

Interim Report Form

Please respond to each question. Do not delete the questions. Insert additional pages as needed.

Name of Institution: California State University, Long Beach

Person Submitting the Report: David Hood

Report Submission Date:

Statement on Report Preparation

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.

In March 2014, in preparation for the writing of an Interim Report, the Academic Senate passed the following resolution:

WASC Liaison Officer/Accreditation Coordinator

Chair, Academic Senate

Chair, Curriculum and Educational Policies Council

Chair, Faculty Personnel Policies Council

Chair, Program and Assessment Review Council

Chair, University Resources Council

Two faculty selected by the Academic Senate Executive Committee

Chapter President, California Faculty Association, or designee

President, Associated Students, Inc.

Chair, Staff Council

Vice President for Academic Affairs

Vice President for Administration and Finance

Vice President for Student Services

Two (2) senior administrators appointed by the Provost and Senior Vice President for Academic Affairs

The Steering Committee, following Barbara Gross Davis' instructions, oversaw the composition of the draft Interim Report. After the Steering Committee approved the final report, it was made available to the campus community for a period of consultation and comment. When a final version of the report was approved by President Jane Close Conoley, the ALO submitted the report to WSCUC.

List of Topics Addressed in this Report

Please list the topics identified in the action letter(s) and that are addressed in this report.

Our WASC Liaison, Barbara Gross Davis, sent an e-mail on August 11th which guided us in the composition of this Report. She wrote:

Please provide information on the following:

Assessment and Expectations for Learning

1. Expectations for student learning. Overall, how well are students meeting the institution's expectations for student learning?
2. Use of the results of assessment. How is the institution using the assessment of student learning to improve teaching and learning?
3. Institutional outcomes. What is the status of the assessment of institutional outcomes?

Long Term Financial Planning

1. Update on the institution's long term financial planning efforts.

Campus Culture

1. Update on changes, if any, in campus culture.

Thus, these topics are covered in the following pages.

Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.

California State University, Long Beach (CSULB) is one of the largest and most comprehensive public universities in the nation, enrolling approximately 37,000 students. The University is located in Long Beach, the seventh largest city in California, on a beautifully landscaped 320-acre campus near the ocean and in close proximity to the thriving downtown Long Beach area.

CSULB is a diverse, student-centered, globally-engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity, and service for the people of California and the world.

Founded in 1949, the University is nationally recognized as one of the nations' best values in higher education, offering a high-quality, low-cost education. The campus' focus on student success has resulted in the highest graduation rates in its history; rates have risen more than 10 percent in five years and 20 percent in a decade. As a result, CSULB was awarded the inaugural "Excellence and Innovation for Student Success and College Completion Award" in 2014 by the American Association of State Colleges and Universities.

CSULB has also received the following distinctions:

- Governor's Award for Innovation in Higher Education, received along with Long Beach City College and Long Beach Unified School District in recognition of a nationally recognized K-16 partnership
- "Best Value," Princeton Review
- "Best Value" in Public Colleges, *Kiplinger's Personal Finance Magazine*
- Fifth "Best in the West," *U.S. News & World Report*
- Fourteenth in the nation "Best Value" *Time Magazine*, based on Obama Administration criteria
- Eighth in the nation in awarding bachelor's degrees to Hispanics, *Hispanic Outlook*.
- Twelfth in the nation in bachelor's degrees to minority students, *Diverse Issues in Higher Education*
- Among the most applications for freshman admission in the U.S., approximately 85,000 for fall 2015
- Community Engagement Classification, Carnegie Foundation for the Advancement of Teaching
- President's Higher Education Community Service Honor Roll

Response to Issues Identified by the Commission

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue

Assessment

Introduction – In its Accreditation Action Letter dated February 28, 2011, WSCUC praised California State University, Long Beach for the development and forward progress of its assessment efforts, in particular "substantial improvements in capacity and process." In addition, the Commission praised the campus's inquiry-based approach to program review and the development of a culture in which all stakeholders were interested participants in educational effectiveness. Nevertheless, the Commission noted some concerns for the campus as it moved forward with assessment including the following: mapping and assessing institutional outcomes, establishing institution-wide standards of learning, and assessing standards for success in relation to our Highly Valued Degree Initiative (HVDI). This report addresses the three primary questions from WSCUC.

1. Expectations for Student Learning. Overall, how well are students meeting the institution's expectations for student learning?

The annual assessment reports from 2010 – 2014 suggest that students are meeting and exceeding the institution's expectations for student learning as defined by the Institutional Learning Outcomes, by the AAC&U VALUE Rubrics that define Essential Skills in general education and in the major, by the WSCUC Core Competencies, and by specific programmatic accreditation standards.

There is no single measure to assess whether students are meeting the institution's expectations of student learning, as evidenced by the multiple parameters offered by departments, programs, and colleges in their assessments. For some programs, pre- and post-test frameworks along with established benchmarks work well. Some programs that use benchmarks include, but are not limited to, the following: Political Science, Economics, Nursing, Recreation and Leisure Studies, Chemistry and Biochemistry, and Biological Sciences. Benchmarks such as those found in the pre- / post-test model can provide reasonably accurate reports of student achievement, but programs must be careful not to become complacent by simply accepting that students have achieved the benchmark determined by the department or professional accreditation standards. To counteract such potential complacency, the assessment report

template encourages departments to think about how the results of their assessment will be used to improve curriculum, teaching, and learning.

In 2013, the university changed its assessment reporting cycle from an annual to a biennial reporting period. As a result of years of collecting and evaluating assessment data, the campus determined that departments did not have sufficient time and opportunity to effectively "close the loop" on assessments and felt pressured by the annual reporting requirement to continue moving forward to assess "the next outcome" without adequate self-reflection or implementation of new strategies to improve student learning. Though there is some debate in the assessment community regarding one-year or multi-year cycles, there is also some evidence to suggest that more time to enact measures to close the loop enhances not only the quality of changes to curriculum, teaching, and learning, but also faculty persistence in continuing quality assessment of student learning. CSULB will monitor the results of the biennial reporting to assess the quality of the findings and their use for course and program improvement.

