates has also allowed the Office of Undergraduate Studies to identify courses for SI (see component 5). In 2019-2020, for example, it was found that among 1,774 unique students enrolled in classes where SI was available, the students who attended SI sessions had a DFWI rate that was less than half of those who did not participate in the SI sessions (8.5% vs. 18%). Such use of data has allowed Undergraduate Studies to receive funding for SI in high DFWI rate courses.

Data and analytics are also available for ongoing, comprehensive university projects, such as GI 2025. IR has created a dedicated GI 2025 constellation of dashboards on such graduation-rate predictors as on-track unit accumulation, number of repeated courses, and completion of 'Golden Four' GE courses within the first two years. As well, the GI 2025 dashboards track equity gaps in graduation rates between different student demographics. IR analyses of these data are reviewed by the president's cabinet, Academic Affairs leadership, deans, chairs, faculty and advisors, who then are better able to make decisions about where and how to adjust resources and strategies for improving students' time to degree (e.g., additional course sections, advising, SI). In 2020, analytics also showed that equity gaps in degrees conferred remained low (3%) between

Underrepresented Minority (URM) and non-URM students, and reduced from 7% in 2018-2019 to 3% in 2019-2020 between Pell Grant and non-Pell Grant first-year, full-time students.

Annually, IR also fulfills between 800 and 1000 ad hoc data requests for university divisions, faculty and staff, and IR administers, analyzes and reports on multiple [surveys](#) of the university community each year. Recent results are available for Meaning of a CSUSB degree surveys, Cooperative Institutional Research Program (CIRP) Freshman Survey, National Survey of Student Engagement (NSSE) HIPs Quality Survey, Beginning College Survey of Student Engagement, and others. These survey data also point to areas where CSUSB can continue to improve in facilitating student learning.

## V. Moving Forward with Assessment, Program Review, and Campus Labs

Heading into semesters, the university looks forward to experiencing the transformed assessment and program review processes. As mentioned in component 1, one new element in these processes is the Campus Labs platform. The platform's six modules allow programs to record and view data, track student achievement on learning outcomes, and post reports for program and accreditation reviews. This all-inclusive platform will make assessment and review processes both more do-able and more coherent for the university community. CSUSB is also confident that the extensive Q2S efforts transforming curriculum and assessment will result in more meaningful program evaluations that better show us what and how well students are learning through the programs.

In addition, the university looks forward to the ongoing activities of ACC and particularly to the coherence and cross-talk that ACC's collaborations will bring to assessment and program review across institutional divisions. ACC will also be able to integrate an outcomes assessment focus into reviews of the updated strategic plan for 2020-2022, which is described further in component 7.



## **Component 7. Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment (CFR 1.4, 1.7, 2.10, 2.13, 2.14, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 4.2, 4.4)**

CSUSB prioritizes expenditures and diversifies funding strategies to meet the obligations of the university and the needs of the student population. This chapter documents the institution's current financial status and describes the ways in which the university has invested financial and other resources to achieve its mission and assess the educational quality of its programs.

### **I. Financial Condition and Stability (CFR 1.7, 3.4, 3.7)**

CSUSB will maintain financial stability and a positive financial outlook for the next 10 years, bolstered by strong enrollment growth. The university is wholly prepared to deliver academic programs and services into the foreseeable future, positively impacting this and future generations of students, while also lifting the socioeconomic outlook of the Inland Empire and Coachella Valley regions. As shown in [figure 7.1](#), since Fiscal Year (FY) 2015-2016, the total institution budget, including self-support activities, increased by \$45.9 million, or 18%, through FY 2019-2020. During the same period, the state and tuition operating funds increased by \$45 million, or 22%. This growth was primarily due to increases in state allocations and associated increases in tuition revenues due to enrollment growth. There have been no tuition increases in the CSU since FY 2011-2012.

It is also important to note, however, that the institution derives most of its operating budget from tuition and state allocations, sources that CSUSB had expected increased revenues from until the onset of the COVID-19 pandemic. California's economic conditions affect state funding, while enrollment drives tuition revenues. In FY 2019-2020, CSUSB experienced no fiscal impact on state allocation and fee revenues due to COVID-19. However, a decrease in revenues after March 2020 significantly impacted Self Support and Auxiliary programs. The loss of revenues was most experienced in the housing, parking, and enterprise (food service and bookstore) programs. In managing COVID-19, CSUSB sought to depopulate the university as much as possible and moved nearly all instruction to virtual learning. For housing, this meant reducing the on-campus population from approximately 1,200 students to about 250. Parking and food services forfeited nearly all revenues as only essential employees came to campus to work, and only a small percentage of students participated in the few on-campus classes available (see [Response to COVID-19 appendix](#)).

For FY 2020-2021, the State of California has imposed a 10% reduction in the State Allocation to CSUSB. In addition, the loss in non-resident tuition from international and other non-resident students is a serious concern as CSUSB projects a 50% decrease in enrollments of those students. In total, CSUSB projects a decline of overall state allocation and fee revenues of \$11.8 million in FY 2020-2021, as compared to FY 2019-2020. CSUSB is currently engaging in budget reduction strategies, in anticipation of a continued downturn in state support for the next three fiscal years.

Nevertheless, while state allocations to the CSU will be uncertain for the next few years, enrollment at CSUSB continues to be very strong and demand increases annually. Between fall 2014 and fall 2019, enrollment (headcount) increased by 7.2%, from 18,952 to 20,311. During this same period, full-time equivalent (FTE) enrollment increased from 16,407 to 18,319 (12%). A significant factor influencing the FTE increase is the result of increases in mean student unit loads per quarter, which went from 12.77 to 13.32 during this period and has also contributed to reduced time to degree (see component 5). CSUSB has accommodated slightly higher enrollment targets established by the CSU Chancellor's Office in each of the past five years to meet this strong student demand. At the same time, the institution implemented enrollment controls across all programs to reduce potential additional over-enrollment beyond university planning goals.

In alignment with Goal 3 of the university Strategic Plan (2015-2022)—which is focused on increasing revenues through fundraising, entrepreneurial activities, and grants and contracts—CSUSB has pursued efforts to supplement its operating funds. The university recognizes that diversification of revenue sources is critical to future success, and through the implementation of aggressive strategic objectives, revenue enhancement is prevalent in many areas of institutional focus. In fall 2019, for example, President Morales announced the successful completion of CSUSB's first comprehensive campaign, which generated contributions of more than \$50 million. In conjunction with this, CSUSB's endowment grew from \$24.5 million to \$44.3 million between 2014-2020, representing an 80% increase. The CSUSB Philanthropic Foundation Board seeks to maximize the return of investment earnings to the institution while ensuring that an appropriate level of endowment income is reinvested and that an appropriate amount is placed in reserve to prepare for economic downturns. Annual endowment distributions increased from \$774,000 to \$1.5 million annually due to the growth of the endowment. These distributions primarily supported student scholarships.

CSUSB also has reduced its annual operating costs by implementing a full range of sustainability efforts, which allow the university to re-prioritize savings from these initiatives towards the academic and student services missions. The [KPMG firm](#) audits CSUSB's financial statements as part of the CSU system-wide financial statement audit. For 2019-2020, as in prior years, KPMG issued an unqualified opinion for both the system-wide audited financial statement and applicable institution supplementary schedules.

