FALL 2018/SPRING 2019

Institutional Report Reaccreditation Review

SUBMITTED JULY 2018



California State University
MONTEREY BAY

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CHAPTER 1

Introduction: Context and Response to Prior Commission Actions (CFR 1.1, 1.8)

Founded in September 1994 as the "21st CSU campus for the 21st Century," California State University, Monterey Bay (CSUMB) has undergone substantial change since those early days just under 25 years ago, and will continue to do so with increasing effectiveness. At the time of finalizing this report, the institution was initiating a new round of strategic planning. In the **2013 refresh (appendx 1)** of the 2008 - 2018 strategic plan, the following four strategic themes were identified:

1) student success
2) academic excellence
3) regional stewardship
4) institutional capacity

This report summarizes the institution's progress within each of these strategic themes as they relate to the WSCUC Standards of Accreditation, reflects on those accomplishments, and identifies strategic areas for growth.



Aerial view of Fort Ord (1991)

I. History and Overview

A. The Early Years

CSUMB's location has historical and economic significance in the region as the site of the former Fort Ord military base. After approval for base closure in 1991, local community leaders and educators proposed and worked toward the establishment of a CSU campus.

The distinctive features of that beginning still resonate in the campus culture today. The initial planning assumptions developed by the first provost and staff from the CSU Chancellor's Office follow:

- It will be futuristic
- It will be pluralistic
- It will serve the Tri-County area, but with a statewide mission
- It will make smart use of technology
- It will be based on collaboration

The founding of CSUMB provided an opportunity experienced by few in higher education--the chance to create a university from scratch and to incorporate the best ideas of the time. The founding faculty started in January 1995, just eight months before the first students arrived on campus for classes. The small size of the faculty and staff, together with the need to put curriculum in place rapidly, meant that the entire campus community made and implemented decisions. Over time, the campus has developed more typical institutional processes.

CSUMB's **Founding Vision Statement** was developed by focus groups of Monterey Bay community leaders and faculty from other CSU campuses. The founding vision emphasizes a multi-lingual, multi-cultural environment; collaboration across the campus and the community; an emphasis on interdisciplinary programs; use of regional assets in developing curricula; and innovation. Regional assets such as proximity to Monterey Bay were reflected in sciences (marine, environmental, atmospheric); local art communities in visual and performing arts; and languages, culture, and international studies in local demographics as well as military and civilian institutions

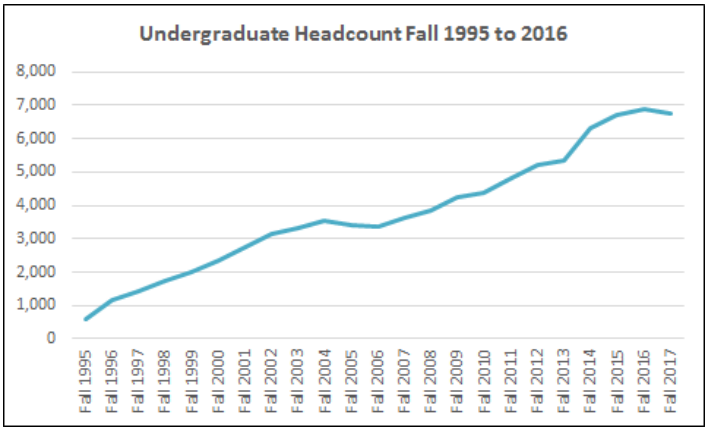
emphasizing those areas. Outcomes-based education and what came to be known as "High Impact Practices" (HIPs), after George Kuh's seminal studies and the Association of American Colleges and Universities' promotion of those studies, informed curriculum from the earliest days. Development of new degrees reflected the interdisciplinarity incorporated in the founding vision's goals and were nontraditional in both name and curriculum. Early majors included human performance and wellness education (later kinesiology) and management and international entrepreneurship (later business administration). Other HIPs included First Year Seminar (FYS), culminating experiences (capstone), and service learning. As part of the curriculum, service learning became a key component--not just at the lower division, as is the case with many institutions, but also at the upper division. This requirement has resulted in CSUMB making a strong impact on the community surrounding it as demonstrated by CSUMB twice winning the U.S. President's Award for Higher Education Community Service (2006 and 2010). In 2016-17, 3,014 students completed 95,557 hours of service to 330 community agencies and schools (**appendix 2**).

B. A Maturing Campus

While CSUMB was initially charged with creating a new and distinct curriculum, increasing student transfer and the need to remove structural barriers to graduation has necessitated making broad institutional changes to improve recruitment and strengthen curricular alignment with the CSU system and feeder campuses. Changes made since the last accreditation visit include retitling some degree programs so they are more recognizable to prospective students and employers and adding new majors responding to current regional needs. The challenge to CSUMB today is how, given these external demands, to hold true to the founding vision while also maturing its decision-making processes. The upcoming 25th anniversary provides an opportune time to examine that founding vision and determine how to answer that challenge. The chart in **appendix 3** shows key CSUMB events occurring since the last accreditation visit.

C. Student Body

Mirroring the expectations of the community and founding faculty reflected in the Founding Vision Statement, CSUMB has a diverse undergraduate student population, with 48% underrepresented minorities and 56% first generation students (**appendix 4**). In the overall student population, 46% start as transfers and 54% as first-time freshmen. CSUMB first achieved the 25% Hispanic enrollment that defines a Hispanic Serving Institution in academic year 1997-1998. As the university has grown, it has strengthened that commitment, with the most recent enrollment data putting Hispanic enrollment at 41%. Overall enrollment (below) shows consistent and strong increases and trends by several sub-populations are in **appendix 5**.



II. Capacity, Infrastructure and Operations

Though a small campus in enrollment, CSUMB has one of the largest land footprints in the CSU system, at 1,387 acres, based on the acquisition of part of the former Fort Ord. This area includes not only the area called the "Main Campus" with its residence halls, instructional and administrative buildings, and student support services but also an extensive residential area of rental and ownership units called "East Campus." These units enable CSUMB to provide housing at competitive rates to faculty, staff, and students, making CSUMB one of the most residential campuses in the CSU system.

Since the last WSCUC review, campus infrastructure has changed significantly. At that time, the Tanimura and Antle Library was relatively new. Now, the newest building is a 58,000 square foot LEED-certified business and information technology facility (Joel and Dena Gambord Building) shared by the Colleges of Business and Science. The University Corporation, a 501(c)(3) auxiliary for CSUMB, also entered into a public-private partnership to construct a new residence hall, Promontory. The corporation took formal possession of that land and structure in 2017 and deeded it to CSUMB.

In 2015, the campus initiated a **master plan** process that incorporated significant input from faculty, staff, students and the local community. The plan seeks to build on the strong foundation of sustainable practices already part of facilities management in planning for future growth. Eventually, the campus center will host pedestrians, bikers, and shuttle riders, while cars remain on the perimeter. Two of the buildings outlined in the **Program for Growth** (page 4.4 of the master plan) are already in the construction or design phase. Academic III, under construction as of fall 2017, will house most of the College of Arts, Humanities, and Social Sciences, bringing the faculty together in the same building for the first time. A student union funded through student fees will begin construction in fall 2018. These buildings and the others outlined in the plan will assist the university in building the physical capacity to support increasing enrollment.

At the time of the campus' creation, the structures inherited

from the army base were considered a boon--reducing the amount of funds needed for startup. Over time, the realization that old army buildings were inflexible and contained high levels of toxins has focused the campus on acquiring new buildings. The CSU Chancellor's Office (CO) provided funds for the demolition of unused army buildings, enabling additional parking and reducing the blight of decaying structures.

With the increasing enrollment and diversification of the curriculum came increasing need for classroom and laboratory space. Currently, the main campus is almost fully utilized five days and nights a week with increasing use on weekends. In 2015, the University Corporation took several steps to address that challenge. The corporation purchased property and moved its operations to CSUMB@Ryan Ranch, freeing campus space for academic departments. In 2016, it leased the former Heald College building in nearby Salinas with the intent of holding classes and full programs there. The corporation also purchased the National Steinbeck Center building in Salinas, establishing CSUMB@Salinas City Center for events and meetings.

Additionally, as part of an effort to provide more educational opportunities to South Monterey County, CSUMB has entered into agreements with two local community colleges to establish stand-alone locations. One, at Cuesta College in Paso Robles, provides an associate degree in nursing to bachelor's degree in nursing pathway. The second, at Hartnell College facilities in King City, provides a Liberal Studies degree with the objective of developing more teachers likely to stay and serve the southern parts of Monterey County. Each of these programs provides education access to students for whom travel to the main campus is prohibitive. Additional plans for 2+2 programs housed outside of the main campus are in the early stages.

III. Organizational Changes

As CSUMB grew, with more faculty and staff and increased curricular offerings, administrative structures needed to change to support that expansion. Perhaps the most substantial change is the reorganization of the College of Professional Studies into three colleges: College of Business, College of Education, and College of Health Sciences and Human Services. Another change was the gathering of academic student support (First Year Seminar [FYS], the Cooperative Learning Center [CLC], the Service Learning Institute, Communication Across the Disciplines [CAD], the Center for Advising, Career, and Student Success [CACSS]) into a unified area designated as University College. The Office of Graduate Studies was re-instituted in 2014 under the Dean of that College.



National Steinbeck Center © Bob Blackwell

In 2013, the president established an Office of Inclusive Excellence to advance and promote inclusion and equity throughout campus policy and practice. An overview is found **here** and specific projects described more fully in chapter 3.

IV. Response to Prior Commission Actions

CSUMB acted promptly in response to the WSCUC Commission recommendations following the last accreditation visit. The reviewers of the Interim Report found improvements in each. This self-study provides further updates in each of the following areas as noted below.

1 Collection, dissemination, and use of data:

- The Institutional Assessment and Research (**IAR**) office serves as a hub for generating, collecting, and disseminating data, a significant increase in data capacity since the last review (see chapter 6).
- As noted throughout this document, the institution collects indirect evidence through a variety of regular survey instruments.
- Increased data dissemination through a new data warehouse (see chapter 6).
- Direct assessment of student learning is ongoing and increasing (see chapter 4).
- Alignment of assessment with program review (see chapter 6).

2 Assessing new initiatives:

- The previous GE model revision and centralized advising model were both initiatives aimed at increasing retention and graduation.
- Because of these initiatives, retention and graduation rates increased substantially and CSUMB is no longer among the lowest of the CSU campuses.

3 Teaching and learning in capstone courses:

- The institution has continued to study and strengthen the capstone experience. Ongoing improvement at the program level was supplemented by institution-level work including faculty learning communities and the completion of a third comprehensive capstone self-study (see chapter 3).

4 Defining academic rigor:

- Since the last review, CSUMB undertook campus-wide conversations to define rigor. The results of these efforts are in chapter 3.

- As part of increasing rigor in the curriculum, the campus has established new infrastructures such as the Senate Curriculum Committee Council to oversee all curricular changes.

5 Addressing financial challenges:

- Budget challenges continue as CSUMB seeks to balance enrollment with state allocations. The current and future states of funding are further explored in chapter 7.

V. Preparation for this Report

Planning for the current reaccreditation effort began in fall 2016 with the establishment of the Steering Committee by the provost. In consultation with faculty and administrators, half of the Steering Committee was purposefully comprised of faculty representing each of the committees of the Academic Senate. Other members came from various administrative offices including Student Activities; the Registrar; Teaching, Learning, and Assessment; Undergraduate and Graduate Studies; and the college deans. The creation of subcommittees dedicated to writing each of the main chapters was an opportunity to include even more faculty and invite the broadest representation possible. The full list of Steering Committee and subcommittee members are in **appendix 6**.

