

## Institutional and Program Assessment Council (IPAC) Meeting Minutes

March 20, 2024

2:00–4:00 p.m.

LIB-201

Co-Chairs

([Eryana.Eryana@csulb.edu](mailto:Eryana.Eryana@csulb.edu) and [Adam.Kahn@csulb.edu](mailto:Adam.Kahn@csulb.edu))

### Call to Order

- Approval of Agenda – MSP
- Approval of Minutes from 10/4 - posted in Canvas - MSP
- Council Announcements
  - Remaining Fall 2023 IPAC Meeting Dates: 11/1, 11/15, 12/6
  - Spring 2024 IPAC Meeting Dates: 2/7, 2/21, 3/6, 3/20, 4/17, 5/1, 5/15 (possibility)
    - Dr. Nell Wieland – should May 15 be an organization meeting to elect Chair etc.,
      - Ensure that colleges complete elections on time.
      - Should it be held via Zoom?
  - **ESP – CLA and CNSM**
    - BA and BS as well as an MS but not evaluated because newer.
    - Self study Jan 2023 external review April 23.
    - Last self study 2015 with MOU 2016.
      - Most recommendations met.
      - Clear need for a stable home for the program.
- Commendations
  - Mission current with demands of discipline and workforce demands.
    - Met these per external reviewers.
  - Curriculum
    - Added ES&P specific courses, which helped create better distinction between BA and BS – previously it was harder for students to distinguish between the two.
    - Reduced units and time to degree.
  - Interdisciplinarity
    - Geography, Biology, Geology, Economics – primary departments that contribute.
      - One of CSULB's few fully interdisciplinary programs.
      - Importance of new ESP courses is to have courses that don't belong solely to other departments.
  - GE
    - Concern about future lack of LD GE courses (IGETC):
      - Helps bring students into major
  - ES&P Advisory Committee
    - Not functioning as true ad board to the Chair, no rules of order.
    - Chair evaluated every 3 years and try to switch Chairs every 6.
    - Not following up on issues, consensus difficult.
    - Instead functioning more like curriculum and steering committee.
    - Composition and roles of member unclear.
    - BS enrollments (BA 75%, BS 25%):
      - BS program has lost enrollments and is averaging 10 graduating students per year.
      - More students gravitated toward BA post curriculum revision.

- Faculty
  - TT hired into participating departments.
    - One FTL belonging solely to program.
    - Sense of belonging.
    - No clear home for students.
    - No dept to house activities.
- Curriculum
  - Update or add to current curriculum to meet current workforce demands.
    - Some work done but more possible.
  - Service learning
    - Add to current offerings requested.
  - Outreach
    - Can increase recruitment efforts to local HS and undeclared to add to FTES.
- Recommendations
  - Annual assessments should continue, including direct and indirect:
    - Next self study June 2030.
  - External reviews suggested raising Chair from 3-unit to 6-unit release.
  - Establish an RTP document for faculty teaching in the program:
    - Develop and initiate process for joint faculty hires with "home" in ES&P.
    - This would mean that might teach half in ESP and half CNSM dept or CLA.
  - Consider faculty steering committee with faculty with ES&P "home".
  - Consider advisory committee of alumni.
  - Update curriculum for workforce and community engagement.
  - Develop action plan for BS low enrollments.
    - Recruit more students?
    - Eliminate and focus on BA?
  - Establish reliable source of funding shared b/t college budgets.
  - First program of its kind and is now at point to look at how to make model/structure more effective.
  - Strengthen sense of identity with event to build community w/faculty and students.
- The above is the summary of the MOU with response from program and colleges.
- **Questions and Concerns from IPAC members**
  - Karin Griffin, University Library – why no more chemistry?
    - Membership in steering committees not formalized so the departments who teach bulk of students throughout their time are the ones that put forward faculty for steering committee.
  - Diff between BA and BS?
    - In some ways it is about differences in program :
      - BS scaffolded classes in CNSM and sets students up for careers involving those courses as prereqs, so they can speak policy language but that is not their emphasis.
      - BA well versed in policy and economics and can speak language of biologists but lack the math and science expertise so pursue careers and advanced degrees grounded in policy making.
    - Have 700-800 admitted students.
      - Issue is not interest but rather retention.

