California State University

Institutional Report for the WSCUC Thematic Pathway for Reaffirmation

12 August 2020

Remote Site Visit Scheduled: 21 – 23 October 2020

Table of Contents

COMPONENT ONE
INTRODUCTION: INSTITUTIONAL CONTEXT; RESPONSE TO PREVIOUS COMMISSION ACTIONS

History and Profile of the Institution

The original 160 students who enrolled in what has become California State University, Long Beach [CSULB] would be in awe of the campus today. With 40,000 students currently enrolled and over 330,000 alumni who have joined the "Beach family," the flagship campus has several reasons to celebrate. The university, known nationally as "The Beach," is a hub of diversity both culturally and intellectually. The 322-acre campus is designed to encourage student involvement and success. Nearly 100 buildings house 63 academic programs and harmonize with master-planned architecture, landscape, and environmental sculpture for unparalleled access to success. Students are served by more than 2,100 faculty members within eight colleges which offer 85 baccalaureate degrees, 67 master's degrees and four doctoral degrees.

Similar to any institution intent on meeting the needs of a future student and community, CSULB needs to evolve its mission to reflect a time that is yet to come. The two-year strategic, academic, physical, and fiscal planning process, called BEACH 2030, has been one answer for the future campus. Another venture aligned with the university's future was this WSCUC self-study, which promoted a comprehensive self-reflection of CSULB's mission and values across campus. Despite the growth, development, and innovation taking place on campus, several megatrends are impacting not only CSULB, but the entire landscape of higher education. Some of these megatrends, such as labor-market and economic shifts, skills imbalances, and budget pressures, have filtered into state and local governance, both crucial considerations for a campus in a state-university system. Naturally, institutional planning must continue even when complete knowledge of external environmental variables affecting the campus are still evolving. These

megatrends have created challenges associated with:

- somewhat unpredictable state budgets;
- student characteristics including decreased financial resources and increased need for mental health resources;
- high and escalating costs of housing in the Long Beach and surrounding area;
- age and quality of the campus physical plant (average age of buildings is 40-years old);
- political forces around immigration law, especially because of the large number of undocumented students the institution serves;
- rapidly changing world of work and global economy, especially how these forces impact the way the institution prepares its students for successful lives;
- continuing impacts of climate change that require actions to mitigate and build resilience.

With BEACH 2030 the institution has identified these challenges and asked all divisions to build in strategies to ensure the health, success, and viability of the campus community. With over 4,000 students, staff, faculty, administrators, and alumni involved in each process, clear strengths, opportunities, and growth areas were identified. Both processes (BEACH 2030 and the writing of the institutional report) are meant to keep the campus fully expressing its core values: teaching and learning; compassion, creativity, and innovation; diversity; and public good. These priorities center on developing internal and external commitments to improve not only students' outcomes but also the community at large. Over the past three years, all divisions at CSULB have acknowledged key strategies to meet each challenge to ensure the health, success, and viability of the campus community. CSULB wants its graduates to understand the instrumental role they play in positively impacting their community, region, or state. To achieve this goal, students are involved in learning-based internships (Section 8.3), service learning, and undergraduate research (Section 8.1). These high-impact practices provide students a chance not only to learn but also to make a difference in the community.

As the campus heads towards the future, CSULB remains committed to its most important mission of changing lives, neighborhoods, communities, and regions. To accomplish this mission, the university's core values and strategic priorities remain central to its plans. These

plans include: increasing student participation in internships, service learning, and international education as CSULB continues to increase community participation (Section 8.3); diversifying faculty to better represent CSULB's student population (Sections 8.1 and 8.2); offering the campus community an integrated health and mental health program that focuses on prevention and early intervention (Section 8.3); accelerating strategies to mitigate climate change and increase the institution's resilience to its effects (Section 8.3); creating more partnerships with government, business, and industry that add public good opportunities for students and faculty members (Sections 8.1 and 8.3); increasing and adjusting course scheduling to make the campus more accessible to all (Section 8.2); and expanding the "First-Year Experience" innovations to all incoming students (Section 8.1).

CSULB is committed to assessing its impact internally and externally to continually improve institutional processes to foster student success. As the public's trust in higher education seems uncertain, CSULB believes the success of its students and alumni will illuminate the critical role education has globally.

Responses to Previous Commission Actions (Criterion for Review [CFR] 1.8)

In February 2011, the WASC Commission granted CSULB a 9-year reaffirmation of its accreditation. The Commission commended the institution for assessment and program review processes, the creation of a diversity plan, and its strong retention and graduation rates. The Commission asked the institution to focus on three key areas as it prepared for its 2015 Interim Report: Assessment and Expectations for Student Learning, Financial Planning for the Long-Term, and Maintaining and Strengthening Campus Culture.

CSULB worked diligently between 2011 and fall 2015 to respond to these items. First, the institution aligned Program Learning Outcomes with Institutional Level Outcomes and the

WASC core competencies, and asked departments to conduct assessments through the lens of alignment (Appendix 1.01, Sample Alignment Letter). Second, in terms of long-term financial planning, CSULB established a number of initiatives to ensure fiscal sustainability, specifically the "I Declare" Campaign. Third, the institution began honing its diversity plan, and by 2015, equity and inclusion were a central part of job descriptions. The institution was proud of its work, but erred by not including any exhibits to support its very brief narrative. The panel praised the institution for developments in each of these three areas but expressed concern about the lack of evidence. WSCUC asked for updates regarding these themes, as well as a definition of student success and two examples of institutional initiatives that promote student success for a progress report due in January 2018.

The 2018 Progress Report focused on two initiatives: The Highly Valued Degree Initiative [HVDI] and the Core Competency Assessment Initiative (Appendix 1.02 Table of Abbreviations Used in the Report). The Core Competency project was a two-year institution-wide assessment effort to establish comparative frameworks for generalizing Program Learning Outcomes [PLO] assessment to the institutional level. At the time of the progress report, the institution was in the middle of the first cycle and only had data about participation rates. The discussion of HVDI focused on improvements made with persistence and retention rates.

WSCUC was impressed with both of these initiatives and wanted a fuller discussion included in its 2020 institutional report. Further, it asked for CSULB to continue to develop a meaningful and coherent definition of student success. During this period, CSULB continued its revision of assessment at the institutional level. A discussion of new frameworks for assessment reporting are found in Chapters 2 and 9. In addition, the institution took seriously the request to develop a definition of student success aligned with the mission and values of the institution.

This definition, published in August 2019, was a joint effort of the WSCUC Steering Committee, Senior Staff, and the Academic Senate. As this brief history shows, the institution implemented changes and new initiatives as it received feedback from WSCUC.

Preparation of the 2020 Institutional Report

Thematic Pathway for Reaffirmation: Intellectual Achievement, Inclusive Excellence, The Public Good

In 2017, the institution received notification from WSCUC that it qualified for TPR, and the Provost submitted a request to be formally approved (late 2017). CSULB (joint effort of President, Provost, Vice Provost for Academic Programs [VPAP], and the Accreditation Liaison Officer [ALO]) then worked on a themes proposal (May 31, 2018). The themes, Intellectual Achievement, Inclusive Excellence, and the Public Good, part of the institution's core tenets, were the focus of the 2017 – 2020 Strategic Plan. These three themes have since been incorporated into the BEACH 2030 core values and strategic priorities. Intellectual achievement remains at the heart of the institution's mission to "enrich students' lives through globally informed, high impact educational experiences with superior teaching, research, creative activity, and action for the public good." In order to achieve this goal, CSULB recognizes that "diversity is our strength" and inclusive excellence is embedded in the student support networks and diverse curricular offerings and pedagogies. Finally, CSULB's commitment to the public good is integral to its charge as a public, state institution. Its networks and partnerships with local and regional have demonstrated CSULB's role as an essential community partner in the economic, social, and cultural life of Long Beach and the surrounding area.

Preparing the CSULB Community for Reaffirmation of Accreditation.

Before the Themes Proposal was submitted, the ALO began presentations about TPR and the proposed themes. In spring 2018, the ALO presented to Senior Staff, College Deans, College

Associate Deans, and the entire Academic Senate (Appendix 1.03 WSCUC Accreditation Presentation). These themes were shared publicly in the fall 2018 convocation address given by the Provost. Since Academic Senate Policy requires the approval of appointees to the WSCUC Steering Committee, an additional presentation was scheduled before the Senate Executive Committee. The ALO also developed a website for the campus community to follow preparations for the upcoming visit.

The WSCUC Steering Committee and the Preparation of the Institutional Report

The Institutional Report submitted on August 12, 2020 is a product of extensive campus participation and discussion. Once nominated and accepted by the Academic Senate in 2018, the Steering Committee (Appendix 1.04 WSCUC Steering Committee Organizational Chart) began soliciting evidence from multiple stakeholders. The Steering Committee then divided into three subcommittees according to theme in order to draft sections of the report. In fall 2019, the subcommittees sent out a second call for information for their subsections. In spring 2020, the completed draft, the Compliance Worksheet, and the IEEI were made available to the campus community for review and the steering committee revised the documents over summer 2020.

A Quick Guide to Navigating the Report

As a TPR report, this report includes Components 1, 2, 8, and 9. There are three types of links in this report: external, internal, and appendices. External links take the reader to an appropriate website for review. Internal links direct the reader to specific locations within the body of the report itself. Finally, appendices are linked according to their component number and name of artifact.

COMPONENT TWO
COMPLIANCE: **Review under the WSCUC Standards and Compliance with Federal Requirements; Inventory of Educational Effectiveness Indicators**

Worksheet for Self-Review and Compliance under the WSCUC Standards and Inventory of Educational Effectiveness Indicators: Process

Chapter 1 described the general process and outlined the members of the Academic Senate Steering Committee that guided the process. To complete the self-review, a preliminary draft of the compliance document was provided by the Component Two team to the steering committee. The steering committee was then divided into four teams to review the document and to crosscheck with elements within the larger narrative. The Inventory of Educational Effectiveness Indicators [IEEI] was completed by the Director for Program Review & Assessment with feedback from departments and programs. Both worksheets were presented to the CSULB community for feedback and / or corrections. They are listed in this institutional report in the appendix:

- [Appendix 2.01 CSULB Inventory of Educational Effectiveness Indicators](#)
- [Appendix 2.02 Review under the WSCUC Standards and Compliance with Federal Requirements Forms](#)
    - Additional appendices linked within the Review under the Standards Form worksheet ([2.03a](#), [2.03b](#) [syllabi], and [2.04](#) [staff demographics])

Areas of Strength

As listed in the Review under the WSCUC Standards, CSULB notes three areas of strength: the institution's commitment to high-impact practices, the development and nurturing of student support networks across the divisions, and the revision and modernization of quality assurance processes including institutional research, program review, and assessment. Each of these items will be discussed in the larger narrative of this report.