### ***Research Grants and Contracts (CFR 2.8, 2.9)***

The funded research of the faculty also experienced significant increases during the same period, with sponsored program activities growing from \$32.7 million in 2014-2015 to \$38.3 million in 2017-2018, representing a 17% increase. As of 2018-2019, CSUSB changed the reporting method to include only funding awarded for the current fiscal year in multi-year awards. Under this new methodology, the amount of funding awarded through sponsored programs was \$29.4 million for 2018-2019 and \$29.3 million for 2019-2020. The requested funding through grant proposal submissions increased from \$21.9 million in 2014-2015 to \$29.3 million in 2018-2019, representing a 33% increase.

Indirect cost recovery from research activities, which provides additional funds to the colleges, departments, and principal investigators, also grew from \$2.4 million in 2014-2015 to \$3.4 million in 2018-2019, a 41% increase. Expenditures and indirect costs recovered for 2019-2020 are \$30 million and \$3 million, respectively.

## II. Aligning Funding Priorities and Decision Making (CFRs 1.7, 3.6, 3.7, 3.10)

CSUSB utilizes a collaborative budget planning process that aligns resource allocation decisions with institutional priorities. Financial transparency to all key university stakeholders has continued as an essential priority during the past five years. CSUSB has expanded its University Budget Advisory Council (UBAC), which guides budget and resource management, to include representatives from faculty, staff, student, and administrative groups. The priorities for any newly available funding are determined by the goals and objectives of the university strategic plan. UBAC annually reviews and prioritizes all potential recently requested operational items for funding and presents a recommendation to the president. To date, the president has implemented more than 90% of UBAC's recommendations. Once budget allocation determinations are complete, the president and VP/CFO host an annual Campus Budget Forum and publicly report all new allocations to the university community. In 2016, CSUSB introduced a financial transparency portal, [OpenBook](#), that allows any member of the university community to review budget and expenditure details for any department or program. UBAC [agendas and reports](#), as well as [Campus Budget Forum presentations](#), are available for the university community through the University Budget office website. This consultative and inclusive budget planning process is particularly important as the higher education financial landscape continues to change. With state allocations to the CSU continually being negotiated, budget planning at CSUSB must remain agile and adaptive.

Once the CSUSB strategic plan was adopted in 2015, the university community worked in phases to create and vet the implementation plan and budget, aligning allocations to each goal, objective, and strategy. The institution solicited feedback from the cabinet, UBAC, SPAC Implementation Team, Academic Affairs Council, DSA leadership, deans, chairs, and faculty. Additionally, the Division of Administration and Finance administered a university-wide survey to students, faculty, staff, and management for feedback.

## III. Commitment to Diversity, Equity, and Inclusion (CFR 1.4, 1.5, 2.1, 2.1)

An important part of the institution's sustainability vision is improving DEI across all programs. To this end, CSUSB proactively sought out a seven-month diversity mapping analysis and evaluation of its DEI infrastructure, committees, efforts, and programs as a way to identify CSUSB's current progress and future needs. Specifically, in spring 2020, Halualani and Associates conducted a focused diversity mapping of the university. The scope of analysis included the following areas: Diversity Strategy, Diversity Infrastructure, Diversity Alignment, Diversity-Focused Teams/Committees, Affinity Groups, Identity Spaces, and Cultural Centers, and Diversity-Related Events and Programming. As described in the [report](#), the diversity mapping showed that CSUSB already has a strong commitment to DEI work and "is strongly poised to further engage and elevate its diversity, equity, and inclusion efforts." To do so, the report recommends that CSUSB develop a diversity strategic plan and create a DEI structure that will coordinate institutional DEI activities to achieve maximum impact.

CSUSB leadership has already committed to undertaking such a diversity strategic plan effort in 2020-2021. In addition, in response to the recommendation to coordinate institutional DEI activities, in fall 2020, the president convened a 74-member President's DEI Board, comprised of faculty, staff, students, and administrators. The board members serve on subcommittees in the following areas:

- DEI in student recruitment, retention, and graduation;
- DEI in faculty recruitment, retention, and development;
- DEI in staff recruitment, retention, and development;
- DEI in alumni and community outreach;
- DEI in curriculum and student learning; and
- DEI programming.



The work of these subcommittees is reported to the board's executive committee of division vice presidents, chief diversity officers, and chairs of the subcommittees; as well as to the steering committee, comprised of the president, members of the president's cabinet, and the chief diversity officers. In October 2020, the executive committee met, and the entire board had a planning retreat, including breakout groups of the subcommittees. A draft of the board's operations plan is also in the works. For more on the [board's](#) activities to date, see the documents on the [committee structure](#), [retreat agenda](#), and [operations plan draft](#).

Also speaking to DEI in the current cultural moment is CSUSB's extensive [Conversations on Race and Policing](#) series, organized by faculty in the Departments of History and Sociology, student leaders, Pfau Library, and the president of San Bernardino's Westside Action Group. Begun in June 2020 in response to the police killing of George Floyd, the series has included 16 university and community conversations (as of October 2020) on such topics as racism as a public health crisis, indigenous communities, police brutality and disability, and activism.

#### **IV. Enrollment Management (CFR 1.4, 1.7, 2.10, 2.14, 3.5, 3.7)**

CSUSB actively monitors and adjusts institution enrollment targets based upon data projections and the funding formula provided by the CSU Chancellor's Office. Enrollment Management, in collaboration with the Office of Undergraduate Studies, the Office of Graduate Studies, academic deans, and IR, reviews data to determine the size and academic level of the entering class. In addition, the president's cabinet reviews enrollment data seven times a year before deciding on targets for undergraduate students. IR maintains enrollment dashboards for planning purposes. For graduate enrollments, the CSUSB Graduate Council, graduate program faculty coordinators, college deans, and department chairs determine the graduate programs available for admission, enrollment capacity, and needed physical, staffing, and curricular resources.

As CSUSB moves further into the 21st century, it will also maintain admissions and enrollment accessibility for historically underrepresented and underserved students. Doing so is at the core of CSUSB's mission. As an anchor institution for the Inland Empire, CSUSB strives to enroll students from the region, with 87% of the current university population hailing from San Bernardino or Riverside Counties. Toward this end, beginning in 2018, CSUSB has implemented a process to identify barriers for students from historically underrepresented groups. As described in component 1, the president created taskforces on the recruitment and retention of African-American and Native American students, and the institution has built programs, services, and resources to encourage applications, grow enrollment, and support the retention and graduation of students from these populations.

CSUSB also provides online and hybrid course offerings to support the learning needs of students. In 2015-2016, CSUSB offered 550 online or hybrid courses, with an enrollment of 18,370. In 2019-2020, before the COVID-19 virtual instruction enrollment modality in spring 2020, 1,078 sections were offered online or in a hybrid format with an enrollment of 33,496. As described in component 3, the institution provides faculty training in online teaching to meet remote students' needs.

#### **V. Facilities, Deferred Maintenance, and Environmental Sustainability (CFR 3.4)**

CSUSB provides both the environment and facilities to support the university's mission. In 2016, it revised its physical master plans for both the [San Bernardino](#) and [Palm Desert](#) Campuses, and both plans received approval from the CSU Board of Trustees. The plans ensure that the physical institution's resources align with, and support, the academic master plan, informed by a firm understanding of physical space needs as the two campuses grow. The 2016 master plans called for the enrollment ceiling at San Bernardino to be increased from 20,000 to 25,000 FTE and at Palm Desert from 2,000 to 8,000 FTE. The implementation timeline for both master plans is based on CSU-approved enrollment growth for the CSUSB campuses rather than on a predetermined timeframe. As described in component 1, several university building projects have recently come to fruition. CSUSB also looks

forward to the completion of the in-progress Santos Manuel Student Union expansion, scheduled to be finished in fall 2021, as well as the new Performing Arts Center and College of Arts and Letters building, scheduled for fall 2024.