- Encountering issue with students not being able to pass science and math classes in BS, so often they stay in the field by switching major to the BA.
- Could also be about not having strong community because they don't have a physical program space – no place to meet fellow students or meet with faculty unless Chair hosts events. What home does exist is in CLA. 1<sup>st</sup> two years advising is happening primarily in CLA where advisors are not schooled in CNSM course requirements.
  - Can this advising situation change?
  - Administratively is housed in CLA to maintain continuity for staff, which led to advising happening in CLA.
  - Admitted students first go to ATLAS (CLA) for advising.
    - Students do not go to CNSM SOAR, which is held later to be able to account for AP score arrival and math placement.
- To what extent is it just about program sitting down and discussing with Colleges vs. Discussion with University? Do we need to include in our recommendation that Senate, Academic Affairs, etc. needs to be active in achieving recommendation?
  - Jody – needs to happen at the college level, but it is something we are trying to figure out. Academic Affairs needs to play a role in helping establish budget and framework and then it will be up to colleges to fully develop model and/or enact model.
- Heather – does it need to not belong to one college?
  - Jody – it's more about not having faculty assigned to the program and, a physical space but it can still belong to one college.
- Heather – are the science, math courses general courses or very focused on environment?
  - Christine – they are LD general courses before they move to environmental courses
  - Heather – if it were more focused, would it help with retention?
    - Christine – yes, it might.
- Kurt – budget cuts – when money tight since no faculty "belong" to the program, allotment of resources shifts according to department needs.
  - Almost every department has an MOU with ESP but the follow through is tricky because when under pressure...
- Adam – are there Beach XP courses – would that would help provide a home.
  - No, not really.
- Christine
  - Formed an alumni steering committee.

- Rewrote the Bylaws and the Dean's approved it.
    - Jody - it should go to Academic Affairs too.
  - Data for graduation
    - Christine received Fall 23 through Spring 24 and there is a total of almost 76 graduating seniors with 26 being BS.
      - This information came in after self-study
      - It can be added in response with information how will track etc.
- **Psychology, CLA**
  - Degrees
    - BS Psych
    - MS Psych Human Factors
    - MS Industrial and Org Psych
    - BS Psych – CPACE but just started so not included in review; same with new Minor
  - Met most of last MOU.
  - Mission and program goals current and clearly posted.
  - Undergrad enrollment
    - High number – moved from 1152.8 in 2013 to 1235.5 in 2020.
    - Equal number major and non-major in 2013 currently almost 70% of students have declared. Huge increase.
    - High quality curriculum
  - Grad Curriculum
    - Successfully elevated master's options to comply with EO 1071.
    - Faculty excellence.
  - Assessment – strong participation
  - Undergrad advising – props to psychology resource office – external reviewers extremely impressed.
  - Course Scheduling
    - PSY 241 and 301 are bottlenecks that they are trying to address but still needs work to address.
  - Grad Advising
    - Had FT staff advisor who recently retired.
    - Have transitioned to faculty advising model – somewhat through admin recommendations. Parallels rest of college, but there are still things to work out in regard to this model.
    - Post-COVID practices.
      - Sense of belonging missing both in covid and due to size.
    - Availability of online courses – some like and some don't.
  - Curriculum
    - Updated in 2019-2020 to allow mastery of SLOs set by APA.
    - There is still an opportunity to close loop through assessment.
  - Graduation rates
    - Improving with native juniors and transfer students with rates above CSU benchmarks.