Areas to Address

One area to be addressed is also noted as a strength in this report. As will be discussed in more detail later in the report, assessment at CSULB went through a period of low submission rates. Part of this decline in submissions was a result of its own success. As the institution developed a culture of assessment, it switched to biennial reporting, which was intended to spark more self-reflection and closing-the-loop activities. The result was the opposite in large measure because deadlines were confused and the frequent announcements the departments had come to expect were far less frequent. But, with the core competency project, submission increased rapidly, and changes in the reporting instrument led to more thoughtful reports. Nevertheless, the assessment office will continue to monitor, innovate, and communicate to ensure that departments and programs receive the support needed. A second area to be addressed includes initiatives focused on closing opportunity gaps at the institution. A third area the institution is paying attention to and acting on are the megatrends that are affecting higher education and the US economy.

The Inventory

TPR institutions received a revised and detailed Inventory of Educational Effectiveness Indicators worksheet. In 2018-19, CSULB, as part of the CSU system, undertook a major overhaul of its general education program to comply with the Chancellor's Office Executive Orders 1100 (on general education) and 1110 (on remediation). The GE Student Learning Outcomes were passed in 2020 and a task force has convened over summer 2020 to determine where and how general education assessment will take place.

The inventory shows that nearly all degree programs have posted learning outcomes and that they engage in direct assessment of those outcomes. In 2019, the institution was at an 84%

compliance rate for programs scheduled to submit assessment reports. Although departments are engaged fairly regularly with direct assessment, fewer included additional types of assessment, such as formative data, external assessments (such as licensure examinations), or indirect measures. External assessments are more often used by departments with specialized accreditation. Although the Inventory shows that increasing numbers of departments are using exit surveys, they have not fully incorporated this additional material to effectively triangulate their data in meaningful ways for program improvement. The institution will be working with departments to help them better understand the roles of direct (formative and summative) and indirect assessment and how they complement each other to provide fuller pictures of student success.

COMPONENT EIGHT: INSTITUTION SPECIFIC THEMES

Intellectual Achievement (8.1), Inclusive Excellence (8.2), and the Public Good (8.3)

Section 8.1: Intellectual Achievement

Intellectual Achievement is a hallmark of any University. One of CSULB's Core Values is "Teaching and Learning are at the center of who we are and all we do." This core value links to the institution's strategic priorities to promote intellectual achievement and engage all students. This value reaffirms the institution's commitment to student success, faculty and staff development, and student and faculty research.

Student Success

The CSULB definition of Student Success focuses holistically on students both before and after graduation. Results from student success initiatives dedicated to academic preparation and improvements in four- and six-year graduation rates, such as the California State University's Graduation Initiative 2025 [GI 2025] tell a very compelling story highlighting CSULB's commitment to the intellectual achievement of its students.

Academic Preparation: The Example of Mathematics and Quantitative Reasoning

CSULB's responsiveness to serving the academic needs of its students can be seen in improving course completion rates and shrinking opportunity gaps. For example, in anticipation of the Chancellor's Office Executive Order concerning academic preparation in written communication and quantitative reasoning (Executive Order [EO] 1110) and in response to student success data for Mathematics/Quantitative Reasoning

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CSULB Definition of Student Success:
New and current students are presented with an intellectually rigorous education in an environment of student-centered learning.
CSULB faculty and staff are deeply engaged with promoting student success and expanding opportunities for all students, native or transfer, degree or non-degree. CSULB facilitates success through support initiatives that contribute to student wellness—physical, social, and psychological— and potential to fulfill life goals.

CSULB students and alumni are successful when they lead personal, civic, and professional lives they consider meaningful. They pursue their goals with confidence, persistence, and independence and contribute in positive ways to their communities and the public good.
Successful students articulate their own goals and achieve them by demonstrating:

- knowledge and competence in their chosen disciplines and across multiple areas of human experience;
- skills such as critical and creative thinking, written and oral communication, quantitative reasoning, and teamwork; as well as;
- values that promote diversity, curiosity, social justice, global citizenship, community engagement, and life-long learning.

Successful students graduate from CSULB with an intellectually rigorous education, in a time appropriate to their goals and learning, and well prepared for their future as responsible citizens.

[QR] course completion, CSULB redesigned the Mathematics/QR curriculum. This redesign included first, using the web-based assessment and learning system, "Assessment and Learning in Knowledge Spaces Placement, Preparation, and Learning" [ALEKS PPL], for Early Start Math [ESM] from summer 2017 and second, replacing stand-alone, developmental (non credit-bearing) education courses in Mathematics/QR with redesigned credit-bearing classes that have academic support services integrated. Results have been promising—in the same year implemented, 37.5% more undergraduate students were able to receive credit in math classes, saving one semester of math for around 80 students (CFRs 2.10, 2.11, 2.13). Previously, Intermediate Algebra courses had seen completion rates of around 53%, but since the introduction of ALEKS PPL, completion rates have risen to over 72%. Additionally, student surveys revealed that over 95% of undergraduates in the program felt ALEKS PPL "met or exceeded their expectations" (Appendix 8.1.01 ALEKS PPL Case Study, Early Start Math; Appendix 8.1.02 ALEKSWebinar_JMC_October2018).

Further analysis on completion and opportunity gaps for all mathematics/QR general education [GE] classes in fall 2018, showed that the fall 2018 first-year ("freshman") class had higher Mathematics/QR (GE Area B4) completion rates than any previous such cohort (Appendix 8.1.03 Fall 2017 B4 Analysis and Fall 2018 B4 Analysis).

Although the overall course completion in the first year of the implementation of EO 1110 is strong, CSULB continues to be concerned with unacceptably low completion rates for students classified as needing additional support in two courses: STAT 108 and MATH 115. Effective fall 2019, students with low ALEKS PPL scores are required to take MATH 112A for additional support prior to taking MATH 115, and similarly to take HDEV 190 or MTED 110

for first-time "freshmen" [FTFs prior to taking STAT 108].

TABLE 2 QR / MATH PERFORMANCE OF 2018 FTF

	F18 FTF ABC	F18 FTF DF #	F18 FTF W #	COURSE COMPLETION %
MATH 104	584	83	11	86%
MATH 112A	248	62	13	77%
MATH 113	406	105	15	77%
MATH 115	349	127	37	68%
MATH 119A	158	42	14	74%
MATH 122	331	80	17	77%
MATH 123*	183	29	8	83%
MATH 224*	64	9	4	83%
STAT 108	361	126	36	69%
HDEV 190	40	4	1	89%
SOC 170	83	14	2	84%
MTED 110	79	13	2	84%
PSY 110	94	36	9	68%
ALL	2980	730	169	77%

Academic Preparation: The Example of Written Communication

In terms of writing proficiency, students at CSULB are performing stronger and more consistently than in the past. California State University [CSU] policy articulates that students must demonstrate proficiency in college-level writing prior to graduation. This policy is known as the Graduation Writing Assessment Requirement ([GWAR]) and it is met in different ways at each institution. At CSULB, this proficiency was traditionally determined by an essay exam, known as the Writing Proficiency Examination [WPE] scored by trained faculty on campus. Prior to 2007, students who failed the WPE were required to repeat the exam, effectively serving as a barrier to graduation. To remedy this issue, GWAR portfolio courses were established in 2012 as a pathway for students to gain the necessary writing skills before completing a General Education Writing Intensive course (Appendix 8.1.04 WPE and GPE Scores by Testing Session). Additionally, the WPE was revised and renamed the Graduate Placement Exam [GPE] in 2016. Between 2014-2016 the WPE/GPE maintained a consistent passing rate of 94% and near 90%

for undergraduate FTF and transfer students respectively. The data does suggest that transfer students and graduate students who must take the GWAR (typically graduate students from non-English-speaking universities) benefit from additional writing support, highlighting the importance of the portfolio courses and writing graduation requirements.

Improvement in Graduation Rates (CFRs 2.10-2.14, 4.1-4.7)

A. Undergraduate Students

Traditional markers of intellectual achievement for students are retention, persistence, and graduation rates. Though more nuanced approaches have emerged, these quantitative markers of student success remain important, as evidenced by the WSCUC Graduation Rate Dashboard [GRD]. In 2015, the CSU Chancellor's Office rolled out the Graduation Initiative 2025 [GI 2025] to improve four-year graduation rates for all 23 CSU campuses. Progress at CSULB with graduation rates reflects a multifaceted institutional effort to reduce barriers to students' learning and pathways to timely graduation. CSULB is surpassing expectations for GI 2025 with an increase from 15.02% (cohort entering fall 2010) to 33.9% (cohort entering fall 2015), well on the way to meeting the CSU's expected 39% rate for 2025. In fact, although confirmed graduation rates are not expected until after summer session is complete, the projected 4-year graduation rate for the cohort entering in 2016 is between 36.6% - 37.7%. The 5-year graduation rate has improved from 51.5% to 63.9%, and the 6-year graduation rate improved from 68.4% to 73.3%. Accordingly, "Super Seniors" (seniors who have completed more than 120% of units needed for graduation) have decreased from 690 to 243 during the past four years. Improvements have also occurred with transfer student two-year rates. Since 2010, the two-year graduation rate has improved from 30.3% to 43.6%; the three-year rate from 67.6% to 76.5%; and the four-year rate from 80.4% to 85.3%. (Appendix 8.1.05 Student Success: Graduation

Rates Trend Data Fall 2019).

Several factors have led to these dramatic improvements in graduation rates. The Highly Valued Degree Initiative [HVDI] Task Force used qualitative data to examine degree completion and to understand academic success from the student perspective (Appendix 8.1.06 HVDI Task Force 2 Research and Evaluation Report). Undergraduate and graduate students, including student parents, commuters, undocumented students, and others participated in focus groups that examined support as well as obstacles in their academic careers. Topping the list of challenges were finances, family obligations, and long commutes. For first-generation students, difficulty navigating the University's structures was key. First-year engineering students enrolled in ENGR 102, however, did make connections with tutors, academic advisers, and academic engineering clubs that helped them focus their goals and get help. For those who lacked any of these supports, a "sharp divide" emerged for those who were "on their own." HVDI Task Forces worked to develop a "Beach Road Map," available to all students on BeachBoard, sharing the key decisions and information a student needs to advance each year toward their degree. New "Paideia" seminars for 220 students were piloted in fall 2019 to address the needs of the nearly 60% of first-year freshmen who do not have a significant first-year experience. These seminars intentionally bolster students' ability to self-advocate and find university resources while showing them how to take charge of their learning. The intention to provide all FYFs experiences like this seminar are built into the goals for BEACH 2030.

Second, during the CSU Course Redesign program, bottleneck courses (those with either low completion rates or limited availability) were identified in science, mathematics, business, and chemistry. These courses were re-designed, with some divided into separate courses for majors and non-majors while additional sections were added. As a result, the average unit load

[AUL]) for first-time "freshmen" [FTF] has increased from 13.7 in fall 2015 [FA15] to 14.4 in fall 2019 [FA19]. New Transfer AUL improved from 12.4 in FA15 to 12.7 in FA19. The AUL for Continuing Students (~22,500) has also improved from 12.74 in FA15 to 13.0 in FA19. Similar work has been done in reducing units from high-unit earning degrees to ensure that all degrees (with the exception of Bachelor of Fine Arts [BFA] degrees) can be completed within 120 units (CFRs 2.2, 2.10).