In 2017, the institution conducted a thorough assessment of the condition of all facilities, which identified deferred maintenance needs of approximately \$80.2 million, and predicted a rise to \$234 million by 2027. In addition to limited designated state allocations for deferred maintenance, CSUSB has a permanent reserve and utilizes one-time available funds to address mission-critical maintenance needs. The institution continuously invests in classroom renovations, including upgraded paint, lighting, technology, and climate controls. Since 2015, the institution has built 172 smart classrooms with technology upgrades.

Based on the benchmarks established by the CSU system, CSUSB has a high space utilization rate in both lecture and lab space. For the 2019 fall quarter, the most current data available as of this writing, the average weekly station hours (WSH; the number of hours each seat is in use in each room per week) for lecture space is 30.6, representing 87.3% of the standard 35 WSH. The average WSH for lab space is 23.2, which is 116.2% of the standard 20 WSH. The institution seeks creative ways to increase WSH, including starting to offer more courses in non-traditional time-blocks such as on weekends.

The university has been very active in environmental sustainability efforts. [Resilient CSUSB](#) is the university's roadmap for sustainability actions, with particular focuses on energy, water use, waste management, food access, and transportation. CSUSB's [Sustainability Committee](#), co-chaired by a faculty member and the energy and sustainability manager, oversees three working groups, which implement actions per the Resilient CSUSB plan. Notable recent actions include mapping the university's waste streams, completing a microgrid feasibility study, developing protocols for food recovery, and diverting more than 4,000 pounds of university furniture from the landfill.

CSUSB has been named a Tree Campus USA for demonstrating healthy urban forest management and promoting tree education. In addition, the university's newest building, CGI, received the LEED Platinum Certification, the highest green rating that a new building can achieve. Sustainability has also been woven into the semester curricula. In particular, sustainability-focused courses are included in three GE pathways: Diversity and Social Justice, Environmental Sustainability, and Big Ideas that Change the World.

## VI. ITS Resources (CFR 2.13, 3.3, 3.5)

ITS has an annual budget of slightly over \$16 million, with which it facilitates faculty-led innovation and research, enhances operational efficiency through information technologies, and strives to providing world-class customer service. In terms of institution connectivity resources, California Research and Education Network (CalREN) provides redundant 100 gigabits per second (gbps) network connectivity to the San Bernardino Campus and redundant 10 Gbps connectivity to PDC. CSUSB completed a comprehensive wired network switch upgrade across both campuses in summer 2019. Gigabit wireless network is also available via 1,400 wireless access points at San Bernardino and Palm Desert, accessed via the eduroam wifi system. In addition, the university has made significant investments in 'smart' and active learning classrooms, now totaling more than 250 classrooms on the campuses. Each smart classroom has a computer console, internet connection, and video projection. Active learning classrooms have flexible seating and table arrangements, along with video and display boards on multiple sides of the classroom. Five colleges and the Pfau Library have computer labs for student use, along with a 24-hour study lab located in the Pfau Library Wedge, and each college has dedicated IT support staff who are on call for student, faculty, and staff technology support needs.

All faculty and staff have access to multiple free or low-cost software applications, including Microsoft Windows and Office, the complete Adobe Creative Cloud Suite, Qualtrics survey application, and Zoom web conferencing

application. ITS provides optimum services and support to PDC, where 8% of students take classes. PDC has a dedicated Information Technology team led by a director of ITS, and four full-time staff members. Each ITS leader at CSUSB visits PDC every month to evaluate the needs and concerns of that campus. Additionally, instructional designers visit PDC twice a month to provide workshops and webinars. IR has a research technician at PDC twice a week.

CSUSB uses a hybrid of network-based and cloud-based storage, which includes network storage on a virtualized high input/output private cloud platform as well as cloud/SaaS-based storage such as Google Suite and Microsoft Office 365. These platforms allow faculty, students, and staff to upload and store materials that can also be linked directly to Blackboard, CSUSB's Learning Management System.

Training and support to faculty for online instruction is a priority at CSUSB. This effort intensified with the mandate to teach virtually during the COVID-19 pandemic (as described in the [Response to COVID-19 appendix](#)). The university uses Blackboard for each class offered, whether face-to-face, hybrid, or entirely online. ATI builds an average of 11,000 Blackboard course sites per year, with more than 40% of those actively utilized by instructors. The Technology Support Center (TSC), ATI teams, TRC, and FCE support faculty's online teaching with on-call phone requests, support-request tickets, in-person consultation, and guidance from professional instructional designers. ATI offers regular workshops to faculty on effective online and hybrid course design and advanced features of Blackboard, including advanced technologies such as GoReact for student course video assignments, Virtual Reality, Augmented Reality, 3D scanning, and 360-degree video.

## VII. Library (CFR 3.5)

The Pfau Library at the San Bernardino Campus and the Helene Hixon Information Resource Center at PDC provide students, faculty, and staff with in-house access to an extensive collection of books, which total almost 700,000 volumes. They also offer access to over 500,000 digitized publications online, with more than 200,000 of these as e-books. Furthermore, access to all circulating materials in all CSU libraries throughout the system is available to students, faculty, and staff through the Unified Library Management System via an inter-library loan program. Also, more than 130,000 digitized journals, as well as nearly 100 databases, are available to online users. Academic films are provided online via streaming video services, and the Department of Special Collections offers a good number of collections that provide primary source materials. Pfau Library offers students four-hour and term-length loans of laptops loaded with Microsoft Office, SPSS statistical analysis software, Zotero citation management software, and other productivity tools to support student work both in class and at home. The Innovation Lab at Pfau Library provides CSUSB students of all majors the opportunity to learn about 3D printing and scanning, modeling, and virtual reality. Students interact with their peers in a relaxed open laboratory setting, in which collaboration and experimentation are encouraged.

Additionally, the Pfau Library manages CSUSB ScholarWorks, an open access institutional repository that showcases and preserves the research, scholarship, and publications of CSUSB faculty, staff, and students while also providing access to library-based digital collections of oral histories, photographs, and university records. Pfau Library's Special Collections and University Archives department provides access to archival collections and primary source materials that document university history as well as the history of the region. Collaborative projects with local historians are documenting the lives of people in traditionally underrepresented local communities from the Inland Empire.

The Library maintains a robust Course Reserves collection, which consists of books and materials from both the General Library collections, as well as faculty personal copies, consisting of 500+ physical books over the course of the academic year. Course Reserves is heavily used by both undergraduate and graduate students. Reference services to students are provided at the Research Assistance Desk, online in several virtual modes, and via research appointments. As well, the librarians have created a suite of library guides, instructional videos, and other asynchronous ways for students to get research help.

Library resources align with ILOs. The mission of the library ensures access to breadth and depth of knowledge and learning to support critical thinking and information literacy. The Pfau Library has established a liaison system for collection development. In this system, each librarian is assigned to work as a subject matter expert liaison and works with a set of departmental faculty contacts within each college who assist with the selection of library materials, chosen to support the curricular needs of departments within each college of the university. The Conspectus Method identifies potential gaps in library collections that support academic programs. The results of collection assessments inform the library selection of materials and ensure the effectiveness of collection development processes.

