

Appendix II

Response to Previous Visit Team Recommendations in WASC Fourth-Year Visit to CSUSB in 1998

COMMUNICATION GOVERNANCE

Recommendations:

- *1** *Development and implementation of strategies to assure that quality as well as quantity of communication is improving. The report prepared for this visit as well as the testimony of many individuals confirm the increase in number of and representation at meetings, but there are signs that some people cannot get work done due to the number and length of meetings.*

Assessment of Current Status:

The campus has not consciously reduced the number of meetings, but has instead attempted to develop other less intrusive means of communicating with faculty, staff and students. The development of several on-line campus list serves and the widespread access to the Internet for almost every staff member has greatly improved both the access to and timeliness of information. All faculty and staff are automatically subscribed to "Campus" as the main way to get information both from offices and individuals to the entire university community.

Announcements of a critical or emergency nature are provided to the campus via the "Flash" list serv. On-line discussion of topics is generally done through "Forum," though many issues are first raised via "Campus" and then moved to "Forum" when it appears there is on-going interest. This has proven an excellent mechanism for getting feedback on pending policy changes or the campus's temperament and attitudes regarding issues raised. Finally, "BB" or Bulletin Board has been an active site for listing more personal matters, such as lost dogs, items for sale, fundraising sales and events by campus organizations, and even poetry and humor.

President Karnig's style and regular campus Open Forums with faculty, staff and students have also helped provide direct access to the administration and a way of communicating and discussing vital topics of interest and pending matters of concern in a way that dispels rumor and miscommunication. Notes are taken at these open forums by key administrators so that any questions raised can be followed up on later.

The Faculty Senate has continued to establish ad hoc and special committees to deal with topical and short-term issues, which has allowed the major standing committees to focus their work and accomplish their tasks without distraction.

Some additional on-going developments in this area are:

- Upgrade of electronic marquee at campus entrance providing up-to-date information on campus events, policies.
- Convocation video provides a state-of-the-university annual report both for faculty/staff and the greater community, which may view it throughout the academic year.
- Development of an 800-line for emergency communication with employees calling from off-campus.

- *2** *Identify ways to coordinate the budget and planning process with the Faculty Senate. Currently, there is no formal link between the Senate Educational Policies and Resources Committee and the University Budget and Planning Committee. There are proposals to put links in place by having the chair of the Senate Committee sit on the Budget Committee, but that is not the case at the moment.*

Assessment of Current Status:

The Chair of the Faculty Senate and the chair of the Educational Policy and Resources Committee have been added to the University Budget Committee. The Long-range Planning Council has five faculty representatives.

Regarding issues of improving linkages in budget-making throughout the university, the following is pertinent: Summary reports on how the divisions and various programs have achieved the strategic plan goals have been conveyed to the Long-Range Planning Council. Also, information on new campus-wide initiatives and projects is being sent to the university's Budget Council. In addition, a comprehensive four-year report on the results of implementing the Strategic Plan was compiled in Fall 2002 to be disseminated the campus and the public in various forms.

The concern raised by the WASC team in 1998 is still relevant and is addressed in the Preparatory Report. Some issues concerning a closer coordination between strategic planning and budget-making at CSUSB remain to be resolved.

- *3** *Develop specific strategies for two-way communication between central administration and the Council of Department Chairs about priorities, policies, and plans.*

Assessment of Current Status:

In order to foster communications between the central administration and the university's department chairs, the Provost and Associate Provost meet with the Chairs Council one or two times each quarter. The leadership of the Chairs Council arranges agendas for such meetings in consultation with both the chairs and the Provost's office. In addition, time is reserved at the end of each meeting to determine potential topics for future meetings. Depending upon the specific agenda at any meeting, deans, associate deans and representatives for the

Executive Committee of the Faculty Senate have also been invited to attend the Chairs Council.

***4 Consider ways to increase student participation in campus decision-making.**

Assessment of Current Status:

Student involvement in decision-making is still uneven. However, no current student concerns have been voiced about being excluded from decision-making processes on campus. During the last several years, students appear to be satisfied with how services are administered on this campus. They are also generally aware that there are mechanisms for their opinions to be made known, primarily through frequent surveying processes. The style of President Karnig's administration is to respond quickly to criticisms deserving attention and action. The President holds well-publicize open meetings with students each quarters

Additionally, the Associated Students Inc. (ASI) enjoys an excellent representative structure and a strong policy-making board, which meets weekly and includes both operational staff and the Vice President for Student Affairs who convey student opinion and needs to divisional and all-university committees. The President of ASI sits on the Faculty Senate (which meets monthly) and also on the President's Administrative Council (which meets weekly.) The President of ASI has also take a serious interest in having students serve on university committees; and he has worked hard to get student to serve on any committee for which he can find and recruit interested students.

***5 Enhance strategies for communicating with and serving the full range of students, including evening students.**

Assessment of Current Status:

A survey of evening students has been conducted to determine their needs. An Evening Services Committee was formed to follow up on issues raised.

The university has expanded regular office hours in many key offices, such as admissions, bursar, financial aid, registration, advising, Colleges and departments. (Although student use of these evening services has been disappointing, during the first two weeks of each term and at the end of each term, key offices now remain open even longer to provide service at peak period of demand and need. It is still difficult to communicate news and needed information directly to evening and off-campus students as few of them use their campus e-mail addresses, though all have access to a free account. The student newspaper has expanded the number of issues published each quarter. While a weekly publication is not useful for getting out timely notices and information, the columns and feature stories written have focused more on gathering student attitudes and opinion about

campus issues such as the need for more parking, implementation of year-round operations, and state-supported summer sessions.

The Evening Services Committee continues to meet to evaluate student usage of key offices. This last year the committee recommended expanding hours in the College offices while cutting back on the hours in the Undergraduate Studies Office. These recommendations are then discussed with the unit supervisors who develop appropriate courses of action to meet the needs of students.

