

## **REPORT OF THE WSCUC VISITING TEAM**

To California State University, San Bernardino

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Reaffirmation of Accreditation

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The team evaluated the institution under the WSCUC Standards of Accreditation and prepared this report containing its collective judgment for consideration and action by the institution and the WASC Senior College and University Commission. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. Once an institution achieves either candidacy or initial accreditation, the team report and Commission Action Letter associated with the review that resulted in the granting of either candidacy or initial accreditation and the team reports and Commission Action Letters of any subsequent reviews will be made available to the public by publication on the WSCUC website.

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## **SECTION I — OVERVIEW AND CONTEXT**

### **A. Description of the Institution and its Accreditation History**

California State University San Bernardino (CSUSB) was initially considered in the early 1960s and matriculated its first 293 students in 1965. In 1984, the San Bernardino Campus earned University status and became California State University San Bernardino. It added what would become known as the Palm Desert Campus in 1986.

By the fall of 2020, CSUSB had grown to more than 19,400 students: over 17,000 undergraduate students along with almost 2,300 graduate students. In 2019-20, 5,697 students graduated, 5,336 of whom graduated at the San Bernardino campus and another 361 at the Palm Desert Campus. This was the largest graduating class in CSUSB's history. CSUSB alumni number more than 110,000.

CSUSB has five academic colleges that offer more than 100 baccalaureate and master's degree programs. The University also offers a professional doctorate in Educational Leadership. The institution's cybersecurity master's program has earned a Center of Academic Excellence designation from the National Security Agency and Department of Homeland Security. Other academic programs have been similarly recognized for their quality.

CSUSB's prior institutional accreditation visit occurred in 2015 resulting in a 7-year term of reaffirmation of accreditation. In its action letter of March 6, 2015, the Commission asked CSUSB to submit a Progress Report (October 2015) and an Interim Report (October 2017), both of which occurred on schedule and with favorable Commission responses. The areas of focus for the Interim Report are reflected in Section II, Component I of this report.

## **B. Description of Team's Process**

The evaluation team reviewed the CSUSB institutional report dated December 2020, in anticipation of the offsite review. After reading the report and related materials, team members collaborated on a set of commendations, lines of inquiry, requests for additional information, and a list of individuals to meet with during the campus visit, all of which was consolidated in a team report sent to CSUSB President Tomas Morales and ALO Clare Weber on March 13, 2021. Subsequent to acknowledged receipt of the team's report, the requested additional documents as well as a draft schedule of the site visit were provided.

The team divided review responsibilities to ensure that each of the required reaffirmation report components were carefully examined. During the visit, team members were able to interview members of the CSUSB community to verify that which had been presented in the institutional report. The team was grateful for the responsiveness of CSUSB and its Accreditation Liaison Officer (ALO), Dr. Clare Weber.

During the visit, team members conducted 27 unique meetings with over 300 members from the CSUSB community. Meetings were held with the President, President's Cabinet, alumni, faculty, students, the Executive Committee of the Faculty Senate, Assessment groups, and members of the Diversity, Equity, and Inclusion Executive Committee, to name a few. While the team was somewhat surprised to see the number of the same individuals who were in multiple meetings, there was a strong sense that the dialogue from these sessions enabled the team to have better insight and understanding of the issues, challenges, and opportunities of the institution.

In addition, campus constituents were invited to submit confidential comments to the WSCUC team. Approximately ten emails were received that expressed concerns about shared governance. The remaining emails addressed a variety of issues or questions, but without a common theme.

### **C. CSUSB's Reaffirmation Report and Update: Quality and Rigor**

The evaluation team found CSUSB's report to be deductive, appropriately comprehensive, and responsive to the issues outlined in previous Commission actions. Particularly impressive was the exhibit that thoroughly reviewed CSUSB's compliance with the standards of accreditation and related Criteria-for-Review (CFRs), all with substantive evidence in support of assertions of compliance.

The team appreciated the manner in which the report highlighted some of the major events that had occurred since the prior reaffirmation review in 2015. Of specific note was the updated 2015-2020 Strategic Plan and its related two-year extension, progress from the institution's capital campaign, the Quarter-to-Semester (Q2S) initiative, and more recently, the challenges associated with the COVID-19 pandemic.

The CSUSB Steering Committee that was responsible for the process of preparing for reaffirmation of accreditation was broad and inclusive, comprised of 42 individuals and co-chaired by the ALO and Chair of the Faculty Senate. During the interview with the Steering Committee, the team was impressed with the cross-functional collaborative spirit that was exhibited. Multiple comments were made suggesting that the process of addressing the WSCUC requirements from the prior action letter "brought the campus together" and "broke

down siloes.” The student body president indicated that voices of students in the process were “invited and listened to.”

Another contextual element of the review of CSUSB is associated with the newly released Key Indicator Dashboard from WSCUC, including the following observations:

- **First year retention** has generally held steady at 86% through 2019.
- Between 2013 and 2019, CSUSB’s **six year graduation rate** has improved from 41% to 55%. In 2019, the WSCUC institution average graduation rate was 62%.
- Over the same period of time, the institution’s **cohort loan default** rate has declined from 9.7% to 5.5%. This compares favorably to the national average of 7.2%, but is higher than the WSCUC average of 4.1%.
- In 2018, the CSUSB **median student debt** was \$15,000, considerably less than the WSCUC average of \$21,163.

On the basis of this review, there are no metrics that appear to be considerably out of alignment from a benchmark basis and CSUSB compares favorably to Commission institutions with respect to student debt.

## **SECTION II: EVALUATION OF INSTITUTIONAL ESSAYS**

### **A. Component 1: Response to Previous Commission Actions**

In its report, CSUSB summarized the key Commission actions that were presented in the 2015 action report and recommendations that stemmed from the 2017 Interim Review. From the 2015 action letter:

- 1) WSCUC recommended that CSUSB continue to develop its strategic plan by creating a “comprehensive plan that both strengthens its current programs and plans for its future in a rapidly changing higher education landscape” (CFRs 1.1, 3.1, 4.6, and 4.7)

The University subsequently created a 2015-2020 Strategic Plan on the basis of its reaffirmed vision, mission, and eight core values. Five overarching goals emanating from this

plan revolved around Student Success, Faculty and Staff Success, Resource Sustainability and Expansion, Community Engagement and Partnerships, and Identity. Progress on goals has been tracked on the Strategic Plan Dashboard, and the plan has been extended for another two years, through 2022, with an additional two initiatives assigned to each of the five overarching goals. CSUSB intends to begin its next iteration of strategic planning which will span 2022-2027.

The team observed CSUSB's commitment to achieve strategic initiatives by consistently allocating resources in support of their fulfillment. In team-led meetings, multiple constituents expressed the primacy of strategic plan goals in guiding the institution forward, and the progress that has been made in achievement of these goals is a source of institutional pride.

- 2) WSCUC recommended that CSUSB "should create a culture of evidence" (CFRs 1.2; 2.2a, 2.3, 2.4, 2.6, and 2.7).

CSUSB then finalized their ILOs, developed General Education Learning Outcomes (GLOs) and aligned them to WSCUC core competencies, created a Committee on Learning Assessment for Student Success (CLASS), and required that all academic programs submit detailed assessment plans. A consistent theme in meetings was the emergence of a culture of assessment.

More recently, CSUSB responded to the Interim Report by building consistency in assessment practices across programs. The IEEI also describes assessment processes at the ILO and GLO levels. The 2017 Commission action letter stated that the "Interim Report clearly and completely addresses the topics from the 2015 letter."

- 3) The Commission noted the need for the institution to better define the meaning of a degree from CSUSB (CFR 2.2, Standard 4).

Responses about the meaning of a degree were collected from students, alumni, faculty, staff and administrators which contributed to the development of a statement on the meaning of a degree. Alumni who were interviewed indicated that their education was a significant contributor to their subsequent success.

## **B. Component 2: Compliance with the Standards**

### **Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives**

CSUSB's mission statement is identified in its most recent strategic plan (2015-2020, extended through 2022). The plan integrates the institution's educational purpose and objectives as well:

"CSUSB ensures student learning and success, conducts research, scholarly and creative activities, and is actively engaged in the vitality of our region. We cultivate the professional, ethical, and intellectual development of our students, faculty and staff so they thrive and contribute to a globally connected society."

Captured and described in the strategic plan published and widely available across the campus and for any member of the public, the CSUSB vision and mission are supported by five strategic goals. The goals are further defined by appropriate and measurable objectives. Initially intended to be revised and updated in 2020, CSUSB opted to expand and extend the plan for two years so that another re-visioning exercise would occur after the university moved into the new semester system. (CFR 1.1, 1.2)



The institution maintains the structure and systems needed to support its educational mission. A culture of learning centeredness supported by a robust system of learning assessment at the institutional, general education and program levels is evident in the Institutional Report, supporting materials and through conversations during the campus visit. Since 2015, CSUSB has invested resources in developing an infrastructure to assess student learning at program and institutional levels. A student affairs assessment and research officer was appointed in 2016 to work with each division unit in developing program-level assessment plans that align with the overarching division-wide assessment framework. A faculty director of assessment was appointed in 2018 to provide support to programs in developing assessment and closing-the-loop-plans. In addition, an Organizational Change Facilitator works with the other three divisions (University Advancement, Information Technology Services, Administration and Finance), and the President's Office on assessment activities. The Committee on Learning Assessment for Student Success (CLASS) serves as the institution committee for facilitating assessment of student learning and educational quality while the Student Affairs Assessment Committee oversees assessment processes in Student Affairs. The Assessment Capability Collaborative (ACC) was formed to integrate assessment and continuous improvement efforts across Academic Affairs, Student Affairs, and other non-academic divisions.

During interviews it was noted that the Collaborative has been instrumental in establishing cooperative assessment activities. Indeed, interviews revealed a campus-wide growing interest in outcomes-based assessment designed to inquire about program impact on

learning. The team acknowledges CSUSB for investing in developing and continued refinement of its assessment infrastructure, while recognizing that there is more work to do on the assessment of co-curricular programs. (CFR 1.1, 1.2, 2.6, 2.7).

CSUSB demonstrates a high quality of integrity and transparency. Policies and procedures that are needed to maintain a safe, welcoming, supportive, and healthy academic learning environment are readily available and accessible as evidenced by the required Federal compliance checklists. As part of the California State University system and governed by a systemwide Board of Trustees, the institution maintains the appropriate autonomy from external entities. (1.3, 1.4, 1.5, 1.6, 1.7)

Of particular note related to ensuring educational objectives is CSUSB's commitment to diversity, equity, inclusion and community. As a Hispanic-serving institution, a minority-serving institution and Carnegie Classified Community-Engaged University, CSUSB has not merely rested on the laurels of these designations. The institution has embraced and leveraged the talents and skills of its diverse student population and challenged itself to be at the forefront of outreach and engagement with community partners to support student success. CSUSB has embraced its institutional anchor role in serving two of the geographically largest counties in the United States.