Examples of Assessment Activities:

College of Education (CED)

The Unit Assessment System (UAS) is anchored by the core standards and concepts contained in the college Conceptual Framework, state guidelines, and NCATE (National Council for Accreditation of Teacher Education) and professional standards. A foundational idea to the work of the College of Education is that the UAS should be designed to allow faculty and staff to collect meaningful data to guide program improvement activities.

Student learning outcomes (SLOs) are mapped onto a program's Assessment Plan to elements of the Conceptual Framework, and to university institutional learning outcomes (ILOs), as well as, state, national, and NCATE standards. The mapping of SLOs to standards makes it possible for programs to systematically examine candidate outcome data along a variety of dimensions. It also provides a framework through which the college aggregates and analyzes data at the unit level and uses findings to guide program improvement efforts. Faculty employ common signature assignments and rubrics across sections of the same course to measure SLOs. Signature assignments are developed and revised collaboratively by program faculty based upon a shared understanding of the student learning outcome(s) that each assignment and rubric is expected to assess https://www.ced.csulb.edu/sites/default/files/documents/signature-assignment-rubric-template_2014-08-18.pdf. This collaborative process ensures program faculty ownership as well as a rubric that is comprehensive, appropriate, accurate, consistent, and free of bias. A conversion system allows faculty to use their own grade point scales on rubrics; however data are reported for rubric criteria based on a 0-4 scale for aggregation across the college.

To ensure the fairness, accuracy, and consistency of the assessment methods, program faculty calibrate around a given signature assignment and rubric. Faculty collect

exemplars of signature assignments to serve two purposes. First, they provide concrete products for faculty to review at their data discussions, allowing for a more detailed discussion of candidates' strengths and weaknesses around a particular learning outcome. Second, they provide a means for faculty to calibrate their own scoring across sections of a course, further ensuring that assessment of students is both fair and rigorous.

Programs collect SLO data on candidates for all of the signature assignments and other data sources across all transition points (Admission, Advancement to Culminating Experience, Exit) whenever these experiences are offered, as indicated in the assessment plan. The nature of these data has evolved with time and experience, as the unit has learned more about assessment and program needs.

In addition to signature assignment data collection, a suite of surveys and focus groups provide evidence of candidate perception of program quality. The CED Assessment Office and the CSU system administer the surveys according to a schedule. College-specific surveys include student success surveys (of currently enrolled students), exit surveys, and alumni surveys. CSU system surveys, which allow the College to compare views of its candidates and employers to system averages, include surveys of exiting initial credential students as well as of alumni and employers of initial credential program completers. The surveys capture candidate perceptions of the learning experience as well as employers' perceptions of candidate performance.

College of Health and Human Services (CHHS)

Criminal Justice – The School of Criminology, Criminal Justice, and Emergency Management embarked on a "5-Year Plan" after its 2005 program review with the result that in just under seven years, the school developed a formidable assessment program at both the Bachelor's and Master's level. In order to address student deficiencies in written communication and disciplinary competency, the department embarked on a multi-layered curricular restructuring led by an Assessment Committee elected annually. First, it changed its Criminological Theory course to a 4-unit writing-intensive course that is team taught by a criminologist and writing instructor. Second, it enhanced the rigor of its upper-division courses by requiring 20 pages of writing in each course (accomplished through multiple revisions and / or discrete assignments). Third, to enhance disciplinary competence and information literacy, the school transformed its methodology course into a laboratory, focusing more on hands-on activities involving data collection and interpretation.

College of Natural Sciences and Mathematics (CNSM)

Chemistry & Biochemistry – The department's robust assessment has led to a number of positive changes in its curriculum and improvement of educational effectiveness. Its SLO assessment identified that the introductory Chemistry lecture class not only was a bottleneck course, but also a high-fail course. The department then embarked on a systematic course redesign with support from the Provost's Course Redesign Project.

Specifically, the department is wedded to the American Chemical Society (ACS) standardized examination for determining subject-level proficiency, so it set out to improve the benchmarks for success in the first of the two-course General Chemistry sequence (CHEM 111A and 111B). As a result of its assessments and redesign, the department has made changes to the CHEM 111A curriculum and also to its upper-division curriculum (CHEM 451, Instrumental Methods of Analysis). It has improved laboratory sections to provide students with extra support in areas where assessments have shown students routinely struggle, and has developed an in-house advising system for students struggling with Organic Chemistry.

College of Liberal Arts (CLA)

Geography –Geography has been regularly engaged in department-wide assessment efforts. Using a combination of direct and indirect assessment methods, the department has analyzed student proficiency in written communication, presentation skills, and disciplinary competence. These program learning outcomes (PLOs) are also aligned with three institutional learning outcomes. To improve written communication skills, the department instituted a framework in which students would present their research in a public forum to showcase their research skills. This would have the added benefit of giving students professional opportunities in their discipline. Indirect assessments focused on student ability to trace the alignment of field work / field trips to PLOs, critically read peer-reviewed articles after their upper-division "gateway" courses, and actively read texts and documents in electronic form to determine whether students retain information better using e-texts or traditional texts. Assessment for its GEOG 100 General Education (GE) survey course determined that there was inconsistency of learning outcomes across multiple sections; therefore, the department coordinated faculty meetings to discuss and align class-level learning outcomes with GE and university outcome of global knowledge and competence. The department continues to monitor sections for alignment.

2. Use of the results of assessment. How is the institution using the assessment of student learning to improve teaching and learning?

The university is engaged in multiple efforts to improve curriculum, teaching, and learning including providing workshops, assisting in curriculum (re) design, and sponsoring programs to award high-impact practices.

A. Workshops – First, the Division of Academic Affairs sponsors an annual workshop for new faculty on Aligning Learning Outcomes. It is a one-day working session in which faculty write and / or improve upon their syllabi to include alignment of assessments to learning outcomes as well as alignment of course outcomes to program and institutional outcomes. In 2015, the workshop will expand to include all interested faculty. The Faculty Center for Professional Development (FCPD) offers a number of online and in-person workshops for faculty including the following offered in Spring 2015: "Writing to

Learn": Short and Simple Activities and Assignments; Creating Successful Learning Environments Using Teams; Understanding Student Motivation; Understanding Teacher Motivation.

B. Course Redesign – Since 2013, several courses have been selected to participate in the Chancellor's and Provost's Course Redesign Projects. The project is intended for Successful Learning Environments Using Teams; Understanding Student Motivation; Understanding Teacher Motivation.