- *6 ***Take steps to ensure that policies and procedures for handling student academic and non-academic grievances are adequate and easily accessed by students. Publish the information in sources most accessible to students, including the campus web site and the class schedule in addition to the catalog. There appears to be no clear procedure for grieving or finding out about policies and procedures, especially for post-baccalaureate students not in a degree program.***

Assessment of Current Status:

Academic grievance procedures have been revised by the Faculty Senate Educational Policy Committee to make both the procedure clearer and expand the coverage to more than only grade grievances. A revised Sexual Harassment Policy and Procedures for dealing with allegations of racial discrimination are part of this expanded focus. The revised grievance/complaint procedure is on the campus web site, in the printed annual catalog, in each quarter's class schedule (under "General Information"), and was distributed to all departmental and colleges offices. Catalog copy can be seen on-line via the university's homepage:

<http://acs.csusb.edu/catalog/cat02-03.pdf>

For both Non-Academic Grievances and matters of plagiarism and student conduct, a very experienced Student Affairs staff member (Dr. Craig Henderson) has been reassigned as the Judicial Affairs Officer. He works in both the Services to Students with Disabilities office and in the office of the Vice President for Student Affairs. He often acts as a neutral party and provides needed direction and advice to students seeking guidance on how to start or get action on a complaint. See policies at:

<http://policies.csusb.edu/studgriev.htm>

<http://academic-affairs.csusb.edu/personnel/fam/famsec8.htm>

In addition, annually new faculty members are invited to participate in a workshop dealing with strategies to avoid grade/academic grievances, non-academic grievance procedures, and issues relating to student conduct. New since the last WASC visit, the President and Faculty Senate annually receive a report on the number and disposition of cases heard. This latter reform keeps the campus leadership abreast of trends in student grievances.

http://academic-affairs.csusb.edu/progs/grade_policy/
<http://policies.csusb.edu/studgriev.htm>

Students frequently seek to go around campus policies by lodging their complaints with the University President. The President's Office, through his Executive Assistant, ensures that there is follow up and investigation of complaints where warranted but does not interfere with the due process and established procedures because the campus procedures call for the President's Office to handle later reviews.

7 *Enhance Strategies for Communicating with the part-time faculty and including them in the life of the campus.

Assessment of Current Status:

The university now conducts quarterly orientation meetings for all newly hired part-time faculty members, who are provided extensive materials and a handbook on university procedures, services, and practices. These have been very well received and part-time faculty who have taught elsewhere say they have never been given such a welcome and a richness of material and encouragement. All departments provide mailboxes and either provide shared offices with phones and computers for part-timers or make arrangements for them to have access to offices for working with students. All part-time faculty members are able to have an e-mail account and are encouraged to monitor the campus list serves, such as Flash, Campus, BB, and Forum.

A representative of temporary faculty now sits on the Faculty Senate. Part-time faculty members have been invited to participate in workshops put on by the Teaching Resource Center. The Instructional Quality Committee has even provided training funds for support of instructional improvement projects. A lecturer was recently selected as one of the first faculty fellows appointed to the university's new CSUSB Teaching Academy.

Despite the fact that an increasing percentage of instruction is taught by lecturers, it remains difficult to get temporary faculty involved in the on-going business of the university. The fact that many of these part-time instructors teach at multiple institutions also makes greater engagement difficult for them. On the positive side, recent changes in the collective bargaining agreement with the faculty provide additional benefits to lecturers who have been rehired regularly and even provide for automatic reappointment and long-term appointments. These changes should reduce part-time faculty turnover and create opportunities for their better integration into the broader life of the university.

http://www.calfac.org/Lecturers/Lecturers_ltr_0602.html

The past Collective Bargaining Agreement (CBA) between the California Faculty Association and the CSU contained a Faculty Merit Increase (FMI) process. All temporary faculty members were eligible for the FMIs, eligible to vote in departmental procedures and eligible to serve on departmental awards committees. The FMI process did increase the level of communication between the departments and their temporary faculty.

The current CBA contains increased rights for long-term temporary faculty. In particular, the campus is now required to offer three-year appointments to those who qualify. Those with three-year appointments are given preference for increased work and assurance of renewal of the three-year appointments if certain conditions are met. With long-term commitments and increased workloads, these temporary faculty members will certainly be more involved in their departments and with the university. Yet with some part-time faculty only teaching one course per term, it remains difficult to get part-time faculty involved in the day-to-day on-going business of the university.

***8 Consider ways to strengthen communications with external constituents.**

Assessment of Current Status:

One of the key features of the university's strategic plan is "Engagement with the External Community." The establishment of the Community/University Partnerships (CUP) is a key element in this plan. CUP was founded in the spring of 1999. It is a project of the entire university designed to leverage university resources more completely to improve the over-all quality of life and health within the University's service region. CUP was developed to address the third goal of the CSUSB Strategic Plan, which focuses on adopting a long-term strategy for university engagement in community partnership.

<http://partnerships.csusb.edu/>

Annual CUP conferences have been held to get input from leaders in the region on how we should develop these endeavors. A large number of collaborative relationships have been established both within academic units and with community organizations. (A report on CUP activities and projects will be a focus of Theme III of our Educational Effectiveness Report.)

The campus has also carried out several large needs assessments with surveys and focus groups to provide information about the university's activities and gather opinion and advice. Much of this work has been administered by the Institute for Applied Research as part of its annual survey of San Bernardino and Riverside Counties. It also carried out a special needs assessment that was done jointly with the area's community colleges to determine the educational and training needs of the region and how CSUSB is meeting these needs.

The campus also has participated actively in regional activities, such as the CORE 21 Partnership [www.core21.org] (designed to promote technology transfer, research capabilities, and hi-tech jobs) and the Inland Empire Economic Partnership (which encourages job and business developments). Both of these projects have provided faculty with reassigned time to participate in and lead these efforts. The campus has become much more highly involved with the City of San Bernardino and its economic development and planning departments. As one result, the city has now recognized the critical importance of CSUSB in the social and economic development of the area and is in the process of designating a University District in the updating of its long-range General Plan. In addition, faculty members working with the City have helped instigate several innovative economic organizational development programs that have begun to be adapted elsewhere in the region and in other parts of California.