CSUSB engaged in an extensive process to develop its inaugural Diversity, Equity and Inclusion Strategic Plan. Led by a 74-member DEI Board composed of representatives from the shared governance bodies for faculty, staff, and students as well as representatives from cultural centers, affinity groups and experts across campus, the strategic plan process resulted

in the identification of three substantial goals: Solidify CSUSB's Innovative DEI Infrastructure; Foster a Campus of Belonging; and Create a Closing the Equity Gap Plan for Underrepresented Minority Students. The plan is substantial and provides a guiding framework for the future.

In addition to the DEI strategic plan, the team learned about the targeted work of two task forces on recruiting and supporting Black/African American and American Indian students as well as efforts designed to support Latino students. CSUSB runs multiple programs supporting middle and high school students and their families in college preparation and admission processes. (CFR 1.1, 1.2, 1.4)

The institution has taken a novel approach to diversity, equity and inclusion leadership. Rather than identifying a single point of leadership with a Chief Diversity Officer, CSUSB has instituted a model of shared leadership wherein the Dean of Students, the Associate Vice President of Human Resources, and the Associate Provost of Faculty Affairs and Development are co-chief diversity officers. This model is designed to ground leadership and responsibility across the institution and to support responsive decision-making that is effective for various stakeholder groups across the university. (CFR 1.4, 1.5, 2.1)

CSUSB maintains open and honest communication with WSCUC as evidenced by their response to previous Commission actions described above, as well as their participation in the reaffirmation process and preparation for the Off-site Review and on-site campus visit. CFR (1.8)

## **Standard 2: Achieving Educational Objectives Through Core Functions**

Cal State San Bernardino's five colleges – Arts and Letters, Business and Public Administration, Education, Natural Sciences, and Social and Behavioral Sciences – offer more than 100 baccalaureate and master's degree programs; many minors, credentials, and certificates; and a doctoral degree program in educational leadership. Sample syllabi and program information provided to the team incorporate course content, length, and institutional learning outcomes (ILOs) or GE learning outcomes (GLOs) which conform to professional standards and are subject to peer review. The same applies to sample syllabi for graduate courses. Fifteen accrediting bodies have performed external accreditation reviews for 24 programs within the past 5 years. (CFR 2.1)

As of fall 2020, the faculty included 522 tenure-line members (281 professors, 92 associate professors, and 149 assistant professors), and 457 lecturers (68 full-time and 389 part-time adjuncts.) A key objective of CSUSB's 2015-20 strategic plan was to increase faculty ranks with particular emphasis on growing the number of tenure-line faculty. CSUSB hired 190 tenure-line faculty, resulting in 50 "net new" hires from 2015-2020, in support of its goal to "excel as a teaching and learning institution that offers challenging and innovative educational experiences." (CFR 2.1, 2.2b)

In tandem with its Q2S transformation completed and implemented in fall 2020, CSUSB transformed its General Education program into an "integrative, developmental program based on students as seekers, knowers, makers, and doers." The 49-unit GE program includes a Foundation Seminar; a sequence of coursework throughout the lower and upper division levels;

designated emphasis in writing, global perspectives, diversity and inclusion; and thematic GE pathways and minors on a contemporary topic or inquiry question. Integrated throughout the student's GE program are a minimum of 3 GLOs for each course. (CFR 2.2a)

In response to the 2015 WSCUC comprehensive reaccreditation review, CSUSB developed ILOs through an inclusive campus-wide collaborative process. Additionally, the university developed program learning outcomes (PLOs) for curricular and co-curricular programs as part of the Q2S initiative. The ILOs, GLOs, and PLOs, which represent the knowledge, skills and values that undergraduate and graduate students are expected to gain within their programs at CSUSB, help to build a coherent educational experience. ILOs, GLOs, and PLOs are communicated through course and program syllabi and are listed on the university's website. (CFR 2.4, 2.5)

CSUSB's instructional faculty handbook "Procedures and Criteria for Performance Review and Periodic Evaluation" outlines the institution's policies and procedures for faculty evaluation, promotion, and tenure. Areas of evaluation include teaching; scholarly or creative contributions; and university and/or community service. The Academic Affairs Faculty Senate Faculty Administrative Manual (FAM) 52.2 outlines the policies and procedures for the evaluation of lecturers. Criteria used for teaching are the same as for tenure-line faculty's performance review. (CFR 2.8, 2.9)

The Office of Student Research oversees a variety of internal grant programs in which undergraduate and graduate students collaborate with faculty on research and creative activities. In the Peer Lab and Peer Research Consultant program, students assist with tutoring

and research assignments in faculty members' classes. The Office of Community Engagement oversees service learning and community volunteering events for students. In 2018-19, over 2,200 students engaged in service learning across 179 course sections which represented all 5 colleges and 26 departments. (CFR 2.8, 2.9)

Student success at CSUSB is defined in terms of learning and graduation rates. Within the context of the CSU Graduation Initiative 2025 (GI 2025), the university has set goals to decrease the time to degree and eliminate achievement gaps by 2025. CSUSB has set a four-year graduation rate of first-time freshman (FTF) at 30% and six-year target graduation rate at 62%. Data reflected on the university's dashboard and the GI 2025 metrics indicates that CSUSB is trending positively towards its goal with its 2016 cohort FTF rate of 25% and 2014 cohort six-year rate at 59%. CSUSB's transfer student graduation rates are even better with the two-year rate for the 2018 cohort at 56% compared to the 45% goal and four-year rate of 80% compared to its 82% goal. The university disaggregates the data by the various demographic groups and portrays this data on the university's dashboard. (CFR 2.10)

CSUSB's retention rates of 85% for FTF and 88% for transfers between fall 2019 and 2020 ranks 7<sup>th</sup> amongst the 23 CSU campuses. The university attributes this success to their First-Year Experience Program and various other student-engagement activities. However, a disaggregation of their data shows that retention equity gaps between Pell and non-Pell students, underrepresented and non-underrepresented minority students, first generation and non-first-generation students, and female and male students still persist. Actions taken by

CSUSB to help close the equity gaps include implementation of a platform to track student's progress and the deployment of intrusive advising. (CFR 2.10)

CSUSB has made multiple efforts to improve student success. Advising has shifted to a centrally coordinated, decentralized delivery model to ensure that students receive the guidance they need throughout their academic career. Embedded tutoring has been used in selected mathematics courses since 2018 and the Writing Center supports students in becoming effective writers. The university has a Student Mentoring Program that fosters the success of first- and second-year undergraduate students. In addition to the various academic support offerings, CSUSB provides student engagement programs like the Pan African College Scholars Program and has established an Undocumented Student Success Center. During the team's visit, students who utilized the Veteran Success Center were very complimentary of the services and support they received. (CFR 2.11, 2.13)

Undergraduate and graduate-level admissions requirements, degree requirements, course offerings, tuition and fees and other pertinent information is presented on the university's website, as is the institution's transfer credit policy. (CFR. 2.12, 2.14)

### **Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability**

CSUSB serves a demographically diverse student body. By having a combined faculty and staff population of 40% White, 32% Hispanic, 11% Asian, and 8% African American, CSUSB demonstrates its commitment to develop and maintain a diverse employee base to serve its diverse student population. While staff demographics of 43.4% Hispanics better reflects the university's student demographics and counties it serves, the university recognizes that its

current faculty demographics of 53% White, 16% Hispanic, 14% Asian, 7% African American, 1% two or more ethnicities, .6% Native American/Alaska native or Native Hawaiian/Pacific Islander, with 8% unknown, needs improvement in order to better reflect the student population. As part of its diversity, equity and inclusion initiatives, CSUSB is focusing on increasing the faculty diversity through shared governance strategies. One such strategy is the inclusion of a diversity faculty advocate as a member of the Faculty search committees. Additionally, the Office of Faculty Affairs and Development and the Diversity Equity Promotion Tenure Hiring Center provide mandatory diversity and anti-bias training to all search committee members, department chairs, and deans. (CFR 3.1)

As previously stated, CSUSB has hired 190 tenure-line faculty, resulting in 50 “net new” tenure-line positions. In 2019-20, the university conducted 72 tenure-track searches resulting in 49 tenure-track hires of which 10% were Hispanic, 27% Asian, 6% African-American, 2% Native American, 4% two or more ethnicities, and 41% White. Additionally, the university’s efforts to improve its staff diversity is promising with a staff population of 10% African Americans which is more than 3% higher than the counties it serves. (CFR 3.1)

For both new and continuing faculty, faculty development opportunities and resources to support teaching, research, and creative opportunities at CSUSB are abundant. The Teaching Resource Center awards faculty grants for innovative course development and travel to pedagogically-oriented conferences. In response to the pandemic, Academic Technologies and Innovation offered 20-hour Summer Virtual Teaching Institutes for lecturers and tenure-line faculty as well as 20 faculty learning communities on virtual teaching. During the team’s visit,



faculty members consistently expressed appreciation for the development and training they received to transition their classes to an online delivery mode. The Office of Academic Research provides mini-grants for faculty travel, supplies and reassigned time; as well as a Summer Research Fellowship for scholarship and creative activities. The university's Faculty Mentoring Network provides workshops for faculty on preparing Faculty Activities Reports, writing proposals for university grants, and transparency in teaching and learning. The Faculty Center of Excellence, which was created in 2017 as part of the university's strategic plan, ties the resource opportunities together and functions as the physical space for faculty to work on their own teaching and research.