- FTFY lag at 6yr level, indicating opportunity for retention – seems like if they don't finish, some are just not coming back.
  - Equity gaps at 4yr level – minority 30.5% to non-minority (46.6%) with only 20% Black students grad after 4 yrs.
  - Transfer 2 year rates are improving (67.8%), 4yr consistent with CLA/CSULB.
- Grad enrollments for MA slightly down, degrees conferred 8-10/yr.
  - CO requires 5 grads per year for MA degrees.
- HIPs – offer many (varied kinds) but all 2000 majors cannot partake.
- Recommendations
  - Annual assessment continuing, next self study June 2030, include more closing loop opportunities.
  - Plan to reduce bottle necks in 241 and 301 as well as any other courses, such as those with high DFW rates that would be good to look at.
  - Survey students about electives to determine best scheduling options.
  - Assess retention and grad rates and develop strategies to improve retention for students who are Black and male-identifying.
    - Dept had question about resources for addressing grad rates and retention.
    - Jody discussed resources, including University providing faculty dashboard for faculty to review their own courses and identify gaps. Should be there by Fall 24 but want to make sure faculty understand how to interpret data and are establishing culturally relevant pedagogy workshops to prepare faculty for access to data (prof development). Also have a Black student Success program that applied to CO for funding and University will be moving forward with implementing Black student success strategies.
  - Conduct an analysis and consider a plan to grow the MA degree programs to provide opportunity for our undergraduate students as well as to ensure programs meet benchmarks set for the number of graduates per year. Jody - there is opportunity to bring more of majors into the grad program. Analysis should include curriculum implications, workforce needs, student needs (i.e. for applying to a PhD program), and resource (faculty, space) needs. Look at potential for offering blended degrees.
    - It is important for the department to look at what is needed to grow and then – generate data so it can be reviewed and Academic Affairs can determine what assistance is needed.
    - If not possible to grow based on research, then can revisit.
  - Increase opportunity to create small communities in major to help students feel less isolated.
  - Expand high impact applies experiences to students.
    - Could do this through prof of practices and with lecturers.
  - Provide prof develop for faculty who are transitioning to grad advising.
    - University can try to make it more tenable for grad advisors if college chooses to stick with faculty advisors.
  - Improve communication campus and college to department re: policy and procedural changes.
  - Provide campus or college recommendations for ratio of online to in-person learning to address student demand for online learning.
    - Are there things that pedagogically can be offered more online? Is there student need and demand?

- Then look at what can do in the department.
  - It seems possible, what can we do to accommodate our students.
- Q&A
  - Erly – not discussed in current MOU (MS CPAC) - is it the same as the state-side program? Will it cannibalize?
    - CPACE: 2 year model. Capped at 35 students per year. Cohort based model – no electives, they all take same courses – 4 per semester – 2 8-week courses and then 2 more 8-week courses. Purely online.
      - Exploring how to create community among the 35.
      - Will be assessed as part of next cycle.
      - Some concern from Senate and CEPC that cost might be a barrier – wants to look at student demographics in CPACE vs. State-side model to see if barriers and/or equity gaps.
      - Sharlene – WESC will likely choose to look at CPACE program for how sense of belonging created.
      - Request for Sharlene to go to May 3 retreat in Psych.
    - State-side not cohorted and allows for electives. Meets in person.
  - David – what were the concerns about growing the blended program. Is the concern with blended program logistics or with what CO wants but isn't requiring?
    - When received the draft MOU, they met with various constituencies, including grad advisors and they wanted to understand what a blended-program, so they looked at definition and requirements and had questions.
      - Would they need more 400/500 courses?
      - Would they have to graduate within 1 year?
      - How would this impact students from outside CSULB?
        - Jody – the desire is for the program to grow through providing more opportunities for our students while still maintaining the regular program for outside applicants.
    - Lost 4 junior TT faculty in last four years, so they feel like they don't have faculty capacity to take on more students.
      - Been getting message that they will not be able to hire new faculty to replace faculty who left.
      - HIPs very time intensive.
      - Committee feels department is doing incredibly well considering all this.
      - Reason for strong reaction to faculty grad advising is because it takes the faculty out of the grad courses so that they can do advising – not about not wanting to do the work; it's just that they don't have enough people to do the work. Grad advising will go down in a year from 9 WTU to 6 WTU so faculty will have to advise students from other programs.
    - Question: Can we get more equity scholars? Is it a college ask?
      - Jody – need to go back to college to ask and then come back to Jody.
    - Would like to learn more about blended programs.
  - Majority of undergrads want to go into counseling or social work in CHHS rather than research but are more interested in the MAs based in practical things.