The University Outreach programs have been revamped and expanded: See

<http://odl.csusb.edu/OutReach/programs.html>

Additionally, advisory boards have been established in many areas of the campus. Likewise, our Event Scheduling and Public Affairs offices have expanded efforts to plan, accommodate and publicize campus activities throughout the region:

<http://publicaffairs.csusb.edu/>

<http://events.csusb.edu/>

One of the most innovative projects underway is the plan to establish and operate a television network of community Public Access channels available on area cable TV. This network will provide local news and events programming as well as educational programs for a group of 13 communities in the Interstate 10 corridor from Montclair/Ontario to Redlands/Yucaipa, as well as Big Bear Lake, Rancho Cucamonga, and Grand Terrace. It is estimated that this network will reach roughly a million cable viewers. The university plans to manage the “network” during prime-time hours, with news at 9 PM and 10 PM, along with a half-hour public affairs program at 9:30 PM. The university will also have some daytime programs for children, including some focused on reading skills for Spanish-speaking children, as well as some weekend evening programs. The network will allow the institution to showcase various faculty, students, programs, plays, museum exhibits, concerts, athletic events, and lectures.

Major support for this television enterprise has come from the individual cities involved. The City of San Bernardino, which is furnishing the studios, offices, and significant personnel time, has been especially helpful. Other entities that have partnered with the university on this project are: Verizon; San Bernardino County Schools, the San Manuel Band of Mission Indians, and San Bernardino’s

County government. The university's contribution and commitment regarding this project is rooted in a multi-million dollar grant focused on distance education for Navy civilian personnel. Through the grant, CSUSB will be able to purchase over \$1,000,000 in digital equipment required for effective video telecommunication.

At present, the Inland Empire is one of the largest population areas in the nation without its own local TV channel for coverage of regional events. With the help of several major grants and the enthusiastic cooperation of the cities involved, this network will go on the air in fall of 2003 to begin providing local news and services. This will make CSUSB a major focus of attention and put the university in a position to provide greater leadership in the communities served.

In addition to serving the region, this television project is also connected to campus by fiber optic cable, thereby providing the university with an opportunity to develop a closed-circuit television operation to enhance on-campus communication, a subject addressed in other ways at the beginning of this document.

Some additional on-going developments in the area of enhancing external communications are:

- Renewed interest in having each of the Colleges print newsletters; the College of Education and College of Arts & Letters newsletters are especially noteworthy for their contemporary design.
- Call for additional publications, such as an updated Faculty Experts/Speakers Bureau/Classroom Speakers guide to which every college funnels information.
- Plans for a "pocket facts" guide and some kind of general information/marketing brochure.
- Emphasis on upgrading the quality of the university magazine.
- A joint plan by the Student Affairs and Academic Affairs division to upgrade the level and quality of communications and publications to prospective students, newly admitted students, alumni, and the general public.
- Redesign of front page for the main campus website to include hyperlinks to news releases, posted weekly, as well as video and audio interviews with the president and others.

***9 Consider establishing standards for virtual education, distance learning, teaching by e-mail, etc.**

Assessment of Current Status:

After several years of having a university-wide ad-hoc Distance Learning Operations Committee (which had faculty representation and input), in 2001 the Faculty Senate appointed a Distance Learning Taskforce charged with developing a comprehensive policy relating to courses taught via television, on-line over the Internet, or in mixed modes of instruction. The Taskforce made a number of recommendations that were hotly debated and eventually approved by the Faculty Senate and the administration. This policy can be seen at:

<http://senate.csusb.edu/docs/distlrn/distpol.htm>

<http://odl.csusb.edu/policy.htm>

See also the website for Office of Distributed Learning. This office was established to coordinate and oversee development and delivery of off-campus and distance learning courses and programs:

<http://odl.csusb.edu/>

http://odl.csusb.edu/fr_dlguide.html

The Student Affairs Division is putting forward, in conjunction with Divisions of Academic Affairs, Information Resource & Technology, and several other divisions and units, a new initiative on “e-portfolio” to enhance faculty-student interaction, document student learning process and reflections, and show case their achievements.

PLANNING AND ASSESSMENT

Recommendations:

Campus-wide collaboration

- *1 Consider establishing planning and budget committees for each division and each school with responsibility for continuing discussion and implementation of the strategic plan.***

Assessment of Current Status:

At the time that the above recommendation was made, the university had just inaugurated a policy of decentralization of budgetary authority and responsibility to divisions, colleges and departments. One model did not seem to fit all organizational areas and the institution chose not to be intrusive where planning and working seemed to be going smoothly. See “Policy For Budget

Decentralization, Creation Of A Contingency Reserve, And Allocation Of New General Funds” at:

http://finance.csusb.edu/01_02/meeting_goals_univ_plan.htm

Instead the university developed a budget process that provides a steady baseline of funding for general on-going operations, while using new money deriving from growth in enrollment to develop initiatives which further the institution’s strategic goals and objectives. This budget process includes incentives for each division to develop requests for new money that are directly tied to the campus strategic planning goals and objectives.

Under the decentralized mode of budget making, divisional vice presidents require their managers to build annual operational objectives for all resource expenditures, which are directly linked to the campus’ strategic goals and objectives. A good deal of latitude is given on precisely how to achieve the objectives. The actual structure of the planning budgeting process differs from division to division, college to college, and department to department. It appears, however, that there is generally good agreement on the goals and objectives, and the methods of distributing funding in the lower units appears well understood. These current practices worked well in 2001-2002 when the university was requested by the Chancellor’s Office and State Department of Finance to plan for a scenario of mid-year budget cuts of 1-5 %.

All department chairs and more central administrators are required to prepare annual reports concerning how they meet agreed-upon objectives. The divisional Vice Presidents in their reports to the President then summarize individual reports. The university is now at the stage of developing a four-year report on progress toward meeting the goals of the strategic plan.

The campus budget policies and annual financial plan, including the decisions of the broadly representative Budget Council, the details of how funds were allocated, and the divisional Vice Presidents’ previous year’s budget expenditures may be seen at:

http://finance.csusb.edu/01_02/financial_plan_fy_01_02.htm

- *2 ***Integrate the Council of Chairs into campus-wide decision-making processes. The Council could provide ideas to divisional planning and budget committees and the campus-wide planning and budget council, enable chairpersons across schools on a regular basis to compare assessment of student learning practices and results, educate new and continuing chairpersons about their role, and develop cross-campus partnerships.***

Assessment of Current Status:

The existing state of relations between Departmental Chairs and university administrators in the Chairs Council is discussed elsewhere in this report [see item #3 under “Communication Governance”]. Likewise, the implication that improved linkages between strategic planning and budget making be developed is discussed in the Preparatory Report. Certainly, in implementing any change regarding these issues, Departmental Chairs would necessarily have a role to play. Nevertheless, implementation of the above recommendation implies a fundamentally different role for Department Chairs than is now operational.