Also opened in 2017, the Staff Development Center is a dedicated space in the Pfau Library that provides professional development aimed at enhancing career opportunities for staff. Workshops focus on leadership, diversity and inclusion, and personal development. In the past 3 years, utilization of the center has increased by 90%. The center has also launched several "Career Pathways," which provides training in administrative support, student services, and finance positions. During the pandemic, staff was able to receive 1-on-1 virtual training on technology platforms like Zoom, Drupal, and Outlook. (CFR 3.3)

CSUSB has also prioritized an investment in assessment and quality assurance, evidenced by the creation of ILOs and GLOs since the last reaffirmation review. PLOs and assessment plans have been created for all academic programs and the assessment infrastructure has been bolstered by the appointment of a faculty director of assessment, a GE

coordinator, a Student Affairs research and assessment officer, and organizational change facilitator. (CFR 3.3, 3.5)

Increases in core operating expenses over the past few years are due to the funding of initiatives created to increase student success, improve DEI efforts on campus, and create a culture of assessment and continuous improvement. The campus prepares annual financial statements that are audited and incorporated in the audited financial statements of the California State University system. The auditors expressed an unmodified opinion for the fiscal years ending on June 30, 2018, 2019 and 2020. (CFR 1.7, 3.4)

Even before the onset of the pandemic, the university had made significant investments in its technology infrastructure to support student success. Creating ‘smart’ and active learning classrooms, as well as upgrading its wireless network, CSUSB was better prepared than many institutions when the 2020 pandemic occurred. The university has 280 “next-generation” classrooms furnished with new technology and equipment. The five colleges and library have computer labs for student use, along with a 24-hour study lab located in the library. All faculty and staff have access to multiple free or low-cost software applications.

Blackboard, which is the university’s learning management system, is used for all classes regardless of modality. Training and support to faculty for online instruction is a priority at CSUSB and became more intensified during the pandemic as the teaching modality transitioned to primarily virtual instruction. Faculty expressed that they were well-supported by the Technology Support Center, Academic Technologies and Innovation teams, Teaching Resource Center and Faculty Center for Excellence as they migrated a majority of classes online. In many

of the visiting team sessions, faculty commended ITS and Academic Technologies for the support they received. (CFR 3.5)

The Pfau Library at the San Bernardino campus and Helene Hixon Information Resource Center at the Palm Desert Campus maintains an in-house collection of over 700,000 volumes. They also offer access to over 500,000 online publications, and more than 200,000 of these are e-books. Additionally, over 130,000 digitized journals and almost 100 databases are provided online to users. (CFR 3.5)

CSUSB has exhibited strong collaboration and shared governance among administrators, faculty, staff, and students with the processes used in developing and implementing the strategic plan, creation of ILOs, GLOs and PLO's, execution of the Q2S transformation, and preparing for the reaffirmation of accreditation review. This was affirmed by many of the faculty, staff, students, and administrators who participated in the review meetings. Many expressed that CSUSB's success in developing a culture of assessment was because of the collaboration across programs and divisions that occurred throughout the process. There was acknowledgment that successful implementation of key initiatives, overlaid by having to manage through the COVID-19 pandemic, could not have occurred without collaboration between departments and programs.

However, during the visit, opinions were expressed by some that shared governance still needs improvement especially as it relates to creating, revising, and approving policies. For example, it was stated that policies approved by the academic senate and forwarded to administration were not acted on in a timely manner, and that feedback - either positive or

negative - would have been appreciated earlier in the process. Conversely, others expressed frustration that progress on initiatives was sometimes stalled because of a lack of cooperation by a subset of the university community. (CFR 3.6, 3.7)

CSUSB has qualified administrators to provide educational leadership and management. The review team was impressed with the diversity of the university's leadership and management team, which is just another example of the institution's commitment to DEI. The California State University (CSU) Board of Trustees is an independent governing board with appropriate oversight over CSU policies, including hiring and evaluating the university president. (CFR 3.6-3.10)

#### **Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement**

CSUSB intentionally engages in quality assurance and improvement processes for both academic and non-academic endeavors (CFR 4.1), highlighting progress that has been made with the development of the Student Affairs Assessment Committee. This body has created a division-wide assessment plan and created methods for consistency of data collection and analysis. Ongoing evaluation of key metrics such as retention rates, graduation rates, and equity gaps support the institution's quest to support student success. Improvement initiatives have yielded a 6% improvement in graduation rates for first-year students; however, those interviewed at CSUSB agree that further improvement is needed.

CSUSB's Office of Institutional Research and Analytics (CFR 4.2) has five institutional researchers. The function has moved beyond dashboard creation to experimentation with predictive analytics and artificial intelligence. CSUSB is justifiably proud of an observation made

by Penn State University's Dr. Fred Volkwein, a prominent IR practitioner, who states that the IR function of the University is "rapidly evolving toward a model IR office that is worthy of emulation by other campuses." Of particular note is the Dashboard CSUSB created, highlighting the goals of CFR 4.1 in one location, creating transparency and leading to increased accountability across the institution.

The strategic planning process at CSUSB stems from a desire to engage in evidence-based and proactive assessment of the external environment and development of commitments to optimize future institutional performance. The process is intended to lead to continuous improvement and includes an annual assessment of progress, annual divisional retreats where priorities are set, quarterly progress reports, and resources allocated on the basis of established priorities. Particularly noteworthy has been 1) the hiring of a third party, Hulualani & Associates, to explore and inform CSUSB's Diversity Strategy and related work; 2) the formation of the Assessment Capability Collaborative (ACC); and 3) the development of the Committee on Learning Assessment and Student Success (CLASS).

In multiple sessions during the team's visit, stakeholders consistently expressed that resources were provided in support of strategic initiatives. In fact, members of the University's Budget Advisory Council indicated that the first question regarding potential allocation of financial surpluses is how those resources will support strategic goals.

Data is also collected pertaining to student satisfaction to inform improvement opportunities (CFR 4.3). For example, most recently 79% of responding students rated factors such as scheduling, courses offered, class size, career guidance and other services as factors

that played a “good” or “excellent” part in helping them achieve their educational goals. Alternatively, several students in the open student forum during the site visit expressed a desire to provide even greater class scheduling flexibility, especially for students approaching the end of their academic programs. In addition, the routine practice of including IR in the President’s Cabinet meetings is commendable evidence of CSUSB’s commitment to making evidence-based decision making.

Faculty take responsibility for evaluating the effectiveness of teaching and learning (CFR 4.4). CSUSB has instituted a process whereby College Assessment Coordinators (selected from the faculty) oversee the assessment of student learning outcomes. As previously noted, every degree program goes through a review process every seven years.

CSUSB engages multiple stakeholders in the assessment of their programs (CFR 4.5). An example that was presented included alumni from the Master of Public Health program who responded to a survey 12 months after graduation. The survey inquired about their job status and sought improvements to the program. The program also has an external advisory board that provides input into emerging trends that may provide insight into program improvement. Alternatively, many programs have external programmatic accreditation which requires intense evaluation and improvement efforts on a regular basis.

CSUSB uses multiple mechanisms to assess and proactively respond to the external environment (CFR 4.7). Several examples include President Morales’ involvement in national organizations such as the Executive Committee of the Coalition of Urban and Metropolitan Universities, and the American Association of State Colleges and Universities. CSUSB is also a

member of Growing Inland Achievement, a bi-county, K-20 collaborative of top leaders from multiple industries who seek ways to align resources focusing on improving the economic outlook of the Inland Empire.

### **C. Component 3: Degree Programs: Meaning, Quality and Integrity of Degrees**

CSUSB offers its degree programs through in-person and on-line options at both the main campus and remote campus in Palm Desert. CSUSB describes the meaning of their degree in an elegant and powerful six words, “The world is open to me”. In a more elaborate description in the Institutional Report, the spirit of the “meaning” of a CSUSB degree includes a mission focused on “knowing and contributing to the world” and a recognition of the composition of their student body, most of whom are first in their families to earn a college degree. The process engaged in to arrive at this shared definition of a CSUSB degree was a multi-year and cross institutional one – impressive in its breadth of voices and perspectives.

CSUSB has focused attention on the quality of its degrees beginning with General Education (GE). In efforts to improve GE, the institution has introduced new foundational courses, a new course sequence, emphasized writing, diversity and inclusion and other high impact practices (HIPs). And, in a very large shift, CSUSB moved from quarters to semesters. The data systems which track student learning and outcomes will ultimately inform CSUSB as to the merit of these reform efforts.

As part of the university’s efforts to ensure quality and integrity of their degrees, faculty and staff participate in ongoing professional development. Based on interviews with the faculty who teach online coursework, all of whom teach face to face courses as well, faculty at CSUSB

feel very supported by the professional development opportunities they are provided. Again, in interviews with those who support online coursework as well as in-person courses, staff report feeling supported through the resources available at CSUSB. While clear progress associated with the meaning, quality, and integrity of a CSUSB degree has been made, the institution will benefit by continuing to collect evidence from their faculty and staff each year to ensure the most important contributors in realizing the University's goals are working towards their achievement.

CSUSB holds itself accountable for the integrity of its degrees by examining its work at both the design and assessment levels. Regarding design, CSUSB started with the end in mind, working from the naming of its goals (for example, naming its student learning aspirations as a starting point for the Quarter to Semester (Q2S) transformation) and then determining the steps required to take them from where they are to where they want to go. Annual assessments are performed by each degree program and widely shared with program constituents. Graduate programs set additional criteria such as requiring minimum GPAs, offering student culminating experiences, and assuring student evidence of learning at a more rigorous level.

CSUSB understands the need to engage its Palm Desert Campus students and faculty as members of the CSUSB community. Having online and remote efforts presents unique challenges to any institution in terms of integrity of a degree.



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

CSUSB values a high quality education for students as a central element of its institutional mission as it continues to develop a culture of learning centered innovations and educational assessment. The institution's standards are deployed and assessed at all levels, institutionally, programmatically, and in General Education. Across the institution, student learning outcomes and student achievement are explicitly targeted for integration into the operational planning and delivery of services, and these targeted outcomes are aligned with the WSCUC Core Competencies.

Since the completion of the previous WSCUC review, CSUSB has taken concrete steps to promote and assess learning-centeredness, including the creation of several strategic positions and bodies such as Faculty Director of Assessment, the CLASS committee, and a faculty GE coordinator to oversee the General Education program, chair the GE committee, and coordinate the assessment of GE outcomes. The institution also led the organization of professional development learning opportunities related to the GE curriculum and fostered connections with other bodies across the campus and system to ensure integration proceeded efficiently.

Oversight of the GLOs and the GE program as a whole is held by the GE Committee, a Faculty Senate committee that ensures that GE courses meet the GLOs specified within the appropriate GE category as well as ensuring that GE courses with specific designations (e.g., Diversity and Inclusion, Global Perspectives, and Writing) comply with the intended objectives

in each case (CFR 2.2a, 2.5, 2.7, 4.4). Additionally, the GE committee conducts a review of the GE program on a four-year cycle. Reviews of academic programs have been substantively changed at CSUSB, with the process having become more responsive to student-learning-outcomes and assessment outcomes. The institution has also increased efforts relating to assessment and research in Student Affairs, elevating the roles and responsibilities of the coordinator to that of assessment and research officer, along with the concurrent establishment of the Student Affairs Assessment Committee (CFR 2.3, 4.1).