Additionally, graduation incentives, advising strategies, and increased technology have also played a role in these improvements. The Provost offered a summer incentive program to encourage students with only a few classes remaining to complete them during the summer and thus avoid an additional semester. The program initially started as a pilot for the 2012 first-time freshmen cohort with a total of 36 students. In summer 2017, 110 students participated in the program, although in 2018 and 2019, the total number of students fell slightly as summer Pell grants were available. Starting in summer 2017, the program has increased the four-year graduation by about 2% and has become a pivotal strategy for increasing the four-year graduation rate. The e-advising tools College Scheduler (2014) and Degree Planner (2015) were also introduced to the University to facilitate student progress toward degree completion. The Degree Planner (discussed in more detail in Section 8.2) allows students to map out the degree timeline that best fits their plans, allowing students to factor in summer and winter sessions and stay on track for graduation. The Course Scheduler helps students schedule courses around work and other outside commitments. Additionally, online and hybrid courses have grown significantly (from 309 to 646 classes 2015-2019), providing students (perhaps especially non-traditional or students with busy work schedules) with more access to courses.

B. Graduate Students

CSULB offers graduate degrees geared to both full-time and part-time students in more than 65 fields. In addition to master's degrees, CSULB offers doctoral programs such as the Ph.D. in Engineering and Computational Mathematics, EdD in Educational Leadership, Doctor of Physical Therapy [DPT] and Doctor of Nursing Practice [DNP]. Several student success initiatives were launched in 2015 to assess Graduate Programs at CSULB (Appendices 8.1.07 Benchmark Study of CSU Graduate Program in Southern California, 8.1.08 A Cross-College Analysis of Graduate Student Success at CSULB Summary of Graduate Program Retreat, 2015, 8.1.09 Provost's Task Force on Graduate Student Success, 2014-2015). As a result of these efforts, improvements were made that included an update to the Degree Planner system to facilitate advising for graduate students, the development of a "Navigating Grad Studies at the Beach" orientation website, simplified thesis procedures that included extended deadlines, and additional writing and statistics support.

Since 2010, CSULB's retention and graduation rates have increased for students enrolled in graduate programs. For example, two-year retention rates for master's programs increased from 84.6% (cohort entering fall 2010) to 89.3% (cohort entering fall 2017). Similarly, average overall time to degree steadily improved for master's programs. Two-year graduation rates increased from 25.5% to 49.1%. Three-year graduation rates increased from 54.4% to 80.1%. Since 2010, retention rates for doctoral programs have also improved. Two-year retention rates increased from 70.8% to 92.8%, and three-year retention rates increased from 70.8% to 88.3%. Similarly, three-year graduation rates for doctoral programs have increased from 54.2% (cohort entering Fall 2010) to 86.7%. Four-year graduation rates in doctoral programs increased from 58.3% to 93.2% (Appendix 8.1.10 Graduation Rates Trend Data_Graduate Students).

CSULB continues to analyze both direct and indirect sources of information to ascertain the integrity of graduate degrees, such as those administered by the Provost's Task Force or the Cross-College analysis, mentioned above. Results of Provost's Task Force demonstrated that a large percentage of graduate student respondents (86%) indicated that their degree would help them achieve career goals and 81% reported satisfaction with the academic rigor of their program path. In terms of direct assessment, The Office of Graduate Studies has worked collaboratively with Institutional Research and Analytics to develop a Graduate Student Success Database [GSSD] comparable to the one that is extensively used for undergraduates. CSULB plans to use analysis of the data related to enrollment management, retention, and graduation to develop future student-success initiatives (CFR 2.2b, 2.10, 2.12, 2.13, 4.1, 4.2).

Faculty and Staff Development

Faculty-Staff Fellowship Academies

The University sponsors fellowship programs for faculty and staff development. The first program, Data Fellows, was created to support campus units in more effectively using data to understand issues and propose solutions related to student success (CFRs 2.10, 3.1, 4.1- 4.7). Under the joint responsibility of the Vice Provost for Academic Planning and the Dean for Student Success, this development opportunity focuses on team building and the creative application of institutional data with the end goal of "positively impacting student success." Data Fellows teams incorporate students, staff, faculty, and administration in partnerships to better use data on campus. All academic colleges field at least one Data Fellows team; other units from Academic and Student Affairs have also fielded teams (Appendix 8.1.11 List of Data Fellows Teams).

During their year-long projects, teams have addressed a range of student success

questions including: What factors (academic and non-academic) foster or impede timely graduation? For whom and under what circumstances are academic internships and service learning a high-impact practice? How well do common admission criteria such as undergraduate grade point average [GPA] predict graduate student success? Who uses career services on campus and how do we improve access and equitable participation? Where are CSULB alumni and what predicts their post-graduation employment trajectories? Some projects even challenged traditional definitions of student success, exploring a more differentiated view of what it means to be a successful student, including mental health. A list of yearly projects and findings can be accessed on the CSULB Data Fellows for Student Success website: https://www.csulb.edu/data-fellows.

Another example of a university sponsored program is the President and Provost's Leadership Fellows Program, a two-year intensive program that focuses on a learning environment in the first year, and a specific project in the second year.

Staff Human Resources provides important opportunities for staff to enrich their professional lives—including the Road to Success Academy and the Tri-Campus Leadership Academy (CFR 3.3). Human Resource Management [HRM] provides an annual report of other training and development offerings (Appendix 8.1.12 HRM Training Presentation), such as implicit bias training, Human Resources [HR] Essentials for Management Personnel Plan employees [MPPs], the fee waiver program, and many others. Staff also have opportunities to participate in Staff Council (a representative body for staff) which sponsors enrichment activities and workshops throughout the year.

The Faculty Center and Intellectual Achievement

At CSULB, the Faculty Center plays a significant role in faculty professional

development (CFR 3.3) and falls under the responsibility of the Associate Vice President [AVP] for Faculty Affairs in the Division of Academic Affairs. For several years, the Faculty Center's involvement in professional development declined. While the Center helped to coordinate the Course Redesign Task Force, it moved away from direct involvement after the first year. The center also moved to more online development opportunities, though it continued to offer writing workshops between semesters. In 2015, The Faculty Center joined with the Director of Program Review and Assessment to offer stipends and grants for High-Impact Practices in teaching and assessment (Appendix 8.1.13 High Impact Practices Award).

To reinvigorate the Center's role in faculty development, a new director was recently appointed who has worked with faculty to create a renewed vision and mission for the Center. The director has devoted his first year to developing a number of learning communities to support the intellectual achievement of the faculty, including improving the scholarship of teaching and learning in addition to developing workshops and programs on research, scholarly, and creative activity [RSCA] and other professional development opportunities. The Center is specifically focused on providing training on equity and diversity at the institution and has provided a number of workshops on these topics already. Additionally, in spring 2020 the Center revived the Advisory Board, a group that had not met for several years previous.

Individual colleges also support faculty development in areas such as travel, equipment, and research support with start-up funds and for various professional development activities (Appendix 8.1.14 COTA College Funding Announcement). These resources support the rigor, relevance, and impact of faculty research and creative activities, part of the teacher-scholar model at CSULB. Since RSCA forms a significant component of faculty evaluation, each college has developed Reappointment, Tenure, and Promotion [RTP] processes reflective of the

disciplinary-specific activities of the faculty. Lecturers also participate in a review process, though scholarly activity is usually not included in lecturer evaluation. Policies related to faculty are under the purview of the Faculty Personnel Policies Council [FPPC]. This council reviews and recommends policies for the reappointment, tenure, and promotion of faculty (including lecturer faculty), assigned time for research and scholarly and creative activities, layoffs, issues of professional ethics, leaves, discipline, issues related to workload for graduate and undergraduate teaching assistants, and faculty awards. Faculty who participate in the RTP process demonstrate long-standing success on the campus. Further, the policies illustrate how resources and mentorships are to guide them through the RTP process.

Research, Scholarly, and Creative Activity [RSCA]

Faculty

The intellectually rigorous education at CSULB is mirrored in and enriched by faculty and student research (CFR 2.8). The Office of Research and Sponsored Programs ([ORSP]) supports grant proposal development, submission, and awards management. The unit also oversees university funding opportunities including mini-grants and summer stipends as well as an annual Multidisciplinary Research Award. ORSP supports the Institutional Review Board and works closely with faculty to ensure their research agendas are supported for their RTP process. CSULB is also committed to supporting faculty research, scholarship and creative activity (RSCA) by dedicating over 2 million dollars in yearly funding for faculty grants, including: RSCA grants (1.7 M), Mini-Grants/Summer Stipends [MGSS], (200,000), ORSP internal grants (100,000 - 150,000), and Summer Student Research Assistant funding (150,000 to 200,000). CSULB has also demonstrated success with external grants. In 2019, CSULB faculty and staff submitted 285 proposals and requested over $100 million in funding. 260 of the proposals were

from the seven academic colleges, while the remaining 25 came from other units. In 2019, 95

principal investigators received 150 new awards for a total of $31.1 million. Funders included

federal, state, and local agencies, as well as 63 private corporations and foundations.

Faculty research and creative activity is robust. For example, Web of Science data

including multidisciplinary information from scientific high impact journals, conference

proceedings and books from around the world show an increase in scientific publications at

CSULB over the last 10 years, with 483 publications listed for 2018.
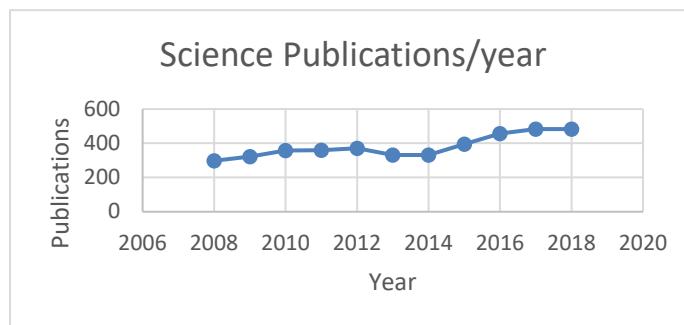
Faculty across all colleges publish widely with high profile publishers and receive grants

and fellowships for their research (CFR 2.8). Many of these awards are Fulbright grants and

fellowship awards from the National Endowment for the Humanities, as well as Huntington

Library Fletcher Jones Foundation Fellowships and associateships with high profile academic

institutions. Faculty have also been recognized for their creative activities. For example, faculty

in the College of the Arts have been selected for international exchange programs with the U.S.

Department of State and selected as United States Artists Fellows. Arts faculty are active in their

disciplines, appearing with such prestigious organizations as the Los Angeles Philharmonic or

TEDTalks. Institution-wide, faculty have also been the recipients of national and international

grants including the National Endowment for the Humanities and National Endowment for the

Arts.

Students – Graduate and Undergraduate Research

One of the strengths of CSULB is the teacher-scholar philosophy. Faculty serve as mentors to undergraduate and graduate students pursuing their own research, modeling scholarly activity through their laboratories, classrooms, and publications. Consequently, CSULB is committed to fostering high-impact research practices among undergraduate and graduate students through its support programs (CFR 2.5, 2.8, 2.13). Undergraduate research is supported by the Office of Undergraduate Research Services established in 2016 to cultivate strong relationships in support of undergraduate research with staff and faculty in all CSULB Colleges, Divisions and units. Student research is also supported by the University Research Advisory Committee [URAC], which provides guidance for both faculty and student research including strategic research initiatives and program allocations, reviewing applications for internal research funding initiatives and assisting with general issues concerning research. A 2018-19 university-wide survey of student research conducted by the University Research Advisory Committee [URAC] illustrates the robust level of research, scholarship and creative activities conducted by students. The parameters for this report included curricular or co-curricular research activities with a developmental trajectory and guided by a faculty mentor (shown by college in table below).