Department chairs are perhaps the most overburdened administrators in the university relative to the compensation that they receive for their services. Unless system-wide changes alter both the role and compensation of department chairs, the latter are likely to stay more or less tightly focused upon their individual departments and colleges. However, within each college, the recommendation made above is more or less operational. Department chairs work closely with college deans in budgetary and academic planning issues. New chairs are mentored at this level as well.

This is not to say that individual Department Chairs are not involved in university-wide planning efforts. But the latter result is more due to individual interest and choice, rather than part of a Department Chair’s expected duties.

- *3 *Increase student participation in campus decision-making at department, school, division, and campus levels. Provide incentives such as work-study opportunities or internship credits for participating, and provide sufficient information about the context of the group’s work for active student contribution.***

Assessment of Current Status:

Opportunities for student participation in university governance occur at every level. However, this matter is not now of much interest for CSUSB’s students who are typically focused on their classes and off-campus obligations concerning both work and family. As the university becomes less of a commuter campus with the construction of more student dormitories, student interest in becoming more involved in campus governance is likely to grow. At present, it is minimal and largely restricted to the functioning of student-run organizations. The Associated Students, Inc (ASI) Board of Directors, as part of its membership, include student representatives from each College, one “At-Large,” one “Graduate Rep,” and one from CSUSB Palm Desert Campus. ASI is currently working with these student representatives to enhance their role in governance with the Colleges and departments.

Generation and Uses of Assessment Information

- *4** *Continue benchmarking across multiple areas of university life. Establish a set of peer institutions, including institutions within and external to the California State University system.*

Assessment of Current Status:

CSUSB has participated widely in CSU system studies and some NACUBO benchmarking projects. The institution has also participated in national studies and surveys such as the HERI Faculty Survey, the National Survey of Student Engagement [NSSE], and the ETS Academic Profile. Results from these activities have raised significant issues for institutional improvement, addressed in the CSUSB Preparatory Report for the upcoming WASC visit.

CSUSB remains involved in the CSU system-wide benchmarking projects (now called Performance Measurement) and Customer Satisfaction Surveys. The CSU has been facilitating these projects the last few years as NACUBO no longer does benchmarking. Some CSU areas, such as Facilities' use of APPA, have attempted to broaden their performance measurement by using national organizations that focus on their "functional area." Within the CSU system useful benchmarking is operational allowing CSUSB to compare itself to CSU averages and identify campuses with possible "best practices" as well as comparisons with other campuses in the system that have similar features (i.e., ethnically diverse commuter campuses).

One difficulty identified to date in this area is that most national surveys and studies do not delineate differences characterizing different types of four-year comprehensive universities. CSUSB is currently developing benchmarking studies with other large, ethnically diverse, economically disadvantaged, commuter campuses. Information gathered to date from a CSU consortium of twelve sister institutions reveals that CSUSB's NSSE statistics compare well within the CSU system with respect to first year students but less so regarding seniors. Continuing benchmarking efforts comparing CSUSB responses to both other CSU institutions as well as the NSSE cohort of universities are planned for the future.

- *5** *Integrate outcomes assessment work into institutional practices and decision-making. Means to this end include allocating sufficient resources at the campus and department levels for assessing outcomes, reporting across campus the impact of outcomes, reporting across campus the impact of outcomes assessment on student learning, and including evidence of student learning in program reviews and in budget requests to planning and budget committees and the planning and budget council.*

Assessment of Current Status:

Although not yet completed, this recommendation has been substantially met. The university has established an Assistant Vice President for Assessment and

Planning, set up a multi-tiered assessment structure, including a university assessment committee, general education assessment committees, and college and departmental assessment representatives and committees. The structure involves the participation of more than a hundred faculty members across all colleges and departments in the implementation and administration of the assessment process. As of Spring 2002, 81% of the undergraduate and graduate programs at CSUSB (excluding Interdisciplinary programs) have submitted outcomes assessment plans to the University Outcomes Assessment Committee, and of the plans submitted, 67% have been approved for implementation. Overall, more than half of the undergraduate and graduate programs at CSUSB have university-approved outcomes assessment plans, and have begun implementation, data collection, and reporting. See [<http://gradstudies.csusb.edu/outcome/index.html>]. This site provides a chart showing the progress of each degree program.

The university established Accountability Goals and revised its Program Review Policy to call for reporting on findings and use of student learning-outcomes assessment. Each fall, every department submits a report on progress in assessing students, findings made, and how the information gained has been used to improve both student learning and the curriculum. Some departments have already started to revise their curricula, course syllabi, and teaching methods and expectations. The new CSU system Accountability Reports call for presenting information biannually to the Board of Trustees on outcomes assessment in undergraduate majors, General Education, and graduate programs. Full reporting of results of outcomes assessment is expected in 2004. See:

<http://wasc.csusb.edu/repository/acc2002.htm>

Meanwhile, the university has (1) provided incentive funding for grants for the development of departmental assessment plans, (2) provided consultants and training, (3) sent faculty to national and CSU system-wide workshops on assessment, and (4) provided on-going baseline funding to programs which have had their assessment plans approved by the University Assessment Committee. See:

<http://academic-affairs.csusb.edu/progs/assessment/assessmentfunding.htm>

In addition, the funding for the Teaching Resource Center has expanded to allow many small grants to foster improvement and innovation in instructional methods. The first group of faculty fellows has just been appointed to a new Teaching Academy, which will take the lead in developing learning communities, encouraging experimentation, and using assessment data to improve student learning. In addition, the university has just hired a Director for a new Learning Research Institute, which will organize and disseminate research on what works in higher education teaching. To kick start both the new Teaching Academy and the Learning Research Institute, campus representatives attended the July 2002 AAHE Summer Teaching Academy in Vermont. Development of more concrete

short term and long-term plans for the new Academy and Institute should result from this involvement.