Subcommittees, working through 2016 and 2017, created a draft of this document. Initial chapter drafts were shared with appropriate Academic Senate and university committees for early review. Once a near-final draft was complete, the Director of CAD provided feedback and editing to prepare a complete draft vetted by the campus in spring 2018. The co-chairs of the Steering Committee presented at each college planning meeting in fall 2017 and spring 2018 to elicit participation in the process to the fullest extent possible.

CHAPTER 2 Compliance with the Standards, Federal Requirements and Eduational Effectiveness Indicators

I. Review Under the Standards

One of the first tasks undertaken by the WSCUC Steering Committee was the Review Under the Standards (**appendix 7**). After studying the Criteria for Review, each committee member scored the standards and made comments as appropriate. The scores were then tabulated showing frequencies of the self-review rating and importance score. The initial rating and importance score was based on the most frequent response. The Steering Committee met and discussed the scores, making adjustments as needed for ambiguous or tied scores.

A. Institutional Strengths

As described in chapter 1, CSUMB's greatest strength from its founding has been a clear and defining set of core values expressed through its mission and vision statements to which faculty, staff and administrators are strongly committed. The commitment to these core values results in a special educational experience for CSUMB students. As noted in student surveys, such as the National Study for Student Engagement (NSSE), CSUMB engages students in active learning and provides strong student support services. Parallel to, and complementary with, the focus on active learning is the university's place as an early pioneer in outcomes-based education and emphasis on HIPs required of every student, such as First Year Seminar and Service Learning (lower and upper division). Other strengths include commitments to innovation and continuous improvement, as will be demonstrated throughout this document in areas such as program review and assessment, development and assessment of institutional learning outcomes (ILOs), and capstone models.

The institution has also demonstrated its commitment to the founding vision by engaging in both diversity and sustainability initiatives. Diversity projects include a **campus climate survey (appendix 8)** to understand how students, faculty and staff perceive and experience diversity and inclusiveness. To investigate the extent to which diversity permeates the university curriculum, a **mapping project (appendix 9)** was conducted in 2014. A key recommendation from that study was that the university establish a diversity and inclusiveness organizational structure. In response, the president appointed an advisory Committee on Equity and Inclusion with broad cross-institutional membership in 2017, co-chaired by the provost and the Associate Vice President (AVP) for Inclusive Excellence.

In order to enact its commitment to sustainability, the campus hired a Director of Sustainability in the Administration and Finance division and created a committee, which has provided more structure and visibility to this **effort**. Sustainability is incorporated into the master plan through the **Living Community Challenge**.

The commitment mentioned in the vision to "quality of life and development of its students" occurs through programs and initiatives within Student Affairs. **Health and Wellness**, for example, supports students in their physical, mental, emotional, and spiritual wellness. **Housing** supports students' sense of belonging and academic achievement through the establishment of living learning communities. The integration of a **Center for Student Success** within Advising and Career Development provides students with a single office in which they can address many of their academic planning needs.

B. Institutional Challenges and Next Steps

CSUMB faces a number of challenges, some of which relate to growth and a period of limited budget.

Personnel

- Faculty and staff numbers need to increase as the student enrollment grows in order to provide instruction and adequate support services. CSUMB has already begun to address issues surrounding tenure density with faculty positions added as budget permits. See chapter 7.
- Faculty diversity must also continue to be addressed, as there continues to be a mismatch with that of the student population. See **appendix 10** and chapter 7 for more detail.

General Education

- Another challenge relates to General Education (GE) curriculum, with CSUMB needing to address a revision in the GE program required by the CSU system that

includes changing course units (from four hours to three), restructuring some GE areas, and limiting upper division GE to specific areas. More details on this process are contained in chapter 6.

- While some assessment of the core competencies in GE has been completed (see chapter 4), as yet there is no assessment of GE as a program. There are currently no overall GE programmatic learning outcomes nor the institutional infrastructure to assess individual areas.
- Internal reports (**appendix 11**) have called for a coherent GE program and administrative support. The status of GE is further addressed in chapter 6.

Internal Communication

- Stemming from a history of a small faculty and staff and slow growth, CSUMB is working to meet the challenge of communicating about a large number of events, initiatives, and decisions in a framework of multiple technologies to a larger and more complex community. In addition to institutional email, a role-specific dashboard, and newsletters, the institution maintains a social media presence through platforms such as Facebook, Twitter and Instagram; however, of these, only email is utilized by the entire community and faculty, staff, and students continue to suggest that they have missed communications about key events and decisions.
- CSUMB plans to utilize data collected on communication preferences more to improve, while acknowledging that those preferences are constantly evolving.

II. Educational Effectiveness Indicators Inventory

The inventory was completed by asking each department to review its degree programs and provide the status of assessment (**appendix 12**).

CHAPTER 3

Meaning, Quality and Integrity of Degree (CFRS 1.2, 2.2-4, 2.6, 2.7, 4.3)

As this chapter on the meaning, quality, and integrity of a CSUMB degree will demonstrate, the campus has a long and continuing commitment to its founding vision and to continuous review, reflection, and renewal.

I. Meaning (CFR 1.2, 2.2, 2.9)

CSUMB's founding vision states, "[t]he curriculum of CSUMB will be student and society centered and of sufficient breadth and depth to meet statewide and regional needs, specifically those involving both inner-city and isolated rural populations, and needs relevant to communities in the immediate tri-county region (Monterey, Santa Cruz, and San Benito)." In addition to influencing the degree programs developed, the founding vision generated the framework for the **core values** that—across all degree programs—still underpin the academic strategies, degree program outcomes, pedagogical emphases, and institutional learning outcomes. Many of the core values that define the meaning of a CSUMB degree are reflected in four institutionalized high-impact practices that collectively emphasize collaboration and applied, active, and project-based learning: 1) a first-year seminar course embedded in CSUMB's general education curriculum; 2) service learning that fosters multicultural competence, social justice, and equity; 3) a junior-entry course to the major that is typically writing-intensive, and 4) a discipline-based capstone experience. Masters programs embrace the same active learning commitments, thoughwithout the requirements of the undergraduate experience, focused as they are on research or professional competence, rather than breadth.

Multiple sources of evidence demonstrate the institution's success in shaping the unique meaning of a CSUMB degree and a commitment to ongoing success. **NSSE (appendix 13)** data provide supporting documentation and comparison to other medium-sized master's granting institutions for the prevalence of the collaborative environment. CSUMB has significantly higher in ratings on collaborative learning, discussions with diverse groups, and a supportive environment. Additionally, students were surveyed in fall 2017 (**appendix 14**) for what they thought made a degree from CSUMB unique. Their most common response identified one of the institutionalized high-impact practices, especially service learning and capstone, reflecting their experiences with the expression of the founding vision, mission, and goals in the curriculum. These responses suggest that the practices rooted in the founding vision are still relevant and widespread.

A survey distributed to faculty in fall 2017 illustrates similar themes. Asked what distinguished their program from those at other institutions, faculty highlighted multi-disciplinarity, student experiences that include applied learning and opportunity for research, a focus on social justice, and the emphasis on high-impact practices such as service learning based in the local community. That survey sought to understand if core values were observable in how programs viewed the meaning of a CSUMB degree in their own context (**appendix 15**). Given the results, it is not surprising that the 2014 **diversity mapping study** documented that multicultural outcomes are woven throughout the curriculum to an unusual degree, accounting in part for the positive findings regarding diversity in the most recent NSSE survey data (**appendix 13**). High levels of satisfaction with student body diversity are also reported in the CSUMB Experience Survey (CSUMBES) (**appendix 16**).

The meaning of a CSUMB degree is also reflected in the institution's distinctive Retention, Tenure, and Promotion (RTP) **policy**, for which faculty must demonstrate a commitment to learning-centeredness, alignment with the vision, and community engagement, among other CSUMB values. Eschewing the traditional three areas of faculty work, the campus has four scholarships: teaching and learning; discovery, creation and integration; university service; and professional application, which includes—and thus values and promotes—service to the local community and to the faculty's discipline.

Moving forward, *Advancing the Vision*, CSUMB's 2015-2020 academic plan (**appendix 17**) provides institution-level framing and support for all of these efforts. For example, priority 1 of the academic plan calls out high-impact practices as the center of a CSUMB degree, thus ensuring the institution will continue to advance its role in shaping the distinctive meaning of a CSUMB degree and the success of the students who hold

them. Likewise, the second and third **institutional learning outcomes**, detailed in chapter 4, reflect the values the faculty and students recognize as essential to the meaning of a CSUMB degree.

II. Quality (CFR 2.2-2.4, 2.7)

Priority 2 of the academic plan, "Assess, enhance, and communicate the effectiveness of academic programs," codifies work of the campus on quality in the last several years. In 2011-12, the provost and the Chair of the Academic Senate jointly charged an Ad Hoc Assessment Committee (which became a standing committee in 2013) to explore ways to improve and coordinate assessment work across campus. Early work by the committee to align CSUMB's core values and GE Areas to AAC&U's VALUE Rubrics and Lumina's Degree Qualifications Profile (**appendix 18**) highlighted the many ways CSUMB was already aligned with these progressive frameworks. This work facilitated the rapid development and adoption of an institutional assessment plan in 2013, followed by CSUMB's **institutional learning outcomes** in December 2014.

The Assessment Committee, led by the Faculty Associates for Assessment (FAs), and assisted by the Center for Teaching, Learning and Assessment (TLA), works to coordinate and integrate institution- and program-level assessment efforts on campus and provide crucial faculty oversight and engagement. FAs are appointed by the deans from the ranks of the full-time tenure-line faculty and supported with funding from Academic Affairs for course release (see FA position description in **appendix 19**). While assessment at CSUMB is a faculty responsibility, TLA facilitates faculty development related to generating and using assessment results (see chapter 4 and **appendix 20**). Because TLA addresses assessment in addition to teaching and learning, it plays an important role in helping the institution integrate and use course-, program-, and institution-level assessment results. To ensure assessment follows best practices, since 2014 three FAs (including the current Assessment Committee Chair) and the current TLA Director have participated in WSCUC's Assessment Leadership Academy (ALA).

Since 2011, the institution has made significant advancements in generating, disseminating, and using direct and indirect institution-level assessment data. The TLA webpage, **Supporting Student Achievement of the Intellectual Skills**, and chapter 4 of this document describe CSUMB's institution-level assessment of student achievement of the core competencies and other institution-level outcomes. This work has culminated in the recent development of a plan for assessing all CSUMB ILOs on a 2-year-cycle and the budget needed to sustain it (**appendix 21**).

The FAs play a critical role in helping programs systematically assess and improve student achievement. They do so by supporting the development of major learning outcomes (MLOs), annual assessment plans and reports that contribute to program review, and curriculum maps. This support has been essential since the program review process was changed to increase the generation and use of assessment data (see chapter 6).

III. Integrity (CFR 2.2-2.4, 2.6, 2.7, 4.3)

The 2015-2020 academic plan makes clear that three areas of focus—structure, academic excellence, and resourcing—are critical for maintaining the quality and integrity of the CSUMB degree.

A. Institutional Infrastructure (CFR 2.2-2.4, 2.6, 2.7)

A significant example of the maturing university is shown through the development of a more structured curricular approval process. For the first decade, the Academic Senate, as a whole, reviewed and approved all courses and programs. As the campus grew, this process became cumbersome and threatened the focused effort needed to ensure and maintain degree integrity. In response, the Academic Senate changed its bylaws to form the Senate Curriculum Committee Council (SCCC) and the Assessment Committee and it revised the existing University Learning Requirements Operations and Policy Committee into the General Education Committee. SCCC, with representation from each college curriculum committee, is charged with assuring the integrity and quality of the curriculum at all levels, from program approval through program review, whether undergraduate or graduate.