CSULB – Student Engagement in Research by College for 2018-19			
	Undergraduate	Graduate	Total
CNSM	300	433	733
COE	841	125	966
CLA	1,538	279	1,817
CED	120	265	385
CHHS	6,532	695	7,227
COB	309	207	516
COTA	1,200	130	1,500
Total	**10,840**	**2,134**	**12,974**

There are many examples at CSULB of research support programs, several of which also serve traditionally underserved students. The Undergraduate Research Opportunity Program [UROP] uses federal work-study dollars to pay students as research assistants for faculty across all colleges. In addition to programs such as Research Initiative for Scientific Enhancement program [RISE] and MARC, the "Maximizing Access to Research Careers" program (both designed for students interested in biomedical or behavioral sciences research careers), BUILD, the "Building Infrastructure Leading to Diversity" program, has as its goals the establishment of a broad-reaching undergraduate research training program with a sustainable pipeline for advanced research degrees in STEM and health-related research. As mentioned above, a primary aim of student research training has been to engage traditionally underrepresented groups, including first generation-educated racial and ethnic minorities. Key components of BUILD include year-round Learning Community seminars and faculty-mentored research training. The trainee retention rates for BUILD have been very high (96-100%) and a large percentage of Scholars (87%) reported that the activities and experiences they had helped support them to pursue a research career. 93% of scholars reported that BUILD helped prepare them for graduate school and the BUILD Report 2017-2018 states that 92% of trainees have applied to graduate school (Appendix 8.1.15 CSULB RISE Report 2018, Appendix 8.1.16 MARC 2016 Progress Report, Appendix 8.1.17 2018 BUILD Student Report).

The McNair Scholars is a federally-funded program designed to prepare and support underrepresented undergraduate students in their pursuit of doctoral studies. McNair students are comprised of 70% of low-income and first-generation students and 79% under-represented (race/ethnicity) students. Other than providing engaging workshops for students, McNair hosts an eight-week summer research internship program that provides students rigorous educational

activities aimed at developing analytical reasoning skills, securing admission to graduate school, financing graduate school, and a research-based project conducted under the guidance of a faculty mentor. Program staff provide services related to tutoring, skills of academic success, academic counseling, seminars and educational activities, and securing admission to graduate school.

Research support specific to graduate students includes the annual Graduate Research Conference, which promotes cross-disciplinary research presentation opportunities, including roundtable discussions, oral presentations, and poster sessions (https://www.csulb.edu/graduate-studies-resource-center/graduate-research-conference.) Graduate research is also supported by on-campus funding opportunities, including ASI Student Research grants, Graduate Research Fellowship grants, the Sally Casanova Pre-Doctoral Scholars Program, and funding opportunities for graduate students to travel to conferences (ASI Student Travel Fund, Graduate Travel Fellowship). Exemplary graduate student research is recognized in the CSULB Commencement program including Best Thesis and Outstanding Creative Activities awards. Student research is also encouraged by individual colleges through symposia, conferences and exhibitions / performances of original creative activities and through the University Honors Thesis program. Both graduate and undergraduate students have been active in conference presentations off campus (national) and at CSULB and participation in the annual CSULB Student Research Competition has been continuous (Appendix 8.1.18 Sampling of Student Accomplishments). In 2019, the College of Natural Sciences and Mathematics [CNSM] research symposium had over 600 attendees including over 300 undergraduate and graduate students.

Current student and alumni accomplishments in creative activities have been impressive on a national and international scale. Examples among undergraduates include students in the

Department of Design representing two of the seven internationally selected finalist teams for the 2018-2019 Global Biomimicry Design Challenge. The Bob Cole Conservatory of Music Chamber Choir won two world-wide choral music competitions in 2016-2017, earning the title "Choir of the World." Department of Dance alumnus Patrick McCollum choreographed the 2017 Tony Award Winning musical, *The Band's Visit* (receiving ten Tony awards). In 2019, alumna Trilina Mai of the School of Art's animation program was a finalist in the Academy of Motion Picture Arts and Sciences student program for her animated film *Push*. Among graduate students, conducting student Robert Martin returned from Belfast, Northern Ireland performing with his orchestra in summer 2019, the Irish Video Game Orchestra as a part of Culture Night, a celebration of the city's culture and arts organizations that was attended by over 80,000 people. Graduate cello student, Hyunji Evonne Yi, won first place in the ASTA Los Angeles Finals - Young Artists division (Appendix 8.1.19 COTA Research and Alumni Report 2020).

Student research at CSULB is vibrant and representative of a multitude of interests and disciplines (CFR 2.8). In 2017-18, the Bureau of Education and Cultural Affairs of the US Department of State recognized CSULB as a Top-Producing Institution of Student Fulbright Awards. Over the past several years, CSULB student applicants' receipt of Recommended status and research grants by the Fulbright National Screening Committees has increased. In 2018-2019, six students were recommended and three received grants. In 2019-2020, seven students received recommended status: six were for research and one for an English Teaching Assistant in Germany. The current research students are working in the following countries: Australia, Costa Rica, Germany, Jordan, Mexico, Nepal, and the United Kingdom.

Section 8.2: Inclusive Excellence

In order to facilitate the core values of teaching and learning, CSULB recognizes in its strategic priorities that "diversity is our strength" and is consequently committed to engaging all students, faculty, and staff. In order to accomplish this goal, the institution is engaged in a number of efforts to expand access. One of the hallmark initiatives since 2017 has been the #NoBarriers campaign. This campaign draws upon national values of equity and inclusion such as that articulated by the Association of American Colleges & Universities (AAC&U): "higher education [should] address diversity, inclusion, and equity as critical to the well-being of democratic culture. Making excellence inclusive is thus an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities." This section will explore Inclusive Excellence through the issues of diversity, student engagement, and campus culture.

"Diversity is Our Strength"

CSULB's student, staff, and faculty population is quite diverse. The institution is considered both a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) as defined by the Higher Education Act, with a Hispanic student population near 40% and an AANAPI population near 24%. Faculty diversity, however, does not complement these numbers, particularly for an HSI institution. While 59% of faculty are identified as non-Caucasian (Appendix 8.2.01 Demographic Comparisons), only 12% identify as Hispanic. To address this issue, in 2017 CSULB joined the National Center for Faculty Development and Diversity to provide support for diverse faculty members. Additionally, the Provost held a diversity retreat during fall 2018 inviting Department Chairs, Deans, Associate Vice Presidents, and external speakers to collaborate and share ideas on

diversity and inclusion in hiring and retention practices. The retreat led to a number of changes including the creation of Faculty Equity Advocates and unconscious bias training. Additionally, faculty job applicants for tenure-track jobs have been required to write a student success statement attesting to their work supporting underrepresented and first- generation students at the college level. The prompts for these statements were revised in summer of 2019 to better ascertain what candidates have actually done to support students, instead of asking them to hypothesize on what they might do. Other ideas raised during the retreat will take longer-term planning and were discussed during a follow up meeting on increasing faculty diversity in May 2020. (CFRs 3.2, 3.3, 3.6) (Appendix 8.2.02 Improving Equity in Faculty Recruiting).

Expanding Access and Increasing Engagement

Through advising, tutoring and other academic support, and student support services, CSULB has committed to inclusive excellence by ensuring the success of its diverse student body.

Advising (2.10, 2.12. 2.13, 3.1, 3.2, 4.1, 4.1)

The model of advising at CSULB is both centralized and decentralized. Advisors engage in proactive advising utilizing electronic advising tools and registration holds that allow students to plan their schedules and academic programs far in advance of registration. These advising practices encourage and at times require students to come in for advising appointments. E-advising campaigns target students with a variety of academic issues and allow advisors to reach out to provide proactive assistance and referrals in order to give students the information they need to re-enroll, to be removed from academic probation, and to be reinstated at the university if their academic standing has been impacted. In addition to college-based advising centers, CSULB has several dedicated advising programs tailored to specific student populations, such as

transfer students, athletes, and students in need of additional support.

The University Center for Undergraduate Advising ([UCUA]) predominately serves students who are admitted undeclared, actively exploring, or still unsure of their initial choice of major (CFR 2.12). The total undeclared population served at any one time is approximately 2000 students (Appendix 8.2.03 UCUA Undeclared Undergraduate Reports). The numbers fluctuate as UCUA directs students to the appropriate colleges to declare their pre-majors. Conversely, colleges move students out of pre-majors (students who intend to declare a particular major but have not yet met required pre-requisites) and majors to undeclared status when students are not meeting established criteria for the degree program. The primary goal of UCUA is to support students with finding their best-fit major and to help first-year undeclared students make a seamless transition to CSULB.

Although advising at the university was formerly a centralized model largely administered by UCUA, by 2010 this model gradually decentralized, resulting in the establishment of individual advising centers or networks (by department) in each college. Some colleges rely solely on professional advisors (Arts, Business, Education, Health and Human Services) while others have a mixed model of both professional and faculty advisors (Engineering, Liberal Arts, Natural Sciences and Mathematics). In mixed models, students rely on professional advisors for general education and pre-major advising. Once a major is declared, students are assigned to faculty advisors who support them with curricular and career advice.

The institution also provides comprehensive advising and academic support services to approximately 400 student-athletes, including advising, peer mentoring, tutoring, study hall, and specialized First-Year Programs. The Bickerstaff Academic Center for Student-Athlete Services ([BAC]) was inaugurated in 2006 with the dedication of a new physical space to house the

operations of Student Athlete Services. Though housed in the Division of Academic Affairs, the

BAC works closely on a daily basis with the Department of Athletics to help ensure that student-

athletes succeed academically while remaining NCAA compliant. In addition to BAC, there are a

number of other specialized advising programs to increase access and engagement of students

that span both the Division of Academic Affairs and the Division of Student Affairs. For

example, the Prerequisite Advising & Support Services ([PASS]) office was originally

established as the Pre-baccalaureate Academic Support Services to monitor and meet compliance

requirements for students in need of remediation. PASS was re-named once remediation was

abolished within the CSU system, but it continues to monitor and intervene in cases where

students struggle in co-requisite quantitative reasoning and stretch composition courses. The

Beach Academy works closely with the PASS office to ensure students receive necessary

support to succeed in Math and English coursework, increase retention, and ultimately

graduation rates.

The institution has also begun initiatives to increase transfer-student engagement.

Established in spring 2019, the Beach Transfer Transition Center ([BTTC]) provides supportive

programming to colleges and collaborates with Student Affairs to assist transfer students and to

ensure a smoother transition into the university. This Center has a lounge space to help create

community among transfer students and acts as a referral center, connecting students to support

services throughout CSULB.