- *6 *Apply knowledge about the student population to decision-making by faculty, administrators, and staff. Use current data and information; seek new data and information when necessary. Specifically, use the Institutional Research Office even more productively to generate data that facilitates both qualitative and quantitative assessment of student learning.***

Assessment of Current Status:

Since the last WASC visit, a new Director of Institutional Research (IR) has been appointed as well as a new Assistant Director. The latter has responsibility to respond more quickly to departmental requests for information. The IR Office has worked diligently to provide faculty and department chairs with more training and on-line access to information. IR has also developed a new data base of information on grading practices, enrollment trends, retention, graduation rates, and other vital information needed regularly in formats that can easily be downloaded and manipulated in Excel spreadsheets for cross tabulations. In the past, such information was very difficult to get from the main frame computer system and often involved laborious programming and report writing. Information is now provided in a timely manner. The number of ad-hoc surveys and reports that the IR Office is now able to handle has greatly expanded. In addition, Undergraduate Studies has an Office of Research and Policy Analysis that provides a research specialist whose focus is on retention and graduation. The work done in that office informs policy decisions by the Dean of Undergraduate Studies with regard to developmental education programs, retention programs, and efforts to improve the graduation rate for all students.

Each academic program on campus is charged with developing and implementing its own process for assessing student learning, and as a result assessment methods vary greatly from department to department. Given the incongruity of a one-size-fits all tracking system for the evaluation of student learning and our assessment structure, the IR office has tailored its services to accommodate the diversity of assessment methodologies. The Director of IR, who serves on the university and GE outcomes assessment committees, and the AVP for Assessment and Planning have worked diligently to inform department chairs and program directors and have engaged in informing programs of the assistance available to them through the IR office. Although the requests are as yet few in number, individual programs have approached the IR office for help with the development alumnae and student satisfaction surveys and the utilization of information on grading practices, retention and graduation rates and other data needed to help them evaluate student learning.

At this point we believe it is advisable for the departmental faculty to be actively engaged in the pilot testing of locally developed assessment measures. These activities socialize the faculty to the entire assessment process. Institutional

Research is, of courses, willing and able to develop reports on data trends, input and output variables, and the findings of student learning assessment university-wide. IR has been intimately involved in developing our Campus Data Profile, accreditation studies and system-wide accountability studies, and the long list of data elements that we intend to track and report for local use.

In addition to IR's work, the office of Undergraduate Studies has become involved in extensively tracking undergraduate students with the goal of providing programs to maximize retention.

Professional Development

- *7** *Support faculty, administrative, and staff development in light of new strategic directions. For example, consider increasing support for Teaching Resource Center programming for training in collaborative decision-making and for training in team building within and across units and in community partnerships.*

Assessment of Current Status:

In addition to promoting teaching excellence, scholarly teaching and scholarship concerning teaching, Teaching Resource Center (TRC) programs include:

- establishment of programs that provide the appropriate scaffolding for faculty experimentation with innovative teaching strategies, e.g. online teaching, team teaching, etc. Scaffolding includes workshops on current and innovative teaching strategies, grant programs to provide release time, and funding for supplies, services and student assistants, consulting services for research and publication, and campus-wide events for dissemination of project results. This supports Goal 1.1.5 of the Strategic Plan (Encourage experimentation and risk taking in teaching and learning).
- establishment of a special year-long program for “Year 2” new faculty to start them early in defining a long-term teaching agenda to improve teaching skills and support the campus' strategic goals for teaching/learning.
- establishment of collaborative programs for the integration of learning skills across the curriculum (writing, information literacy, service-learning, critical thinking, diversity, internationalizing the curriculum). This supports Goal 1.1 of the Strategic Plan (Formulate curricular and programmatic initiatives that respond to the diverse and evolving needs of learners).
- establishment, in collaboration with the Offices of Distributed Learning and Academic Computing and Media, of programs dedicated to supporting faculty's effort to integrate technology in the curriculum

through the development of online courses, the development of computer-based instructional learning materials, the use of presentation technology in smart classrooms, and the delivery of courses using video conferencing and online technologies. This supports both Goal 1.1 and Goal 1.3 of the Strategic Plan (Meet academic degree and continuing education needs in the region). For all of the Strategic Plan's goals and objectives, see:

<http://www.csusb.edu/president/strategicplan.html>

TRC has also initiated the organization of the new Teaching Academy, the Scholarship of Teaching and Learning (SoTL) program, and the implementation of Department-Based Learning Research grants to support the Strategic Plan's Goal 1.2 and 2.2. The university expects these initiatives to assist in the development of learning communities.

Likewise, the Community-University Partnership Institute has organized, funded and carried out a large number of community-based teams, service projects, and collaborative activities.

<http://partnerships.csusb.edu/>

Collaborative decision-making has not been within the charge of the TRC but related topics and efforts have been addressed by the formation of certificate programs in (1) Management of Conflict, and (2) Dispute Resolution and Mediation.

- *8** *Consider devising a campus-wide plan and providing new resources for student advising. Central to the plan is professional development for faculty, staff, and peer advisors with continuous assessment of the impact of advising practices on student learning.*

Assessment of Current Status:

Twenty percent of new money from enrollment growth has been set aside by the President to fund new initiative that support the strategic plan. These funds are allocated based on the recommendation of the University Budget Committee. Proposals are submitted from each of the division and projects are funded based on the priority they are assigned. Undergraduate Studies developed a plan called STARS (Student Transition, Advising, and Retention System) to improve the academic readiness of incoming freshmen, deliver better advising, and improve the graduation rate.

The Office of Advising and Academic Services has been created to provide academic advising for all undeclared students, as well as provide academic retention counseling for all first-time probation students. Information sessions administered by this office orient new freshmen and transfer students to the

campus's academic requirements. This office provides compliance enforcement for ELM (Entry Level Mathematics)/EPT (English Placement Test), basic skills and upper-division writing requirements. The office also coordinates the university waiver of regulation petitions. See:

<http://ug3.csusb.edu/Advising/index.htm>

The Office of Advising and Academic Services also provides general education and credit summary assistance for students, academic counseling for continuing probation and dismissed students, educational equity support advising for special admits (TAP program), and supervision for the University Studies 37 study-skills course. E-Mail Advising is available through this office as well. In the past two years, the Office of Advising and Academic Service has also developed a web site with a robust set of material for students and faculty to assist in the advising process. See the link immediately above).