For those units outside of the purview of Academic Affairs or Student Affairs, CSUSB appointed a facilitator to promote a culture of assessment and improvement in those areas, including Information Technology Services and the Office of the President, among others (CFR 1.7).

Expectations around student learning outcomes at all levels are part of the program review process and are communicated to the campus community through multiple means, whether that be at the level of individual course syllabi or on program websites, contributing to the fact that learning outcomes, their assessment, and their relationship to the culture of educational quality is present across all facets of the institution. At the institutional level, CSUSB has developed a review process which assesses its ILOs on a ten-year cycle. The ILOs themselves were developed since the last WSCUC visit, the result of thorough consultation and development across different constituencies, including faculty, staff, students, and administration, resulting in a set of learning objectives that are shaped by the WSCUC Core Competencies and the GLOs. The use of a ten-year cycle is likely to become a highly effective

way to evaluate these ILOs since the full review cycle consists of a multi-phase process with different opportunities for data collection, assessment, intervention, and improvement. (CFR 1.6, 2.2, 2.3, 2.5, 4.3). Similarly, the revised (2014-2015) GLOs also align with the Core Competencies and the ILOs, having been developed through a collaborative process including campus-wide input and based on nationwide GE best practices. The program is structured in such a way as to ensure that by the time a student graduates they will have been exposed to at least three courses per GLO, following a recursive and developmental process (CFR 1.8, 2.4).

The dozen GLOs and Core Competencies are collectively assessed on a four-year cycle following a methodologically and logistically sound procedure that ensures that every GLO is fully assessed throughout any four-year period, even though assessment is staggered such that not all of the GLOs are in the same stage of review at any one time. Findings are collected, summarized, and shared with the campus by the GE coordinator, Faculty Director of Assessment, and CLASS committee via the Campus Labs tool, after which time departments teaching relevant courses are able to take appropriate actions that are based on the findings.

In tandem with the institutional, GE, and program assessments described above, CSUSB has also engaged in other forms of meaningful assessment of the WSCUC Core Competencies. For example, a project assessing the now obsolete upper-division writing course that had been required before the quarter-to-semester conversion revealed a number of possible improvements. Those improvements have since been implemented, resulting in a more robust set of courses targeting individual student writing needs. As part of that implementation, faculty were encouraged to participate in workshops on writing pedagogy explicitly targeting

the development of student writing and research methods while ensuring alignment with students' academic disciplines. The review team notes that even during the disruptive environment caused by the pandemic, CSUSB has still moved forward with intentionality with its assessment plans. For example, student artifacts from courses included in GE categories A1 and A3 that were collected in 2020 and examined in 2021 provided meaningful feedback and input to the academic departments teaching courses in those two areas.

Not all of the assessment of educational quality for CSUSB programs is conducted internally, as numerous programs are evaluated for quality and integrity by national accreditation bodies. In fact, as was reported by the president during the team visit, all CSUSB degree programs for which external accreditation exists are so accredited, in addition to their participation in CSUSB's own internal program review process (CFR 2.2).

#### **E: Component 5: Student Success: Student Learning, Retention and Graduation**

CSUSB has placed student success at the center of the institutional mission. A common theme of interviews with students, advisors, faculty, and academic deans was the focus on helping students become part of the CSUSB community. In fact, one of the concerns about the pandemic has been the increase in tele-commuting. While it has been a necessary adjustment, several (including students) emphasized that this arrangement is not preferred given the priority that student success plays.

One of the key metrics that reflect this emphasis on success are the graduation rates. At the time of the report, CSUSB was justifiably proud of improving trends: the first-time freshman (FTF) graduation rate is 30% (2016 cohort is 25%) and six-year graduation rate at 62% (2014

cohort is 59%.) CSUSB's transfer student graduation rates are even better with the two-year rate for the 2018 cohort at 56% compared to the 45% goal and four-year rate of 80% compared to its 82% goal. (CFR 2.10). As expressed in the review of WSCUC's Key Indicator Dashboard in Component One, CSUSB has made steady progress in this area. And while the University has made progress in this important area, there is room for continued improvement, noted as a recommendation at the end of the report.

CSUSB also identified the time to degree as another opportunity for improvement and instituted intrusive advising as a means of accelerating student progress. Academic advising focuses on encouraging students to complete their Golden Four requirements (i.e., math/quantitative reasoning, oral communication, written communication, and critical thinking) in the first year, and to increase their average unit load (AUL) to 15 units ("15 to finish" campaign) in order to improve their ability to graduate in four years. IR data indicates that beginning in Fall 2017, students not only increased their AUL but also increased their accumulation of units to stay on track for graduation. (CFR 2.10, 2.11)

CSUSB has a retention rate for full-time first year students of 85% (fall of 2019 to fall of 2020), and transfer students have a retention rate of 88%. The University has been intentional about focusing on equity gaps, most notably for those who are Pell recipients, under-represented minority, and first-generation students (CFR 2.10). Some of the ways that the University supports the student body to ensure that *all* students are retained include Supplemental Instruction, the Undergraduate Studies Tutoring Center, the Writing Center, and the Student Mentoring Center, to name a few.

In support of student success, CSUSB has developed several programs intended to set students on the right path before they start their programs of study. The Gear Up program supports low-income, secondary students by providing tutoring and field trips, helping with entrance exam preparation, and assisting in the application and financial aid processes. The First Start Academic targets youths in foster care, and the Upward Bound CSUSB program focuses on helping first-generation, low-income students complete their secondary education.

The Early Start program helps incoming first year students to succeed in mathematics/quantitative reasoning and written communication through summer preparatory classes. Assessment data demonstrates that students who participated in this program passed their GE Mathematics class at a higher rate than non-attendees. The Summer Orientation and First Year Experience programs help new students transition into CSUSB by allowing them to have an overnight stay in a residence hall. They also have the opportunity to meet faculty, deans, and staff representatives.

Recognizing the importance of cultivating a sense of community and belonging, CSUSB has created several programs to foster a sense of engagement (CFR 2.10, 2.11, 2.12, 2.13). Programs such as the Santos Manuel Student Union, Pan African College Scholars program, Latino Education and Advocacy Days (LEAD), the Student Assistance in Learning, the Veterans Success Center, and the Undocumented Student Success Center have all been created to provide an extra level of support to CSUSB's diverse student body. These types of programs contribute to student success and improve student's sense of belonging, which are particularly important for the student population served by CSUSB. The team noted during student

interviews a consistent theme of student recognition of and appreciation for institutional support.

During the pandemic, students' health and well-being have been challenged. Recognizing that some students struggled with meeting basic needs, the University expanded services at the Obershaw Den (food insecurity or scarcity support), and the Palm Desert Campus Food Pantry. The Campus Assessment, Response and Education (CARE) Team includes psychological counselors and full-time social workers. This team responded to 231 referrals in 2018-19. The Counseling and Psychological Services office provide mental health services to students.

The net result of these many services and provisions of support is a higher level of student retention and engagement as reflected in the outcomes noted earlier. And yet, in meetings with the President, student advisors, and faculty, there is a strong desire to continue to improve.

#### **F. Component 6: Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence**

Academic program review and assessment at CSUSB is embedded in its institution-wide commitment to and culture of assessment, evidence-based decision making, and continuous improvement. Outlined in a new, recently approved academic program review policy, the program review process incorporates a sequence of activities that occurs over a five-year cycle. The activities include planning for a five-year cycle, annual assessment of Program Learning Outcomes, a periodic self-study designed to evaluate and reflect on annual assessment of

student learning, as well as other aspects of program effectiveness such as faculty specializations and program resources, and an external review during the fifth year. The self-study typically includes comparative data from similar institutions, notably sister CSU campuses. Another notable feature of this process is the frequent inclusion of an external reviewer who provides a broader perspective on progress (or lack thereof) in support of student achievement.

CSUSB has invested in the infrastructure to support a robust program review process. Utilization of a digital platform, Campus Labs (also referred to as Anthology) allows all participants to collect and track annual assessments, stay on track with the program review process, and make data transparent. Interview respondents noted that the digital platform does not drive program review; rather it is a tool that facilitated a transition from “compliance data to curiosity about data.” Programs are asked to examine data dashboards that report predictors of graduation such as DFWI rates broken out by major and student demographics. Programs are further encouraged to focus on outcomes within their scope of influence that feed into graduation rates, and while progress has been made with this important outcome, interviews demonstrated an expressed desire for further improvement. Multiple measures are utilized to gain insight into what can be changed at the program and course level to support students’ academic progress toward graduation.

Furthermore, assessment practices can be found throughout Student Affairs programs, initiatives, and services as well as other areas such as human resources and the Office of the President. For example, the visiting team learned about transformational assessment practices



related to professional development opportunities for staff, which are structured around learning outcomes and assessed on those learning outcomes within a cycle of continuous improvement.

The emergent culture of assessment is characterized by a described sense of collaboration, cooperation, and shared commitment to student success. The institution's Assessment Capability Collaborative (ACC) stands as a powerful tool to support this culture. CSUSB staff reported that the value of the ACC has been realized through level-setting of knowledge and having a "shared language" of assessment.

Based on interviews, the team learned there is a desire to further institutionalize assessment by supporting faculty to lead assessment efforts at the college level. It is clear the institution has prioritized assessment as a tool for enhancing student learning and co-curricular experiences thereby achieving desired outcomes on gaps in graduation rates.

#### **G. Component 7: Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment**

Since 2015-16, the total CSUSB budget increased by \$45.9 million (18%) through 2019-20. This increase was primarily driven by State of California appropriations and tuition and fee revenue from increased enrollment. There have been no tuition increases in the CSU since 2011-12. Enrollment increased by 7.2% between the fall of 2014 and fall of 2019, but there was a slight decrease of -1.68% for fall 2020 due to the pandemic, and this trend continued into fall 2021. Up until the pandemic years of 2020 and 2021, CSUSB experienced consistent enrollment

growth similar to its sister CSU campuses in southern California. The campus is hoping that Spring 2022 enrollment will rebound with applications being accepted for transfer students.

The onset of the global pandemic had a significant and adverse impact on Self Support and Auxiliary programs, most notably in housing, parking, food services, and the bookstore. The on-campus housing population dropped from approximately 1,200 students down to about 250. For Fall 2021, housing occupancy has increased to approximately 680 students.