The library also contributes significantly to university culture and dialogue. During 2019-2020, the library sponsored or co-sponsored more than 20 programs, including documentary film screenings, faculty lectures, and author readings, as well as the Conversations on Race and Policing described above.

### **VIII. Resources and CSUSB's Commitment to Educational Effectiveness (CFRs 2.6, 2.11, 3.3, 3.5, 3.10, 4.2, 4.3, 4.4)**

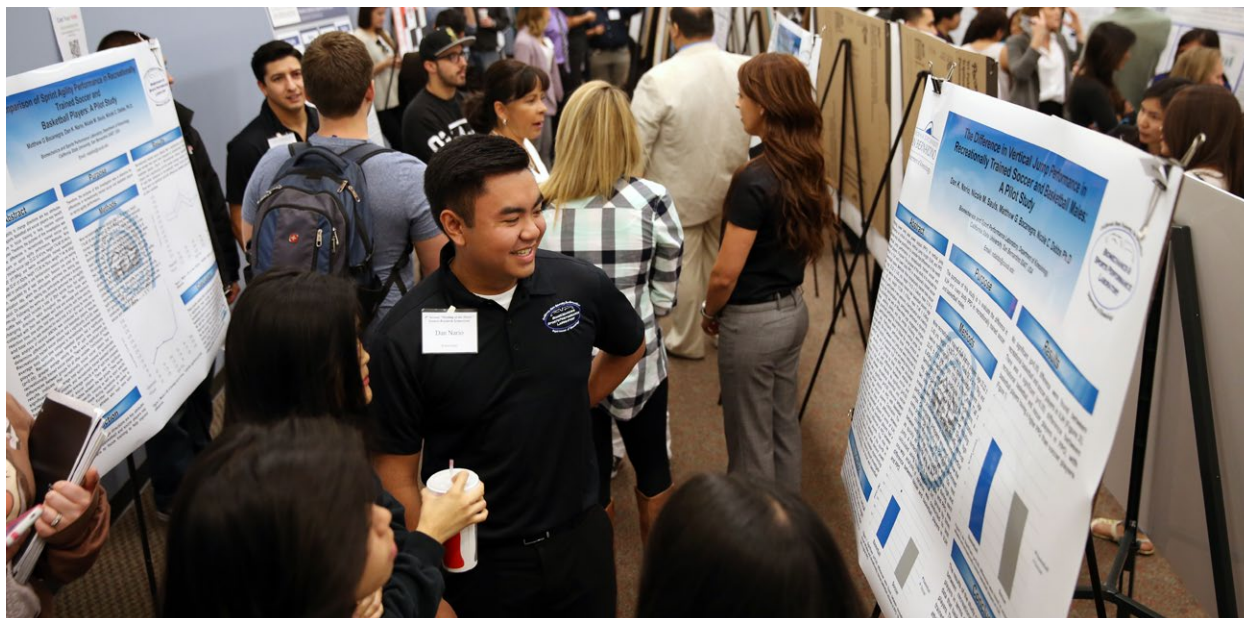
Since 2015, CSUSB has made a significant investment in assessment and quality assurance efforts and infrastructure. Key components of this investment include:

- creation of ILOs and GLOs through faculty-led, consultative processes;
- development of PLOs and assessment plans for all degree programs through the Q2S process;
- appointment of a faculty director of assessment, GE coordinator, Student Affairs research and assessment officer, and organizational change facilitator;
- formation of CLASS and ACC; and
- revision of University Program Review processes.

All of these initiatives are described further in components 1, 3, 4, 6, and 8.

In order to sustain the assessment momentum CSUSB has cultivated over the last five years, the university has allocated resources in each division and academic college to ensure continued funding of assessment resources. ITS invested \$95,000 and DSA \$150,356 towards this effort. Colleges within Academic Affairs have roughly dedicated the following amounts towards assessment: \$202,356 for Education, \$53,274 for Natural Sciences, \$137,872 for Arts and Letters, \$53,274 for Business and Public Administration, and \$37,500 for Social and Behavioral Sciences. Additionally, the university has contracted with Campus Labs to provide eight dedicated modules for institution-wide assessment. Academic Affairs allocates \$158,427 annually for the Campus Labs Institutional Effectiveness and Insight modules, and DSA allocates \$40,000 annually for the Engage and Co-Curricular modules. These modules allow for a collaborative space for transparency in data, reporting and divisional goals, and departments can use them to assess and align their goals to ILOs and/or to the university's strategic plan.

In sum, the institution has made significant gains in financial, physical, and academic quality sustainability in recent years as a result of strategic actions and a transparent budget planning process. These improvements provide a critical foundation for enhancing the academic and university life experience for CSUSB students in the decade to come.



## Component 8. Institution-Specific Theme Quarter-to-Semester Conversion



CSUSB has completed a five-year conversion process from a quarter system to a semester system (Q2S). In response to a decision made by the CSU system, the university transitioned its academic calendar and curriculum to semesters beginning in fall 2020. While this undertaking involved challenges on many levels, it also created an opportunity for the institution to reimagine best pedagogical and learning experiences for students. The university thus viewed the conversion as a five-year ‘moment’ to benefit the entire CSUSB community. Through an open process of cross-institution and all-constituency involvement focused on transformation rather than simple conversion, CSUSB achieved large-scale organizational change centered around students’ interests in the contemporary world.

### I. Q2S Principles, Structures, and Foundational Decisions

The CSU Chancellor’s Office asked CSUSB and other quarter-system institutions to convert to semesters for the purpose of aligning with the semester calendar followed by most other CSU institutions. During 2014-2015, President Morales presented the benefits of a semester system for students as well as the Chancellor’s Office decision to partially support the conversion’s financial cost. The Q2S process was designed to be transparent at every step, to bring in the perspectives of constituents across the institution and community, and to integrate best practices in program assessment and contemporary approaches to student success.

Initial stages of structuring the Q2S process included an extensive review of best practices and lessons learned from CSU institutions that had converted to semesters before CSUSB. Visits to other institutions and meetings with key conversion designers led to more thoughtful design of elements needed for success. The [Q2S website](#) provides further detail on the project’s background and on the different committees established to support Q2S.