- *9** *Focus particularly on professional development related to assessment. For ownership and use of assessment practices and results, faculty, administrators, and staff must be knowledgeable about the range of practices, ways results can enhance their work, and ways that assessment can improve the university. Include part-time faculty in faculty-development activities. Particular emphasis should be placed on assessment of general education and on coordination assessment of general education and of the major.*

Assessment of Current Status:

Dr. Sandra Kamusikiri has been appointed as Associate Vice President for Assessment and Planning. She has coordinated our assessment training programs for departments. Faculty and staff have been sent to regional and national meetings on assessment. Each College now has an Assessment Coordinator with assigned time to serve as leader and trainer and to provide assistance to faculty. Additional reassigned time has been provided to faculty members of University and GE Assessment Committees to learn more about assessment. The MS in Industrial/Organizational Psychology has developed an Assessment Center to provide training and consulting on such matters, both on-campus and off.

In addition to the activities outlined above, for the past two years substantial emphasis has been placed on the development of outcomes assessment for the general education basic skills areas (written communication, oral communication, mathematics, and critical thinking) and the subject matter breadth areas in humanities, natural sciences and social and behavioral sciences. Faculty committees have developed goals and objectives for each of the general education categories and have solicited input from faculty campus-wide. Based on the feedback received, these committees have revised the G.E. learning goals and are currently developing assessment methodology that will be piloted in the Fall 2002 and Winter 2003 quarters. The General Education committee also piloted a national test of general education knowledge and faculty committees are utilizing the results in the development of assessment tools specific to our campus. Several

departments, including English and mathematics, incorporate the general education goals and objectives in the training of part-time faculty. Each year the Vice President for Assessment and Planning conducts an orientation session on outcomes assessment for new faculty.

Involvement of part-time faculty members in these kinds of activities is still problematic due to the temporary nature of their appointments. However, given a change in their status toward greater permanency in the new faculty contract, past habits are likely to change. Part-time faculty members have long received reports from tenure-track faculty visitors to their classrooms noting how they might improve aspects of their teaching performance. The faculty development resources of the Teaching Resource Center are also made available to all faculty members, including those who are temporary.

Staff members in the Student Affairs division have taken part in workshops and training programs in quality assurance and assessment. A number of departments in the Student Affairs division are involved in the CSU system-wide Quality Improvement (QI) initiative. These departments include: Admissions, Career Development Center, Financial Aid Office, Health & Psychological Counseling Center, and Records, Registration, and Evaluations. Administrators have attended the CSU QI conferences and training sessions that address assessment. Additionally, the Financial Aid Office has been involved with the U.S. Department of Education Quality Assurance Initiative, and administrators and staff in that department have received training on assessment as a result. At the request of the Vice President for Student Affairs, the Director of Institutional Research made a presentation on assessment to the division's directors. Some student affairs administrators have attended training sessions provided by the Office of Institutional Research. These sessions have focused on the development of departmental assessment/survey tools. The Vice President for Student Affairs has distributed and reviewed resources on assessment literature to division directors. The Associate Vice President in charge of Enrollment Management has requested that all units in this area create and implement a comprehensive program of evaluation by the end of the current academic year. The Assistant Vice President in charge of Student Development has distributed relevant National Association of Student Personnel articles to his subordinates. He has also reviewed with his directors applications in program evaluation and assessment standards advocated by the Council for the Advancement of Standards (CAS) in Higher Education. He has also incorporated evaluation of student development programs as they impact student learning into his own performance goals and objectives, and has asked his Directors to do the same in each of their goals.

The Administration and Finance division has been using the "Balanced Scorecard" Quality Improvement Program for over three years to improve customer satisfaction, promote employee development, and to be more fiscally responsible. The program is "balanced" in that it provides the Customer Perspective (how customers see us), Internal Perspective (how we see ourselves),

and Financial Perspective (to measure how well we are doing financially). Three measures of performance are conducted every other year; benchmarking, customer satisfaction surveys, and departmental visits. The feedback from these measures is used to determine where improvement is needed. Where an improvement of employee performance is needed, an extensive Employee Training and Development program is available through the University Human Resources Department. A publication, "Meeting the Challenge" is available for all University employees. In the 01/02 Budget year, over 1,500 staff and management employees from across the University participated in this program. The program covers 45 topics such as Leadership, Personal Enhancement, Interpersonal Relations, CSU Systems and Policies, Quality Service, and Team Building and Development. Certificates are awarded to employees completing the sessions. Individual development programs are available for employees who wish to take advantage of this resource. As assessment "scores" have increased over the years that these programs have been operative, it appears that the programs are effective in improving employee performance and the delivery of quality service.

DIVERSITY

Recommendations:

- *1 *Improve communication with the entire campus about the administration's goals for diversity based on the Statement of Commitment and Diversity. Campus-Wide discussions should be held about the most effective strategies to accomplish these goals with periodic review and assessment to determine areas of success as well as those that continue to need improvement.***

Assessment of Current Status:

When President Karnig arrived at the university in 1997, he placed a high priority on educating the campus community regarding both civil behavior in general and diversity issues in particular. In the years preceding his arrival, the collective mood on campus was clearly negative. To reverse this situation, President Karnig himself presided over several campus-wide discussions of diversity issues. Likewise, he instituted changes in programmatic emphases and staff to ensure lasting results. His leadership in this area has borne good fruit. See Diversity Committee Homepage and reports of activities at: <http://diversity.csusb.edu/>

Meanwhile, the university has continued to grow ever more diverse, and the commitment of the university to values associated with successfully maintaining such an academic community have deepened. Human Resources now conducts diversity training that is required for all managers and staff. This program is a direct response to the University Strategic Plan for Diversity. President Karnig continues this concern as a matter of high priority and is ever vigilant on the subject.