C. High Impact Practices (HIPs) and Active Learning – George Kuh's 2008 article defining high-impact practices and their roles in improving teaching and learning has influenced a number of departments on campus. To reward departments for assessments leading to high-impact practices or for successful implementation and maintenance of high-impact practices, the Division of Academic Affairs has instituted an annual award. The goal of the award is to spotlight best practices in teaching and learning and to enhance the thoughtfulness of the biennial reporting periods. There are two components to this award: one will go to departments proposing an innovation using high-impact practices; a second award will go to departments and / or faculty that have implemented one of Kuh's high-impact practices into their curricula based on assessment findings.

In addition, the FCPD has instituted a High-Impact Practices Faculty Mentor program, providing one course release for a faculty member in each of the colleges to learn about HIPs and become mentors within their college. This mentor program provides the workshop facilitators for some of the workshops mentioned above.

The university is also committed to the use of active learning classrooms (ALC), and many departments have changed curriculum and moved to active learning classrooms as a result of assessments. For example, in the Department of History, two GE courses have been moved completely or partially to the ALCs. History 101, a critical thinking GE course, now has all of its courses taught in the active-learning classrooms and students are engaged in collaborative projects focused on global learning and critical thinking. Other departments, including Physics and Nursing, have moved upper-division courses to the ALCs to take advantage of the opportunities to have students engaged in collaborative problem solving.

D. Department-Level Initiatives

Department Self-Studies and annual (now biennial) reports on assessment detail numerous department-level initiatives including standing committees on assessment of student learning, faculty retreats to work on learning outcomes assessment and refine learning outcomes, and revising curriculum to improve student learning.

E. General Education Revision

Based on the AAC&U's LEAP (Liberal Education & America's Promise) initiative, CSULB utilizes the Essential Skills as a guiding vision and benchmarks for college learning in general education courses. These skills include: Written Communication, Oral Communication, Critical Thinking, Quantitative Reasoning, Information Literacy, Teamwork, Inquiry and Analysis, Intercultural Knowledge, Ethical Reasoning, Creativity and Discovery, Foundation & Skills for Lifelong Learning, Interdisciplinary Learning, Social Responsibility and Civic Engagement, and Problem Solving.

One element for institutional assessment is the assessment of General Education. Two key efforts are underway. First, the General Education curriculum will undergo periodic program review in Fall 2015. Second, since 2009, the General Education Governing Council (GEGC) has redesigned the entire GE curriculum, streamlining learning outcomes for GE courses, establishing Standard Course Outlines for new course approvals, and working to integrate GE assessment into larger university assessment (see Section 3). One of the university's goals is to assess the extent to which these skills are addressed in general education curriculum.

In the initial step, the university wanted to assess the breadth of essential skills identified in general education courses as identified by departments and programs. Departments and programs were asked to indicate which two (2) to three (3) Essential Skills are emphasized in each course as primary foci. Some GE categories have predetermined Essential Skills designations. For instance, an A.1 (Written Communication) general education course will have that corresponding Essential Skill as a predetermined primary focus. For other GE categories, departments and programs can choose any two to three of the Essential Skills as the primary foci.

All students graduating from the California State System must pass the Graduation Writing Assessment Requirement (GWAR). In 2012, CSULB revised its GWAR policy to establish pathways. All students take a GWAR placement examination (GPE) resulting in a writing pathway. According to the GWAR policy, students who achieve an upper-range score on the GPE will complete their GWAR through taking an approved upper-division writing-intensive capstone course. The campus has seen a sharp increase in the number of writing-intensive capstones approved for general education in order to fully implement this advanced pathway. Fifteen such courses were approved in the past year resulting in a total number of 45 writing-intensive course offerings across the university at this time. The General Education Governing Council expects an increase in that number over the next two semesters to eventually provide 5,000 seats for the writing-intensive capstone requirement.

3. Institutional Outcomes. What is the status of the assessment of Institutional Outcomes? Periodic Program Review

California State University, Long Beach has developed a healthy system of periodic program review (PPR). Using the framework of shared governance, the Academic Senate passed a revision to its PPR in 2005, establishing the Program Assessment Review Council with representatives from all stakeholders on campus, including faculty, students, administration, and staff. The university is now in its second cycle of this revised program review. In 2011-2012 and again in 2013-14, the Elements of the Self-study for Degree-Granting Programs and also for Academic Support Programs underwent review and revision. Included in the new documents are more streamlined tables that better complement the narrative of the reports, an enhanced section on assessment, and a new section on General Education curriculum. The university maintains its commitment to transparency by ensuring that all MOUs between Academic Affairs and academic departments or units are posted to the university's website.

Institutional Alignment

When the WSCUC site visitors were at Long Beach, they wanted to know how the campus knew that students met the Institutional Outcomes. At the time, the university did not have a mechanism in place to measure the degree of alignment of program level outcomes to the Institutional Level Outcomes, nor did the campus have a framework for assessing those outcomes. The first step in this process, then, was to design a vehicle for the campus that would highlight the relationships of all the various learning outcomes that programs, departments, and the university had developed over the past decade. That vehicle (Student Learning Outcomes Relationships, p. 13) has been used across the campus to define both horizontal and vertical alignment.

The second stage was to map the outcomes of all degree programs to the institutional learning outcomes (ILOs). The Director of Program Review and Assessment created a map noting the ILOs and which of those were both GE Learning Outcomes or Core Competencies as outlined by WSCUC in its 2013 Handbook on Re-Accreditation. The alignment map is included at the end of the Institutional Outcomes portion of this report. At the conclusion of this mapping project, the Director then sent letters to each department chair noting the PLOs and the degree of alignment their department had in relation to ILOs. In some cases, the Director took the opportunity to ask departments to work on articulating outcomes using more measurable language or to reduce the number of outcomes, or other issues specific to the individual department. Over the course of the 2014-2015 academic year, departments worked on aligning outcomes (and therefore assessments) to the university mission and institutional-level outcomes.