- Maybe can't take more into MA but could take more into MS
  - Will be assessing students sense of belonging in 24-25.
  - Jody recommendation: talk to Dina Perrone because she may have information from grad survey.
- David – do you know if trend in psych departments – the losing of Black students?
  - Jody saying is nationwide data – Black men are often not coming to college and if do come are not staying.
  - Chair doesn't have data.
  - David – seems interesting that major growing but still equity gaps.
- Chair – will include the information Jody sent about resources as they work to improve equity gaps.
  - Discussion about Black students choosing to go to HBCUs and not feeling comfortable on our campus.
  - Question – how can we retain faculty?
    - Karin – struggle to balance research and teaching workloads.
    - Advising as well.
    - Faculty development center – creating faculty research group with seed money so that faculty can meet to discuss research and make connections. This might help.
    - Understanding that our salaries are not competitive.
    - The more the instructors are teaching online, the less willing they are to come back to campus. The more we offer those, the less we will have them on campus. So the online thing is contradictory to other needs.
    - Faculty in some areas held Friday happy hours so that they could gather and connect online during the pandemic.
    - We need to establish ways of maintaining connection because students are asking for online courses.
- Jody – both programs we discussed today are very successful. The recommendations are there because assessment is an opportunity for look for areas of improvement, but the psychology program is to be commended on many levels.
- Approval of MOUs
  - Jody has changed the format and language slightly from former formats in PARC reports.
  - The MOUs will change a bit based on feedback from today, so we should vote on MOUs with knowledge that there will be edits? Yes.
    - MSP
  - Sharlene – do we want to think about how these are presented next year?
    - Should we have one meeting a month for program reviews and one meeting devoted to committee business with one program review?

- Adam – conversations around the program review seemed to be much better, more productive than under the older PARC model. This model allows for discussion of highly salient issues.
- David concurs and sees the logic of Sharlene's suggested change to how we schedule meetings.
- Geography will be coming up.
- HXDI and CNMS advising down before end of year.

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 Subcommittee of Program Assessment

1. Post full IPAC Discussion
  - i. We are in agreement that model Sharlene suggested would work best.
  - ii. Meeting in person vs. Online
    1. Interest in moving it online.
    2. Some advantages to conserving energy.
    3. There are some meetings where it makes sense to move it online, like organization meetings.
  - iii. Interest in having sense of community and ease of communication.
    1. Seconded idea that it allows for quick side conversations.
    2. Very difficult to be online when don't really know everyone.
  - iv. Add sign-in sheet to agenda
2. Colleen presentation of creating Outcomes and Rubrics in Canvas
  - a. Demonstration of how to create outcomes in Canvas course and how to build rubrics.
  - b. Discussion about gaining faculty involvement and establishing workshops to train faculty, see below.
3. Discussion of CLA Assessment meeting
  - a. Did anyone record who was in the meeting?
  - b. Feedback on meeting from IPAC members from CLA
    - i. Was a selective audience because was possible to opt in or out of meeting and those committed to assessment tend to be the ones that attend. Thus, group meetings are not getting information to all departments who need it.
    - ii. Shared context for IPAC with new AD in CLA. She said that she is working one on one with the departments that are having issues following through on assessment tasks. Finding this to be more effective than large group meetings.
      1. Concern that if solely one-on-one meetings with AD that it distances these programs from facilitators.
      2. Suggestion – do a triage of all programs to identify which ones need help and facilitators meet one on one with them? Might be that this process really dig into it next year?
  - c. Monday was more of an info session. Not a workshop.
  - d. We need an annual assessment report workshop every spring and the Dean needs to send a required invite to the workshop. If we had a workshop, we could use it as a space for getting the work done.



1. Need to submit Annual Reports by June 1.
- e. Need Assessment plan workshops – for departments to build, tinker with, and/or finalize assessment plans so that they are prepared to deploy during the year.
- f. Faculty Center – why can they not be a venue through which we can publicize our workshops.
- g. Chairs Advisory Council – Patricia Perez meets with them - usually 1 Chair from each college – Perez could invite a rep from our subcommittee to talk to the Chairs.
- h. Counter Argument – subcommittee is here to approve things and are like lawmakers not here to teach
  - i. Response – the IPAC charge has changed and part of council's charge is to provide support. We are being asked to engage in peer learning.

#### Institutional Assessment Subcommittee

- a. Committee reviewed Oral Communication Rubric.
- b. Debrief discussion from Research Speech Competition on March 6<sup>th</sup>.
- c. Finalized Oral Communications Rubric.