More specific activities and improvements were: 1) development of a campus Statement of Commitment to Diversity, 2) linking the Diversity home page directly to campus homepage where it is now easy to find, 3) development of a Diversity Strategic Plan that has been implemented, 4) awarding of Diversity Grant funding to assist campus diversity events, activities and research initiatives, 5) implementation of annual campus Diversity Awards to recognize achievement and activities, and 6) holding Annual Diversity Conferences in 1998, 1999, 2000 and 2001 for campus and community education, awareness and celebration. A 5-year report on our progress in meeting our Diversity Plan goals is underway and will be addressed in our Educational Effectiveness Report.

Most important for all of these efforts is the degree to which various groups are interacting well and getting along. A recent study by faculty and students in the psychology department found a remarkable degree of healthy involvement between various racial and ethnic groups at CSUSB. “The findings of this study indicate a positive trend in the extent of interracial interactions in informal settings on the CSUSB campus. There was no significant difference in interracial versus intraracial interactions overall, calculated from both the numbers of groups observed and the individuals within the groups.” The full report and especially the summary provide more details and conclusions

<http://wasc.csusb.edu/repository/Inter-racialRelationsSurvey.htm>

- *2 *Take more aggressive steps to understand and address the concerns of minority faculty and staff regarding hiring, appeals and “Restorations” procedures.***

Assessment of Current Status:

Since the time of the 1998 WASC recommendations, public agencies in California have systematically moved away from “affirmative action,” as a result of the passage of Proposition 209 in November 1997. Nevertheless, CSUSB has become increasingly committed to creating a meaningful multi-culturally diverse academic community. This commitment can be shown in results exhibited on the Academic Personnel website:

<http://academic-affairs.csusb.edu/personnel/facprof.htm>

In AY 1998-1999, Whites represented 77.3% of the faculty; by AY 2001-2002 that number had declined to 74.7%. Whites [Euro Americans] are the only ethnic group that has declined in percentages during this period. African Americans have increased from 5.8% to 6.2%. Latinos, from 7.0% to 7.3%. Asians, from 4.9% to 6.8%. Women of all ethnicities have increased on the faculty from 38.7% in AY 1998-1999 to 42.1% in AY 2001-2002.

While conditions between various diverse constituencies are still not ideal, they are much improved on this campus over conditions that existed only a few years ago. This improved situation has not occurred by random chance. The academic leadership of the university, starting with the President and the Provost, has encouraged this result.

The Provost and Associate Provost (Academic Personnel) meet every fall with departmental recruiting committees, the department chairs and college deans to stress the importance of obtaining large, diverse applicant pools for the university's tenure-track openings. The Assistant to the Provost has established an effective system of matching faculty openings with CSU Forgivable Loan Recipients, Postdoctoral Fellows, and Dissertation Fellows in the Ford Foundation, as well as the Minority and Women Doctoral Directory candidates. He also regularly posts openings in several professional web sites and list serves, as well as working closely with departments to recruit candidates.

Underrepresented faculty benefit from the special attention that the university pays to all new faculty. For new tenure-track faculty there is a two-year orientation program coordinated by Academic Personnel and the Teaching Resource Center. For the first-year faculty members, there is a day-long event at the start of the academic year ending with a reception. During the rest of the year, there are monthly luncheons at which one or two topics are covered that would be of interest to the first-year faculty. Evaluation forms from this program indicate that the new faculty members enjoy the luncheons because they especially like meeting and interacting with fellow first-year faculty from across various disciplines. They also have indicated that the topics that are presented are relevant to their experiences on campus. In their second year, the focus is more on teaching; and so, second-year luncheons and programs are sponsored by the Teaching Resource Center. Again, surveys have indicated a high degree of satisfaction with the year-two program.

For the first-year faculty, the President hosts in the fall an evening reception at his home. The Provost does something comparable at the end of the academic year. Also, the President and Provost have either lunch or breakfast with small groups (four to five) of faculty throughout their first-year on campus.

Regarding issues relating to staff, a similar policy of creating a meaningfully diverse campus setting has been pursued. Specifically, in the summer of 1998 staff and administrators committed themselves to a "diversity initiative," developed by the university's Diversity Committee. This program involves multiple training sessions designed to sensitize the campus community to multicultural concerns. These efforts are on going.

- *3 Advance the assessment of all curricular programs and courses, including general education, to ensure that the goals set forth in the Statement of Commitment to Diversity are being accomplished.**

Assessment of Current Status:

CSUSB has long had a good focus on multi-culturalism in its GE program where all students are required to take a course in a “Multi-cultural and Gender Perspectives” category. During the past four years a number of additional courses have been added to our GE curriculum in the “Multi-cultural and Gender Perspectives” category. A number of additional courses in Women’s Studies have also been developed and the minor in Women’s Studies has been expanded. The minor in Ethnic Studies now provides options in General Ethnic Studies, African American Studies, Latino Studies, Native American Studies, and Asian American Studies. See:

<http://csbs.csusb.edu/ethnicstudies/>

<http://csbs.scusb.edu/wstd>

During 2001-2002, the campus undertook a major needs assessment of student, faculty, and community interest in expanding our offerings in Ethnic Studies with special attention on the need for a major or minor in Chicano/Latino Studies. The university was assisted in this endeavor by the encouragement and involvement of a large group of Chicano/Latino community leaders who were instrumental in making the contacts with prospective students and community groups to ascertain their interests and needs. Based on the findings of this extensive survey we have now developed a proposal for a Chicano/Latino Studies track in Liberal Studies, a minor in Chicano/Latino Studies, and a track in Chicano Latino Studies within the Ethnic Studies program. Plans for a full major and/or a department of Chicano/Latino Studies will be considered again when the above programs have been implemented and evaluated and when there is more clarity on the budget and enrollment situation.

Concerning the Multi-cultural and Gender Perspectives category of GE, specific criteria have been developed for courses in this category. We still need to develop outcomes criteria and measurements for this category as well as a pilot testing program

The University Diversity Committee is made up of faculty, students and staff. All parts of the university have been active in developing programs, providing grants to bring speakers and programs, supporting curriculum development, and partnering with other committees to encourage and support a focus on diversity and multi-culturalism at CSUSB. See:

<http://diversity.csusb.edu/>

After several years of holding an annual spring Diversity Conference to educate the university and present programs for the campus and the community, the Diversity Committee plans to conduct a Diversity Roundtable meeting in Spring 2003 both to report the success of the University towards its diversity goals and to find out the needs of the wider community with regard to diversity and to make plans to work in partnership with that community to achieve those ends..