The map noting the ways in which PLOs correspond to ILOs is a major component of assessing institutional-level outcomes *within the programs*. The campus would like to give departments as much freedom as possible in conducting their assessments (as noted in Section 1), and linking institutional assessments to GE and program-level assessments has the benefit of drilling the

outcomes through curriculum as well as percolating up from the classroom level. Thus, the campus follows the Degree Qualifications Profile Model (DQP) by stating that programs need to define what students should be *able to do* upon graduation. In order to achieve this standard and maintain the university's commitment to assessment at the department level, departments are refining their PLOs along measurable and active lines and are encouraged to use the DQP spider web focusing on higher-order intellectual skills, particularly "broad, integrative knowledge." Indeed, the university has constructed and implemented new writing-intensive capstones at the GE level. These capstones often serve the needs of the major as well and serve doubly as courses for integrative learning and specialized knowledge. A Writing Across the Curriculum (WAC) Coordinator position was established and the new coordinator, hired in Fall 2014 has held several workshops with faculty across all of the colleges to train them in developing courses with appropriate degree-level proficiencies. It is the goal of the Director of Program Review and Assessment to work with the WAC Coordinator to establish a university-wide assessment of the writing-intensive capstones.

Collegiate Learning Assessment (CLA)

The Collegiate Learning Assessment (CLA) has been used by the university since Fall 2007 when it was administered to campus freshmen. In Spring 2008 it was first administered to seniors. The sampling has been small and the findings have not been used, but we are working to expand the number of students who take the CLA and integrate findings into assessments of the mastery of WSCUC core competencies. The university will begin discussion regarding the expansion of the CLA in the 2015-16 academic year.

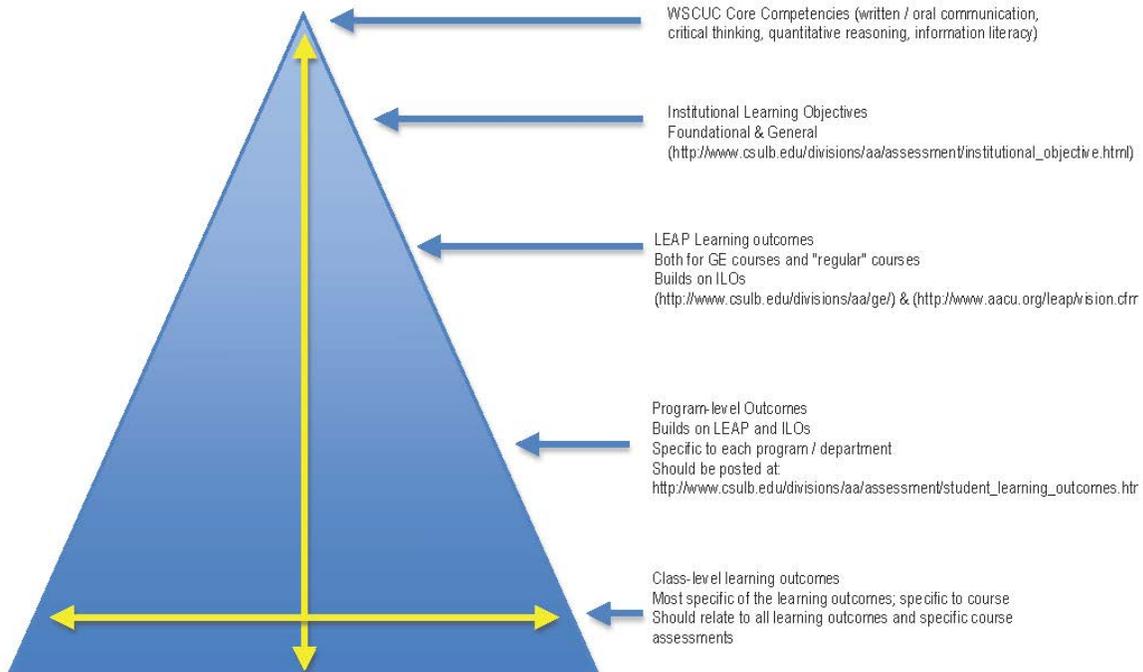
Conclusion

California State University, Long Beach has been working on a multi-year project that clearly articulates the campus' standards for performance, that assesses those standards, and that remains committed to the department model of assessment. On a campus with over 35,000 students and nearly 2,000 faculty members, the task of communication and implementation is a long-term project. At the time of writing this report, departments are actively engaged in aligning program level outcomes with institutional level outcomes and are working on answering the question: "What do we want students to be able to do at the end of their program of study?" Once departments effectively answer this question and adapt the answer to their outcomes, the standards of performance will be more readily assessed, and therefore, student proficiencies more fully explored. The university already has an effective standardized system in its periodic program review that combines quantitative and qualitative measures of student learning and that ensures stakeholder engagement and compliance through the MOU process. The complementary systems of periodic program review and biennial reporting of assessment are increasing the level of participation and discussion about best practices that address student proficiencies at the time of graduation and ensure that students meet the university's expectations for standards of performance in key learning outcomes.

California State University, Long Beach
Student Learning Outcomes Relationships
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University Mission Statement

California State University Long Beach is a diverse, student-centered, globally-engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world.



Financial Management

WASC Recommendation 3. *A financial plan for dealing with budget cuts to the CSU system and other impacts of the economic downturn*

Update on the institution's long-term financial planning efforts.

The WASC Educational Effectiveness Review (EER) team visited CSULB in Fall 2010, on the heels of significant campus budget reductions. During the two-year period of 2008-09 and 2009-10, state funds to the campus were reduced by \$80 million. The availability of one-time Federal Stimulus Funds and additional revenues due to tuition fee increases helped to partially offset this dramatic reduction in state support. Fortunately, in 2010-11, the governor made higher education a central priority of his state budget, restoring the campus' state funding by \$43 million. One-time Federal Stimulus Funds were again available that year along with additional revenues from another tuition fee increase that further ameliorated the situation. However, at the time, there was significant concern about the 2011-12 budget outlook when the state might continue to face significant deficits under the oversight of a new and unknown state administration.

After studying the steps taken by the campus to address these recent budget reductions and sharing in the concern about the upcoming 2011-12 budget outlook, the EER team made some important observations. They were very complimentary of the way the campus managed the difficult budget situation to date. The EER team felt the campus strategy of using reserves and one-time savings as means to survive through these unprecedented budget reductions was a good short-term strategy. However, the EER team found that because campus expenditures remain higher than operating revenue, longer-term financial planning was needed. The campus fully agreed with the EER team's assessment and proceeded to develop a longer-term financial plan to guide us through the next several years.