The establishment of the Assessment Committee strengthened new curricular proposals by ensuring that a high-quality assessment plan and a complete curricular map is included in the submission. Departments meet with their college FAs as needed prior to submission of the program proposal to complete these required elements.

Once submitted, new program proposals are reviewed by SCCC for content, outcomes and standards as they relate to the university mission and founding vision. Graduate and credential programs get additional review by the Post-Graduate Studies Committee (PGSC). If, in the approval process, the curricular map or assessment plan is found to lack sufficient rigor, proposals are returned to the department with support for the re-work provided by the FA, TLA, and/or the AVP for Academic Planning and Institutional Effectiveness.

In addition, an administrative committee, the Academic Affairs Council Subgroup, reviews all program proposals with an eye toward the university and academic strategic plans, as well as toward appropriate and available resources. Following approval by the provost, new programs are submitted to the CO and WSCUC as appropriate. These formal structures ensure that the academic goals--which underpin the meaning and integrity of the CSUMB degree--are met, that new programs further the overall strategies for growth and

development, and that programs and courses are appropriately resourced and assessed.

B. Academic Excellence (CFR 2.2, 2.3)

At the time of CSUMB's last self-study, the campus was engaged in a process of redesigning the GE curriculum, the new design, called the Otter Model, appearing in the fall 2012 catalog. Parallel to these efforts, and informed by them, were conversations about academic rigor on campus. Specifically, as noted in the 2008-2013 academic plan review (**appendix 22**),

> The CSUMB NSSE survey...revealed that according to our students, and some of our own faculty, our curriculum is not as rigorous as it could be, and this impacts the quality of our academic programs. The data do not provide detailed information as to which part of the curriculum seems lacking in rigor so we need to research our relationship to rigor in the curriculum. As a first step toward exploring faculty ideas regarding rigor, the Academic Planning Group met with three groups of self-selected faculty interested in such a discussion during faculty planning week in August 2007.

Beginning in fall 2011, faculty co-ops engaged in conversations to define rigor for the campus. In spring 2013, the Academic Senate approved a definition using the common parlance of "rigor":

> Academic rigor is expressed through a campus culture of integrated and scaffolded high expectations grounded in outcomes, academic challenge, and transformative discovery within an engaged learning community.

The work begun in these co-ops can be seen in a continued focus on academic "Habits of Mind," including faculty publications and the framework used for tutor training in the Cooperative Learning Center (CLC). Realizing that high expectations necessitate the availability of broad academic and social support, CSUMB has consistently sought to increase funding in and capacity for support systems for students, including tutoring and supplemental instruction as available through the CLC, the Center for Student Success and other early alert and proactive support action, Health and Wellness Services, and other key systems.

C. Resource Allocation

As more fully described in chapter 7, the campus also demonstrates commitments to the founding vision and visionary practices in resource allocation. In addition to funding assessment, as described above, such resourcing includes the staffing for support and pedagogical development for the university at large in TLA and the Center for Academic Technologies (CAT), and for specific HIPs, such as with the Service Learning Institute (SLI) and the Undergraduate Research Opportunities Center (UROC).

IV. Review, Reflection, and Renewal

Defining and exploring the meaning, quality, and integrity of a CSUMB degree is the heart of this institutional self-study. As illustrated in the remaining chapters, the process of considering the meaning, quality, and integrity of a CSUMB degree has helped the institution understand where it is excelling, in accordance with the **2013 strategic themes**, and how to improve.

- Chapter 4 describes CSUMB's rapidly improving systems for monitoring and supporting student achievement of institutional learning outcomes, with next steps focusing on applying what has been learned from assessing the core competencies to assessing and supporting student achievement of the remaining undergraduate learning outcomes (Academic Excellence).
- Chapter 5 describes the significant advances CSUMB has made in supporting student success through improved advising systems and other student success initiatives, with next steps focusing on improving the first year experience and identifying factors in sophomore retention (Academic Excellence and Student Success).
- Chapter 6 describes the changes and improvements in the cyclical program review process, its stronger links to assessment and increasing focus on use of institutional data (Academic Excellence).
- Chapter 7 describes not only the current fiscal situation but also current efforts to improve tenure track density and increase facilities (Academic Excellence and Institutional Capacity).

CHAPTER 4 Educational Quality (CFR 2.2, 2.4, 2.6, 2.7, 4.3)

The knowledge, skills, values, and attitudes every CSUMB undergraduate student should possess when they graduate are defined by the institution's core values, academic goals, and four undergraduate **institutional learning outcomes (ILOs)**:

1) Intellectual Skills
2) Personal, Professional, and Social Responsibility
3) Integrative Knowledge
4) Specialized Knowledge.

This chapter focuses on ILO1, which aligns with the five core competencies and for which the campus has done the most institution-level assessment work (CSUMB has presented its core competency assessment and faculty engagement work at CSU, **WSCUC**, and **AAC&U** conferences). ILO2 and ILO3 are addressed to a lesser extent because the campus is in the early stages of developing assessment plans. Because ILO4 corresponds to program-level learning outcomes, it is discussed in chapter 6, as is graduate education, because the institution is still in the process of developing institution-level graduate learning outcomes.

I. ILO1 - Intellectual Skills (The Five Core Competencies CFR 2.2, 2.4, 2.6, 4.3)

Appendix 23 lists core competency assessment activities since 2012 when they were initiated. In addition, CSUMB's history of core competency assessment, along with the institution's assessment philosophy and FAQs are described for internal and external audiences on the TLA webpage, **Supporting Student Achievement of the Intellectual Skills** and summarized below.

A. ILO1 Standards of Performance, Assessment Methods, and Timing

Standards of performance: **CSUMB's institution-level rubrics and rubric guides** for assessing the core competencies were derived from the AAC&U VALUE Rubrics. Like AAC&U, CSUMB defined the level 3 ("proficient") descriptors for each criterion as the standard for graduation. This standard was approved by the Assessment Committee, is published under ILO1 on the **Academic Affairs website**, and **appendix 24** and is communicated during core competency workshops, assessment projects, and presentations.

Assessment methods: Presentations on each of the seven institution-level core competency assessment projects conducted since 2014 were given at Academic Senate with full assessment reports available to the CSUMB community (appendices **25**, **26**). Core competency assessment projects are facilitated by the ILO1 Coordinators (faculty members with relevant expertise selected by the Assessment Committee) with support from TLA and Communication Across the Disciplines (CAD). Appropriate courses from programs across campus are identified for assessment. Course instructors are contacted and directed to a website providing an overview of **assessment purpose and procedures**. Student work is collected, randomly subsampled, cleaned of all student and faculty identifiers, and uploaded to an online assessment system; an interdisciplinary team of faculty assessment scholars is chosen and trained (including training in implicit bias). The assessment scholars assess student work, provide feedback on the assessment process, and reflect on their experiences. Each of the core competencies had initially assessment between 2014 and 2016. Based on those results, the five core competency rubrics were transformed into a set of three "**integrated rubrics**" that synthesized critical thinking and information literacy assessment criteria with assessment criteria for 1) quantitative reasoning, 2) written communication, and 3) oral communication. In summer 2017, all of the core competencies were assessed a second time using the new rubrics.

Assessment timing: Core competency assessment is now scheduled to occur every two years with the next assessment of all five core competencies occurring in summer 2019.

B. ILO1 Evidence of Student Achievement (CFR 2.6)

Indirect evidence

Indirect assessment results related to achievement of the core competencies come from three sources: NSSE, the CSUMB Experience Survey (CSUMBES), and a student survey conducted for the 2017 CSUMB Capstone Self-Study (**appendix 27**).

The NSSE asks students to self-report on the extent to which their experiences at CSUMB contributed to their knowledge and skills in all core competencies. For nearly all questions related to the core competencies, both first-year and senior students showed small to large increases (up to 10 percentage points higher in 2017 compared to 2014) in the extent to which they perceived CSUMB as contributing to the development of their core competency knowledge and skills. Further, CSUMB student responses to the 2017 survey questions were either comparable to, or significantly higher, than other CSU and peer institutions, to a greater extent than in 2014. Questions related to information literacy were included in a 2017 NSSE topic module. For six of the 14 questions, CSUMB seniors responded at significantly higher levels than other institutions and at comparable levels for the remaining questions. Additionally, a large majority of CSUMB seniors (80%) responded that they are frequently provided with opportunities to engage in critical thinking. Of the students who responded to the 2016 CSUMBES, 78.8% reported that professors at CSUMB often or very often provided opportunities to engage in critical thinking. These results and trends are encouraging and may reflect increased institution-level focus on assessing and improving student achievement of the core competencies.

In response to a survey conducted for CSUMB's 2017 Capstone Self-Study, capstone students and faculty were asked about the level of student preparation in critical thinking, information literacy, and oral and written communication upon entering capstone. Students generally rated their level of preparation much higher than did faculty. These results suggest opportunities for developing a shared understanding of core competency definitions and standards among faculty and students.

Direct evidence at or near graduation (capstone)

Only the 2017 assessment results are considered here because the methodological improvements described above make comparisons to prior assessment data unreliable. The 2017 core competency assessment results were presented as the percentage of student artifacts assessed as meeting or exceeding the standard for degree-level proficiency. The proportion of student work scored as proficient was low, with the majority of estimates between 40% and 60% proficient across all core competency criteria (**appendix 28**); however, this was likely an underestimate resulting from limitations identified in the assessment report (e.g., lack of alignment between assignment guidelines and assessment rubrics).

C. Improving Achievement in the Core Competencies (CFRS 2.4, 2.6, 4.3, 4.4)

As described in CSUMB's presentation at the 2018 AAC&U Annual Meeting (**appendix 29**), despite the data limitations, 2017 assessment projects were productive in that they 1) advanced CSUMB's ability to efficiently conduct institution-level assessment projects, 2) generated ideas for improving the validity and reliability of future assessment results, 3) provided the faculty conducting the assessment projects with the support and professional development needed to improve teaching, learning, and assessment in their own programs and courses, 4) generated institutional, programmatic and course-level conversations and closing-the-loop strategies, and 5) advanced CSUMB's culture of assessment. Thus, it is likely that engagement in institution level assessment of the core competencies is already improving student achievement.

Steps CSUMB has taken to improve student achievement are in **appendix 30** and include the following:

- Connect to GE: In addition to assessing student work produced at or near graduation, the 2017 projects also assessed student work from relevant upper- and lower-division GE courses (**appendix 31**). Results have the same limitations previously mentioned. Even with those limitations, however, the data suggest the need and opportunities for enhancing student achievement of the core competencies. As the campus works to improve student performance in the core competencies and the validity and reliability of assessment results, it will need to understand and improve the degree to which the core competencies are intentionally and skillfully embedded in the GE curriculum.
- Improve the validity and reliability of assessment results: Following the 2017 assessment, the ILO1 Coordinators further refined the three integrated rubrics and created a **rubric guide** for each, designed to help all faculty better understand the rubrics and to increase the reliability of assessment results by illustrating in more detail the differences between work that does and does not demonstrate degree-level proficiency for each assessment criterion. The Assessment Committee is also working with programs to identify the best courses in which to support student achievement and assessment of each of the core competencies at or near graduation.
- Implement an institution-level "Closing the Loop Framework" (**appendix 32**): This framework will support closing-the-loop activities at course, program, and institution levels.
- Develop and implement a **"teaching for transfer" pedagogy**: This approach is grounded in evidence-based teaching practices such as **Reading Apprenticeship** and transdisciplinary threshold concepts associated with each of the core competencies. The approach helps students better apply and transfer the core competencies across curricular, co-curricular, and real-world contexts. In spring 2018, nearly 30 CSUMB faculty members participated in professional development supported by a national **research project** conducted by the American Council on Education.
- Expand core competency-focused professional development: The institution continues to develop and

offer professional development opportunities such as workshops on **assignment design and threshold concepts** and other **closing the loop activities**.