The Educational Opportunity Program ([EOP]), housed in the Division of Student

Affairs, provides access and retention services to historically low-income, historically

educationally disadvantaged, first-generation college students since 1967. EOP advocates for

students' attainment of highly valued degrees by providing holistic one-on-one and

developmental academic and financial aid counseling. EOP provides community outreach workshops, tutoring services, career exploration, and enrichment activities. In collaboration with campus and community partners, EOP is committed to facilitating inclusion and student success at CSULB. EOP has seen an increase in retention and graduation rates of students who attended the Summer Bridge Program [SBP] (Appendix 8.2.04 longitudinal data EOP and Summer Bridge). The data-informed decision making allowed EOP to scale up SBP from 50 students participating to the participation of 350 students. SBP is a program that allows first-time freshmen students, predominately historically underrepresented students to experience the CSULB environment prior to entering the fall term. The program helps students to bridge the gap between high school and college through academic coursework, enrichment activities, and the opportunity to build relationships and network with students, faculty, and staff. In 2016, EOP implemented a Transfer-Summer Bridge Program [TSBP] to better serve transfer students. Data suggested that EOP-transfer students had writing difficulty (Appendix 8.2.05 EOP Strategic Plan). EOP used this data to establish a three-day program with an intensive writing/reading curriculum to foster student success in this area. The program is designed to assist EOP transfer students to successfully pass the Graduation Writing Assessment Requirement [GWAR]. Workshops include skills to improve reading, writing, and critical thinking, a GPE overview, and leadership development. Other EOP programming includes a Leadership, Equity, Access and Development (LEAD) conference on campus together with the Office of Multicultural Affairs and Student Life and Development, aiming to foster leadership development and civic engagement.

Tutoring and Support Services:

Advising services are only part of the equation for student support, and many students

benefit enormously from the kinds of support services provided by an institution. At CSULB, those support services include services for tutoring, writing, financial literacy, immigration status, veteran status, and gender identity status (Appendix 8.2.06 Student Affairs Documents).

Graduate Support Services

Graduate students at CSULB are given many opportunities for student success through campus services and communication specific to graduate students. Graduate students completing thesis and dissertations receive support from the Thesis and Dissertation Office which guides students with formatting in adherence with CSULB guidelines for online publication. The Office of Graduate Studies also established the Graduate Studies Advisory Committee, an institution-wide effort, to foster graduate student success, improve the quality of graduate programs, and provide support for faculty who teach, advise, and work with graduate students on research and creative activities.

Established in 2016, the Graduate Studies Resource Center [GSRC] provides academic and professional support services for current and prospective graduate students. The GSRC provides students with graduate advising; individualized writing support; academic, professional and mental health workshops; graduate entrance exam preparation; internships; research conferences; writing institutes; graduate travel support; graduate peer mentorship; mock interviews for graduate admissions; student, faculty, and staff mixers; and other programming to support graduate student success. To further support the success and well-being of graduate students, the GSRC collaborated with the Office of Graduate Studies to develop a centralized online space, Navigating Graduate Studies at the Beach, for graduate students to learn about campus resources, student support services, and the path to graduation. While challenges caused by COVID-19 have temporarily delayed the development of an expanded graduate student space,

construction is expected to begin in 2021. Similarly, the GSRC will expand opportunities and spaces to promote *graduate culture*, a BEACH 2030 initiative within Graduate Studies, by developing a forthcoming graduate peer mentorship program, graduate student association, centralized orientation for incoming graduate students, and other pro-academic spaces and programming to support graduate students.

Undergraduate Support Services

The Learning Center ([LC], formerly Learning Assistance Center) provides the university's diverse student population with the tools needed for academic success. Empowering students to cultivate the skills, strategies, and behaviors of confident, independent, and lifelong learners, the LC contributes to the university's focus on student-driven learning, and increased retention and graduation rates. The LC is the university-wide location for academic support services, including learning skills and content tutoring. Supplemental Instruction [SI] is available in gateway courses. Colleges and departments determine if a course needs SI and then request additional instructional support in the form of one-unit credit/no credit courses. Students are then advised into the SI class, though participation is entirely optional.

In an effort to expand writing services to students across the campus, the university transformed its writing resource center. Established in fall 2019, the University Writing Center ([UWC]) is the university-wide site for writing tutoring (excluding English-as-a Second-Language [ESL], which is managed through the Learning Center). Drop-in and individual appointments, along with workshops on a variety of topics (developing a thesis, citing sources, etc.) empower students and make them more confident writers.

CSULB has enhanced the Men's Success Initiative ([MSI]) to promote student success for young men of color. Like many colleges across the nation, young men of color's retention

and graduation rates are low. MSI is designed to provide an inclusive and supportive

environment where men of color, in particular, can receive academic support, as well as personal

and professional development. Additionally, these young men have the opportunity to engage in

social-cultural dialogue that will enhance their understanding of self and their relationship to

different communities. Within MSI, students are empowered to thrive on campus and beyond

through leadership, service, and success. Students within MSI are offered the following services:

free tutoring, academic development workshops, case management, scholarship information,

culturally specific workshops, academic and personal advising, models of success lecture series,

and mentoring. Additionally, MSI has monthly meetings and engagement activities to create a

sense of belonging.

CSULB has been supportive of the federally granted programs for inclusiveness and

student success. The programs that have enhanced their services since the last accreditation

include the College Assistance Migrant Program ([CAMP]), Dream Success Center [DSC],

Ronald E. McNair Post-baccalaureate Achievement Program [McNair], and Student Support

Services Program [SSSP]. CAMP assists students who are migratory or seasonal farmworkers

(or children of such workers) enrolled in their first year of undergraduate studies at CSULB

(Appendix 8.2.07 CAMP Demographics). CAMP services provided to eligible participants

include outreach, counseling, tutoring, skills workshops, financial aid stipends, health services,

and housing assistance to eligible students during their first year of college. CAMP provides

enrichment workshops and interactive activities emphasizing academic preparation and

expectations, campus support resources, financial literacy, personal and leadership development,

and promotion of diversity and inclusion within the CSULB community.

In the effort to increase inclusion at CSULB relative to its HSI standing, the university

opened the Dream Success Center (DSC) in March 2015. The mission of DSC is to empower scholars who are undocumented in their pursuit of higher education and foster a supportive campus community dedicated to their educational and personal success. DSC provides programming that gives students the opportunity to navigate the university with a sense of self and belongingness. Given the current political climate, CSULB has been aggressively supporting Deferred Action for Childhood Arrivals [DACA] students to maintain their immigration and campus status. DSC has provided DACA legal and renewal clinics throughout the year (Appendix 8.2.08 Selections from Immigrants Rising Educational Resource Binder) to support the students through this process with legal advice and support with completing their DACA renewal forms (CFR 1.4, 4.7). Additionally, DSC has provided an ally training to create sensitivity for the issues that surround this specific population along with creating advocates across CSULB (Appendix 8.2.09 AB540 Ally Training PPT). The goals of the AB540 Ally Training are to create a welcoming and supportive campus climate for undocumented immigrant students, increase faculty and staff knowledge and effectiveness about the needs, concerns and issues of immigrant students and their families, and lastly, educate faculty and staff about relevant immigration laws and related student issues and challenges.

In 2015, CSULB's Student Support Service Program (SSSP) was awarded three five-year grants totaling $4.75 million that help ensure the program will continue to assist first-generation, low-income and disabled students in their academic success. Over 400 students receive intensive and proactive services to close the achievement gap. SSSP-Classic surpassed the university rates in key success measures—99% good academic standing, 98+ % retention and 78% of first-time freshmen graduate within six years. During this same time, SSSP also received new funding for two new projects, SSSP-STEM/Health Science and SSSP-Disability Only. Each project will

receive $220,000 annually, $1.1 million over the next five years. During each of those years, the STEM/Health Science project supported student success for 120 students who majored specifically in the science, technology, engineering, mathematics [STEM] and health science disciplines. At the same time, the SSSP-Disability Only project has worked specifically with 100 disabled students each year.

Finally, the Bob Murphy Access Center ([BMAC]) is a student-support program within the Division of Student Affairs to affirm student success across the university for students with disabilities. BMAC provides an Autism Ally training as part of a robust ally training program at CSULB that includes Safe Zone, Vet Net, AB 540 which demonstrate accepting and inclusive attitudes and behaviors. (Appendix 8.2.10 Autism Ally Training).

Campus Culture

During its previous reaffirmation, the Commission highlighted CSULB's campus culture and recognized a number of positive developments in communication and outreach. However, it encouraged the institution to begin to close-the-loop with outreach and recommended that the institution "demonstrate responsiveness to the community's feedback" in order to reinforce "the value of their participation at a time of increasing workloads" (CAL 2.28.2011). In 2011, the institution administered a faculty work-life survey (discussed in the 2015 interim report). The institution was to follow-up with another work-life survey for faculty in staff during the 2016-17 academic year, however, there were concerns with the campus-constructed instrument and that effort was abandoned in favor of administration of the Faculty Survey of Student Engagement [FSSE] in 2017.

At the same time, the comprehensive goal of Inclusive Excellence was set as an institutional priority in 2017, though the Inclusive Excellence Commission was formed in 2016

to help create a paradigm shift in institutional thinking. The university has three bodies whose existence defines the institution's purposeful focus on Inclusive Excellence: the President's Commission for Inclusive Excellence (now known as the Commission for Equity and Change), the President's Commission on the Status of Women which predates this institutional priority, having been formed in 1989, and the Accessible Technology Initiative Steering Committee. In keeping with the WSCUC report's recommendation to ensure stakeholder participation, each of these committees is comprised of administrators, faculty, staff, and students (see "four constituencies" below).

The Academic Senate Campus Climate Committee ([CCC]), an elected body whose members come from all four constituencies on campus, is tasked with assessing the campus climate and making suggestions to all stakeholders to make improvements. The FSSE is concerned more with faculty perceptions of student development and engagement rather than work-life, and so in spring 2020, the CCC collaborated with Administration to distribute three surveys through the Higher Education Research Institute [HERI] which explored faculty, staff, and student responses to campus climate questions. Different stakeholders on campus will use the results of this survey to better gauge the campus climate and to recommend actionable steps for change. Data from the HERI survey is forthcoming and should be available by the time of the October 2020 site visit.

One asset for ensuring all stakeholder participation is CSULB's Academic Senate, as its membership includes faculty, staff, students, and administration. The Senate writes, revises, and maintains policies related to inclusive excellence, including the selection, appointment, and review of administrators, a policy which was recently revised to be more inclusive of lecturer faculty and which shortened the period under which interim appointments could serve (CFR 1.4,

3.1). The Senate's 2018 Annual retreat focused on the Strategic Planning being undertaken at the time (BEACH 2030) and resulted in three strategic priorities for the senate itself: Community, Communication, and Compassion (Appendix 8.2.11 2018 Retreat); this was followed in 2019 by a retreat focused on shaping those core values (Appendix 8.2.12 2019 Retreat).

In Spring 2020, the Academic Senate ran a faculty survey to understand the impact of COVID-19 on teaching, service, and research, scholarly and creative activities, with 613 faculty responding. Results suggest that while faculty felt supported by the institution in the change, they had many ideas and requests for further ways to support students during summer and fall semesters given the campus' alternative modes of instruction plan for those semesters.