For fiscal year 2020-21, the State of California imposed a 10% reduction in the allocation to CSUSB. The overall impact for that particular fiscal cycle was anticipated to be a reduction of \$11.8 million as compared to prior year. The more than \$80 million institutional support funds received from the Higher Education Emergency Relief Fund helped to minimize the impact of this reduction as well as provided financial relief to the Self-Support and Auxiliary programs. In addition, the State of California's restoration of the 10% reduction beginning in fiscal year 2021-22 will help to stabilize CSUSB's operating budget.

CSUSB has created a strategic goal of diversifying its revenue sources through fundraising, entrepreneurial activities, and grants and contracts. In fall of 2019, President Morales announced the successful completion of CSUSB's first comprehensive campaign, which generated more than \$54 million. Concurrently, the institution's endowment grew from \$24.5 to \$44.3 million. Investment returns of 3.43%, 4.0% and 6.45% for the 3-year, 5-year and 10-year periods substantiates the CSUSB Philanthropic Foundation's ability to sustain its annual 4% endowment distributions to support university scholarships and programs. Planning is

underway for a new comprehensive campaign with a target of \$80 million in philanthropic gifts and an additional \$100-\$120 million in research and sponsored program grants. (CFR 3.4)

Funded research has also increased in recent years, with sponsored program activities growing from \$32.7 million in 2014-15 to \$38.3 million in 2017-18. While the awards funded for 2018-19 and 2019-20 yielded about \$23.3 million each year, the decrease from prior years was due to a reporting methodology change to include only the current fiscal year in multi-year awards. The requested funding through grant proposal submissions increased from \$21.9 million in 2014-15 to \$29.3 million in 2018-19 (33%). Indirect cost recovery related to research activities increased 41% (\$2.3 million to \$3.4 million) during this same period and provided colleges and departments with additional financial support. Overall, CSUSB is financially stable due to its longitudinal enrollment growth, state allocations, and the progress on its goal to diversify revenue streams. (CFR 3.4)

In support of sustainability, CSUSB has taken a purposeful approach to aligning resource allocation decisions to strategic priorities. Throughout the accreditation review meetings, many attendees expressed their appreciation for the resources made available to support key initiatives. The University Budget Advisory Council, comprised of faculty, staff, student, and administrative representatives, reviews and prioritizes all funding requests and submits a recommendation to President Morales. Priorities for any newly available funding (one-time funds or permanent base) are determined by the goals and objectives of the university's strategic plan. Thus far, the President has implemented more than 90% of the Council's recommendations. CSUSB's budget process is very transparent with the president and CFO

hosting a campus forum to report all new allocations to the university community. Budget and expenditure details for departments and programs are available in the financial transparency portal, Questica, which is accessible by any member of the university community. (CFR 3.4, 3.7)

Another sustainability point of emphasis is CSUSB's focus on Diversity, Equity, and Inclusion. CSUSB's seven-month diversity mapping analysis and evaluation of its DEI infrastructure showed that it already has a strong commitment to DEI work but to achieve maximum impact, the development of a diversity strategic plan and creation of a DEI structure that coordinates institutional DEI activities was needed. With that in mind, President Morales established a 74-member DEI Advisory Board, with subcommittees that focus on DEI in student recruitment, retention, and graduation; DEI in alumni and community outreach; and DEI in curriculum and student learning. (CFR 1.4)

As already expressed, student enrollment is foundational to CSUSB's institutional sustainability. The university has a robust enrollment management process which includes key stakeholder groups collaborating to review enrollment data and using institutional research dashboards for planning purposes. The president's cabinet reviews enrollment data seven times a year before deciding on targets for undergraduate students. As an anchor institution for the Inland Empire, CSUSB strives to enroll students from the region, with "87% of the current university population hailing from San Bernardino or Riverside Counties" (page 49, Institutional Report). As part of achieving its core mission, the university implemented a process to identify barriers to enrollment for students from historically underrepresented groups. Taskforces have been created to address the recruitment and retention of African-American

and Native American students, and programs, services and resources have been built to increase enrollment, retention and graduation of students from these populations. (CFR 1.4, 2.10, 3.4, 3.7)

The University has also created a facilities master plan to support its enrollment growth. The 2016 plan called for the enrollment ceiling at San Bernardino to be increased from 20,000 to 25,000 FTE and the Palm Desert location to increase from 2,000 to 8,000 FTE. In 2017, a careful evaluation of deferred maintenance identified that approximately \$80.2 million was required. CSUSB has created a permanent reserve to address the most pressing maintenance needs, although due to the pandemic, contributions to the reserves have been minimal for the past two years. Still, CSUSB as part of the CSU, usually receives deferred maintenance funding as part of its one-time state allocation every year. (CFR 3.4)

CSUSB's investment in technology and informational resources positioned the campus to support the increased online/hybrid teaching and learning modality brought along by the pandemic. The upgrade to its wired network connectivity to the San Bernardino campus; increased wireless network; creation of more than 280 "smart" and active learning classrooms; improved access to free or low-cost software applications; and vast availability of digital and online publications and books are conducive to the new teaching and learning environment of the future. (CFR 3.3, 3.5)

Not unlike other institutions and organizations, CSUSB has experienced a negative impact on the recruitment and retention of employees because of the new employment landscape resulting from the COVID-19 pandemic. A "hiring chill" in fiscal year 2020-21 resulted in many

vacancies, which have now taken much longer to fill. CSUSB is competing with other companies and organizations in the region that are able to pay higher salaries as well as better accommodate remote working flexibility. Before the pandemic, CSUSB averaged about 50-70 vacancies a year. For fiscal year 2021-22, they have approximately 170 open positions. In order to maintain a workforce that can continue to provide a quality education and support services for the students it serves, CSUSB will need to develop strategies to recruit and retain talented faculty and staff. (CFR 4.7)

#### **H. Component 8: Quarter-to-Semester Transformation**

Since the time of the last WSCUC institutional visit, CSUSB converted its academic calendar from a quarter-based to a semester-based system, effective in the fall 2020 semester. This process, which was sparked by a CSU system decision to encourage quarter campuses to make the switch to a semester schedule, took place over a period of five years and was partially funded by the system. The transition to semesters was enormously disruptive and involved planning and altering previously existing practices across virtually every division, office, and program in the institution.

However, rather than just reacting to the change or moving forward with a minimum of input and collaboration from campus stakeholders, CSUSB took advantage of the quarter-to-semester (Q2S) conversion as an opportune moment to reflect on existing practices, review and innovate learning objectives and program design, and transform the institution as a modern and reflective organization. After identifying best practices from other institutions that had already made the Q2S conversion, CSUSB introduced the initial framework for the conversion

process, identifying leadership personnel and establishing a Q2S steering committee comprised of members from across the institution, including student representatives, administration, advising, and faculty. Pledges from the steering committee to students as well as to faculty and staff expressed the intention to maintain the quality of education and to operate with transparency throughout the transition process. After a review of the Q2S transition timeline, plans, and scope of change as well as input from multiple institutional perspectives, the review team found that the Q2S transition and its structures stand as a model of good governance, innovative data-informed actions, and shared decision-making.

An example of these highly effective structures is the manner in which CSUSB engaged in curriculum development. Each academic program had the option to either simply convert their existing quarter-based programs to a comparable semester-based program, or to avail themselves of the transformative opportunity to engage in a more thorough, deliberate, and guided curricular transformation. Program faculty were able to participate in a developmental process which included professional development and ongoing support couched in notions of the recursiveness of the learning process and identifying specific learning outcomes, from which principles of backward design would be applied in program development. As part of the process, faculty were also trained in identifying and availing themselves of high impact practices, ways to promote equity and inclusion, and methods of authentic assessment, among others, all tied to the specific needs of the CSUSB student body. Ensuring that the more abstract transformations to each program could be reified within the constraints imposed on the

institution, a subcommittee was created specifically to identify and summarize applicable education code regulations and system-wide policies.

The General Education program was similarly transformed through the collaborative efforts of stakeholders from all areas, guided by a commitment to intellectual integrity, a student-centered approach to design, and the inclusion of all disciplinary fields. GE Learning Outcomes, approved by the Faculty Senate and endorsed by the Associated Students, Incorporated in 2015, served as the basis from which the GE program was transformed by way of backward design. Along with structural leadership, a significant institutional financial commitment to the success of the transformation was also part of CSUSB's commitment to the process, allowing hundreds of faculty to avail themselves of training, development, support, and workshops. A similar commitment to seamless advising included the use of tools to differentiate and successfully advise students who were completing requirements based on a quarter system alongside those completing requirements based on a semester system.

Thousands of courses, hundreds of programs, and hundreds of faculty have been directly and positively impacted by the transformation, and structural and technological aspects of Q2S have resulted in a suite of modern and carefully thought out systems to guide the institution in its operations.

The institution's \$10m investment in the transformation and its recent experience in initiating, planning, developing, implementing, messaging, and evaluating a meaningful large-scale change has left it in a stronger, nimbler, and more responsive condition. Lessons learned and practiced in the Q2S transformation served CSUSB well as it adapted to the pandemic



emergency and associated disruptions to the status quo, and the review team believes that those same lessons can also be successfully applied to the governance and operation of the institution in years to come.

### **I. Component 9: Reflections and Plan for Improvement**

In its summary review, CSUSB highlighted five overarching university-wide initiatives that reflected its emphasis since the prior WSCUC review:

1. Development of the University's strategic plan
2. Integration of outcomes assessment academic and non-academic departments;
3. Quarter to Semester (Q2S) conversion;
4. GE transformation; and
5. COVID-19 response

The institutional report commented on the ancillary benefit that occurred: an improved sense of community as university stakeholders rallied around these five key initiatives. While the team's experience on campus demonstrated significant improvement in student-centered collaboration, this unifying sense was not pervasive. Most notably, the Executive Committee of the Faculty Senate expressed frustration and disappointment regarding their perceptions about a flawed model of shared governance.

This issue highlighted the single largest opportunity for CSUSB from the team's perspective – create clarity that all constituents can support regarding how shared governance should work. It was not clear whether those who opposed how shared governance is currently functioning believe that the largest frustration was that they didn't have a voice, or whether their recommendations were frequently ignored. For those who were disappointed with how

shared governance works, a common theme was their desire to be part of the decision-making process at the outset.

Regardless, the team was left with the impression that there is so much favorable inertia at CSUSB that if constituents from across the University could agree on what a constructive model of shared governance really looks like, and could effectively implement such a model, continued progress will likely occur.

In sum, while remarkable progress has been made, CSUSB sees the need for continued improvement. For example, more can be done to share resources to support institutional assessment efforts, as well as to make assessment findings, conclusions, and recommendations more transparent to the institutional community. CSUSB has also concluded from this process that more can be done to coordinate Diversity, Equity, and Inclusion efforts in a strategic and intentional manner.