- Expand CSUMB's culture of "assessment as faculty development": Evidence gathered by CSUMB's **faculty engagement study** mentioned above suggests participation in assessment projects promotes a culture of assessment and helps faculty improve teaching, learning, and assessment in their own programs and classrooms.
- Increase alignment and integration of classroom, library, and learning center instruction and assessment: CSUMB's library staff and faculty have played a central role in developing core competency outcomes, institution-level assessment, supporting faculty in designing better assignments, and facilitating co-curricular learning. The library will continue to work closely with faculty, CAD, and TLA to increase alignment of library and classroom support of student achievement of the core competencies. Professional and student tutors from the Cooperative Learning Center will also be partners in this alignment work.
- Work with external colleagues and experts: CSUMB is participating in the **WSCUC Community of Practice for Advancing Learning Outcomes Visibility**. The project, "Assessment and Constructive Alignment for Improving Achievement of the Core Competencies," will help the institution improve and communicate, internally and externally, its integrated approach to supporting student achievement of the core competencies in general education and the majors.

II. ILO2 - Personal, Professional, and Social Responsibility

A. ILO2 Standards of Performance, Assessment Methods, and Timing (CFRS 2.4, 2.6, 4.3)

As noted below and in chapter 6, a task force was created to revise this ILO, develop standards of performance, and pilot a summer 2018 assessment project, with ongoing assessment to occur every two years. However, the NSSE and CSUMB's upper division service learning courses have generated some evidence of student achievement relevant to ILO2.

B. ILO2 Evidence of Student Achievement (CFR 2.6)

Indirect assessment

NSSE results: A majority of seniors responded that they "quite a bit" or "very much" connected their learning to societal problems or issues (61%); that the institution emphasized attending events that address social, economic, or political issues (55%); and that the institution contributed to their development or clarification of a personal code of values and ethics (66%), skills in solving complex real-world problems (62%), and being an informed and active citizen (62%). All of these results were comparable to other CSU and peer institutions.

CSUMB Service Learning Institute survey results (**appendix 33**): A large majority of students responded affirmatively to questions about whether their service learning course made their attitudes toward service more positive (97%); made them feel a stronger sense of commitment to being involved in their communities (85%); motivated them to listen to perspectives that are different from their own (89%); provided them with the knowledge, skills, and attitudes to continue their own exploration of social justice issues (80%); gave them the knowledge, skills, and/or attitudes to work with others to promote social justice (81%); gave them an opportunity to develop knowledge and skills that are relevant to their future careers (81%); and motivated them to engage more fully in multicultural communities on campus and/or in the local community (68%).

Direct assessment

In 2015, student work from lower- and upper-division service learning courses was assessed by service learning faculty for two service learning outcomes, "Self and Social Awareness" and "Service and Social Responsibility" (**appendix 34**). For all criteria, a minority of students scored proficient, suggesting a need for professional development, better rubric norming and calibration, and/or modifications to the common assignment. These factors will be taken into consideration when CSUMB implements the new GE curriculum and university requirements in fall 2019.

C. Improving Student Achievement in Personal, Professional, and Social Responsibility (CFRS 2.4, 2.6, 4.3, 4.4)

As with the core competency assessments, despite methodological challenges, the process of engaging faculty in generating and examining direct and indirect evidence of student achievement is valuable. The service learning report mentioned above notes that the assessment process "was extremely informative for those faculty who participated. Over the two days, there were excellent conversations about the learning outcomes, the assessment rubric, the signature assignment and overall assessment issues… In addition, faculty came away with insights about the curriculum and their pedagogy, particularly in relation to teaching about issues of power, privilege and marginalization." The report also identifies several strategies for improving student performance.

To further advance the assessment of ILO2, the institution created an ILO2 Task Force to develop a comprehensive plan to revise and assess the ILO. The task force's initial report included a draft ILO2 rubric based on the AAC&U VALUE Rubrics for Ethical Reasoning, Global Learning, Intercultural Knowledge and Competence, and Civic Engagement and similar rubrics developed by other organizations, in addition to CSUMB's service learning rubric.

III. ILO3 - Integrative Knowledge: CSUMB Graduates Synthesize and Connect Knowledge, Skills, and Experiences Across Disciplines, Allowing them to Address New and Complex Situations.

Like ILO2, the institution is still in the early stages of developing an assessment plan for ILO3 and generating evidence of student achievement. Although this ILO also reflects key components of The Founding Vision Statement, interdisciplinarity in particular, the institution is just starting to develop a shared institutional approach to fostering and improving student achievement of integrated learning. This development began with a task force that adopted the AAC&U Integrative Learning VALUE Rubric as a starting point for institutional assessment. A team of CSUMB faculty, student affairs professionals, and administrators then participated in the AAC&U 2017 Summer Institute on Integrative Learning and Signature Work. At the institute, the team produced an action plan that included a **holistic wellness, learning, and engagement framework** intended to promote a shared campus understanding of integrative learning and a plan for teaching and assessing it in curricular and co-curricular contexts. The Assessment Committee has been working with programs to identify ideal places in the curriculum to teach and assess integrative knowledge. Two programs, biology and kinesiology, are piloting integrative learning assignments. The first institution-level assessment project is scheduled for summer 2018 and every other year thereafter.

IV. Role of Program Review in Assessing and Improving the Quality of Learning (CFR 2.7)

Program review plays a central role in assessing and improving the quality of learning (chapter 6). Although there is not always clear alignment between departments' MLOs and the core competencies, the new program review manual encourages explicit identification of those connections, something several departments had already implemented. Several programs exemplify these efforts, including business administration (e.g., "produce a critical analysis of a business scenario"), biology (e.g., "develop research questions, test hypotheses, and display and analyze data to interpret and communicate biological patterns and processes in written and oral formats"), environmental studies (e.g., "demonstrate proficient critical thinking and ethical written and oral communication skills needed to conduct high-level work"), kinesiology (e.g., "deliver kinesiology content by communicating effectively across culturally diverse populations"), liberal studies (e.g., "think, write, and speak critically about the general knowledge, skills, dispositions, and responsibilities of a California public educator in classroom, school, community, State, and National contexts"), and marine science (e.g., "analyze and synthesize information from a multi-stakeholder perspective to develop alternative scenarios for marine science problems, and communicate their recommendations in oral and written formats").

V. Learning-Centeredness at CSUMB (CFRS 4.1-4.3)

Chapters 3 and 5 and **appendix 35** describe how learning-centeredness is embedded in CSUMB culture, practice, and resourcing. This chapter has further illustrated how CSUMB is itself a "learning institution," dedicated to improving its ability to conduct and use assessment results to help students acquire, apply, and transfer the core competencies across courses and contexts.

CHAPTER 5

Student Success: Student Learning, Retention, and Graduation (CFRS 1.2, 2.7, 2.13)

I. Definition (CFR 1.2, 2.2, 2.10)

CSUMB defines student success as encompassing the whole student experience from entry to exit and continues to invest in improving retention, progression, and graduation outcomes since its last self-study. Success is defined in CSUMB's "Otter Promise," the campus response to the CSU system's Graduation Initiative 2025, as: "Students develop identity as self-directed learners in an interdependent community, and cultivate the habits of mind to allow them to succeed in their academic, personal, professional and civic life. Graduates are able to apply knowledge, theories, methods, and practices in a chosen field of study to address real-world challenges and opportunities" (**appendix 36**). In keeping with CSUMB's values, the Otter Promise is centered in a theory and practice of wellness and notes: "As in any ecosystem, the conditions need to be healthy, appropriate nutrients need to be available, and the structure of the environment needs to be supportive. CSUMB has set ambitious but achievable targets, in keeping with the campus' commitment to social justice."

The campus exceeded its target for the 2009 system graduation initiative, a six-year First-time Freshman (FTF) graduation rate of 49.5% for the 2009 starting cohort, seeing 52.8% of students graduate by year six. The CSU Graduation Initiative 2025 sets increased targets for four-year (starting cohort 2021) and six-year graduation rates (starting cohort 2019) to be measured in 2025 (**appendix 37**). This chapter summarizes some of the reflection and planning represented by the Otter Promise.

II. Capacity and Communication (CFR 1.2, 2.13)

CSUMB has made several key, data-informed investments in student success programming since the last self-study. These efforts include a review of rigor that led to a campus initiative and publications on the **Habits of Mind** for student success, the establishment and expansion of success offices and programs, and the increasing use of a breadth of student data to inform decision making. As referenced in chapter 1, these investments include gathering of key academic support areas under the leadership of the Associate Vice President for Academic Programs and Dean for University College & Graduate Studies, a position left temporarily vacant due to financial exigency during the economic downturn. Further investments, as outlined below, include the continued growth of the Center for Advising, Career, and Student Success (CACSS), addition lines in the Personal Growth and Counseling Center, investments in e-Advising and staff in Enrollment Services, and the expansion of financial support for students in crisis. CSUMB has also continued to expand support for students through federal grant-funded projects such as the US Department of Education's HSI STEM, TRiO Student Support Services, TRiO SSS STEM & Health Sciences, TRiO Ronald E. McNair and the College Access Migrant Program.

III. Student Data at CSUMB

A. Retention and Persistence (CFR 1.2, 2.2, 2.10, 2.13, 4.3)

CSUMB recognizes that planning and decision-making must be grounded in student data. CSUMB approaches retention and graduation analysis through multiple measures, regularly reporting disaggregated cohort data, including student entry status, ethnicity, income level, major, gender, etc. These data are publicly available through the **Office of Institutional Assessment and Research** and comprehensive dashboards are made available to CSUMB faculty and staff in the **CSUMB Student Data Warehouse**. These data are used to identify areas of need, progress, and success in order to create, replicate, or end initiatives.

Notable trends in First-time Freshman (FTF) retention

- First-year retention reached a high of 84.5% in the fall 2013 cohort, but has since decreased to 80.2%.
- Second-year retention for FTF students shows a consistent decline, with the fall 2015 cohort at about 70%. Notably, 50% of the departing students are non-URM (underrepresented minorities), though they represented only 46% of the cohort at entrance.

Current sophomore-focused efforts are not well coordinated,

with separate programming existing in the CACSS, Health and Wellness Services, Housing, Student Activities and Leadership Development, the **Second Year SURGE** initiative, and the Early Outreach and Support Programs Office. However, CSUMB is using these efforts to develop a framework for more comprehensive sophomore support, including mandatory advising prior to the end of the third term of enrollment, ongoing career services opportunities and events, and a greater emphasis on curricular integration in the redesigned general education and university requirements.

Notable trends for Upper Division Transfer (UDT) students

- First-year retention has increased consistently over the last seven years, with the fall 2016 UDT cohort retained at 87.2%.
- URM-identifying and Pell-eligible members of these cohorts tend to persist at almost the same rates as the overall cohort.

CSUMB focuses analysis on students who have left the institution. Data provided by the CSU Student Success Dashboard indicate 5.6% of CSUMB's 2010 FTF cohort completed a baccalaureate degree at another CSU or elsewhere and internal research shows that many of those who depart from CSUMB go to community colleges (**appendix 38**). In response to these departure rates, CSUMB engaged a consultant in a "Doubters and Departers" survey in 2016 (appendix **39**, **40**) in order to better understand why students were considering leaving or had left. Students were identified through CSUMB Experience Survey responses that indicated the student doubted that they would stay or had already left. Students cited university requirements, such as the culminating capstone experience, for which they felt underprepared, and the language requirement, which they found extraneous and disconnected.