Academic Affairs, in collaboration with Student Affairs, also administered a survey in response to student needs related to COVID-19. Questions for this survey included student perceptions of the institutional response, areas of need, and areas of support utilized by students. Students were mostly satisfied with the campus response and communication related to COVID-19 adjustments. Although students felt that staff and administration (78%) and faculty (72%) showed care and concern in response to COVID-19, students still expressed concerns around needing a space to study (41%), and access to resources such as technology (20%), and basic needs. These data will be used to inform campus constituents as they continue to support students through continued virtual instruction in the fall 2020 semester.

From a legal perspective, the University's Title IX handbook (CFR 1.4 Compliance Document) clearly defines CSULB's commitment to following Federal mandates and to creating and maintaining an inclusive environment. The Office of Equity and Diversity [OED] reviews and investigates all incidents of discrimination, harassment and retaliation, and sexual misconduct, and serves as a clearinghouse for information and resources related to all kinds of

equity issues on campus. The office ensures timely and fair responses to complaints.

The Division of Student Affairs and the Associated Students, Inc. [ASI] student leadership organization's core functions ensure that all stakeholders continually strive for a campus climate that reflects the commitment to Inclusive Excellence. This work begins at Student Orientation, Advising, and Registration ([SOAR]), where students are introduced to the concept of Inclusive Excellence through activities led by peers; students also learn about social identities, free speech rules, and other aspects of campus culture (Appendix 8.2.13 Free Speech Workshop PPT).

ASI also offers various programs that contribute to the campus culture of inclusive excellence, including trainings on managing conflict and different styles of interaction. They also run the Beach Pantry, opened in 2016, which provides nonperishable goods to students in need. Since its opening, the Pantry has seen a marked increase both in single-use and multiple visits, highlighting both increased visibility of the program as well as the need for this support network (Appendix 8.2.14 ASI Beach Pantry Trend Graph). These programs reflect back to CSULB's emphasis on the entirety of the student experience.

Resources to support a climate of Inclusive Excellence efforts are visible across CSULB, particularly in Student and Academic Affairs. In Student Affairs, training for staff includes restorative practice and restorative justice workshops for Residence Advisors [RAs], student conduct workshops, EOP-organized conferences, and more. The Campus Assessment, Response, and Evaluation for Students ([CARES]) team (led by the Dean of Students) identifies, discusses, evaluates, and monitors any student behavior which poses a concern.

CSULB is continuously improving its efforts to cultivate a campus climate of Inclusive Excellence.

Section 8.3: The Public Good

As discussed in the introduction to this institutional report, CSULB recognizes that as a public institution, it is an integral part of the larger community, and is therefore committed to the public good aspect of its charge. CSULB, its programs, and its students contribute to the local and state economy as consumers, producers, and well-informed citizens. The institution is committed to quality education, economic connections to the surrounding community, and sustainability for the future. CSULB's commitment to the public good is woven through a number of community partnerships, high-impact practices, and institutional initiatives as will be discussed in this section. CSULB assures its goals and commitment to the public good through various measures of quality assurance and transparency.

The 2019 Economic Impact Analysis articulates very clearly CSULB's connection to the surrounding community. According to the report, CSULB had an impact of $1.53 billion on Los Angeles and Orange counties, with a $561.7 million impact on Long Beach's economy specifically. Further, 76% of Long Beach companies who work with CSULB interns hired those interns in the 2016-17 year, and there are 245 businesses in Long Beach (and 674 in Orange County) owned by alumni.

Long Beach Promise

CSULB is committed to the public good by investing in the future of the community, namely, ensuring that students in the surrounding area have access to quality higher education through the Long Beach College Promise, established in 2008. A partnership of the city of Long Beach, Long Beach Unified School District [LBUSD], Long Beach City College [LBCC], and CSULB, the Promise reflects a commitment to the community to "improve college preparation, access, and completion." At CSULB, that commitment includes guaranteed admission for local

students who meet minimum acceptance qualifications and dedicated support once those students enroll in order make higher education an attainable goal for every student in Long Beach. Some of those support networks are discussed in the Inclusive Excellence section. Long Beach promise has evolved and has launched Promise 2.0 for its second decade, a closer partnership between LBCC and CSULB in particular, which allows for smoother transfer for LBCC students in selected majors. Promise 2.0 includes enhanced advising for transfer students from both LBCC and LBUSD, an orientation on the CSULB campus for first-year students at LBCC, a "future student" ID card for LBCC students at CSULB, and access to athletics events, career workshops, library services, and student clubs and organizations for LBCC students at CSULB (Appendix 8.3.01 Long Beach College Promise Anniversary Report 2018).

	First-Time Freshmen & Transfer Local Preference Totals					
Term	**Local Applications**	**Applicants meeting CSULB Criteria[+]**	**% Local Applicants Meeting CSULB Criteria[+]**	**Local Enrolls**	**Total Enrolled**	**% Local Applicants of Total Enrolled**
Fall 2011	7,731	5,035	65.1%	2,797	6,852	40.8%
Fall 2012	8,868	6,258	70.6%	3,253	8,215	39.6%
Fall 2013	8,675	5,678	65.5%	2,613	7,625	34.3%
Fall 2014	8,930	6,377	71.4%	3,037	8,166	37.2%
Fall 2015	9,107	6,461	70.9%	3,264	8,133	40.1%
Fall 2016	9,807	6,877	70.1%	3,318	8,078	41.1%
Fall 2017	10,445	7,482	71.6%	3,690	7,897	46.7%
Fall 2018	11,312	8,230	72.8%	4,038	9,126	44.2%
Fall 2019	10,933	7,887	72.1%	*TBD*	*TBD*	*TBD*

* Enrollment has not been finalized for the given term

+ Criteria includes meeting CSULB Minimum Eligibility Index of 3,200 for FTF or major-specific academic criteria for transfer, and completing all necessary requirements (application fee, transcripts, etc.) for applications to be considered. Please refer to Appendices for Enrollment Management Plan 2019-20.

Through the Promise campaign, CSULB admits all eligible students who apply from the local area high schools, compared to 18% for non-local students. For the past eight years including fall 2019, 72.8% of applicants from local area high schools met the CSULB minimum

requirements and were admitted to CSULB (Appendix 8.3.02 Enrollment Management Plan 2019-20). CSULB provides a similar commitment to military veterans regardless of their school of origin. To see a current geographic representation of the local preference area, along with a list of schools and districts, please visit: http://www.csulb.edu/admissions/local-preference-admission-consideration.

Community Relations and Partnerships

As a public-serving institution situated in a metropolitan area of Southern California, CSULB's community relations and connections are an essential function of the institution. Since the last accreditation visit the institution has continued to grow community partners and identify new relationship opportunities. Some of these relations include centers and symbolic spaces on campus for members of the community to engage, community outreach programs, internship programs, youth camps, and alumni programs.

Community Outreach Through Academic Programs

Many academic programs require students to engage in practicum to enhance their skills in their chosen discipline. These fields include physical therapy, nursing, counseling, speech-language pathology, and others. Each of these programs have partnerships and outreach to the community through the services they provide to the community while fostering the learning and growth for the CSULB students. For example, the CSULB Speech and Language Clinic is a donation-based teaching clinic that offers pro bono speech and language assessment and therapy for individuals who have developmental and/or acquired communication disorders, such as speech sound disorders, language developmental delay, and aphasia. All student clinicians are under the supervision of licensed and certified speech-language pathologists. This clinic provides quality service to over 100 clients every academic year. PT @The Beach and the Pro-Bono

Neurology Clinic are physical therapy faculty-student run practices that offer educational opportunities for students while at the same time offering physical therapy [PT] services to the community. The provided services include physical therapy evaluation, consultation, treatment and education of movement dysfunction to optimize health, wellness, function, and quality of life for CSULB campus and local community. Established in 1996, Health on Wheels is a unique partnership between CSULB School of Nursing, City of Norwalk, and the Norwalk-La Mirada Unified School District. It is a school-based mobile pediatric clinic that provides free health care services to the uninsured and underinsured children in the Norwalk-La Mirada School District.

California State University, Long Beach offers a variety of summer camps to children of all ages and ability levels, many of which are connected to academic programs. Held throughout the summer months, students experience sports, academics, and leadership. With the variety of camps offered, students may study in computer and science labs, create works of art in design buildings, compose essays and poetry in instructional labs, learn to lead a healthy lifestyle on athletic fields, and even sleep and eat in CSULB's facilities. Summer campers learn to communicate with their peers and with fellow campers. For example, Camp Nugget, a program in the Kinesiology Department, serves approximately 60 children with various disabilities each year. In its nearly 50-year existence, the camp has served the needs of the Long Beach community while at the same time providing valuable authentic training for Kinesiology students working towards an Adapted Physical Education [APE] teaching credential. Campers receive approximately 15 hours of active instructional training per week, led by faculty camp directors and assisted by approximately 28 CSULB student interns. This training includes swim lessons, other physical activities, and opportunities for leadership for returning campers. One parent shared their child's experience at Camp Nugget, saying, "It was fantastic to see how the mastery

of one simple skill had freed him up to play and learn more."

Continuing and Community Education, and International Education

Serving the public good and contributing to the overall economic health of the region (and the globe) are central to the mission of the College of Professional and International Education [CPIE]. For example, CPIE's Center for International Trade and Transportation [CITT] is dedicated to delivering education programs, innovative research, and community outreach in the area of goods movement. CITT partners with the Port of Long Beach, Long Beach City College [LBCC], and the Long Beach Unified School District [LBUSD], to offer the Academy of Global Logistics to students at Cabrillo High School. The Academy builds on the Long Beach College Promise by introducing high-school students to career opportunities in global trade and logistics and showing them how to prepare for those careers through a wide range of training and education programs including certificates, certifications, and degrees offered by LBCC and CITT at CSULB.

Another option in CPIE is Open University which provides an opportunity for people who are not currently enrolled at CSULB to take credit-bearing courses offered by the university in fall and spring semesters as well as during summer and winter sessions. Open University extends education opportunities to members of the local community and international students (through Study Abroad at the Beach) and often provides a pathway back to the university for those whose pursuit of a degree was interrupted. CPIE's Professional Programs department is dedicated to providing workers with new job skills (through degree and non-degree certificate programs), especially those who have been laid off or unemployed for a long time.

Internships and High-Impact Practices

Since the last accreditation visit, CSULB has adopted new and developed existing high

impact practices such as undergraduate research and internship programs (Kuh, 2008). In particular, internship programs have grown exponentially. Internship programs are offered locally through the Career Development Center [CDC] (Appendix 8.3.03 CDC 2017.18 Internship Summary), through various academic colleges such as the College of Liberal Arts [CLA], and internationally through the Center for International Education.

The CDC noted that 151 Long Beach employers offered around 320 internships on the CareerLINK web site to CSULB students in the 2016-17 academic year. A survey reached 38 of those employers (ca. 25%), and 29 of those 38 (76%) had hired a total of 130 student interns. 75 (58%) of those internships were paid, 55 (42%) unpaid. The employers included such diverse groups as the Long Beach Water Department, the Long Beach Opera, interTrend Communications (a marketing and advertising agency), Riviera Advisors (a global human resources consulting firm), the Grand Prix, and the Special Olympics. Students not only gain valuable workplace experience, but academic credit as well: in 2017-18, 2,055 CSULB students were enrolled in internship courses. In the College of Liberal Arts, 743 students completed internships with an average of over 100 hours in 2017-18. Of those, 21% were paid internships. As with the data from the CDC many of these internships turned into jobs for the students once they graduated from CSULB. For example, 44 student interns (5.9% of the 743) received full-time job offers at their internship sites immediately upon completing their internship hours (Appendix 8.3.04 CLA Internship Annual Report).