As feared, the 2011-12 state budget was not good. The governor's budget plan reduced state support to the CSU by \$650 million, a year-to-year reduction of 23 percent. State support of the CSU was at its lowest point since the 1998-99 fiscal year when 90,000 fewer students were being served. CSULB's state support was reduced \$44 million in 2011-12. In anticipation of this further reduction in state support, the CSU Board of Trustees approved an unprecedented increase of 23 percent in the tuition fee rate. The incremental fee revenue from this tuition fee increase offset a portion of this reduction in state support. The campus, knowing the budget outlook for 2011-12 was gloomy, proactively engaged in campus-wide budget planning discussions that resulted in a viable long-term plan including contingency measures. The key components of the long-term budget plan included:

- Continued use of campus reserves and one-time savings over the next several fiscal years in order to create a "soft landing" rather than implementing radical budget reductions with harsh effects.
- Strategically and carefully increasing campus enrollments in order to generate additional revenues, boosted even more by recent tuition fee increases.

- The campus did not fully allocate the base budget restoration of \$43 million received in 2010-11 on a permanent basis that year in anticipation of a bad budget situation in 2011-12. Instead, the campus utilized this base restoration to offset reductions in 2011-12. The campus did allocate the base budget restoration received in 2010-11 to the operating divisions on a one-time basis that year. The operating divisions were instructed to utilize these one-time funds carefully over the next several years of unstable state budgets.
- Implemented an “all funds” budgeting strategy whereby all campus revenues are repurposed to support classes and essential services.
- Implemented a Student Excellence Fee, a mandatory student fee designed to further support student success, student health and welfare, and student centers. These student success dollars replaced funds for improving outcomes for students that were lost to budget cuts and protected academic advisors from layoffs.
- Evaluated existing business practices to fully utilize technology, improve usage of facilities and utilities, and gain efficiencies.
- Reduced select items not directly related to instruction, such as faculty assigned time, travel and equipment funds, tenure track hiring, research block grants, and in-person services and window hours.

Given the tuition fee increase, revenues from increased campus enrollments, the implementation of the Student Excellence Fee, and the strategic use of campus reserves and the budget restoration received in 2010-11, CSULB was able to deliver a reasonable schedule of classes, protect the workforce, and largely preserve critical services throughout the campus during 2011-12. However, as budget planning for 2012-13 began, the state budget outlook again looked rather dim. In anticipation of yet another reduction in state support to the CSU, The Board of Trustees approved a further increase in tuition fees of 9 percent that would offset a portion of any state support reduction. CSULB was prepared to continue implementing the long-term plan it had developed in order to balance its budget. Campus reserves and the use of one-time restoration funds received in 2010-11 would again be utilized to mitigate the impact of new cuts. A further evaluation of business practices and select reductions to areas not directly related to instruction would be implemented.

The release of the 2012-13 Governor’s Proposed Budget contained some very welcome news for higher education and the CSU. The CSU’s 2012-13 state budget would remain essentially flat, but was contingent on voters raising taxes on the wealthy and raising the sales tax to avoid deeper cuts to schools, higher education, and other programs. In addition, the budget contained a delayed tuition fee “buy out” for the CSU whereby the state would promise additional state funding of \$125 million beginning in 2013-14 if the CSU would rescind tuition fee rates back to 2011-12 levels. Additional state funding ranging from \$120 million to \$142 million per year would also be provided for the following three fiscal years if the CSU agreed to freeze tuition fee levels at the 2011-12 level. Fortunately, the voters did approve the tax measures called Proposition 30 and the CSU Board of Trustees agreed to freeze tuition levels in exchange for additional state funding. These actions set into motion a flat CSU budget for 2012-13 and incremental state funding averaging \$127 million per year for fiscal years 2013-

14 through 2016-17, an effective funding increase of 5 percent for 2013-14 and 2014-15 and 4 percent for 2015-16 and 2016-17.

While these incremental state funds will not fully replace the almost \$1 billion in state funding reductions since 2007-08, it does confirm that the state believes education needs to be a priority once again. Just as importantly, having an advance idea of what the CSU's state funding looks like for at least a few future years is vital. This advance knowledge will certainly allow for more strategic, thoughtful, and comprehensive budget and operational planning. These conditions were a welcome reprieve from the consecutive, unpredictable budget reductions the CSU had endured the past several fiscal years.

CSULB has emerged from a period of difficult budgets and rising expectations with success and much to be proud of. The longer-term financial planning that the EER team recommended was precisely what the campus needed. The observations made and lessons learned from the process of developing the plan were as important to the campus as the plan itself. Some of the benefits have been:

- A financial strategy that enabled CSULB to achieve its ultimate goal of preserving classes; preserving vital services to students; and protecting permanent employees
- Revamped business practices that fully utilize technology, improved usage of facilities, savings on utilities, and improved efficiencies
- Increased instructional efficiencies including hybrid and flipped learning
- Functional reorganizations and streamlining of activities
- Avoided reduced access to classes, reduced graduation rates, and increased time to degree
- Institutionalized CSULB's Highly Valued Degree Initiative, which combines a variety of proven strategies for enhancing student success into a comprehensive approach to institutional transformation
- Established direct linkage between campus' strategic priorities and goals and budgetary resources and allocations
- Improved communications and relations between all campus constituencies

Going forward, CSULB will focus much of its attention and any available resources on employee compensation, an important area that was a casualty of the difficult budget period. Faculty and staff employees have endured much as we weathered the budget shortfalls, and they deserve just recognition and remuneration.

The immediate future is bright for CSULB. The campus has weathered some difficult budget conditions while focusing on important issues such as student success and graduation rates. As affirmation of campus efforts in these critical areas, CSULB was recently awarded the Excellence and Innovation Award by AACSB, specifically citing the Highly Valued Degree Initiative. The recognition this award brings, our

commitment to our mission of student access and success, and relative budget stability over the next few years, all comes together to create a very positive environment for CSULB's continued excellence.