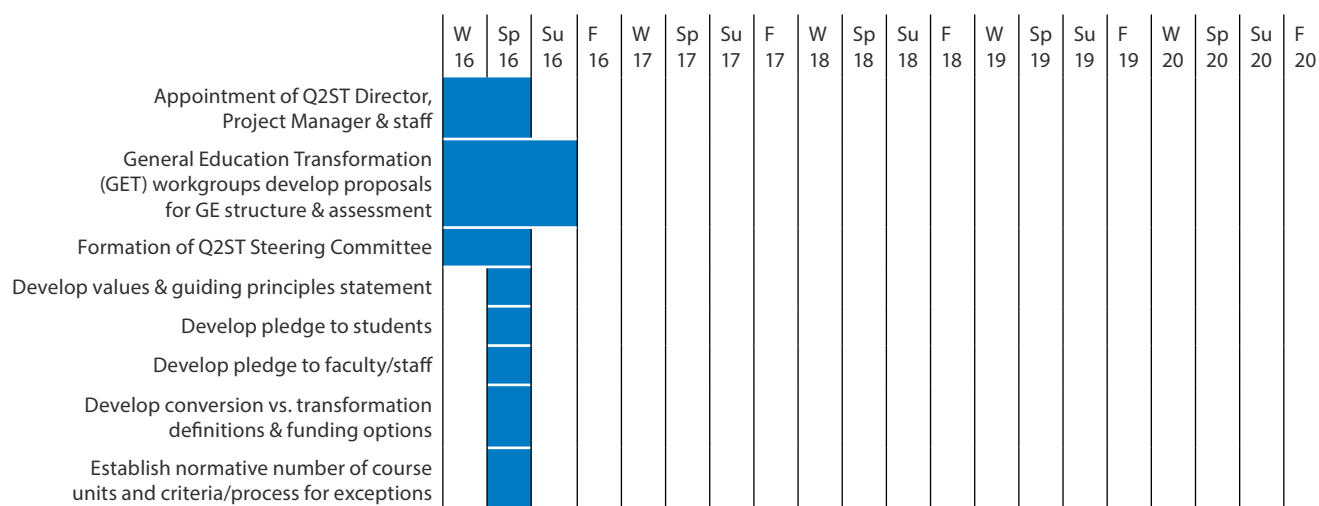
In 2015-2016, the institution completed internal searches for Q2S leadership including the faculty director, technical director/project manager, Q2S office support and members of the Q2S steering committee. The Q2S steering committee’s members were from all university areas, including academic departments, co-curricular units, student services, administration, and student representatives. Initial subcommittees included advising, budget, communications, curriculum development, student administrative services, and faculty affairs. The steering committee was responsible for developing and implementing a coordinated and comprehensive plan for transforming to semesters. Members were either chosen based on area of expertise or elected by the Faculty Senate to represent the faculty on Q2S decisions.

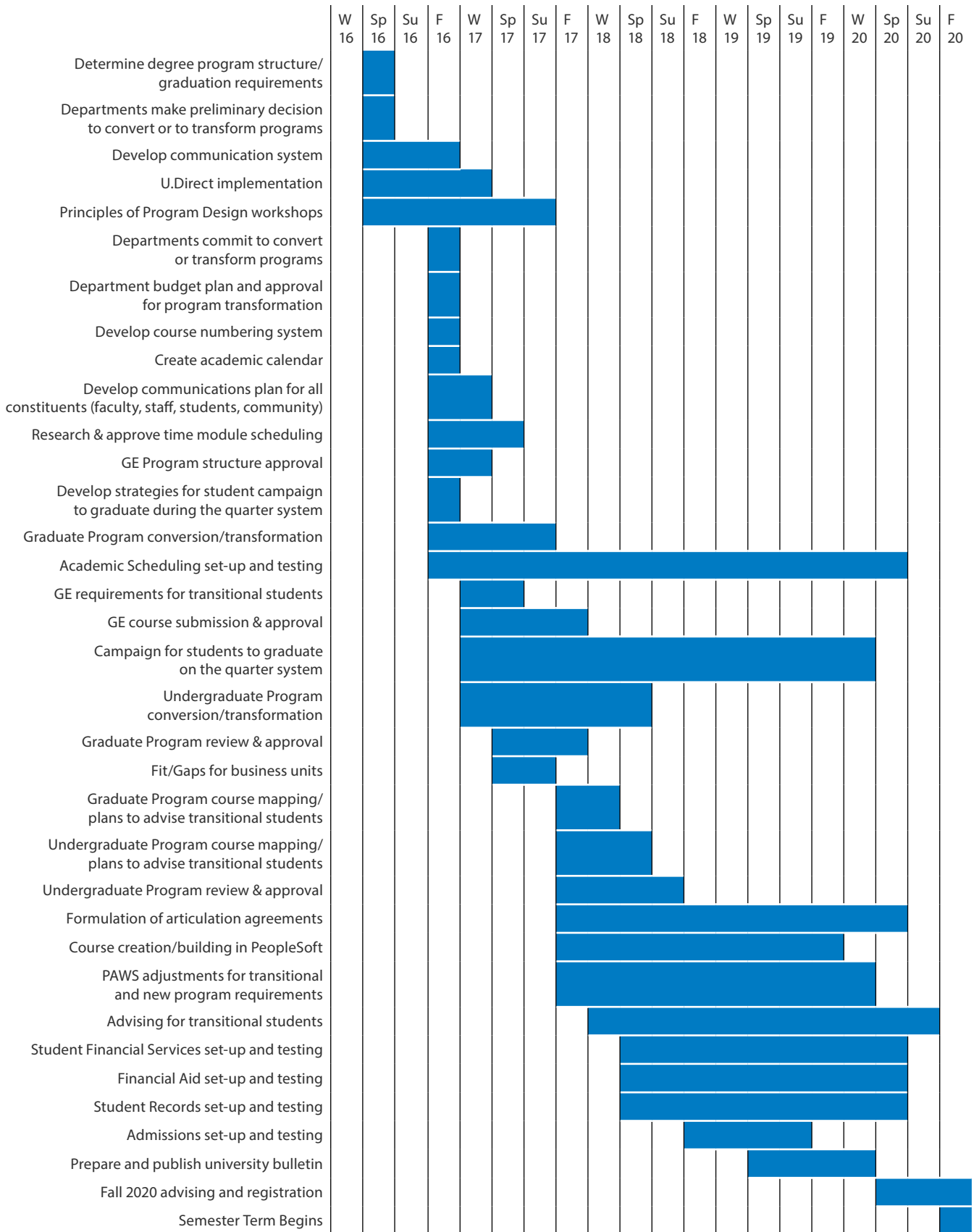
The first task of the steering committee was to create a pledge to students, which would then guide the committee’s subsequent tasks. Through university conversations and panel discussion with students, the Q2S steering committee created the student pledges—one for [undergraduates](#) and one for [graduate](#) students—and presented them to President Morales and the university community. These pledges committed to maintaining the quality of student education in the transformation, transparency in the process, transition plans to achieve timely graduation goals, and informed advising. A [pledge to faculty and staff](#) took the form of guiding principles for Q2S decision-making. These principles emerged through a series of university conversations that identified the concerns of faculty and staff in ensuring shared governance through Q2S. Using existing institution practices on decision-making while adding enhancements to support Q2S, the Q2S steering committee worked with administration to explicitly reassure CSUSB employees of a thoughtful and transparent process.

## II. Q2S Processes

The three major focus areas for Q2S included curriculum development, technological support, and advising. Using lessons learned from other converted CSU institutions, timelines were developed to ensure the success of organizational change in all three focus areas (see figure 8.1). The interdependence of different university constituents was considered to ensure that all departments and offices could achieve the necessary goals. For example, academic departments needed to have their curriculum reviewed and approved to allow the Office of the Registrar, Office of Financial Aid and Scholarships, and advising units to prepare for Q2S.

**Figure 8.1: Q2S Timelines**





## Curriculum Development

In order to encourage curricular transformation rather than just conversion, academic departments were offered professional development in Principles of Program Design (PPD). Faculty participated in a three-day PPD institute with follow-up monthly meetings to promote the application of principles learned in the institute. During the [institute](#), 59 faculty from across the five colleges read, discussed, and applied materials related to disciplinary threshold concepts and understanding the recursive process of learning. These concepts were applied to the identification of key student learning outcomes and 'backward' program design (see component 3). Discussions centered around understanding the students served at CSUSB and the transformative possibilities of curriculum designed with equity and inclusion as critical components to serving students. Additional topics included HIPs, project-based learning, and authentic assessment for quality program design. Beginning the Q2S curriculum transformation with development in program design created faculty experts prepared to support programs with the transformation process.