Across the university, the value of high-impact practices is embedded in the student learning experience. Each college has at least three high-impact programs, enhancing student experience through such varied frameworks as the Veteran Portrait Project, the Center for Latino Community Health, or the Shark Lab. The institution also offers service-learning opportunities

through the Center for Community Engagement ([CCE]), whose tagline is "bringing communities and the university together." In particular, the CCE highlights the importance of linking community service to the learning process. These service-learning courses provide students authentic community-service experiences through the vehicle of the classroom.

Institutional Initiatives: Fiscal Accountability and Sustainability (CFR 3.4)

Fiscal Coordination and Trends

The key institutional budget planning process at CSULB is known as the Resource Planning Process (RPP). RPP is a campus-wide budget planning process that is instrumental in managing the primary campus operational budget consisting of the state General Fund allocation and tuition fee revenues. The primary campus operational budget provides funding to all the operating divisions representing over 65% of the total funds on campus and excludes only auxiliary operations and self-support functions.

The Resource Planning Process [RPP] Task Force is a broad-based body consisting of 17 members including Academic Senate and Staff Council Chairs, the faculty union chapter president, key senior staff, two vice presidents, and the student body president. The Task Force is co-chaired by the Provost and Senior Vice President for Academic Affairs and the Vice President for Administration & Finance.

The RPP Task Force meets throughout the spring to plan the budget for the following year based on projections of the state General Fund allocation and planning figures for enrollment and commensurate tuition revenue. Based on these budget projections, discussions take place regarding optimal methods to increment or decrement the base operating budget. If appropriate, division vice presidents or other administrators will be called upon to present proposals or impact statements. All discussions pertaining to budget are focused on the

university mission, strategic priorities, and institutional goals such as student success and the graduation initiative. The process concludes with budgetary recommendations to the president.

CSULB's Resource Planning Process has been described by the CSU Chief Administrators and Business Officers Group as a model of planning and consultation with regard to budget administration. It is believed that CSULB's processes and structures for communication, consultation, and participation have contributed to the effective administration of university budgets during good fiscal times as well as bad. In order to meet the challenge of economic swings, the institution has examined ways to expand its revenue beyond the traditional student tuition and state support. For example, in fall 2019, the CSU system worked with ADC Partners and The Superlative group to examine potential revenue associated with corporate partnerships. The Project Team recommended strategies to "secure new revenue from marketing-based corporate partnerships." (Appendix 8.3.05 CSULB-Campus Partnership Project Phase 1).

Long-term financial plans include the exploration of opportunities with public and private partners to design and implement projects, which can develop revenue sources for CSULB and address currently underfunded and unmet needs. The institution has successfully completed two recent Public Private Partnerships (P3) over the past 3 years. It has collaborated with the sustainable power corporation, Advance Micro Systems (AMS), to provide a complex battery energy storage system, allowing the university to store its produced solar energy and creating the ability to control the discharge of the stored energy to the institution at peak times when utility rates are artificially higher. This, combined with the ability to offer stored energy back to the institution's utility companies, brings a constant stream of revenue to CSULB.

CSULB's other successful recent P3 is with Sunpower Inc. to develop the CSU's largest photovoltaic panel (PV) energy production farm, producing green energy for the University and

subsequently locking in utility rates over a 20-year period, saving the University money in the long range as public utility rates rise. This has not only helped the institution's financial portfolio but also helps CSULB get closer to meeting its aggressive climate commitments and achieve carbon neutrality.

CSULB is now exploring new P3 opportunities to further develop its central plant, perform much needed institution wide deferred maintenance and replace its oldest buildings, all while leveraging opportunities to develop an income stream from the university's utility assets. Institutional stakeholders also have ongoing discussions with private partners to look into the development of affordable housing as well as below market rate residence halls using the P3 model. CSULB will continue pursuing these potential partnerships and similar opportunities to increase revenue sources for the University, while concurrently aiming to successfully meet unmet needs.

As part of the BEACH 2030 strategic planning process, the Division of Administration and Finance developed an action plan which includes a public-private partnership construction project. Since BEACH 2030 is looking at where the institution plans to be in ten years, CSULB anticipates the timeline of this ambitious project to be seven to nine years. Years one to three of the plan includes educating the members of CSULB and local community about what a public-private partnership is as well as performance of a project study. This plan encompasses the institution's strategic priorities of *becoming financially resilient*, *becoming a leader for learning, working and playing*, and *amplifying research and creative activities*.

The "I DECLARE" Campaign

In October 2014, under the auspices of the Vice President for University Relations and Development, CSULB launched the university's first comprehensive fundraising campaign, the *I*

DECLARE campaign. The goal was to encourage the CSULB and greater community to proactively participate in achieving the university's mission to provide highly- valued educational opportunities through superior teaching, research, creative activity and service through giving. The *I DECLARE* campaign was established with an ambitious goal of raising a total of $225 million ([Appendix 8.3.06 DECLARE Impact Report 2016](#)), but the campaign exceeded expectations with a total of $238 million. By all measures, the *I DECLARE* campaign was successful and has helped transform CSULB (CFR 3.4, 3.6, 3.7).

Though the *I DECLARE* campaign has officially ended, the leadership phase of the new comprehensive fundraising campaign has begun. The public phase of the campaign is slated to begin in fall 2021, concluding three years later. The final campaign priorities are still being refined as of summer 2020. The anticipated fundraising goal is $275 million. A number of major leadership gifts have already been booked as part of the campaign. Current modeling and donor assessments indicate the campaign will be successful and planning should remain on track even in light of the current economic downturn (CFR 3.4). This support broadens CSULB's reputation as a university of choice among students, faculty, and other major stakeholders.

Sustainability

CSULB is an integral part of a greater community that extends beyond the physical institution. In addition to preserving the campus's unique aesthetic, CSULB aims to improve sustainability and promote environmentally responsible behavior. While the university has long been concerned about energy conservation, there is growing awareness of the critical importance of sustainability locally, regionally, and globally. CSULB has embraced sustainability as an integral component of contributing to the Public Good.

To focus efforts, CSULB established the Sustainability Task Force in 2011, which was

comprised of faculty, staff, students, and administrative members (CFR 3.1, 3.6). The group was tasked with developing a long-term sustainability plan to attain carbon-neutral operations and identifying areas in which sustainable improvements can be made in the short term. In 2018, President Conoley announced the President's Commission on Sustainability to replace the task force and bring more institutional support and attention to sustainability issues. Sustainability efforts at CSULB have focused on all aspects of campus life, including energy use in buildings, landscaping, waste production, transportation, and dining. Since the institution began focusing on sustainability, it has made a number of innovations, including one "Leadership in Energy and Environmental Design" [LEED] Platinum building, five LEED Gold, and two LEED Silver certified buildings, over 46 electric car charging stations, and 4.5 megawatts of energy provided by campus solar panels.

Additionally, the CSULB Department of Design has carved out an area of excellence and dedicated exploration of sustainability issues and climate change. Since 2016, it has been the Long Beach area host of the global collaborative effort known as Climathon, which brings together innovative thinkers from a variety of disciplines and communities. Additionally, the Department of Design has emerged as a leading think tank for the creation of new and innovative problem solving and invention in the area of biomimicry. Since 2017, the Department of Design has regularly had student teams competing at the top level of this international incubator program for ideas to combat climate change and foster sustainability (Appendix 8.3.07 2019 Climathon). In 2018, two of the top seven biomimicry ideas came from teams from CSULB Design, and in 2019, three of the top ten finalists were teams from the Department of Design.

Quality Assurance

Quality assurance is a key component of demonstrating an institution's commitment to

the public good, especially for public institutions like CSULB. The assurance of academic

quality at CSULB is achieved through the commitment to the transparency of its work in the

collection, analysis, and interpretation of data at the unit, program, and institutional levels.

Program Review and Continuous Improvement (CFRs 2.7, 4.1., 4.3, 4.5-4.7)

At the time of the last accreditation visit, CSULB was in the first round of program

reviews for the newly revised program review policy. Since then, the program-review process

has undergone a number of procedural changes, simplifying processes and improving

communication (Appendix 8.3.08 Program Review Report Template) (CFR 2.7, 4.1, 4.3).

Generally, each year between June 1 and October 1, all degree-granting programs and all

academic support units (with or without nationally recognized accreditation) provide an annual

report to the Division of Academic Affairs and the College Dean or appropriate administrator.

The annual report provides a brief summary of the progress made toward accomplishing the

actions stated in the MOU as well as relevant changes since the last program review and/or

annual report. Between 2010 and 2012, the self-study template was modified to include sections

on General Education and California requirements (CFR 2.2, 4.7) for CSU campuses.

Additionally, the steering committee of the Program Assessment and Review Council [PARC]

worked with Institutional Research & Analytics [IR&A] to create program review specific data,

making it easier for departments to generate the required data. Finally, in 2019, the Provost

approved a dedicated research analyst position to work with departments to better understand

and explain data as they approach external review.

Over the last three years, new program review processes have been instituted for advising

centers and academic centers. In 2020, associate deans and advising leads attended workshops

and training on program-review processes for advising center and each college began their

individual programs reviews (Appendix 8.3.09 Self-Study Template for Academic Support Programs). An assessment cycle has been scheduled between 2020 – 21 with the multiple centers to create meaningful reviews of their offices that analyzes evidence gathered, interprets the results and implements revisions as needed. Even as the institution is committed to continuous improvement of multiple Academic Affairs' units, the program-review process has also assessed its own models and closed the loop to institute more timely, and therefore more meaningful, program reviews (CFR 2.7) (Appendix 8.3.10 Program Reviews Completed 2010 to 2019).

The Division of Student Affairs [DSA] also developed and facilitated a program review for its student service departments (Appendix 8.3.11 Student Affairs Program Review Procedures). This program review, however, was lengthy for a department, and only one department was reviewed at a time. In 2017 the division aimed to redevelop the program review process modeled after best practices and timely processes similar to the PARC changes and adjustments. The division launched a new program review process in 2019 to shorten the length of program review times, and to allow time for training and development of staff to conduct and implement sustainable and meaningful program review processes in Student Affairs. In the 2019 – 20 academic year, Student Affairs piloted the revised DSA Program Review process, and four programs completed a program review. Each program wrote a self-study and were reviewed by DSA staff outside their program who were trained as reviewers. Programs under review then reviewed the reviewers' comments and created a 2-page action plan for their next five years. The reviews will conclude at the end of August 2020 with an executive summary being sent to the VPSA (Appendix 8.3.12 Leadership Academy Program Review 2019-20).