Conclusions from this research informed the planning of the 2017 Capstone Scholars Workgroup, in which faculty updated a previous examination of the variety of capstone practices at the university and surveyed both capstone faculty and students to compare their perspectives on the capstone preparation and process (**appendix 41**). One outcome of the capstone self-study was the development and dissemination of a comprehensive guide for facilitating discussions among faculty, staff, students, and community partners on how to improve the capstone experience at program and institutional levels. The language requirement has recently been revised to a "Culture and Language" requirement that will facilitate multiple means of completion and more visible connections to major coursework.

Further examination of the Doubters and Departers survey contributed to an increased focus on the breadth of financial concerns for students. CSUMB has three funds for students in crisis: the new Provost's Scholarship, the Have a Heart Emergency Fund, and the Women's Leadership Council Emergency Fund. The Office of Financial Aid administers all three funds to facilitate access. In related efforts, Associated Students started a food pantry in response to reported food insecurity. The CSUMB library also implemented a textbooks project in 2017 as a portion of its work within the CSU **Affordable Learning Solutions (ALS)** project, focusing on providing access to high cost textbooks and access to books for courses with high fail rates. Additionally, a workgroup has been tasked through the Re-imagining the First Year efforts with completing a comprehensive review of financial matters on campus through the Lumina "Beyond Financial Aid" self-study (**appendix 42**).

B. Graduation Rates (CFR 1.2, 2.2, 2.10, 2.13, 4.3)

CSUMB tracks graduation rates for the student body as a whole and by disaggregating FTF and UDT cohorts. The story told in these data sets matches that provided by the WSCUC Graduation Rate Dashboard (**appendix 43**). Both cohort tracking and the considerable number of unredeemed units shown in the WSCUC dashboard (in spite of an Absolute Graduation Rate higher than the general WSCUC region (**appendix 44**) and **12th highest (appendix 45)** of 23 CSUs) suggest unresolved difficulties in persistence to degree.

Notable Trends in FTF Graduation Rates

- CSUMB FTF four-year graduation rates have increased across most populations, reaching 30.1% in the 2013 cohort from 23.1% in the 2011 cohort (CSUMB Student Data Warehouse).
- The institution has one of the lowest achievement gaps in the system, but
  - The four-year graduation rate disaggregated for URM-identification and Pell-eligibility shows persistent and, in some cases, growing gaps between student populations.
  - This gap at six years is smaller but still present.
- Notable Trends in UDT Graduation Rates
- The overall two-year graduation rate for UDT students has risen from 33.0% in the 2013 cohort to 42.4% in the 2015 cohort.
- The gap for URM-identifying students for two-year graduation has reduced from 5.3% to 2.0% in those same cohorts.

CSUMB anticipates that the work to better understand student finance and financial aid on campus will lead to better outcomes, as will continued curricular refinement.

C. Graduate Student Success

Although CSU system graduation initiatives do not set metrics or targets for graduate programs, CSUMB tracks graduation and retention rates (**appendix 46**) for graduate students through the CSUMB Student Data Warehouse and a new alumni survey. There is far more variability in the programs,



A group of graduating seniors.

based on programmatic expectations and the level of required research. The Master in Social Work, for instance, is a three-year part-time cohort (adding a two-year full-time cohort only in 2016). The program cohorts beginning 2012-2015 have a 62.7% three-year graduation rate, though the 2013 and 2014 cohorts show steady improvement, with the latter seeing 80% completion at three years. The Marine Science M.S., run as part of a consortium at **Moss Landing Marine Laboratories**, has only a 5.7% three-year completion rate. This is due to the intensive multi-year research projects the students engage in and the obstacles students encounter in navigating the present consortial model (currently under reconsideration). CSUMB is endeavoring to address the support systems and policies needed for graduate students through the work of the Office of Graduate Studies and the Senate Post-Graduate Studies Committee, including work in the development of graduate learning outcomes, assurance of rigor, and common practice in professional disposition and academic review.

IV. Readiness, Wellness, and Belongingness

The Otter Promise seeks to create an environment in which students can thrive recognizing that readiness is not a matter for students alone, but that the institution must be ready for the students of today, including holistic support and curricular planning.

A. Academic Preparation (CFR 2.2-2.3, 2.10, 2.12)

Even prior to the summer 2017 release of **Executive Order 1110** on academic preparation and the elimination of traditional remedial education in the CSU, CSUMB had undertaken several key initiatives to improve student success and academic preparation, including the re-imagining of remedial education for the more than 45% of FTF students who require one or more remedial courses. The math department built the **Math Huge** program in 2007, and was, in 2015, awarded one of 14 Innovation Grants ($3 million) given by the California Department of Finance, one of two such **awards** received by CSUMB. In light of EO 1110, the math department is revising their approach with an eye toward replicating the successes in Math Huge in a co-requisite support model.

In 2015, the CAD department convened a cross-disciplinary group to review the still very traditional means of providing academic preparation in written and oral communication at CSUMB. Under the leadership of the CAD director, the committee created a yearlong college-level course integrating written and oral communication grounded in a theory of learning transfer and satisfying a GE requirement. The new course complies with the recent executive order.

B. Impaction (CFR 2.2-2.3, 2.14)

As reflected in the Otter Promise, CSUMB regards academic preparation more broadly than the scope touched in Executive Order 1110. In the last several years, for instance, CSUMB has begun impacting, or limiting enrollment to, certain majors. The first two majors to declare impaction, biology and marine science, examined student success data against academic preparation in meeting lower division requirements, time to degree, and the related expenses for UDT students. These programs identified that UDT students were coming to the programs without the appropriate, or in some cases any, lower division science coursework. The resulting graduation rates were below that of the overall (**appendix 47**). UDT students without prerequisite lower division coursework moved through the curriculum as if they were freshmen entrants, extending their time and expense. From these data, the biology and marine science programs proposed impaction guidelines that required students to have completed all lower division requirements prior to transfer. The programs are continuing to track student demographics, course access, GPA, and student completion metrics. As other majors requested impaction, they have also focused on preparation levels, shaping the entrance criteria on the Associate Degrees for Transfer agreements with the California Community Colleges. The first cohort of these students will reach the first graduation benchmark in May 2018.

Psychology and kinesiology, large majors that subsequently declared impaction owing to resource constraints, saw far higher rates of completion than biology and marine science, as their students tended to come in academically prepared for major coursework, in part because of limited lower-division pre-requisite requirements. Kinesiology, for instance, integrated chemistry instruction into anatomy & physiology to afford students direct entry into these major courses.

C. Center for Advising, Career and Student Success (CACSS) (CFR 2.2-2.3)

One of the most substantial changes to the CSUMB student experience was in academic advising. A self-study conducted by a cross-university team as a part of the 2009 graduation initiative identified academic advising as a major problem area for student progression. In response, CSUMB created a centralized advising center staffed by professional. Students are assigned a professional academic advisor at orientation. All professional advisors are part of the CACSS, report to the center director, and are trained in common learning outcomes. Additional details about CSUMB's advising model are available

in **appendix 48**.

Another effort to support student success was the movement of the career and student success advisors into the CACSS. Students work seamlessly among the three units, identifying potential career interests with career services staff, then working with the professional advisors to identify an appropriate major to help students achieve career goals. Further, the career services staff work with students to prepare them for internships, jobs while enrolled, and careers upon graduation. Career Services is also charged with providing a single point-of-contact for companies that have no current relationship with a particular department but seek to engage CSUMB students in internship opportunities.

Students who need academic coaching can also find help at this one-stop resource center. In particular, student success advisors work with students on academic probation through a program called "Back on Track," designed to help students return to good academic standing. The program provides one-on-one coaching for students about such topics as time management, note taking, and test taking strategies. The program is also charged with reconfiguring CSUMB's Early Alert system as a means of mitigating student departures and more effectively connecting them with appropriate and timely services.

D. Health and Wellness Services (CFR 2.11, 2.13)

CSUMB students have access to an integrated **Health and Wellness Services (HWS)** program that brings together the Personal Growth and Counselling Center (PGCC) with the Campus Health Center, the Student Disability Resource Center (SDR), health education, and other efforts under a single director. The integration allows for care across the range of health and wellness concerns encountered by students. SDR, PGCC, and the health center offer individual appointments and counseling. Both PGCC and the health center offer health and wellness education workshops to the campus. A staff member from the Monterey Rape Crisis Center is embedded in the health center as a privileged and confidential resource for students experiencing all types of discrimination and sexual violence.

Students who register with SDR have access to appropriate support for disabilities - physical, mental, or academic. Staffed by a manager and two counselors, SDR provides recommendations for accommodations and support for students and faculty. Faculty are encouraged to seek support from SDR when they identify students of concern or when they encounter process and pedagogy questions. SDR facilitates such support through trainings for faculty in educating students with disabilities.

In spite of the considerable efforts by the HWS staff and CSUMB faculty to assure access to mental health support in this integrated model, an external review in 2016-17 revealed a number of gaps in student access to such services (**appendix 49**). As the report makes clear and as evidenced in Cooperative Institutional Research Program Survey results (**appendix 50**), CSUMB entering freshman students report higher rates of anxiety and depression than the national average. Moreover, internal survey data (**appendix 51**) suggest that students who use these services report feeling more likely to continue their education. As the student population grew rapidly, the demand on PGCC surpassed the ability to provide timely support, resulting in long waits for service. Because of the review, CSUMB committed to hiring three full-time experienced mental health professionals. The director also created and hired a full-time masters-level intern position and in 2018, PGCC will be adding two full-time pre-doctoral level interns. As a result, CSUMB has seen a reduction in wait times, the elimination of a need to waitlist students, and the ability to implement a walk-in schedule to help accommodate students requesting services. An assessment of outcomes will be conducted in the near future.

E. Graduate Studies (CFR 2.2B)

As noted previously, CSUMB seeks to better support graduate and credential student populations. The 2014 reinstatement of a graduate dean provides to graduate programs and students a single point of contact regarding regulatory interpretation, assistance with the admissions cycle, and advocacy in process design. The dean works with the graduate and credential program coordinators to identify any resource needs. Among the identified needs is tutoring support, particularly in writing. As the Cooperative Learning Center (CLC) is staffed by undergraduate tutors supervised by professional personnel, the present model does not adequately support graduate education. The CLC director is investigating means of broadening access to this population, including additional online tutoring. Graduate and credential students have access to the breadth of support services available to all CSUMB students, including counseling and library access. CSUMB recognizes the need to gather more direct feedback from graduate and credential student populations.

V. High Engagement Practices (CFR 2.11, 2.13)

The programming examples that follow are some of the most prominent ways in which CSUMB has shown a commitment to student success through the use of high engagement practices that include the High Impact Practices (HIPs) outlined previously. The programmatic approach with which CSUMB has embedded these practices in its curriculum is representative of a forward-thinking student-centered approach that is embedded across the university's various departments and units.

A. Service Learning

CSUMB scores extremely high on NSSE for service learning, where the institution is also a state and national model (**appendix 13**). Service Learning has been a signature program

since the institution's founding: "an intellectual community distinguished by partnerships with existing institutions both public and private, cooperative agreements which enable students, faculty, and staff to cross institutional boundaries for...coordinated community service." Almost all FTF students take two service learning courses in their degree program (the only CSU to require this), and UDT students take one. Service learning outcomes (**appendix 52**) are embedded in general education and major-required courses.

B. Undergraduate Research (CFR 2.8)

CSUMB scored above average on students engaging in research with faculty (**appendix 13**). In recent years, CSUMB has invested additional permanent staffing lines to the Undergraduate Research Opportunities Center (**UROC**) in order to broaden the opportunities for access to undergraduate research across disciplines and student groups, which it has done successfully. UROC also provides support for students exploring and applying to graduate programs, for national fellowships such as the National Science Foundation's Graduate Research Fellowship
Program and the CSU Sally Casanova Pre-Doctoral Scholarship. Like SLI, UROC is considered a model program, and research opportunities exist outside of UROC as well, in most colleges.