Simultaneously, the Q2S Curriculum Development subcommittee researched state requirements in Title V and best practices in curriculum to decide the parameters for the transformed programs, including new course numbering systems; required number of units for majors, minors, and graduate programs; typical unit loads; and processes for exceptions to typical units. Frequently Asked Questions (FAQs) and other resources were posted online to address curriculum development questions, and Q2S coordinators were assigned from each college to ensure the quality of the transformation process for every department. Further information was provided to ensure compliance with state requirements for transfer students and articulation requirements, and new executive orders from the CSU Chancellor's Office regarding program requirements.

Programs were given the option to transform or convert their curricula. Resources and reassigned time for faculty Q2S leaders' time were provided for transforming. More than 77% of programs chose to transform. Transformation was defined through a series of required steps showing that the program had engaged in deep reflection of the program and student learning outcomes. Each program had to submit an Evidence of Transformation Narrative demonstrating renewed understanding of the students served and the context of the programs; learning outcomes described in terms of disciplinary ways of thinking and doing; and a curriculum that attends to DEI. Transformation narratives also included assessment plans and descriptions of how assessment practices were used to inform the creation of the new programs. Deadlines were staggered into three tracks for curriculum submission allowing for a consistent pace of review work for curriculum committees. Programs were required to submit the evidence of transformation narrative, assessment plan, programs and course proposals, curriculum maps, course translation tables for degree coursework, road maps to support student plans for graduation, and advising plans. These documents were reviewed by appropriate committees, who provided feedback and recommendations.

The [reflective process](#) required of Q2S curriculum development led programs to make meaningful changes that better supported students and that integrated more contemporary approaches to curricula and HIPs. Examples of such transformed programs include the following:

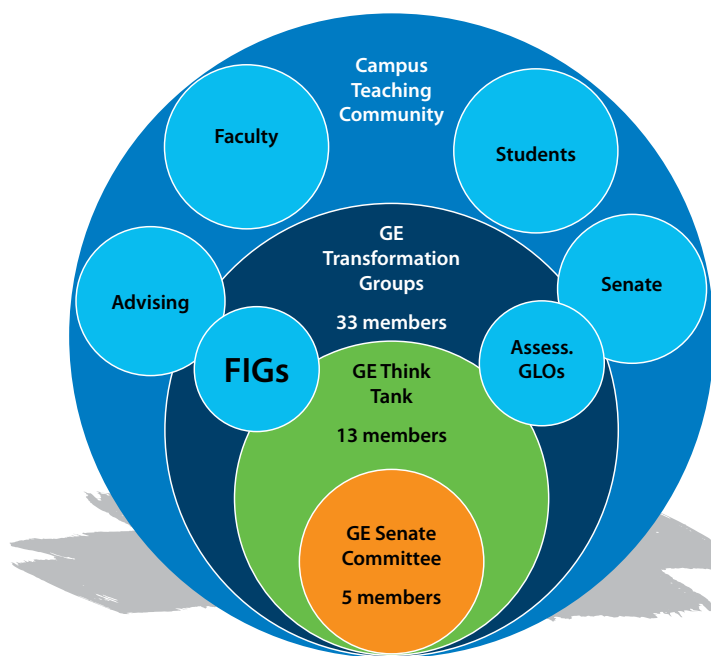
- [BA English](#). Following a reflection of the students served by the program and their needs, the BA in English includes required coursework in all four areas of the department faculty's expertise: literature, creative writing, linguistics, and rhetoric and writing studies, as well as the addition of a senior-level professional pathways for English majors course. These concentrations also encourage more HIPs such as study abroad, internships, research, and project-based learning.
- [BS Kinesiology](#). Guided by three overarching student learning outcomes and an emphasis on Bloom's taxonomy, the BA in Kinesiology includes a redesigned introductory sequence to better orient students to the ways of thinking in the field, hands-on activities related to kinesiology, and required core content that allows students to gain perspective on cultural and psychological aspects of human movement.



- [BA Psychology](#). Built around threshold concepts, the redesigned Psychology BA orients students at the beginning of the major to the psychological science of knowledge validation through systematic observation, and to the underlying organization and mechanisms of neurological and psychological processes. These significant changes to the entry of the major better prepare students to succeed in advanced experiences in the program and to engage in HIPs such as required research experience classes and newly designed WI courses.
- General Education. The transformed GE program is the product of an all-university effort guided by a commitment to a multidisciplinary liberal arts education; student-centered approach to design; inclusion of all disciplinary fields and departments; and fulfillment of state requirements while maintaining intellectual integrity in the program.

This effort began with creating [GE learning outcomes \(GLOs\)](#). A five-person Faculty Senate GE committee was joined by 13 additional faculty from across all of the colleges to form the GE Think Tank. The think tank reviewed contemporary literature on GE, examined best practices, held open forums for the institution, and included student voices. This effort led to the development of the GLOs, approved by the Faculty Senate and endorsed by ASI in 2015. The GLOs formed the base of the backward design effort to transform the GE program.

**Figure 8.2: Participants in GE Transformation**



In 2016, additional faculty joined the members of the GE think tank to form the 33-faculty member GE transformation work group facilitated by the Q2S GE coordinator. Using a backward design strategy enhanced by assessment practices, faculty inquiry groups (FIGs) began the process of restructuring the GE program. Additional voices were added to the transformation process through open institution forums, consultation meetings with institution advising groups, student panels, and the Faculty Senate (see figure 8.2). Guided by all of these perspectives, as well as by Title V requirements and Chancellor’s Office Executive Order 1100, a new program was created that fulfilled state requirements, kept requirements within 49 units, and foregrounded critical curricular areas for CSUSB, such as diversity and inclusiveness, global perspectives, and written communication (see component 3 for signature features of the GE program).

Following the same process of curriculum proposal outlined by the Q2S Curriculum Development subcommittee for degree programs, all departments were invited to propose courses into the program. The curriculum approval process for GE had the added steps of aligning proposed courses to the GLOs, meeting Title V requirements, and agreeing to participate in assessment practices. An overview of the requirements and description of the structure of the program can be found in the GE structure guide and the curriculum proposal guide, both found at the [GE Resources](#) page.

The tremendous effort required across the institution to transform the GE program was supported through the Q2S budget. University leadership has also committed to fund a faculty GE coordinator to maintain the quality

of the GE experience. This new position ensures program review and assessment, faculty development in GE, support for student advising and enrollment, and program administration.

### III. Support for Q2S Faculty Professional Development

To ensure that the new semester programs would be supported with quality teaching, the Q2S office offered extensive professional development for all faculty. Each faculty member (tenure-line or lecturer) had the opportunity to apply to receive \$1,500 for studying and incorporating enhanced pedagogy relevant to teaching in the new Q2S curriculum. Example topics in enhanced pedagogy included project-based learning, integrating museum curation, and evidence-based strategies for teaching mathematics. A total of 242 faculty were supported through these enhanced pedagogy funds. Separate funds were made available for workshops and institutes for GE pedagogy, including three-day institutes on incorporating HIPs in first-year seminars, as well as workshops on integrating GLOs and teaching diversity and inclusion (DI) courses, global perspectives (G) courses, and WI courses. The GE institutes and workshops served 233 tenure track and adjunct faculty. All in all, the institution provided \$828,580 for Q2S faculty development.