Presently, CSUSB has extended its strategic plan through 2022, doing so by adding two additional objectives for each of its five strategic initiatives. Next, the University seeks to create an updated 2022-27 strategic plan. Other points of emphasis for the next few years include:

- Emphasizing DEI initiatives
- Improving on the CSU-system Graduate Initiative goals
- Creating and implementing a plan for how to flourish in a “Post-COVID World”

CSUSB will also have to pay close attention to a challenge that is plaguing many organizations: talent recruitment, acquisition, development, and retention. To its credit, the university is emphasizing its mission and core values as it attracts new talent. The emphasis on the nature of the institution’s work in transforming the lives of a diverse student base is very

attractive, helping to compensate for other factors (such as a potentially competitive compensation package in comparison to what might be obtained in the private sector).

### **SECTION III. FINDINGS, COMMENDATIONS AND RECOMMENDATIONS**

California State University, San Bernardino is impressive in many ways. The institutional community that the visiting team met with have a clear sense of mission and a desire to continuously improve on behalf of their students. Students and alumni were expressive in their appreciation for the incredible commitment the institution has and is making on their behalf.

#### **Commendations**

CSUSB is to be commended for the following:

1. Making enormous and impressive strides directly addressing the identified requirements outlined in the last WASC Commission Action Letter.
2. The DEI governance model is highly inclusive and reflects a genuine commitment to diversity, equity, and inclusion as part of the emerging fabric of the institution.
3. Student advisors across the university collaborate in powerful ways to consistently provide a full range of support that contributes to student success.
4. The thoughtful and intentional way in which IT and IR teams envisioned, planned, and built systems and platforms in support of student success and in response to the global pandemic.
5. Allocating resources for initiatives such as DEI, the Quarter to Semester transformation, and the development of a culture of assessment – that demonstrates the level of

institutional commitment required for successful implementation of these overarching strategic goals.

6. Creating a culture of continuous improvement by breaking down siloes and working together across the university.
7. Developing a meaningful and substantive focus on student-centricity across multiple departments and programs.

### **Recommendations**

The following recommendations are provided to the institution:

1. Continue innovations that were born out of a response to the pandemic that have risen to the level of best practices. (CFR 2.10, 4.1, 4.7)
2. Ensure improved graduation rates, which are trending in the right direction, continue to be one of the top institutional priorities. (CFR 2.6, 2.10, 4.1, 4.7)
3. Continue to develop a clear plan to optimize the Palm Desert Campus. (CFR 3.5, 4.6, 4.7)
4. Clarify shared governance in a manner that all constituents understand, and then follow rules of engagement for effective, meaningful, and harmonious collaboration. (CFR 3.7, 3.10)
5. Continue to focus on faculty development to facilitate effective student engagement and learning in all modalities of instruction. (CFR 2.10, 3.3)
6. Develop talent acquisition strategies to fill staff and faculty vacancies and honor the institution's emerging commitment to DEI. (CFR 4.7)

**SECTION IV. APPENDICES**

## A. FEDERAL COMPLIANCE

### 1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? X YES <input type="checkbox"/> NO
	If so, where is the policy located? <a href="https://bulletin.csusb.edu/academic-support/">https://bulletin.csusb.edu/academic-support/</a>
	Comments: Credit hour policy follows CSU Definition of Credit Hour Policy
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? X YES <input type="checkbox"/> NO
	If so, does the institution adhere to this procedure? X YES <input type="checkbox"/> NO
	Comments:
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? X YES <input type="checkbox"/> NO
	Comments: Online schedule of classes is available at <a href="https://www.csusb.edu/class-schedule">https://www.csusb.edu/class-schedule</a> and indicates meeting hours for each course.
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? 5
	What kind of courses (online or hybrid or both)? Online
	What degree level(s)? <input type="checkbox"/> AA/AS X BA/BS X MA X Doctoral
	What discipline(s)? Chemistry (BS), Philosophy (BA), Geological Sciences and Chemistry & Biochemistry (MA), Public Administration (MPA), Education- Educational Leadership (EdD)
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? X YES <input type="checkbox"/> NO
	Comments: Online and hybrid courses follow the Academic Affairs-Academic <i>Distributed Learning Policy FAM 827.3</i>
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? 4
	What kinds of courses? Laboratory, Independent Study, Research Seminar, Internship
	What degree level(s)? <input type="checkbox"/> AA/AS X BA/BS X MA X Doctoral
	What discipline(s)? Chemistry (BS), Criminal Justice (BA/MA), Educational Leadership (D), Administration (BA/MA)
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? X YES <input type="checkbox"/> NO
	Comments:
	How many programs were reviewed? 7

Sample program information (catalog, website, or other program materials)	What kinds of programs were reviewed? BA, BS, BFA, MBA, MS, MSW, EdD
	What degree level(s)? <input type="checkbox"/> AA/AS <input checked="" type="checkbox"/> BA/BS <input checked="" type="checkbox"/> MA <input checked="" type="checkbox"/> Doctoral
	What discipline(s)? Administration (BA), Business Administration (MBA), Computer Science (BS), Fine Arts (BFA), Nursing (MS), Educational Leadership, PK-12 (EdD), Social Work (MSW)
	Does this material show that the programs offered at the institution are of a generally acceptable length? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: The university's online catalog contains extensive information about undergraduate and graduate degree and program requirements: For undergraduate: <a href="https://bulletin.csusb.edu/undergraduate-degree-programs/undergraduate-degree-program-requirements/">https://bulletin.csusb.edu/undergraduate-degree-programs/undergraduate-degree-program-requirements/</a> For graduate: <a href="https://bulletin.csusb.edu/graduate-degree-programs/graduate-degree-program-requirements/">https://bulletin.csusb.edu/graduate-degree-programs/graduate-degree-program-requirements/</a>

Review Completed By: Debbie Chaw

Date: 9/2/21

## FEDERAL COMPLIANCE

### 2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation\*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

<b>Material Reviewed</b>	<b>Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.</b>
**Federal regulations	Does the institution follow federal regulations on recruiting students? X YES <input type="checkbox"/> NO
	Comments: CSUSB follows all federal, state and CSU regulations regarding the admission and recruitment of students to the campus. CSUSB is a member of the National Association of College Admissions Counselors and Association of American College Admissions and Registrar Officers. As a member of NCAA Division II, CSUSB follows NCAA's recruiting rules in addition to adhering to student recruitment rules of the university.
Degree completion and cost	Does the institution provide information about the typical length of time to degree? X YES <input type="checkbox"/> NO
	Does the institution provide information about the overall cost of the degree? X YES <input type="checkbox"/> NO
	Comments: Information about CSUSB's California Promise Program is located at <a href="https://bulletin.csusb.edu/undergraduate-degree-programs/undergraduate-studies/">https://bulletin.csusb.edu/undergraduate-degree-programs/undergraduate-studies/</a> . Tuition and Fee information is provided at <a href="https://www.csusb.edu/student-financial-services/tuition-and-fees">https://www.csusb.edu/student-financial-services/tuition-and-fees</a> . The cost of attendance is provided at <a href="https://www.csusb.edu/financial-aid/parents/eligibility-requirements/cost-attendance">https://www.csusb.edu/financial-aid/parents/eligibility-requirements/cost-attendance</a> .
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? X YES <input type="checkbox"/> NO
	Does the institution provide information about the employment of its graduates, as applicable? X YES <input type="checkbox"/> NO
	Comments: Career and job information is located at the CSUSB's Career Center <a href="https://www.csusb.edu/career-center">https://www.csusb.edu/career-center</a> . An EMSI Alumni Outcomes (Employment outcomes by program) survey data and corresponding video was shared with the accreditation review team.

\*§602.16(a)(1)(vii)

\*\*Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Debbie Chaw

Date: 9/2/21



## FEDERAL COMPLIANCE

### 3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation\*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? X YES <input type="checkbox"/> NO
	If so, is the policy or procedure easily accessible? Is so, where? Student Academic Grievance Procedure: <a href="https://www.csusb.edu/advising/students/academic-grievance">https://www.csusb.edu/advising/students/academic-grievance</a> Student Non-Academic Grievance Policy and Procedures: <a href="https://www.csusb.edu/policies/student-non-academic-grievance-policy-and-procedures">https://www.csusb.edu/policies/student-non-academic-grievance-policy-and-procedures</a> Title IX Student Complaint Forms: <a href="https://www.csusb.edu/institutional-equity-compliance/complaint-process/student-complaint-forms">https://www.csusb.edu/institutional-equity-compliance/complaint-process/student-complaint-forms</a>
	Comments: Multiple policies and procedures exist depending on the type of complaint or grievance.
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? X YES <input type="checkbox"/> NO If so, please describe briefly: The policies describe procedures and websites include step by step guidance or graphic organizer detailing the related procedure.
	If so, does the institution adhere to this procedure? X YES <input type="checkbox"/> NO
	Comments:
Records	Does the institution maintain records of student complaints? X YES <input type="checkbox"/> NO If so, where? Academic grievances are processed, and records are maintained with the Dean of Undergraduate Studies and, for graduate students with the Office of Graduate Studies. For non-academic grievances they are processed through the Dean of Students or Title IX office.
	Does the institution have an effective way of tracking and monitoring student complaints over time? X YES <input type="checkbox"/> NO If so, please describe briefly: Complaints and records are compiled and retained in the responsible offices.
	Comments:

\*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By: Patricia Prado-Olmos

Date: 9/10/21

## **FEDERAL COMPLIANCE**

### **4 – TRANSFER CREDIT POLICY REVIEW FORM**

Under federal regulations\*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

<b>Material Reviewed</b>	<b>Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)</b>
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? X YES <input type="checkbox"/> NO
	If so, is the policy publicly available? X YES <input type="checkbox"/> NO If so, where?
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? X YES <input type="checkbox"/> NO
	Comments: CSUSB has a Transfers Policy which is publicly available in accordance with 668.43(a)(11) and is located at <a href="https://bulletin.csusb.edu/admission-university/#undergraduatetext">https://bulletin.csusb.edu/admission-university/#undergraduatetext</a> . The policy includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education. Transfer applicants’ eligibility requirements are listed on the Admissions Requirements webpage at <a href="https://www.csusb.edu/admissions/apply-csusb/transfer-students">https://www.csusb.edu/admissions/apply-csusb/transfer-students</a> . The Office of the Registrar has additional information related to articulation of transfer credits and is located at <a href="https://www.csusb.edu/registrar/articulation">https://www.csusb.edu/registrar/articulation</a> .