C. First Year Seminar

First Year Seminar (FYS) has been part of the conceptual framework for the university curriculum since CSUMB's founding. Based on qualitative student survey data, including from the 2009 CSUMB Experience Survey, the program was substantially updated as part of the GE revision launched in 2012. The response integrated the FYS outcomes with those of a GE academic course in one of three GE subject areas. Students may elect to take a FYS that allows them to explore their intended major, though it will still fulfill a GE requirement. FYS provides a common experience to entering students, introducing them to the CSUMB founding vision and to the campus and area communities. In the current revision to general education, the faculty kept this model intact. Efforts are underway to better track student success outcomes related to the requirement.

D. Living Learning Programs

Students who participate in **Living Learning Programs at CSUMB** benefit academically and socially in a variety of ways, reporting a strong sense of belonging (**appendix 53**). Further, satisfaction with the CSUMB experience is higher for students in these communities, due in part to their exposure to the resources for finding internships and jobs in their field of study. Students also develop relationships with peers who have similar interests, as well as faculty members in their field of study, by participating in community programs geared towards their academic interests, allowing them to connect the classroom experience to the world.

E. Peer Supported Learning

Successes within CSUMB's Educational Opportunity Program (EOP), CAMP, and TRiO SSS (**appendix 54**) programs demonstrate the efficacy of high-support wrap-around services for students. CSUMB recognizes that while scaling the full support experienced by these populations to the entire student body is not feasible, their noteworthy success with peer support strategies is among those that the campus has committed to scaling broadly. The range of peer-supported activities includes tutoring, mentoring, and leadership development.

Tutoring services are available for CSUMB students through CLC, located in the library. CLC offers tutoring (face-to-face and online), supplemental instruction, and study hall for multiple disciplines throughout the academic year and during the summer. CLC is a key partner in several major grant projects on campus, including the HSI-STEM grant awarded in 2016, providing embedded tutoring and supplemental instruction in support of the research. In order to better support the breadth of the curriculum, CLC plans to expand tutoring services to support critical upper division major courses, and they have begun that work with a pilot in the College of Science.

Outcomes (**appendix 55**) for students who visit CLC through any of its programs are analyzed as the check-in software captures student identification data that easily interfaces with the Student Information System. The CLC director and professional staff use these data to assess efficacy of efforts and the demand for particular courses or topics. SIS data allow for student data to be examined through multiple metrics, including ethnicity, income, etc. Small samples sizes, however, limit the ability to disaggregate data.

VI. Diversity and Internationalization Support (CFR 1.4, 2.10, 2.13)

Institutional commitments in support of a diverse campus community are key to creating a healthy ecosystem. CSUMB performs above average on "understanding people of other backgrounds" and "included diverse perspective on assignments" on **NSSE**. The faculty chose to embed culture and equity throughout the curriculum (**appendix 9**) and recently added a university requirement of an ethnic studies course to be satisfied through either GE or the major. The library, in support of this effort, hosts an **Ethnic Studies Research Paper Award**, recognizing high quality student research and writing in this field.

CSUMB recognizes that these data points are limited. The campus climate survey conducted in 2016, which presented largely positive reports on campus climate, reveals areas

needing improvement, including belongingness for members of underrepresented racial and ethnic groups on campus and students with disabilities (**appendix 56** and **appendix 57**). TLA, in partnership with the Office of Inclusive Excellence, offers professional development for faculty and staff annually as a response to some of these concerns.

A. Otter Cross Cultural Center

The Otter Cross Cultural Center (OC3) serves as a resource for the campus community on topics of identity, diversity, and social justice. OC3 plays a prominent role in supporting student success at CSUMB through programs such as safe zone training, which is available to all students, staff, and faculty and through other events such as a yearly social justice retreat and **cultural celebrations** that represent CSUMB's multicultural community.

OC3 regularly provides educational workshops that explore topics related to diversity and social justice such as microaggressions and intersectionality, which are open to all members of the campus community. This department's work is highly collaborative, working closely with CLC, PGCC, the McNair and UROC programs, and others. Additionally, OC3 provides individuals and student organizations with advising on leadership, identity, and social change. Through this work, OC3 plays a key role in supporting a sense of belonging and empowerment among students, in turn, helping to set the stage for their academic success.

B. International Programs

With international student enrollment increasing from 0.7% in 2011 to 6.2% in 2017, the institution has recognized the need to provide additional student support services to both international students coming to CSUMB and students interested in studying abroad, establishing the International Programs (IP) office. For instance, IP works with housing each semester to make sure international students have adequate housing. IP has also created the International Academic Programs Coordinator position to ensure services and systems are working effectively to support student success. This position collaborates with the Office of Admissions to assure that international credit is transferred appropriately to help students graduate on time. A standing senate **committee** on international programs advises the IP office.

The CSUMB Experience Survey evidenced that the study abroad processes were cumbersome and slow. IP has worked with the Registrar to create a **course matching webpage**, helping students identify which courses are likely to meet CSUMB requirements while abroad. Thus, it is now easier for students to stay on track to graduate on time. Additionally, CSUMB instituted a new application system for study abroad applicants, facilitating better application tracking and communication with students throughout the study abroad lifecycle. This system allows IP, in emergencies abroad, to contact students quickly.

The breadth of support programs and curricular emphases provide significant support for students in identifying their goals and persisting to degree. The scope of changes outlined in the Otter Promise is ambitious, to be certain, but the campus is committed to bringing about positive changes in completion at CSUMB by 2025, while attending to a broad definition of student success.



A group of international students.

CHAPTER 6

Quality Assurance (CFR 2.4, 2.6, 2.7, 2.10, 4.1-4.7)

This chapter will outline the development of current processes for program review and assessment and how institutional research integrates with these processes to inform decision making and assist continuous improvement at CSUMB.

I. Academic Program Review (CFR 2.7, 4.1, 4.3)

A. History

In 2011, just after the completion of reaccreditation, the program review manual was re-evaluated; sections on assessment were strengthened, and the program improvement plan and bi-annual update reports were given more emphasis.

In 2015, the Senate Assessment Committee examined the program review process again for its usefulness and efficiency in providing quality data for program improvement. Feedback, gathered from department chairs at an assessment workshop, indicated that the intended outcomes of past revisions had not been consistently successful. Many departments viewed the bi-annual reports as busy work, the program review process as not integrated into departmental planning efforts, and the process as onerous, needing streamlining, with faculty workload better taken into account.

In response, a Faculty Associate, an ILO1 Coordinator, and the AVP for Academic Planning & Institutional Effectiveness reviewed the manual and proposed changes. The draft manual was reviewed by the FAs and then by the Senate Assessment Committee, an approach different from previous program review manual changes in which faculty did not participate. The new process endeavored to synchronize the established assessment activities with program review, reduce faculty workload, eliminate redundancy, and give more time for reflection. The new manual (**appendix 58**) contains a diagram of this process on page five. Since most programmatic accreditors now focus on assessment as part of their review, those programs accredited externally (MSW, Nursing, Education) can use those self-studies as their program review.

B. Current Process (CFR 2.4, 2.7, 4.1, 4.3-4.7)

A seven-year program review cycle now begins with and expands on the Program Improvement Plan (PIP) - a strategic document laying out goals, needed resources, and proposed program changes. A curricular map is required with MLOs plotted against program courses, also showing where MLOs align with the ILOs. Programs now have a full year to develop this plan, rather than a few months. The following five years are devoted to the Annual Assessment Plans and Reports which are submitted both to the college dean and the Senate Assessment Committee for review and feedback. Programs are expected to assess all MLOs over each program review cycle. The last year is one of reflection on assessment results together with data from Institutional Assessment and Research (IAR) on enrollment trends, retention and graduation rates, etc. This collaboration with IAR is another change intended to address faculty workload. Whereas, in the past, programs were expected to gather much of their own data, including alumni surveys, all data work and analysis is now conducted by IAR. A self-study report and visit by external reviewers completes that year. In preparation for the next PIP year, an internal review committee comprised of provost, AVP, dean and an Assessment Committee representative provides feedback and recommendations based on the self-study and external review.

The next improvement was to create an Outcomes Assessment and Program Review **website** on the Academic Affairs site. This brings together all academic and curricular planning information and documentation in one place to consolidate all departmental assessment and program review work into a single accessible and user-friendly repository. A **repository** was set up for each program, with access granted to all appropriate authors and reviewers. Past reviews are now stored there as well.

As of July 2018, 11 degree and one certificate programs will have gone through the new process, starting with two pilot programs, humanities and communications (HCOM) and psychology with both using the review to make changes. Following the program review process, HCOM undertook a program improvement year in which the department thoroughly reviewed its curriculum, concentrations, and requirements. The result was the consolidation of the curriculum into more

meaningful concentrations, a reduced number of MLOs, and increased clarity in the degree pathway. Future assessment will reveal the success of those changes and guide any further ones. In their PIP, the psychology department highlighted, among other things, the need to revisit the mission, better understand faculty resource needs, and refine student-faculty research as a HIP.

To determine the effectiveness of the assessment and program review processes toward programmatic changes, the six most recent program reviews, representing a variety of colleges, were studied. Of these programs, two provided explicit and detailed evidence of conducting annual assessment and utilizing the results to improve their program. One program had done minimal annual assessment and had not been able to act on conclusions due to "limited full time faculty." The last one described reflective changes and measured improvements to their program, but did not do so in the context of the prescribed institutional assessment methods. It is worth noting that this program was undergoing extensive curricular changes and rebranding as it was being altered and moved from one department to another.

Two of the six programs underwent more than one cycle of program review. One explicitly connected its PIP to the results of the previous program review cycle, detailing all the specific changes made for each point. The other referred to the feedback, especially from external program reviewers, and detailed the changes made in response.

Overall, this review indicates that most programs are following explicit institutional policy and procedures on program review and assessment. These cases also reveal that the programs struggling to meet the criteria have barriers such as staffing issues or having too many wholesale changes to the program to conduct simpler and systematic assessments.

The release of the new program review process has highlighted some adjustments to the system that are needed. Better tracking of documents (via the new repository), clearer roles for the college deans, and clarifying feedback on both the self-study and the PIP have already been addressed. In the future, CSUMB needs to increase the participation of external stakeholders, such as advisory councils, in the process. At the institutional level, the results of program review, particularly resource impacts, need to be collated, coordinated, and prioritized in the overall university budget.

II. Assessment

A. Program Level Assessment (CFR 2.4, 2.6. 4.1, 4.3-4.7)

The Assessment Committee of the Senate was conceived as the campus lead on academic assessment, a role that has increased in importance. In October of each year, every degree program is required to submit an **annual assessment plan**. The plan details the MLO or ILO being assessed that academic year, including methods, analysis of the data, and the communication plan for assessment results. In September of the following year, programs submit an **annual assessment report** that addresses the previous year's plan results, conclusions, and how they have closed or plan to close the loop. The Assessment Committee reviews the reports, and the FAs provide feedback to programs for incorporation into the next assessment cycle. Assessment reports and plans, along with feedback from the Assessment Committee, are discussed with the college deans and/or associate deans. The faculty associates and/or deans may further discuss feedback with department chairs and/or program assessment coordinators, as needed.

During spring 2017, the FAs conducted an MLO-ILO alignment study, interviewing each program to inventory MLOs (number, year revised, etc.), identify alignment of program coursework with ILOs, and evaluate MLOs for assessability. The results of this work will help inform the ILO revision and re-approval process, improve the assessment of ILO1 (see chapter 4) and assist in planning institution-wide assessment of ILO2 and ILO3.