Campus Culture

In its final report to WSCUC, the WASC visiting team commended the university for campus culture and in particular, communication during the state budget crisis, the working relationship between administration and the Academic Senate, the commitment to shared governance, the inclusion of all stakeholders in campus governance, and a recognition on the part of campus stakeholders of the value of both quantitative and qualitative evidence (data and narrative driven). During the site visit, and at the time of the Commission report, the State of California, and consequently the California State University system, were in the deepest throes of the budget downturn and there was little in the way of positive budget news at the national or state level. The Commission encouraged the campus by stating that, "[t]he processes that were introduced should be sustained as the university implements its diversity plan, administers its survey of campus climate, invites marginalized voices to join the conversation, connects "success" more closely with academic achievement, struggles with finances, and takes other difficult but necessary steps. At the same time, as the team emphasized, it will be essential not only to reach out to the campus community, but also to demonstrate responsiveness to the community's feedback, thus closing the loop and reinforcing for all members of the community the value of their participation at a time of increasing workloads." Since that time, the financial pressures have eased as the Governor has increased the budget for the system. As a result, the budget of the university has increased, resulting in increased support for research and scholarly activities, for hiring new faculty and staff, and for addressing compensation inequities on campus.

A campus culture is defined as an institution's norms, values, and beliefs that are shared across the campus community. These norms, values, and beliefs shape and are shaped by the interactions of students, faculty, staff, administration and other campus stakeholders. The mission statement of California State University, Long Beach clearly articulates the culture of the campus: "*California State University, Long Beach is a diverse, student-centered, globally-engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world.*" This interim report provides an update on campus culture and the efforts made across the campus to improve diversity, stakeholder inclusion, and transparency to reach the goals articulated in this mission.

When the WASC team visited in Fall 2010, CSULB was under the leadership of President F. King Alexander. After King Alexander left the university, the Provost, Don Para, took the position of acting president until a search was conducted and completed for a permanent replacement. In January 2014, Jane Close Conoley was appointed president of the university. Since arriving on campus in July 2014, President Conoley has made open communication with the campus community a priority. She has a lively Twitter account (@PresConoley) and she sends regular communications to the campus community ("President's Message") that are archived on her website (<http://web.csulb.edu/sites/president/>) discussing important issues such as collegiality, bullying, safety, service, and academic freedom. Further, President Conoley can be found routinely walking across the campus talking with faculty, staff, and students. She has made it a priority to keep the lines of communication open with the entire campus community and to embody the spirit of the mission of the university in her leadership. In February 2015, President Conoley appeared before the Academic Senate to reinforce questions posed in her December

"President's Message." She encouraged the campus community to email her with suggestions and concerns regarding tenure density, the bureaucracy of the university, and student success.

In addition to President Conoley's weekly messages, Academic Affairs sends out a "Weekly Wednesday Message" with information about the campus community. These posts include a wide assortment of information including congratulatory statements for faculty, staff, and students who have earned grants or awards, announcements of campus initiatives and awards, and information from the Chancellor's Office.

The Division of Administration and Finance has published its "News and Notes" weekly newsletter since 2014. This newsletter informs the campus about a variety of issues from scheduled closures of roads, buildings, and parking lots, to events on campus, to technology information for the campus community. Other communications for the campus community include "Research at the Beach," a monthly e-newsletter distributed by the Office of Research and Sponsored Projects, "Inside CSULB," a bi-weekly newsletter for faculty, staff, administrators, and friends of the CSULB community, and "In Touch with Student Services," a periodic newsletter highlighting programs and people throughout the Division of Student Affairs.

In addition to increased communication, the campus has been working to move beyond the silos typical on a campus with many administrative divisions. Since the last WASC accreditation visit, the campus has made great strides in building academic/student affairs assessment partnerships for student success. Academic Affairs established a Program Review and Assessment Council (PARC) more than a decade ago with representatives from the entire campus, including Student Affairs, staff, and students. Program Reviews that have been developed through PARC processes have improved department practices significantly and have required departments to be more reflective about their programs for student learning. Last year, Student Affairs adopted a similar model of program review, and has now established its own council with representatives from Academic Affairs. The first chair of its council was a student representative.

Further, both Academic and Student Affairs actively engage in measuring student learning outcomes and posting these on their respective assessment websites. The two divisions have collaborated to offer campus-wide student learning outcomes workshops that have resulted in renewed energy concerning the vital need to understand student learning and improve opportunities for success. The two divisions have also been very active in presenting papers together at national conferences concerning partnerships focused on student success. The Highly Valued Degree Initiative Steering Committee has campus-wide representation, meets frequently, and is devoted entirely to student success. Academic and Student Affairs are partners on many student success initiatives including advising and orientation, a "Beach Learning Community," a "Men's Success Initiative," early assessment of learning disabilities, and more.

In addition to the increased partnerships between Student and Academic Affairs, the Divisions of Administration & Finance (DAF) and Academic Affairs (AA) have also partnered, particularly in developing the infrastructure of the campus and creating a culture of sustainability. During the worst part of the economic downturn, the Divisions of Administration and Finance and Academic Affairs

worked to keep the campus community apprised of the budget circumstances in the state and how those circumstances would directly affect the CSULB campus. These "Budget Roadshows" were held on numerous occasions on campus, articulating both best-case and worst-case scenarios (link to Roadshow 1: http://daf.csulb.edu/offices/univ_svcs/budget/docs/rpp11-12/outlook1/ and Roadshow 2: http://daf.csulb.edu/offices/univ_svcs/budget/docs/rpp11-12/outlook/). The divisions then posted the power points for those members of the campus community who could not attend any of the roadshows.

Using internal funds, DAF and AA completed a full remodel of three classroom buildings (LA 2-4). Incorporated into that remodel were several very high technology classrooms that have helped faculty move to more high-impact teaching. The retrofit of LA 2-4 was awarded a top honor in 2015 for sustainable design from the Higher Education Sustainability Conference.

Also, using internal funds, DAF, AA and Student Affairs have built the Dream Success Center which opened in March 2015. After an initiative of Associated Students, Inc. in 2014, student leaders met with campus leaders "to address undocumented student concerns" (News@theBeach March 10, 2015) and move towards completion of this center. Located on the third floor of the University Student Union, the Center will provide support for students who are classified as AB 540.