\*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By: Debbie Chaw

Date: 9/2/21

## B. DISTANCE EDUCATION REVIEW

Institution: California State University-San Bernardino

Type of Visit: Reaffirmation of Accreditation

Name of reviewer/s: Heather Kirkpatrick and Jeffrey Reader

Date/s of review: September 2021

**Background Information** (number of programs offered by distance education; degree levels; FTE enrollment in distance education courses/programs; history of offering distance education; percentage growth in distance education offerings and enrollment; platform, formats, and/or delivery method)

### Fully online programs at CSUSB:

College	Program	Chair of Online Program	Coordinator of Online Program
CEGE	Bachelor of Arts in Criminal Justice	Andrea Schoepfer	Janine Kremling
CEGE	Bachelor of Arts in Social Sciences	Thomas Long	Thomas Long
CEGE	Executive Online Master of Business	Ernest Silvers	Ernest Silvers
CEGE	Master of Science in Accountancy (Commencing Fall 2021)	Taewon Yang	Taewon Yang
JHBC	Master of Public Administration	Jonathan Anderson	Alexandru Roman
SBS	Master of Arts in Criminal Justice	Andrea Schoepfer	Douglas Weiss

<b>COE</b>	Master of Arts in Career and Technical Education	Joseph Scarcella	Joseph Scarcella
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**Blended/Hybrid online programs at CSUSB:**

<b>College</b>	<b>Program</b>	<b>Percentage</b>	<b>Chair of Online Program</b>	<b>Coordinator of Online Program</b>
<b>CNS</b>	Concurrent Enrollment Program Bachelor of Science in Nursing (CEP RN to BSN)	Normally: Lectures are 80% online asynchronous and 20% face-to-face (with meetings weeks 1, 5, 9 and 15). Clinicals are 100 % face-to-face.  During the pandemic: Lectures were 100% online, with 80% asynchronous and 20% synchronous. One of the two clinicals was face to face and the other was online synchronous.	Terese Burch	Danuta Wojnar
<b>CNS</b>	Master of Science in Nursing	Normally: Lectures are 80% online asynchronous and 20% face-to-face (with meetings weeks 1, 5, 9 and 15). Clinicals are 100 % face-to-face.  During the pandemic: Lectures were 100% online, with 80% asynchronous and 20% synchronous. One of the two clinicals was face to face and the other was online synchronous.	Terese Burch	Cheryl Brandt
<b>CEGE</b>	Master of Social Work	75% online, 25% in person	Carolyn McAllister	Carolyn McAllister
<b>COE</b>	Master of Arts Teaching English to Speakers of Other Languages (TESOL)	80% online, 20% in person	Lasisi Ajayi	Lasisi Ajayi
<b>COE</b>	Master of Science in Special Education	100% of the courses are in the hybrid format	Donna Schnorr	Sherri Franklin-Guy

<b>COE</b>	Master of Arts in Instructional Design and Technology	50% online, 50% in person	Eun-Ok Baek	Eun-Ok Baek
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**The following on line course was visited/reviewed:**

Criminal Justice US 3340; Instructor Christine Famega

Social & Behavioral Sciences/Criminal Justice

CJUS 3340, Police & Police Systems Section (01) Spring 2021

Reflections on the course based on what was viewed and heard in interviews, the Blackboard platform:

- Great reviews by students and faculty
- Easy to navigate
- Library resources easy to find including asynchronous trainings on citations, data base searches and more
- Student Support works– checking grades, finding passwords, adding courses...
- Teacher/Faculty grades and attendance tracking works
- Announcements easy to read and find
- Syllabus, due dates, lessons easy to find and read
- Learning outcomes (LO) all listed on syllabus
- Each week has set of objectives, the slides/content, the quiz (room for improvement would be including citations of sources in slide deck and links to follow on topics where students may want to learn more)

**Nature of the review (material examined and persons/committees interviewed)**

All interviewed students, faculty and administrators are in comprehensive notes available upon request.

### **Overall Commendations:**

- The IT teams and systems and platforms are remarkable and celebrated by people across CSUSB.
- Distance learning as a whole is working well at CSUSB.
- Faculty feedback, responsiveness and accessibility to students on-line is celebrated and appreciated by students.
- The data input and output across myriad measures is impressive and creates space for a continually learning institution.
- Students believe on-line learning works especially well for older students who are eager to learn, focused on their next steps and maybe not looking for “campus life.”
- Faculty who hold on-line office hours are much appreciated. This is a best practice students and faculty indicate they hope continues into the future.
- The professional development available for faculty to teach on-line is much appreciated.
- The on-line programs that offer a multi-day orientation on the CSUSB campus are to be commended and even replicated as a best practice. Students report being grateful for on-line courses AND for the in- person orientation on campus.

### **Overall Possible Opportunities to Continue Improving:**

- Students are interested in even more on-line learning options in many areas including full degrees. CSUSB might explore this opportunity across departments and programs.
- Synchronous courses are rated far superior to asynchronous courses by students. Perhaps increasing synchronous offerings and/or providing professional development to those teaching asynchronous could be useful.
- Given that each program/department oversees its own distance learning courses and degrees, and given that it seems likely that online courses could increase—CSUSB might consider appointing someone (perhaps as part of an existing role or of course a new role) to take on the oversight of on-line teaching and learning across CSUSB. There are significant opportunities even if only focusing on on-line course completion and graduation rates (or ranging to more robust opportunities to help on-line faculty learn how to give student feedback, employ powerful pedagogical strategies, etc). Of course, this requires resources and those are always difficult to find and allocate. This is simply recognition of the need and likely growing need and opportunity at CSUSB.
- For on-line degree programs a close look at graduation rates and root cause analysis might be beneficial.

- Bringing students to CSUSB for a face to face, on campus visit did connect students more to CSUSB and if the institution can continue this practice, it should. This is especially underscored for orientation weeks/opening of new academic years.
- Continue to ensure and improve communication to online students about the resources available to them including mental health, advising, etc.

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)	Observations and Findings	Follow-up Required (identify the issues)
<p><i>Fit with Mission.</i></p> <p>(1) How does the institution conceive of distance learning relative to its mission, operations, and administrative structure?</p> <p>(2) How are distance education offerings planned, funded, and operationalized?</p>	<p>Distance learning fits the mission and vision of CSUSB and there is oversight by each department.</p>	<p>NA</p>
<p><i>Connection to the Institution.</i></p> <p>(1) How are distance education students integrated into the life and culture of the institution?</p>	<p>There are opportunities for distance education students to participate in campus events and these are communicated to the students.</p>	<p>See above in possible opportunities</p>
<p><i>Quality of the DE Infrastructure.</i></p> <p>(1) Are the learning platform and academic infrastructure of the site conducive to learning and interaction between faculty and students and among students?</p> <p>(2) Is the technology adequately supported?</p> <p>(3) Are there back-ups?</p>	<p>There is much appreciation for the training and supports to faculty and the ultimate product for students in terms of the on line learning space.</p> <p>All seems to work well here. Blackboard was consistently praised by students and faculty.</p>	<p>None</p>
<p><i>Student Support Services:</i></p> <p>(1) What is the institution’s capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality?</p> <p>(2) What do data show about the effectiveness of the services?</p>	<p>Students feel supported in all of this except social and mental health</p>	<p>Opportunity for more mental health support for on line students</p> <p>Opportunity to look at data for on line students separately – disaggregate from larger csusb student data</p>
<p><i>Faculty.</i></p>	<p>The distribution of on line faculty seems representative of in person faculty in terms of tenure</p>	<p>An emphasis on synchronous courses and fewer asynchronous and</p>

<p>(1) Who teaches the courses, e.g., full-time, part-time, adjunct?</p> <p>(2) Do they teach only online courses?</p> <p>(3) In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution?</p> <p>(4) How are faculty involved in curriculum development and assessment of student learning?</p> <p>(5) How are faculty trained and supported to teach in this modality?</p>	<p>and no faculty teach exclusively on line (other than in covid crisis)</p> <p>The professional development for faculty was widely recognized and celebrated by the faculty.</p> <p>The on -line courses are designed in the same process that connects with SLOs and PLOs as in person courses.</p>	<p>a clear commitment to ensuring student engagement and learning are priorities in on line courses.</p>
<p><i>Curriculum and Delivery.</i></p> <p>(1) Who designs the distance education programs and courses?</p> <p>(2) How are they approved and evaluated?</p> <p>(3) Are the programs and courses comparable in content, outcomes and quality to on-ground offerings? (Submit credit hour report.)</p>	<p>The curriculum is designed by faculty with subject matter expertise and they follow the campus and CSU curriculum policies and procedures for approval and program review.</p> <p>Courses and programs are comparable.</p>	<p>None</p>
<p><i>Retention and Graduation.</i></p> <p>(1) What data on retention and graduation are collected on students taking online courses and programs?</p> <p>(2) What do these data show?</p> <p>(3) What disparities are evident?</p> <p>(4) Are rates comparable to on-ground programs and to other institutions' online offerings?</p> <p>(5) If any concerns exist, how are these being addressed?</p>	<p>There is a plethora of data across the dashboard and by department.</p> <p>Rates are comparable to in person data.</p>	<p>Retention and graduation rates deserve continued prioritization.</p>
<p><i>Student Learning.</i></p> <p>(1) How does the institution assess student learning for online programs and courses?</p> <p>(2) Is this process comparable to that used in on-ground courses?</p>	<p>Annual Assessment Reports and Program Review Cycle</p> <p>- Information for the Committee on Learning Assessment for Student Success (CLASS):</p>	<p>See opportunities cited above.</p>



<p>(3) What are the results of student learning assessment?</p> <p>(4) How do these compare with learning results of on-ground students, if applicable, or with other online offerings?</p>	<p>The process is comparable to in person courses. See dashboard for results.</p>	
<p><i>Contracts with Vendors.</i></p> <p>(1) Are there any arrangements with outside vendors concerning the infrastructure, delivery, development, or instruction of courses?</p> <p>(2) If so, do these comport with the policy on <i>Contracts with Unaccredited Organizations</i>?</p>	<p>The campus utilizes Blackboard learning management systems (though just about to change to Canvas based on CSU-wide decision)</p> <p>Yes, they comport</p>	
<p><i>Quality Assurance Processes:</i></p> <p>(1) How are the institution's quality assurance processes designed or modified to cover distance education?</p> <p>(2) What evidence is provided that distance education programs and courses are educationally effective?</p>	<p>There is a robust culture of assessment at CSUSB and the on line courses are an integrated part of that work.</p> <p>The various dashboards are evidence that the online courses are working on par with in person classes.</p>	

### **C. OFF-CAMPUS LOCATIONS REVIEW**

Institution: California State University-San Bernardino

Remote Campus: Palm Desert

Type of Visit: Reaffirmation of Accreditation

Name of reviewer/s: Heather Kirkpatrick and Jeffrey Reader

Date/s of review: September 2021

#### **Offsite Campus(es):**

CSUSB has one offsite location – the Palm Desert Campus located at 37500 Cook St, Palm Desert, CA 92211. PDC is considered a Branch Location of CSUSB.