B. Institutional Assessment (CFR 2.2, 2.4, 4.3-4.7)

As mentioned in chapter 4, CSUMB adopted institutional learning outcomes (ILOs) in 2015. It was acknowledged at the time that additional areas such as graduate and co-curricular learning outcomes would need to be addressed in the future and, in AY 2016 – 17, the Assessment Committee worked with the Postgraduate Studies Committee regarding the creation of graduate learning outcomes to be completed in AY 2018 – 19. At the same time, a task force of Academic Affairs and Student Affairs student support staff, with Assessment Committee faculty representatives, began a conversation about co-curricular learning outcomes.

C. Other Assessment (CFR 1.7, 2.11, 2.13, 4.1)

In 2009, CSUMB implemented **Academic and Administrative Services Review**, a multi-year, cyclical program review of services in Academic Affairs, Enrollment Services, Student Affairs, and Administration & Finance. Similar to academic program review, the service review called for a self-study, an external review (if appropriate) and a committee review.

Some service organizations utilized the reviews to form an improvement plan and carry out changes. For example, it was recommended in the IAR review to develop a data warehouse, increase professional development for office personnel, and enhance the website. As discussed in the next section, much of this has occurred. Other examples include CLC, which underwent a review in 2012. The resulting list of changes and ongoing evaluation are displayed in **appendix 59**. Despite the success of these two organizations in using assessment data to improve, other academic and administrative service providers have made less progress in doing so. Further work needs

to be done in this area to incorporate, for all administrative departments, a regular review that is effective.

III. General Education (CFR 2.2, 4.3, 4.4, 4.7)

Since the previous visit, the GE program has undergone significant restructuring to increase alignment with other CSUs and improve successful transfer to and from CSUMB. In 2008, a campus-wide representative group, formed by the provost, made recommendations to the GE committee, leading to the Academic Senate adopting the **Otter Model** in 2010. In 2015-16, a survey by the GE committee (appendix **60**, **61**) showed that students had mixed responses to their GE coursework. The GE committee researched other GE programs, as well as the national literature on GE, and recommended to the provost the formation of an ad hoc committee to enhance GE. This committee, formed in 2016-17, proposed a framework for making changes to the program that would develop themes based on broad areas of interest, contribute to student success, assist in reducing time to graduation, and provide better pathways for transfer students. The proposal also included a recommendation to establish a GE administrative unit with a director. As of summer 2018, an interim director had been appointed.

In August 2017, Executive Order (EO) **1100-revised** was issued from the CSU Chancellor's Office providing stricter definitions for the CSU system GE pattern, including a requirement limiting courses to three units and defining the areas for upper division GE. For CSUMB, with its curriculum based primarily on a four-unit course basis and with several GE areas no longer permitted under the revised EO, this constitutes a substantial re-working not only of the GE curriculum but of the majors as well, because of extensive double counting throughout. Determining how to continue to align curriculum with the CSUMB vision also means conversations about university requirements (outside of GE). Work began in fall 2017 with the GE Committee focused on developing possible models. Multiple faculty assemblies were held to collect ideas. A **website** made all the work available to the entire campus community. In April 2018, the Senate approved a new curricular mode. Work on course re-design will begin over summer 2018 (after the submission of this document), with review of new courses in fall 2018 and approvals completed by spring 2019, in time for the fall 2019 catalog and registration.

IV. Data Collection, Analysis, Use in Planning (CFR 4.1 - 4.5)

A. History of Institutional Assessment and Research Functionality

While CSUMB was founded on the ideal of an outcomes-based education, the infrastructure and support for data collection were not in place at the university's founding. Over time, the importance of such structure has become evident and the institution has made significant efforts to put in place the data and technical infrastructure necessary to support a comprehensive IAR function. IAR is charged with, among other functions, supporting a wide range of data collection, analysis, and dissemination in support of planning and policy making for institutional and external stakeholders. The majority of the data required for institutional decision-making and improvement of processes such as academic program review, assessment, strategic planning, grant writing, the Otter Promise, and other university studies and investigations is supplied through IAR and shared via several avenues, including IAR's **website**, the Student Data Warehouse, online data requests, and presentations to various campus stakeholders. The IAR website is regularly reorganized, based on user feedback, to present data in more user-friendly formats. The most recent reorganization was in spring 2017.

In spring of 2017, a faculty survey study was added to this portfolio of work. IAR also provides consulting support to academic and administrative departments conducting studies in the areas of survey development, human subjects review, and analysis and reporting. IAR periodically meets with the college deans, chairs, and faculty to assess additional data needs in the short and long-term for academic and budget planning, as well as course scheduling.

The data reports produced by IAR have facilitated numerous campus conversations for informed decision-making and process improvement. For example, in the most recent visual and public arts (VPA) program review, IAR met with faculty and chairs to review and discuss data reports on students and faculty and considered their implications for the programs and for student success. Based on these deliberations, VPA is investigating actions to increase student enrollment, retention and graduation, as well as resources for the program.

Campus discussions of survey findings (such as the CSUMB Experience, Alumni, CIRP, and NSSE) have facilitated deliberations about students' satisfaction, financial status, and campus experience and their implications for student achievement and success.

B. Evidence Systems

Over the years, CSUMB has undertaken a number of significant steps to strengthen its evidence systems. The IAR department consist of a director and two professional staff, one of whom is a data visualization expert, hired in recognition of the changing trends in data consumption. Faculty, staff, and administration are increasingly interested in interacting with data rather than reviewing static reports.

In 2014-15, CSUMB led a project to implement a Student Data Warehouse model for a collaborative of eight campuses and the Chancellor's Office. The intent was to align the Student Data Warehouse development with CSU reporting requirements and to enable other CSU campuses to adopt

the model. Because integration of CSU census and reporting data into the baseline model required a longer-range implementation, the collaborative campuses withdrew from the project, but CSUMB continued to develop the model locally and released the phase 2 baseline model in summer 2017. The Monterey Bay development team consists of staff from IT, Enrollment Management, and IAR, in consultation with campus data owners and subject matter experts. The **Student Data Warehouse** (log in required) has enabled the creation of several important interactive dashboards, including admissions, enrollment, degrees awarded, and retention and graduation rates - all related to student success. The long-term goal of the Student Data Warehouse is to position it as a one-stop shop for data analysis and reporting by integrating within it all the other data collected across the campus.

Related to the Student Data Warehouse is the CSU system's Student Success **Dashboard**. In 2013, the CSU Office of the Chancellor launched a system-wide Student Success Dashboard to assist campus leaders to better understand the problem of low graduation rates, diagnose contributing factors, and target responses based on these discoveries. The dashboard continues to equip presidents, provosts, vice presidents, deans, department chairs, and faculty with a set of analytical tools that go beyond descriptive statistics and apply methods, such as predictive modeling, to give new insights into variables that affect student progress toward a degree.

Using the dashboard, campus leaders can monitor on-track indicators and better understand which milestones students are failing to reach and why they are not attaining them. This analytical tool has helped CSUMB to design interventions and policy changes to increase student success and gauge the impacts of these interventions.

C. Next Steps

1. Increased use of data in decision making

IAR informs planning at the department and university level in ever-increasing ways, creating dashboards that provide detailed data on the admissions funnel (including number of applicants by program, admits, and yield) as well as current enrollment. This data is regularly used at the department, college, and university level to plan for the number of seats offered in particular courses or in particular areas of GE. Dashboards also track metrics such as average class size by program and number of courses taught, which can help administrators understand workload and cost implications of the curriculum in various programs. To help support student success, dashboards were created which provide detailed data on retention and graduation rates, which may be disaggregated to identify gaps between groups of interest. Use of the system CSU Student Success Dashboard can also be increased: using funds from the Chancellor's Office, each college now has a faculty "data fellow," adding capacity to acquire and analyze data to advance student success efforts.

As IAR develops additional dashboards, priority will go to those that aid in promoting student success. For example, the student data warehouse will increase capacity to drill down on disaggregated student performance in particular courses, examining gaps and the effect of performance in particular courses on performance in subsequent courses. CSUMB is also in the process of implementing Smart Planner, software that integrates with catalog information to allow students to plan an academic schedule for their entire degree. These plans can then be used to predict course demand in any given semester.

2. Integration of academic, student affairs, financial and personnel data

The development of the data warehouse and production of visualizations and dashboards will also improve the use of data for budgetary decision making at all levels. The next steps will involve bringing more data sources into the warehouse, such as faculty and staff demographics, housing status, participation in living learning communities, and special counseling.

Administration and Finance, University Personnel, and Student Housing are areas that need further attention in terms of data collection, analysis, and reporting. Although data on these functional areas are collected and analyzed on an ad hoc basis for planning and decision-making, the campus has yet to collect, analyze and disseminate data in an integrated or systematic manner. Efforts are underway to extract and integrate these data into the CSUMB Student Data Warehouse.

CHAPTER 7

Sustainabilty: Financial Viability - Preparing for the Changing Higher Education Environment (CFR 3.4, 3.7, 4.1, 4.3-4.7)

As described in chapter 3, faculty and students see CSUMB as distinctive for the ways in which the founding vision, mission, and goals infuse the curriculum through interdisciplinarity and HIPs. This chapter describes the largely behind-the-scenes strategies the university uses to sustain that curriculum and student services in challenging financial times and the planning that ensures a CSUMB education remains high quality and relevant.

I. Fiscal Stability (CFR 3.4, 3.7, 3.8)

Within the context of a larger CSU system's financial and academic initiatives, CSUMB has its unique strengths and challenges. The visiting team commended strength of CSUMB's financial area during the last reaccreditation. CSUMB has maintained its strong financial position, which has allowed development of new programs and colleges, enabled expansion of international activities, and allowed greater access to higher education for the service population.

Greater access has its challenges with one of the most vexing issues being unfunded enrollment. Several years ago, the shared perspective was that the system's smaller institutions should be allowed to grow to alleviate the diseconomies of scale that those campuses faced. While there was no firm number assigned to that growth, the consensus at that time was that economies would be achieved at a level of 7,000 to 8,000 FTES. Consequently, CSUMB embarked on a program of rapid enrollment growth, with the understanding that general fund support (state) funding would rise to support that growth. While CSUMB received additional tuition and fee revenue from enrollment growth, the expected state support has not materialized. For fiscal year 2017-18, the value of the unfunded ("unfunded" being the shortfall in state general fund support provided in the system's budget distribution relative to the actual CA resident enrollment) resident FTES was approximately $2.7 million. A systemwide five percent increase in tuition was approved for the 2017-18 year, the first since 2011-12. Until the recent tuition increase, any tuition and fee revenue growth was due to enrollment increases. CSUMB has responded to the unfunded enrollment situation by re-calibrating its growth plans and essentially maintaining flat enrollment for the foreseeable future to allow funding to catch up.

New facilities to augment or replace buildings acquired in the transfer from the Department of Defense in the deactivation of Fort Ord and to meet the needs of growing enrollment remains a constant challenge for CSUMB. Maintaining flat enrollment allows the university to grow its physical capacity and catch up with enrollment to better serve existing and future students. As described below, CSUMB's plans for the development of facilities will benefit from the CSU's new debt authority invested in the system's Board of Trustees. This is essential for institutional enrollment growth, especially given the base of physical assets received initially. CSUMB has cut general fund expenditures by approximately $1.2 million for the 2017-18 year. CSUMB has maintained a high level of reserves relative to other CSU campuses, but with the over-enrollment of unfunded CA resident students discussed above, adequate reserve levels could not be maintained without a modest reduction of annual general fund expenditures.