To supplement direct evidence of student engagement, the institution administered the Faculty Survey of Student Engagement [FSSE] and the National Survey of Student Engagement

[NSSE] in 2017 (NSSE again in spring 2020), as well as the Cooperative Institutional Research

Program [CIRP] Freshman survey [TFS], which is administered every year. The data from these

surveys has routinely been used by the Division of Student Affairs to monitor and change

outreach and resources for students. Only recently, however, has the data been used by other

divisions. The incorporation of training sessions in Data Fellows has increased visibility of the

surveys and their potential uses for aligning results with more direct measures. For example, the

2017 NSSE/FSSE data was used to demonstrate the ways in which perceptions of learning could

sometimes vary dramatically between faculty and students and how the institution might use

those disparate perceptions to make changes in curricular offerings, in-class activities, or student

support activities. In fact, the 2020 NSSE results, expected in late summer or early fall 2020 will

be analyzed by staff in both the Division of Student Affairs and Academic Affairs who will then

make recommendations about incorporating findings into larger BEACH 2030 strategic

planning.

Institutional Research and Analytics [IR&A] (CFR 4.1, 4.2, 4.3)

At the time of the last accreditation visit, a Vice President, who also held the Director of

Institutional Research and Assessment position, oversaw the department of Institutional

Research. Academic Affairs shifted the position to separate the Director of Institutional Research

and Assessment from the Vice President's position to allow for a reorganization from an

Institutional Research and Assessment Office to an office of Institutional Research and Analytics

[IR&A]. In 2017 the IR&A office worked to contribute to the maintenance of quality assurance

frameworks by providing public facing dashboards of data, known as Beach Data. These Tableau

dashboards allow internal and external constituents and stakeholders to review data as it relates

to enrollment, faculty workloads, student success, and admissions. Additionally, the

Vice Provost for Academic Planning worked with the Director of IR&A to develop the Data

Fellows for Student Success Program, now in its fifth year. The goal of this program is to foster a

culture of ownership of data and solutions that inform change at the university and college levels.

More information on this initiative can be found in Section 8.1.

A campus culture built around data inquiry and exploration is fostered at CSULB as a

form of assessment to inform decisions related to policy, curriculum, and student success. This is

accomplished through available dashboards, data reports and programs that encourage data

use. While many members of the campus community regularly access the available data on

websites and through reports, faculty, staff, and administrators are encouraged to dive deeper

with data by participating in programs like Data Fellows where they are provided the time and

space to find solutions that drive change while supporting the strategic priorities and goals of the

university. For example, during the 2018-19 AY, the College of Liberal Arts [CLA] team

examined patterns of major switching, particularly that which result in student migration from

one college to another. They found that 44% of first-time-freshman migrated to another college

at some point during their college career and that the majority of out-migration happened in the

College of Natural Science and Math [CNSM] and the College of Health and Human Services

[CHHS]. Both of these colleges took this result and launched their own projects to identify

retention strategies and more efficient pathways for students to migrate to their "forever majors."

To conclude, CSULB contributes to the public good in many ways—from community

partnerships, to fiscal and environmental accountability, to transparent practices in data and

program analysis, and finally publicly available data on student success. These efforts ensure

open dialogue with all stakeholders, on campus and off, in the higher-education community and

the general public at large.

COMPONENT NINE:
Conclusions: Reflections on TPR and Next Steps

Participating in the pioneer group for WSCUC's Thematic Pathway for Reaffirmation has provided CSULB with a unique opportunity to reflect on the issues defined by the institution as most relevant to its mission and vision. The timing of the reaffirmation process coincided with the institution's long-range, ten-year plan, which was built through the BEACH 2030 strategic planning process. Consequently, the process of writing the report has led to wide-ranging institutional self-reflection on what higher education means in the twenty-first century and how CSULB can continue its role as a flagship university moving into the next quarter century.

HIGHLIGHTS

While the TPR process does not require institutions to focus on all components of the reaffirmation handbook, elements from all components have been infused throughout this report. One key takeaway is that CSULB is pursuing positive change for its students, its faculty, its staff, and the larger community, specifically in the realm of high-impact practices [HIPs], student support networks, and quality assurance.

High-Impact Practices and Intellectual Achievement

One of the major discoveries in writing this report is how widespread the institution's adoption of George Kuh's HIPs has been. Embedded in every college, high-impact practices have been tailored for the unique needs of students in each college. From internships to clinical practice, research partnerships to studying abroad, CSULB has truly embraced the high-impact practice model of student learning. And these practices work to promote student success. The process of preparing this report began with the collaborative construction of a Student Success statement that reflects the high-impact practices which positively affect student experiences while on campus and after they leave.

Student Support Networks

CSULB has also continued its commitment to student success through its numerous

support networks for students. In meeting the demands of recent system-wide Executive Orders,

the institution designed support networks for students needing extra academic support on entry.

Further, it has continued support for a number of historically underserved communities, such as

male students of color, students suffering from food insecurity, and undocumented students.

Quality Assurance

The institution has taken numerous measures to ensure the transparency of its processes

and procedures. Since the last review, the office of Institutional Research & Analytics has

devoted its efforts to creating a public site with meaningful and easily understood data. Further,

Academic Affairs has invested in training of institutional stakeholders in data analysis.

Assessment processes and program review processes are also public, and results of program

reviews in the form of the final MOU (scroll down to #15) are publicly available. Members of

the CSULB community routinely review processes and make necessary changes to ensure

meaningful quality assurance. Aggregated assessment results are also publicly available,

providing information on student achievement of institutional outcomes and WSCUC core

competencies.

NEXT STEPS AND FUTURE DIRECTIONS

In addition to recognizing specific achievements since the last reaffirmation visit, this

process also highlighted areas for continued and future growth. These areas will be integrated in

larger plans for BEACH 2030 as CSULB evaluates the higher education experience in a

changing landscape. Specifically, the institution will continue to work on retention and

graduation, assessment, and faculty hiring and retention as it responds to a number of megatrends

impacting not just the local educational context, but the national and international higher-education landscape.

Retention and Graduation

CSULB's ongoing efforts to graduate more students more quickly by reducing institutional barriers and offering more targeted advising have yielded successes; graduation rates continue to rise, exceeding targets for the CSU's GI 2025 initiative. Through a consistent and coordinated strategy, the institution has been successful in targeting students who typically graduate in 4.5 years to graduate in 4 years. The 4-year rate has increased by 17% over the past four years (from 16.56% to 33.93%) and the 4.5 year rate has increased by 19% (from 27.77% to 46.71%). There is also 13% gain in the five year rate over the past four years (from 50.74% to 64.34%). Lastly, the six year rate has surpassed 73% for the first time. These gains are tribute to numerous interventions undertaken by the staff and faculty.

First Time Freshman Graduation Rates by Cohort Year

|	4 Year	4.5 Year	5 Year	5.5 Year	6 Year
Fall 2010	15.02%	27.01%	51.50%	61.41%	68.38%
Fall 2011	16.10%	27.77%	50.74%	61.17%	68.42%
Fall 2012	16.56%	30.68%	55.40%	63.31%	69.01%
Fall 2013	25.67%	42.32%	63.57%	69.70%	73.38%
Fall 2014	28.35%	46.71%	64.34%		
Fall 2015	33.93%				
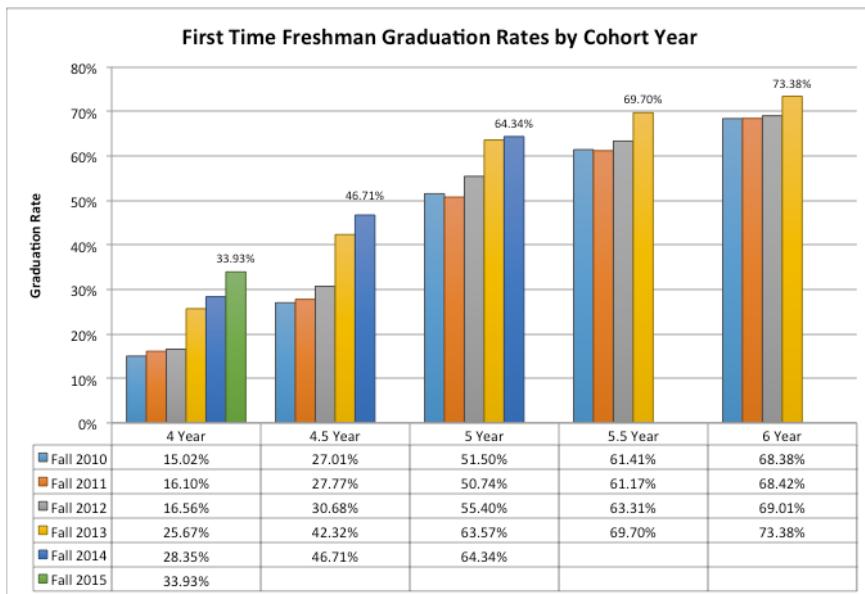
Figure 9.1: First Time Freshmen Graduation Rates by Cohort Year

In the next several years the institution will focus on improving retention rates to better serve continuing students. In particular, the institution has been devoting considerable work to

closing the opportunity gap. Although to outside observers, the CSULB Under-represented Minority / Non Under-represented Minority [URM/NURM] gap may appear low at approximately 5%, the institution is committed to bringing that gap to zero.

Assessment

The institution has worked over the last accreditation cycle to provide new directions for assessment that were meaningful and sustainable for the community. At times those efforts were not successful, as with the introduction of biennial reporting, which led to a substantial decline in submission rates. The institution learned much about itself through that process, including awareness that departments and programs need guidance and supervision with assessment efforts. At other times, institutional efforts met with resounding success, such as the [core competency initiative](#) which saw an 84% compliance rate with 98% achievement of outcomes.

CSULB is meeting the future of assessment through the creation of a centralized Office of Program and Institutional Effectiveness, which partners Student and Academic Affairs staff and faculty to guide the institution through multiple layers of assessment and review. Assessment activities in the near future will focus on supporting individual degree and support programs with annual assessments, guiding the institution through general education assessment, and initiating true institutional-level assessment of the Institutional Learning Outcomes [ILOs] as discussed in Components 2, 8.2 and 8.3. This trio of activities will supplement the periodic program review process and provide needed support networks for departments and units.

Megatrends and BEACH 2030

The central tenet of BEACH 2030, as discussed in the introduction to this report, is to anticipate megatrends before they have a deleterious impact on the institution's ability to function. By creating a university of the future in the present, CSULB can better address issues

such as environmental and fiscal sustainability. Though the CSU system has benefitted from increased attention in the California state budgets in the past few years, this continued level of funding is by no means certain as evidenced by the recent downturn in funding as a result of the COVID-19 pandemic. The new BEACH 2030 strategic priority to cultivate resilience by increasing financial capacity through legislative advocacy, corporate partnerships, and more will help the institution to withstand this kind of economic volatility. The institution's core value of compassion, creativity, and innovation will in part be maintained by the community of shared governance and responsibility. As issues of immigration, urbanization, environmental issues, workforce changes, and dwindling budgets pummel institutions of higher education, CSULB's ten-year strategic plan will address the university's role in the region while reimagining the institution – from its infrastructure to its curriculum.

To conclude, CSULB will continue its commitment to the Long Beach and surrounding area while continuing to refine its role as a public university of choice for all students in the region and beyond. It does so with a forward-thinking, long-range vision that the university of 2030 will not be the university of today. It is ready for the next phase of its evolution as university of the future.