Another major collaboration is underway to create a centrally located 50,000 square foot Student Success Center, remodeling an old science building for student services from three divisions: Academic Affairs, Student Affairs, and Administration & Finance (financial aid). This \$39 million project will also be created with campus funds, using the new capital authority signed into law by the Governor in 2014. This new shared location is expected to create important synergy among student support programs.

The culture of sustainability has extended across campus as significant portions of campus were redesigned with drought-tolerant landscapes during Summer 2015. The landscape will reduce water irrigation usage by 52 percent (Inside CSULB 6/15/15). In addition to the re-landscaping on campus, other water-saving projects include installation of low-flow water devices throughout student housing and replacement of the filtration of the pond in the Japanese Garden, which will save a combined 20.2 million gallons of water each year (Inside CSULB 6/15/15). A popular conservation project has been the replacement of old water fountains with filtered refilling stations, reducing the amount of plastic consumed on campus as more students, staff, and faculty bring re-usable water bottles to campus.

A major achievement on the part of the campus has been to better integrate marginalized voices into the campus community. In part, this has been accomplished through the work of the Campus Climate Committee. For example, the Committee provided LGBTQ "safe zone" training with the result that many spaces on campus are now designated safe zones. Gender-neutral bathrooms have also been installed throughout the campus and gender-neutral halls in the dorms have been created. The "safe zone" built upon the already strong model of the "Vet Net Ally" which provides support network for veterans across campus. The newest additions to this support network include the "Autism Ally" program. After a one-day workshop and training, faculty and staff receive a sticker to place on their door noting that their office is a safe space for students with autism. This is an important development considering that the number of college students with some form of autism has skyrocketed in recent years. A final Ally project is the AB 540 Ally Training project. Again, faculty and staff receive training and a decal. The AB

540 training manual states that the goal of the project is to "create a welcoming and supportive campus environment for immigrant students, thus assisting their integration into campus life." The campus has also worked to ensure the safety of all groups on campus. For example, the University Police has a night escort program that anyone may use. Further, the university has adopted the Red Folder Initiative, a system-wide initiative to help students in times of mental distress. This mental health initiative provides information for campus faculty and staff to help students obtain the support they need during a personal crisis. It also provides instructions for faculty and staff to contact campus police should they perceive a danger to the campus community.

Academic Affairs has supported grant related efforts to improve the success of underrepresented, marginalized groups. The campus won the largest award in its history, \$24 million over five years for a Building Infrastructure Leading to Diversity (BUILD) grant, a STEM initiative. Several other grants won by the campus such as Research Initiative for Scientific Enhancement and Maximizing Access to Research Careers support underrepresented students in the STEM fields as well. As a designated Hispanic Serving Institution, the campus currently has an HSI-STEM grant and recently applied for both an Hispanic Serving Institution (the campus had one previously as well) and an Asian, Asian American, and Pacific Islander serving grants.

The campus ranks eighth in awarding Bachelor's degrees to Hispanics and 16th in Hispanic students enrolled in graduate programs as reported in *Hispanic Outlook*. The Academic Senate devoted its 2014 retreat to students, staff, faculty, and administration discussing the issue of graduation gaps between underrepresented students and other students and how the campus might proceed in order to close this gap. As of the writing of this report, CSULB's six-year graduation rate for first-time freshmen has risen to just under 67% and the rate for underrepresented students has increased five points to 63%. Underrepresented transfer students graduate at the same rates as other students. The university remains focused on closing gaps where they exist.

The campus is also working on diversifying tenured/tenure track faculty. This is particularly important in light of the fact that CSULB is a minority-majority institution (about 70 percent of students are non-Caucasian)—but minorities comprise only 37 percent of tenure/tenure track faculty. Minority faculty are underrepresented across all ethnic groups (for instance, African-Americans comprise 4.5 percent of students and 3.2 percent of faculty; Native Americans 0.8 percent and 0.48 percent respectively), but the misalignment between students and faculty is particularly acute with Latinos and Latinas, who make up 30 percent of the student body but only 8 percent of tenure/tenure track faculty. Understanding how minority faculty perceive campus climate is an important first step toward addressing the problem of underrepresentation (since it could lead to better recruitment efforts), and more broadly, toward making better use of minority faculty for improving minority student outcomes and serving the highly diverse local communities around CSULB. Over the last hiring cycle, the provost worked with the deans of each college to better ensure that new tenure track hires were well prepared to work with our very diverse students. The first task was to identify quantitatively where students were underserved with tenure track appointments. The provost then worked with the colleges to require that all tenure track applicants provide a "student success" statement articulating ability and readiness to work with a diverse student population; set up a system with the colleges to ensure that interview questions

included pedagogical questions as well as questions about candidate preparedness to work with diverse students; and finally, worked with the deans to establish preliminary meetings with all search committees to discuss "the faculty of the future" in relation to the diversity of the campus population.

The results of the 2011 Faculty Work-Life Survey reported that 71 percent of faculty were satisfied with their work at CSULB. However, only 17 percent of faculty expressed satisfaction with support for research and scholarly and creative activities, and faculty reported the lowest level of satisfaction with support for innovation in teaching, classroom space, and teaching materials. At the time of that survey, the university was just emerging from a year of furloughs and other actions taken to deal with the economic downturn (see Roadshow information above).

Since that time, there has been expanded support for grants and contracts and greater funding for research. Below is a breakdown of the increase in Research, Scholarship, and Creative Activities (RSCA) funding and other internal grant funding since the last Faculty Work-Life Survey:

FY 2011-2012	\$660,000
FY 2012-2013	\$660,000
FY 2013-2014	\$1,100,000
FY 2014-2015	\$1,950,000
FY 2015-2016	\$2,200,000

In 2014, the Professors Around the World (PAW) program was established to strengthen CSULB's global engagement and internationalization initiatives by engaging and supporting faculty travel related to international research projects, publications, conference presentations, grant writing, developing study or work abroad opportunities for students, and building relationships with overseas partner institutions. The PAW program is funded jointly by the Office of the Provost and the Office of Associate Vice President for International Education and Global Engagement. A total of \$50,000 per year is available for this grant program. Grant awards from \$500 to \$2,500 are available on a competitive basis.