As curriculum review progressed, the Q2S steering committee followed equally cooperative processes to establish the semester academic calendar, time blocks for scheduling, and methods for approving course-related fees. The committee also supported discussions of workload under the semester system. These efforts resulted in recommendations from the Q2S steering committee presented to the Faculty Senate and approved by the university administration under President Morales. Parallel efforts were conducted for co-curricular services transforming to semesters, with particular attention to creating high engagement activities for students. A new university hour (aka Coyote Hour) was also established allowing a break in academic scheduling twice a week for students to participate in university activities.

### IV. Technical Elements of Q2S

On the technical side of Q2S, new software tools were developed and current systems were retrofitted. These enhancements were also leveraged to increase the university's technology capabilities moving forward. When the semester conversion project officially began, the first challenge was to implement a digital approval workflow for curriculum submissions. Software for this purpose needed to communicate with both the university bulletin and student information systems. Paper forms, the medium that the institution had always used, would not work for the volume of Q2S conversion forms. As a result, CSUSB implemented Leapfrog's CourseLeaf Curriculum Inventory Management (CIM) product, which allowed curriculum reviewers to track, comment on, and share each curriculum form as it made its way through the review process. CSUSB also developed a software mechanism to identify which students were completing their degree requirements pre- or post-conversion. This application allowed academic advisors to track and contact 'quarter completers' and 'semester completers' and to advise them appropriately.

A Q2S GPA calculator was also created to help advisors and students calculate potential GPAs with a mix of quarter and semester courses. In addition, a Course Conversion Guide delineated quarter-semester course equivalencies. The CSUSB degree audit system (PAWS) was also retrofitted with Q2S course equivalencies, catalog changes, and unit conversions. Through the retrofitted PAWS, students and advisors were able to run "what-if" scenarios to see whether semester or quarter catalog requirements benefited students. In addition, an electronic course substitution process was implemented to streamline processing of substitutions. The student information system (PeopleSoft Campus Solutions) and the advising platform (EAB) were also retrofitted. Significant testing, validation, impact analysis, and cross-module involvement were conducted by the Office of the Registrar and ITS on these platforms.

## V. Campus Labs, Assessment and Program Review

Q2S informed the university decision to engage with Campus Labs, ensuring a data-driven, transparent, and cross-divisional assessment, program review, and reporting process. Academic Affairs established the Office of Assessment, led by the faculty director of assessment. The university appointed an organizational change facilitator to lead assessment in the divisions of ITS, University Advancement, Administration and Finance, and the Office of the President. And DSA established a program of evaluation and review led by their research and assessment officer. ACC was also established to promote assessment expertise-sharing across institution divisions (see components 2, 4, and 6).

## VI. Advising

Consistent with the pledge to students, a comprehensive Q2S advising plan was designed to create quality, intrusive advising for every student supported. Toward this end, additional professional advisers were added to each college, and faculty advising fellows provided further leadership in advising. Several advising academies were held to ensure the quality and consistency of information created for all programs and majors. Roadmaps and cross-walk tables were created for every program to ensure that students at every stage of the Q2S transition maintained their progress toward degree and had a clearly defined plan to graduation. The university adopted new systems such as EAB and other technologies to document and track student progress and to connect with students who needed advising. A comprehensive communication campaign was designed to ensure that students received necessary information through email, websites, university posters, social media, information fairs and Q2S awareness events, as well as through planned “teach-in days” when Q2S information and resources were shared by instructors (see figure 8.3). The all-institution effort to enhance, raise awareness of, and coordinate student advising during Q2S has led to advising programs and processes that continue to support students post-Q2S.

Figure 8.3: Q2S Messaging



The goals of the Q2S transformation were largely achieved by the winter of 2020. Over 5,700 courses and 250 programs had been discussed, reviewed, and updated as a part of the curriculum process. Over 453 faculty had participated and were compensated as transformation leaders, and many others served in other curricular capacities such as designers of GE pathways, and curriculum reviewers at department, college, and university levels. Technological aspects of the project were all designed and programmed in time for the articulation process. And the tireless work of staff in the Office of the Registrar, ITS, student records, academic scheduling, and other units had ensured that the new semester-based catalog was published and degree audits and student information systems were designed to manage the transition to semesters. Significant testing, validation, impact analysis, and cross-module involvement were performed to ensure that the technology was ready to perform for semesters. Fortunately, significant tasks for the transformation were complete when the COVID-19 emergency moved operations online. CSUSB invested \$10 million in transforming the university.

## Component 9. Conclusion: Reflection and Plans for Improvement

CSUSB's self-study under the WSCUC Standards for Review and preparation of the institutional report have highlighted strengths of the university as well as where it can grow further. This concluding chapter summarizes the insights gained into the institution, as well as describing key goals for the university over the next decade.

### I. Lessons Learned about the Institution

CSUSB is able to undergo major transformation in a collaborative, productive way. The university has witnessed a capacity for productive change in particular through the following all-university initiatives:

1. Development of the university strategic plan;
2. Integration of outcomes assessment across academic and non-academic units;
3. Q2S conversion;
4. GE transformation; and
5. COVID-19 response.

As reflected in the preceding chapters, each of these initiatives has resulted in a successful 'product': the comprehensive and dynamic Strategic Plan 2015-2022; assessment processes in all programs; revised curricula for semesters; an inspired and inspiring GE program; and continued quality instruction and university operations throughout the COVID-19 pandemic. Equally if not more important, however, have been the community-building processes undergirding these initiatives' successes. CSUSB recognizes the following four 'ingredients' of success of the five transformative projects listed above:

- inclusive, meaningful, and collaborative representation of all constituents of the university community—faculty, staff, students, and administrators—through the development and implementation phases of institutional projects;
- recursive processes of feedback and revision at multiple stages of these projects to ensure that all voices are heard, even if that means projects take additional time;
- faculty leadership in transforming curricula and creating assessment plans that make sense for their programs and students; and
- professional development for participants, as was made extensively available for Q2S participants and for faculty and staff during the COVID-19 pandemic.

CSUSB seeks to capitalize on these lessons regarding critical ingredients for success in future institution-wide projects, such as those outlined below in section II.

The initiatives above as well as other processes have also highlighted areas where the institution can improve. In particular, CSUSB recognizes the need to share resources to support institution assessment efforts, and as a result has formed ACC, which will play a role in future assessment of the university strategic plan. The institution also seeks to improve the dissemination of assessment findings, such that they make their way to the specific programs and constituents—faculty, staff, administration—who are able to act on them. In addition, the external evaluation of DEI at CSUSB has made clear that the institution needs to coordinate DEI efforts such that they are more intentional, consistent, and effective (see component 7).



## II. Moving Forward

Given what CSUSB has learned about university successes and growth areas, over the next 10 years, the university will prioritize the following

### *A. Implementing and Assessing Additional Objectives for Strategic Plan 2015-2022*

The following 10 objectives were added in 2020, two for each of the five strategic plan goals:

#### **STUDENT SUCCESS**

- increasing availability and quality of course offerings in various modalities; and
- improving advising services to promote timely graduation and career exploration.

#### **FACULTY AND STAFF SUCCESS**

- creating a DEI strategic plan that attends to recruitment and support for diverse faculty and staff; and
- creating a coordinated support structure for faculty development.