**Background Information** (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a branch campus standalone location, or satellite location by WSCUC)

PDC offers the following programs and degree levels:

Bachelor of Arts in Design Studies

Bachelor of Arts Administration with concentrations in

- Accounting
- Entrepreneurship
- Hospitality Management
- Management
- Cybersecurity
- Marketing
- Supply Chain Management

## Career and Technical Studies

- Bachelor of Arts in Career and Technical Studies
- Bachelor of Science in Career and Technical Studies

## Bachelor of Arts in Communication concentrations in

- Strategic Communication
- Relational and Organizational

## Bachelor of Arts in Criminal Justice

## Bachelor of Arts in English

- Creative Writing
- Literature
- Self-Directed Track

## Bachelor of Arts in History

- Bachelor of Science in Information Systems and Technology: Cyber Security
- Bachelor of Science in Kinesiology: Exercise Science
- Bachelor of Arts in Liberal Studies
  - General Track (Pre-Credential)
  - Integrated Track (B.A. and Multiple Subject Credential)
- Bachelor of Science in Nursing
- Bachelor of Science in Nutrition Science and Dietetics
- Bachelor of Arts in Psychology
- Undeclared

## Master:

- Master of Science in Accountancy (MSA) 3:2 Option
- Master of Arts in Business Administration (Online)
- Master of Arts in Education\*
- Master of Science in Nursing (Hybrid)
- Master of Arts in Public Administration (Online)
- Master of Arts in Social Work (Online)
- Master of Arts in Career Technical Education (Online)

- Master of Arts in (Online) Instructional Design and Technology
- Master of Arts in Educational Administration
- Master of Science in Special Education
- Master of Arts in Education, Teaching English to Speakers of Other Languages

Doctorate:

- Doctorate in Educational Leadership

**FTE faculty and student enrollment:**

**PDC Faculty Headcounts by Year**

Year	Taught at PDC	Taught at PDC & SBC	Taught at PDC Only
2016.17	163	90	73
2017.18	160	92	68
2018.19	159	103	56
2019.20	186	134	52
2020.21	162	140	22

*Note: excludes courses taught during the summer and courses with 0 students enrolled.*

**Definitions:**

*Taught at PDC: taught 1+ courses at PDC during the year.*

*Taught at PDC & SBC: taught 1+ courses at each campus.*

*Taught at PDC Only: taught at PDC only (1+ courses).*

CSUSB PDC tenure track faculty (supported by their departments in San Bernardino) are:

- 1) Denise Kinsey (Cybersecurity)
- 2) Sean Kim (Hospitality)
- 3) Julie Paegle (English)
- 4) Michael Salvador (Communications)
- 5) Pablo Gomez (Psychology)
- 6) Lisa Looney (Child Development)
- 7) Michael Karp (History)
- 8) Sarah Dunn (Kinesiology)
- 9) Younglee Kim (Nursing)

There are 3,618 (19%) students who take at least 1 unit at the Palm Desert Campus. At least 25% of students take 100% of their courses at PDC and graduate from PDC. The PDC's four-year graduation rate for first time, first-year students have doubled, from 20% for the fall 2013 cohort to 41% for the fall 2017 cohort based on preliminary data.

**Brief history of PDC:**

In the early 1980's citizens of the Coachella Valley recognized the economic, cultural and social benefits that a four-year university would bring to the region and organized to meet that

need. The Chancellor of California State University advised the group to consult with then President Anthony Evans at California State University, San Bernardino. That prompted the state legislature to approve funds to establish what was then called the Coachella Valley Center.

The Coachella Valley Center opened in Fall 1986 on land leased from College of the Desert. The first dean, Catherine Gannon is said to have registered the first class of 80 students out of the trunk of her car. To meet the growing demand, classroom space was also used at College of the Desert and Joslyn Senior Center. With the move to the permanent campus, and partly as a result of a long-term planning study chaired by Fred Jandt (who became the campus's third dean in 2003), the campus officially changed its name to the Palm Desert Campus of California State University, San Bernardino. Everything changed in the fall of 2013 when the Palm Desert Campus opened its doors to its first freshman class, becoming the Coachella Valley's only four-year public university. In 2015, the city of Palm Desert donated an additional 114 acres, making the total size of the current campus around 169 acres.

**Nature of the Review (material examined and persons/committees interviewed)**

This review is informed by:

- a. Written documents submitted by CSUSB explicitly describing the Off Site /Remote Campus work they do.
- b. A visit to PDC that included a tour and separate discussions with four stakeholder groups (Administrators, Faculty, Staff and Students).
- c. A visit to CSUSB that included discussions with all four stakeholder groups and in which there were specific questions about the PDC campus and PDC stakeholders.

### **Overall reflections:**

A possible strength is that PDC is not called out as a separate place in the self-reflections that CSUSB does. This may indicate the campus is simply part of the university in a way that ensures students and faculty feel connected and integrated. There may also be important data about administrator, student and faculty experiences that, if looked at through the PDC lens, could inform the continuous improvement work that CSUSB is committed to doing.

### **Overall Commendations:**

- There is a palpable heartbeat and energy and true problem-solving spirit that abounds—the pride of place is exciting and certainly suggests enormous hope for the future of CSUSB and its Palm Desert Campus
- The “private/public feel” that is possible at PDC because it is still small is something everyone notices and celebrates for the relationships and community allowed for at PDC because of the smaller size.
- The ways in which PDC feels integrated and really connected to CSUSB have increased and improved over the past. The transportation busses helped to improve connections as did Provost visits. The arrangement for a student fitness center made PDC feel heard by the main campus.
- There are significant resources available to PDC through the city, state and philanthropy – all assets of note given they seek to support the students and faculty to the same degree as experienced by students and faculty at the main campus.

### **Overall Possible Opportunities to Continue Improving:**

- Examine the opportunities in balancing virtual and in person connections across PDC and CSUSB campuses across all groups – students, faculty, staff and admin.
- Consider structural opportunities to improve the voice and communications and problem-solving venues. For example:
  - Could/should the PDC Dean have a designated representative on the President’s Cabinet? Ideally someone is thinking through the lens of PDC very specifically at every Cabinet meeting to help CSUSB as a whole to realize the benefits of dual campuses and to ensure needs and ideas are represented at the most important decision making level.

- Could /should there be some/more PDC reps on ASI and Staff Committees?
- And/or shine more light on the reps from PDC on these CSUSB committees so that the PDC community members know who they are and can reach out to these reps.
- Both campus leaders and members could together set a guideline for number of visits to PDC and for PDC to visit CSUSB and who needs to be involved in those visits to enhance personal relationships and knowledge exchange.
- In general, explore avenues to increase two-way communications that can result in actions that make sense fiscally and educationally for all students at both campuses. Having a seat at the decision-making tables (at the right level)/being in the room allows people to problem solve together, hear the complexities of why one solution might not work and ultimately feel more connected and respected even when decisions don't go their way.

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
<i>For a recently approved site.</i> Has the institution followed up on the recommendations from the substantive change committee that approved this new site?	NA since not recently approved.	None
<i>Fit with Mission.</i> How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? (CFRs 1.2, 3.1, 3.5, 4.1)	PDC is aligned with CSUSB. CSUSB is working to ensure PDC feels like one school and two campuses.	See "Possible Opportunities to Continue Improving" above.
<i>Connection to the Institution.</i> How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution? (CFRs 1.2, 2.10)	Administrators and Faculty feel very connected to CSUSB. Staff and Students feel this less but they are hopeful and there are real opportunities to address this.  The busses, admin and staff visits, the fitness center arrangement all went a long way and are very appreciated.	See Possible Opportunities above and consider budget for swag and night busses for PDC students and there can be no question that a Coffee Shop and community shared space on PDC campus would go a long way to closing the "we have/they have gap"
<i>Quality of the Learning Site.</i> How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFRs 1.8, 2.1, 2.5, 3.1, 3.5)	There is terrific classroom and office space including great nursing simulations and science labs. The campus is well run and there is a friendly atmosphere and people report feeling known and part of a nice community/belonging.	There is not a shared common space for students to study and gather and eat together and this is a felt and missed aspect of the campus. CSUSB has done extraordinary work providing



		these spaces on the CSUSB campus and might look to do so at PDC.
<i>Student Support Services.</i> What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.6, 3.7)	Very clear from written materials how library and computing services are robust and secure at PDC. Advising positions are supported. It is unclear how much students at PDC understand about what is available to them in terms of all the supports CSUSB provides.	See "Possible Opportunities to Continue Improving" above.
<i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty is involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.4, 4.6)	See notes above – most faculty who teach at PDC also teach at CSUSB main campus and feel connected and supported by CSUSB Deans and their colleagues at the CSUSB campus.	None
<i>Curriculum and Delivery.</i> Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6)	Faculty report clear lines of engagement across their departments. The student results at PDC are on par or even slightly better than those of the students at CSUSB campus.	None
<i>Retention and Graduation.</i> What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)	PDC students are completing and graduating at similar or slightly better rates than students at CSUSB	The completion and graduation rates are supported by many efforts CSUSB is taking as a whole including: pre-registration for all freshmen; the four year road map that is clear and shared with advisors so faculty and advisors all share up to date information; the technology and integration IT has made possible; the mentoring and writing supports; the conversations across faculty and depts; the conversations across the long list of various advisors; (teamwork overall); the data cycles/continuous improvement work that is happening across all teams;
<i>Student Learning.</i> How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? What are the results of student learning assessment? How do these compare	CSUSB has a robust culture of assessment. PDC is a part of this. See above for more.	See above.

<p>with learning results from the main campus? (CFRs 2.6, 4.6, 4.7)</p>		
<p><i>Quality Assurance Processes:</i> How are the institution’s quality assurance processes designed or modified to cover off-campus sites? What evidence is provided that off-campus programs and courses are educationally effective? (CFRs 4.4-4.8)</p>	<p>CSUSB has a robust culture of assessment. PDC is a part of this.</p>	<p>Ensure that PDC student and faculty data can be disaggregated for data analysis.</p>