In addition to the above funding, RSCA, the Provost's office has provided funds for the last two years for improvement of retention and graduation rates. These awards, of \$5,000 each, are granted to departments that have shown the most improvement in these two categories. In 2015, 22 departments were honored for these improvements (WWM 5/6/15). Further, the Provost has authorized award programs for high-impact practices to support innovation in teaching. The two tracks (mentioned in the section on assessment) allow for departments and individuals to receive university funding for innovations leading to the improvement of student learning. Both of these initiatives align with new requirements by the State of California to focus on performance as success indicators. To better analyze performance indicators over time, both the Academic and Student Affairs Program Review councils modified their program-review templates to include discussions of relevance to the State of California. The Elements of the Self Study for Degree-Granting Programs, last updated in 2014, asks departments to analyze trends in the discipline and how departments are responding to those trends. It then asks

departments to "describe how the program's mission, goals, and environment reflect or align with the State of California economic, workforce and civic needs."

Now that the CSU system has weathered the storm of the most recent economic downturn, collective bargaining has been working to improve the financial security of the faculty who had not seen cost-of-living increases since 2008. Once the Collective Bargaining Agreement (CBA) was signed, the Chancellor's Office punted to the respective campuses to deal with faculty inequity and salary inversion. In May, the CSULB administration announced a salary schedule to address this inversion among tenured, tenure track, and long-term lecturers (those with three-year contracts).

The campus community is looking forward to the next administration of the Faculty Work-Life survey in 2016-17 and believes that the satisfaction rate for support of research and scholarly activities and innovation in teaching will be much improved.

Although faculty have been surveyed, the campus has not developed a systematic process to survey the staff about their work life. It is hoped that the university will facilitate a university-wide work-life survey for staff. This effort will generate consistent, comparable, and reliable data that can be used to implement programmatic improvements that benefit the staff. The surveys will provide an indication of the particular issues that are most important to a significant percentage of our staff. The Division of Student Affairs' new program review policy, following the template of periodic program review in Academic Affairs, will provide crucial and valuable information regarding staff perception of the campus. In addition, periodic program review of academic departments includes sections for staff input both in the self study and during the external review visit. The Campus Climate Committee has expressed a desire to establish a comprehensive climate survey of all stakeholders at the institution, though there is some discussion in the research community about how such a survey might be implemented and operationalized. The committee is finalizing a recommendation to bring before the Academic Senate to consider involving stakeholders in implementing this survey.

CSULB consistently collects and uses data pertaining to student engagement with campus life, satisfaction with the campus climate and services, and needs. Several large-scale and locally developed instruments allow the campus to capture important information about its students that it can use to shape and improve programs, activities and services.

The CSULB Student Satisfaction Survey, last administered in 2009, revealed that 60-70% of students were satisfied with the campus climate for race/ethnicity, religion, disabilities, nationality, gender, and safety. However, students who stated that they would not re-enroll at CSULB given the chance to choose once again had some of the lowest ratings for the campus climate in all categories. Moreover, campus climate ratings differed among race/ethnic groups. These findings were presented to university divisions and the Campus Climate Committee, and informed the institution's programming. For example, as stated above, the campus now has a new Dream Center for AB 540 students and plans to enhance and unify its resource centers for ethnically and culturally diverse students.

Academic Affairs has also recently supported a project to administer the Diverse Learning Environments survey to all students. This should provide us with feedback on how underrepresented students perceive

their experiences here. Results are expected in Fall 2015. In the past the campus has used the National Survey of Student Engagement in a similar way. CSULB is planning to once again administer the National Survey of Student Engagement (NSSE) along with its complementary Faculty Survey of Student Engagement (FSSE) in Spring 2016. The results showed a disconnect between students and faculty concerning how much they perceived interactions with each other. The Faculty Center for Professional Development has consequently engaged in systematic programming since 2009 to educate faculty about issues in student engagement. After the next administration of NSSE / FSSE, the campus will juxtapose findings to the Diverse Learning Environments survey to compare faculty and student perceptions of student engagement and involvement on campus to determine if any improvement has been made.

Across the nation, colleges and universities are concerned with housing and food insecurities among student populations. CSULB is currently administering a campus-wide student assessment of housing and food needs of the entire student body. This comprehensive survey covers issues such as housing costs, housing permanency while enrolled, and the ability to pay for food each day. Results will be used to consider off-campus housing expansion and emergency plans for students in dire need of housing and food security.

Identification of Other Changes and Issues Currently Facing the Institution

Instructions: This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

The campus leadership will be changing over the next few years. In addition to a new president and a new Vice President for Student Affairs, we now have a permanent Associate Vice President for Instructional Technology and a new Associate Vice President for Faculty Affairs. Currently, the campus is engaged in a national search for a new Provost to begin in March 2016. Though there are key personnel changes in the future as interim positions are filled with permanent hires, the leadership has solid institutional memory, a culture of shared governance, and strong cross-divisional collaboration. In the area of academic programming, discussions are underway on two potential joint PhD degrees with a regional neighbor, the University of California at Irvine.

Concluding Statement

Instructions: Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

The university has spent the last four years reflecting on the issues raised by the Commission and implementing action plans across the campus. As discussed in the report, the campus has worked to strengthen partnerships across divisions and between all stakeholders. The campus has maintained its commitment to best practice in assessment while addressing issues raised in the last report, specifically, the assessment of institutional outcomes. Three divisions (Academic Affairs, Student Affairs, and Faculty Affairs) have increased funding to faculty and staff development in the areas of curricular design and assessment, thus improving student learning. Positive impact on the improvement of student learning is reflected in the graduation and retention rates on campus as well as the qualitative evidence of periodic program review since 2011.

The university's budget has improved substantially since the Commission's 2010 visit and, as discussed, the campus has been able to fund a variety of projects, from building, to scholarship, to staffing.

The campus culture has benefited from the leadership of President Conoley, the strengthening of ties across the divisions, the work of the Campus Climate Committee and other to ensure a safe, inviting, and diverse campus.

To conclude, the campus has worked to close the loop through increasing communication, developing a solid culture of sustainability, and responding to the community's feedback regarding work life and diversity. If the mission of the university articulates the ideal of a campus' culture, CSULB is making strides to include all stakeholders in moving forward to being the ideal 21st-century campus: diverse and inclusive, respectful of academic freedom, and with an infrastructure and technological system for the campus community to engage in research and teaching for the people of California and the world.