#### **RESOURCE SUSTAINABILITY AND EXPANSION**

- adopting new strategies annually to reduce CSUSB's carbon footprint; and
- evaluating utilization of campus space and identifying needs for additional space.

#### **COMMUNITY ENGAGEMENT AND PARTNERSHIPS**

- strengthening partnerships with school districts and community colleges, in order to provide local students with straightforward pathways to a four-year degree; and
- cultivating relationships with families, community organizations, tribal nations, and elected officials to ensure CSUSB's role as an anchor institution in the community.

#### **IDENTITY**

- growing our identity as a learning institution that has both a strong culture of evidence and transparent dissemination of assessment findings to enable programs to act on them; and

- expanding our alumni-student mentoring program in order to engage alumni and support students in achieving their goals.

As of this writing, CSUSB's ACC, president and working groups (inclusive of faculty, staff, students) are refining the descriptions of these ten objectives for 2020-2022, as well as identifying implementation strategies for each.

### ***B. Developing Strategic Plan 2022-2027***

The institution will develop Strategic Plan 2022-2027 using the inclusive, bottom-up processes employed for plan building in 2015—that is, with representation of all university constituents throughout the process, multiple working groups, and extensive feedback solicited and incorporated from faculty, staff, students, alumni, and community.

### ***C. Diversity, Equity and Inclusion (DEI)***

The COVID-19 pandemic, violence against communities of color, and civil unrest have made clear that DEI is an urgent priority for CSUSB, particularly given the students and communities that the university serves. The next 10 years will be shaped significantly by DEI initiatives. As discussed in component 7, CSUSB has created a 74-member DEI board that is identifying institutional actions to increase DEI in student recruitment, retention, and graduation; faculty and staff hiring, support, and development; alumni and community outreach; curriculum and student learning; and co-curricular programming. CSUSB's extensive and ongoing *Conversations on Race and Policing* series is also a site of crucial dialogue on racial justice (see component 7).

### ***E. Graduation Initiative (GI) 2025***

CSUSB is on target to exceed the CSU-system GI 2025 goals for graduation rates and time to graduation for both first-year and transfer students (see component 5). Past 2025, the university will continue its efforts to help students graduate in a timely manner, particularly through consistent and intrusive advising throughout students' academic degree programs.

### ***F. Adapting to a Post-COVID World***

A 2020 Chronicle of Higher Education special report, "[The Post-Pandemic College](#)," considers what the academic enterprise will look like during and beyond the COVID-19 pandemic. Several areas that CSUSB is already poised to address, particularly through DEI initiatives, are serving economically disadvantaged and historically underrepresented students, ensuring equitable access to technology, facilitating admission to students of color, and preparing students to succeed in competitive public and professional sectors.

These next 10 years are certain to be challenging for CSUSB, as they will be for most colleges and universities around the country. But the university looks forward to meeting the moments and even thriving in them. To be successful, the institution must continue to collaborate across university divisions, be inclusive of varied perspectives, and keep the success of CSUSB students at the center of all actions.

## Glossary of Acronyms

- AACU - Association of American Colleges and Universities
- ACC - Assessment Capability Collaborative
- AGR - Absolute Graduation Rate
- ASI – Associated Students, Incorporated
- ASPIRE - Advancing Sponsored Programs Infrastructure for Research Excellence
- ATI - Academic Technologies and Innovation
- AY – Academic Year
- BS – Bachelor of Science
- C2D2 - Centrally Coordinated, Decentralized Delivery
- CAL – College of Arts and Letters
- CalAPA - California Administrator Performance Assessment
- CAIREN - California Research and Education Network
- CAPS – Counseling and Psychological Services
- CARE – Campus Assessment, Response and Education
- CEGE – College of Extended and Global Education
- CEO – Chief Executive Officer
- CFO – Chief Financial Officer
- CFR – Criteria for Review
- CFS – Coyote First Step
- CGI - Center for Global Innovation
- CIL – Critical Information Literacy
- CIM - Curriculum Inventory Management
- CIRP – Cooperative Institutional Research Program
- CISP - Center for International Studies and Programs
- CLASS - Committee on Learning Assessment for Student Success
- COE – College of Education
- CSU – California State University
- CSUSB - California State University, San Bernardino
- CVC - Coachella Valley Center
- DEI - Diversity, Equity, and Inclusion
- DEPTH - Diversity and Equity in Promotion, Tenure, and Hiring
- DFWI – rate of grades of D, F, Withdraw, or Incomplete
- DHRE - Department of Housing and Residential Education
- DI – Diversity and Inclusion
- DLOs – Division Learning Outcomes
- DSA – Division of Student Affairs
- DSP - Directed Self Placement
- EAB – Education Advisory Board
- EO – Executive Order
- EOP – Educational Opportunity Program
- ESE – Exceptional Student Education
- FAM - Faculty Administrative Manual
- FCE – Faculty Center for Excellence
- FLCs – Faculty Learning Communities
- FTE – Full-time Equivalent
- FYC - First-Year Composition
- FYS – First-Year Students
- G – Global Perspectives
- Gbps - gigabits per second
- GI - Graduation Initiative
- GLOs - General Education Learning Outcomes
- GPA – Grade Point Average
- HACU - Hispanic Association for Colleges and Universities
- HIPs - High Impact Practices
- HSI - Hispanic-Serving Institution
- IDC - Indirect Costs
- IEEI - Inventory of Educational Effectiveness Indicators
- ILOs - Institutional Learning Outcomes
- IR – Office of Institutional Research and Analytics
- ITS - Information Technology Services
- KPMG – multinational professional services network
- LEAD – Latino Education and Advocacy Days
- LO – Learning Outcome
- MFA – Master of Fine Arts
- MS - Master of Science
- MSI - Minority-Serving Institution



- NACADA - National Academic Advising Association
- NCURA - National Council of University Research Administrators
- NIH - National Institutes of Health
- NSSE – National Survey of Student Engagement
- OAR – Office of Academic Research
- ORD - Office of Research Development
- OSR – Office of Student Research
- PAWS - Program Advising Worksheet for Students
- PCA - Precalculus Concepts Assessment
- PDC – Palm Desert Campus
- PLOs – Program Learning Outcomes
- PPD – Principles of Program Design
- PREP - Professional Resource and Engagement Program
- Q2S - Quarter to Semester
- RAFFMA - Robert and Frances Fullerton Museum of Art
- RPT - Retention, Promotion and Tenure
- SAIL – Student Assistance in Learning
- SDC – Staff Development Center
- SHC – Student Health Center
- SI – Supplemental Instruction
- SPAC - Strategic Planning Advisory Committee
- SSD – Services to Students with Disabilities
- STEM - Science, Technology, Engineering and Mathematics
- SVTI - Summer Virtual Teaching Institutes
- TRC – Teaching Resource Center
- UBAC - University Budget Advisory Council
- UFMN - University Faculty Mentoring Network
- UHP – University Honors Program
- UN - United Nations
- URM - Underrepresented Minority
- URR - Unit Redemption Rate
- USSC – Undocumented Student Success Center
- USTD – University Studies
- WEC – Writing-Enriched Curriculum
- WI – Writing Intensive
- WRC – Writing Center
- WSCUC – WASC Senior College and University Commission
- WSH – weekly station hours

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- [HIPs Committee Report 2018-2019](#)
- [Association of American Colleges and Universities \(AACU\) criteria](#)
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