The success of our Diversity Training Programs has led to the formation of a new Diversity Training Institute that we hope will enable the university to institutionalize these efforts further and allow the university to serve as a diversity training resource for the region.

A Center for the Study of Hate Crimes and Extremism that has given the campus national prominence as a source of information on this topic has also been established.

The work of the Cross-Cultural Center in these activities has been instrumental in providing a visible campus-gathering place and source of information. The students recently voted to provide major expansion of the space and funding for this center, which will allow it to continue to build on successes such as the annual California Indian Cultural Awareness Conference. The Diversity Strategic Plan called for the Cross-Cultural Center to have increased funding from the university. That goal has been met. See: <http://crosscultural.csusb.edu/>

Institutional surveys of student satisfaction and studies of student interaction between ethnic and racial groups indicate that a very positive atmosphere exists on campus. These will be discussed in more detail in Theme II of our Educational Effectiveness Report. Many faculty, student and staff organizations have been established to support these co-curricular educational programs. A partial list of such activities may be found at:

<http://diversity.csusb.edu/divorgs.htm>

- *4** *Conduct a periodic review of services for under-represented students, including EOP, the Multicultural Center and the Women's Resource and Adult Re-Entry Center, to determine if goals are being accomplished and which services should be strengthened. Strategies for communicating with students about available services and unmet needs should be enhanced. Assessment of students' perceptions of responsiveness to their concerns should be conducted with results used to determine effective strategies for advancing the CSUSB diversity goals.*

Assessment of Current Status:

In Winter 2002, a registration survey was conducted. Some of the questions asked concerned issues applicable to the recommendation made above. Most specifically, question #14 dealt with the extent of campus encouragement of contact between students from different economic, social, racial and ethnic

backgrounds. Of respondents to this question, 68.8% reported “very much” or “quite a bit.” African Americans, Native Americans, Hispanics, and Asian/Pacific students rated the level of interaction between ethnic groups somewhat higher than White students. This high level of support and satisfaction from virtually all groups is also seen in responses to questions in recent registration surveys dealing with social and academic support. This is a significant change in reported attitudes from those found in a CSUSB campus-climate survey done in 1994.

The Multi-cultural Center changed its name to Cross-cultural Center to better reflect its role. Program reviews have been carried. Campus and student support for the activities of this center can be seen in the fact students voted in 2001 to substantially increase the funding for the Cross-cultural Center programming by approximately \$75,000 a year in on-going funding (which will grow automatically with increased enrollment) and the university President agreed to match this amount. Due to very rapid turnover in directors of the Women and Adult Re-Entry Centers, a full program review and needs assessment has not been carried out. The current director has developed a strategic plan http://wasc.csusb.edu/repository/womens_res_ctr.htm and an assessment of these offices’ effectiveness and responsiveness to student needs will be carried out by Spring 2003 and discussed in our Educational Effectiveness Report.

MAJOR RECOMMENDATIONS

- *1 *Reconsider current organizational structure in light of new strategic directions. Consider what structures best support cross-campus communication and cooperation and community partnership.***

Assessment of Current Status:

The most meaningful recent organizational change is the establishment of the Vice President for Academic Affairs as the Provost and chief operating officer and decision-maker after the President. The Provost is authorized to act on behalf of the President in the latter’s absence. The strong leadership and the trust that the current Provost has built with the faculty during his term in office as well as the open and honest management style of the President have gained the support of the faculty and the campus as a whole.

Other organizational changes involve the development of a number of institutes or centers and Director positions to assist the implementation of CSUSB’s Strategic Plan goals and objectives. For a complete list see:

http://research.csusb.edu/Institutes_and_Centers.htm

The development of these centers and institutes has been somewhat controversial and confusing to some on campus because the work of these bodies is often

outside familiar disciplinary boundaries and thus has the potential for diverting attention and funding away from long-established academic departments. Nevertheless, all such centers and institutes have academic oversight and faculty involvement. In 2001-02, the Educational Policy and Resources Committee developed a draft of a comprehensive revision of our policy on centers and institutes so as to clarify the approval and reporting process for these ancillary units. The revision was hotly debated and returned by the Faculty Senate for further work.

- *2 *Develop a clear feedback loop for campus initiatives. This loop would include decision-making and implementation of initiatives by appropriate units, assessment of the impact of the initiative, changes in practices based on assessment results, and repetition of the three previous steps. Communication with and among all appropriate stakeholders in the initiative is an essential part of the feedback loop.***

Assessment of Current Status:

The strategic plan goals are now well understood throughout the campus and form the basis of budgeting and decision-making. The Long-range Planning Committee has begun annual reports and these have been shared with the Budget Council, the Academic Affairs Council, and the President's Administrative Council. The university is currently undertaking a complete progress report on the results of many initiatives and projects undertaken on campus to meet our long-range goals and objectives. However, the institution does not yet have a formal or highly structured system of completing the loop of forecasting, budgeting, implementation and evaluation as is suggested in the last visitation team report. Our Preparatory Report discusses this issue further and makes substantive recommendations regarding this matter.

- *3 *Establish a campus-wide implementation and assessment plan based on the CSUSB Statement of Commitment to Diversity.***

Assessment of Current Status:

At the time of the last WASC visit, diversity issues were matters of greater concern. As reported earlier in this report, the administration of President Karnig has successfully addressed these concerns, and these are no longer issues that seriously divide the campus community. As has already been reported here, there is much evidence ranging from faculty hiring statistics to satisfaction surveys demonstrating this conclusion. Multiple agencies and committees are active on campus addressing these issues on a continuing basis.

The University has a Diversity Strategic Plan, which is being executed by the University Diversity Committee working in concert with appropriate offices on campus such as the Human Resources depart to accomplish the goals of the strategic plan for Diversity Strategic Plan.

Annual reports from the Diversity Committee have focused on activities and new initiatives. <http://diversity.csusb.edu/divrepo.htm> The five-year progress report under way will provide a summary of achievements and better linkage to the goals and objectives of the diversity plan and be discussed in our Educational Effectiveness Report.