CSU Monterey Bay
CA Res. FTES by College Year, 2008-09 through 2017-18
Actual and Target CA Res. Enrollment

	Actual[1]	Funded[2]	Over/(Under)	Year to Year Increases	
				Actual	Funded
2008-09	3,913	3,640	273		
2009-10	4,248	3,640	608	335	
2010-11	4,591	3,900	691	343	260
2011-12	4,954	4,500	454	363	600
2012-13	5,004	4,500	504	50	
2013-14	5,140	4,617	523	136	117
2014-15	5,921	5,017	904	781	400
2015-16	6,344	5,519	825	423	502
2016-17	6,323	5,636	687	(21)	117
2017-18[3]	*6,255*	5,836	419	(68)	200
			Total(s)	2,342	2,196

[1]Analytic Studies, Office of the Chancellor. Statistical Reports by College Year, 13-14, 14-15, and 15-16
[2]Source: CSU Budget Office, Office of the Chancellor, Final Budget Coded Memo by Fiscal year
[3]Preliminary data for actual enrollment

Constrained funding will continue to hamper CSUMB's potential to provide access and to grow opportunities. However, with financial planning aligned with campus and system priorities, CSUMB has every prospect of continuing to fulfill its mission and vision in the future.

II. The System Context

While the CSU system has not fully recovered from the effects of the Great Recession (December 2007-July 2009), during which time a $500 million funding gap existed, system resources and capabilities have trended toward improvement through the current budget year and have improved since the height of the recession.

Reduced state support during the years of the recession caused significant shifts in the funding structure of the CSU, with student tuition increases partially backfilling the reductions. The pre-recession (2008-09) ratio of 65% state funding and 35% student tuition and fee funding has shifted to 54% state funding and 46% tuition and fee funding in 2016-17 for the system's campuses. While the increase in tuition and fees has been significant on a percentage basis for the students, it has not kept pace with the lingering reduction in state support. In 2008-09, the total level of state support provided to the campuses was $2.72 billion. In 2016-17, the total level of state support provided to the campuses is only $2.58 billion. The increase in state support for 2017-18, as proposed by the governor in Jan. 2017, was $157.2 million (excluding debt service transfers), with no specific increases for enrollment. Consequently, the system's budget plan for 2017-18 did not include any increases for enrollment; however, late in the legislative session, $20 million was added for 0.7% enrollment growth for the system. In order to continue the CSU's tradition of accessibility, development and implementation of a new financial model was, and is, essential in confronting the changes in the financial environment over the past several years.

Fiscal Year	Governor's Budget	CSU Request	Final State Budget	Unfunded
2013-14	$125.1	$371.9	$125.1	$246.8
2014-15	142.2	237.6	142.2	95.4
2015-16	119.5	216.6	216.5	0.1
2016-17	139.4	241.7	154.0	87.7
2017-18	157.2	324.9	177.2	147.7
2018-19	102.0	263.0		
2019-20	105.0			
Total	$890.4	$1,655.7	$815.0	$577.7

In millions

The CSU system has recently developed a sustainable financial strategic plan, "**A Financial Model to Support the Future of The California State University**." A task force was established in October 2014 by Chancellor Timothy White, co-chaired by two campus presidents and the executive vice chancellor and CFO. The charge to the task force was to propose a sustainable financial plan for the university system, recognizing the changes in state funding of higher education, the inability of the system to meet demand of qualified students, and critical faculty and facility needs for instruction and support. The final task force report, issued in March 2016, includes nineteen recommendations across five major areas, including resource allocation, administrative effectiveness, and managing costs and revenue generation, all in the context of supporting quality education and student achievement.

III. Strategic Budget Alignment and Priorities (CFR 3.4, 3.7, 4.6, 4.7)

To ensure that financial planning reflects the values and goals of the institution, the campus Strategic Budget Committee (SBC) includes a broad cross section of university representatives, including students. In its advisory role to the president, the SBC provides a forum for information exchange, budgetary review, discussion, and recommendations.

Such broad inclusion is especially important in the context of the CSU's Graduation Initiative 2025. Since CSUMB has been addressing (for several years) many of these elements, some of the funding received will be used to backfill or reinforce CSUMB's previous and ongoing support commitments, such as faculty and staff hiring and technical support. Budget planning for additional expenditures in support of the Graduation Initiative continues as system funds become available to the campuses. Additionally, the University Corporation has identified funding and entered into agreements that also support the Graduation Initiative. For example, the Corporation underwrites the installment purchase program for textbooks available through the bookstore.

IV. Educational Sustainability (CFR 3.1, 3.4, 3.7)

Among the investments toward stability made at the university is the hiring of tenure-line faculty, reducing the repeated costs of finding, hiring, training, and replacing non-tenure-line faculty. The result is an increase in tenure density from the low of 38.6% in 2014 to a 2017 value of 50.7% (against a system average of 55.7%). Since 2011, 93 tenure-line faculty have been hired into departments across the university, of which 44 were new lines. These hires facilitate support for curricular high-impact practices, including service learning and capstone, programs already under faculty review to ensure sustainability, even if faculty hiring slows. Difficulties in recruitment arise from time-to-time, owing in part to a high cost of living (offset partially by on-campus housing). Program review significantly informs the allocations within Academic Affairs, particularly with regard to the distribution of faculty hires.

CSUMB has further invested in student support in the hires by the Personal Growth and Counseling Center and the Center for Academic Advising, Career Services, and Student Success discussed in chapter 5. Additional personnel have been added in Enrollment Services offices for both direct student and technical support. All of these changes are state-supported, permanent positions.

V. Planning for the Next Decade and Beyond (CFR 4.6, 4.7)

In 2019, CSUMB will begin its 25-year celebration. In preparation for this milestone, CSUMB began the process of generating a new strategic plan to envision the work of the

university over the course of the next decade. Beginning with a campus-wide retreat to examine the vision in fall 2017, the campus expects to spend much of 2018 and spring 2019 in preparation and review of the new strategic plan and the vision for the university and the community moving forward.

One of the newest community efforts is the **Bright Futures** project in Monterey County, for which CSUMB acts as a convener. The community-wide partnership has identified **seven education-focused goals**, six of which target early childhood care and education through K-12. The seventh is specifically about the role that the Monterey County higher education institutions play in career and degree pathways. CSUMB contributes to the efforts across these goals, participating in considerable programming intended to improve outcomes for students in K-12 and to raise college aspirations in a county where only about 20% of K-12 students complete a credential in higher education. Among the programs in which CSUMB engages are teacher preparation, **MESA Junior Otters**, US Department of Education's GEAR UP grants, **Upward Bound**, **Imagine College**, and academic department-based efforts in the local school systems. CSUMB regards these activities as some of the most significant efforts to improve outcomes for Monterey County students and the university's stability, reducing the reliance on out-of-area CA residents for enrollment.

CHAPTER 8 Conclusions

Preparing this report provided the opportunity for the institution to witness the breadth of its learning, reflect on that learning, and consider its implications for the next strategic plan. WSCUC defines the learning institution as "[a]n institution that focuses on a holistic, developmental trajectory of improvement over time in an intentional and integrated way" ("The Learning Institution," Nov. 15, 2017, Resource Binder, p. 26). That is clearly happening at CSUMB. Working through the **2013 Refresh** of the CSUMB 2008 - 2018 Strategic Plan, the accomplishments from intentional effort within the four themes became more visible:

1. Promote student success

- Improved retention and graduation rates: Increased the six-year graduation rate to 53% for the 2010 FTF cohort from 38% for the 2007 cohort and four-year graduation rate of transfers to 75% for the 2012 cohort from 57% for the 2007 cohort; developed and initiated a comprehensive response to the CSU Graduation Initiative 2025 (the Otter Promise); revised the general education curriculum to improve effectiveness, timely completion, and alignment with system-level requirements (EO 1100); improved assessment of college readiness for written communication and quantitative reasoning and created credit-bearing courses to support all admitted students (EO 1110); enhanced communication and use of institutional research data.
- Improved advising and intern and career placement: Created an integrated Center for Advising, Career, and Student Success.
- Supported the development of the whole student: Created eight Living Learning Programs; increased funding and staffing for Health and Wellness Services and the Personal Growth and Counseling Center; initiated collaborative efforts by Student Affairs and Academic Affairs to foster **holistic wellness, learning, and engagement**; initiated projects seeded by the WSCUC Assessment Leadership Academy to integrate curricular and co-curricular teaching, learning, and assessment (**appendix 62**) and promote student wellness (**appendix 63**).

2. Promote Academic Excellence

- Increase tenure-line faculty: Increased tenure density to 51% in 2017 from 39% in 2014 through the replacement in vacant lines and addition of new lines in critical areas.
- Develop, assess, and improve student achievement of well-defined baccalaureate outcomes: Improved program review; increased support for annual program assessment projects; adopted undergraduate learning outcomes; initiated development of graduate learning outcomes; continued to support ongoing institution-level assessment of the core competencies and closing-the-loop activities; initiated assessment of the personal, professional, and social responsibility and integrated knowledge undergraduate learning outcomes.
- Foster active and engaged learning with high-impact practices: Reaffirmed CSUMB's commitment to continued improvement of its four institutionalized high-impact practices: First Year Seminar, community-based learning, writing-intensive courses, and the senior capstone experience; and continued to advance CSUMB's nationally recognized undergraduate research program.

3. Promote regional stewardship

- Encourage community engagement and act as neutral convener of officials and interest groups: Initiated the community-based Bright Futures collaborative. Convened **community dialogues** on current topics such as education, immigration, and healthcare.
- Increase responsiveness to regional needs: Developed new baccalaureate programs in Nursing, Sustainable Hospitality Management, Human Development and Family Studies, Marine Science, and Environmental Studies. Expanded programs into neighboring tri-county cities including nursing (ADN to BSN) in Paso Robles (with Cuesta College) and Liberal Studies programs in Salinas and King City (with Hartnell College) and soon Watsonville (with Cabrillo College).

4. Promote institutional capacity

- Improved strategic space planning to maximize campus

use: Constructed the Promontory, a campus-community partnership that provided new housing for more than 750 students; completed construction of the Gambord Building housing the College of Business and the School of Computing and Design; initiated construction of a building for the humanities; completed planning for a student union building; updated the CSUMB 2016 Master Plan.

- Increased external funding: Increased CSUMB's endowment to $22.8 million in 2018 from $13 million in 2011; hired college-level development officers; initiated 25th Anniversary Capital Campaign; increased grants from $12,092,000 in 2013 to $14,897,000 in 2018.
- Initiated a new round of strategic planning: Launched next stage of strategic planning with a campus-wide **re-visioning day** in November 2017 attended by over 300 faculty, staff, and administrators, followed by the formation of a planning committee that is drafting CSUMB's new strategic plan.

These accomplishments have provided the institution with the experience, capacity, and foundation needed to advance the following goals that, in one form or another, will be incorporated into the next strategic plan:

- Become Student Ready: The core of the **Otter Promise** is a healthy environment for access and learning. The various initiatives and goals outlined in the plan set the stage for future efforts to support continuous progress towards degree (e.g., improve course access), early completion of foundational courses (e.g., structured scheduling), curricular and course redesign (e.g., guided major pathways), wellness and belonging (e.g., integration of curricular and co-curricular learning), affordability (e.g., reducing textbook costs), and analytical capacity and communication (e.g., increase dissemination and use of data).
- Build Capacity and Belongingness in Diversity: The institution has demonstrated its commitment to the entire CSUMB community in creating the Office of Inclusive Excellence and with the summer 2018 hiring of a new Chief Diversity Officer. The institution will next refine and implement a diversity plan that addresses critical gaps in support for populations of our campus community as revealed in the climate study and provides intentional support and mentorship to develop further a wellness- and belongingness-focused action plan and environment for students, faculty, and staff.
- Promote a culture of assessment for improvement: The institution will clarify and align learning outcomes at all levels and advance assessment activities. This will include increasing support for program-level assessment and the core competency work. CSUMB's fourth Assessment Leadership Academy participant has just joined Cohort IX and will work at the course-level to build a culture of assessment for improvement at CSUMB.
- Offer scaffolded faculty development: The institution will develop and implement scaffolded professional development that results in constructive alignment of outcomes with learning activities, pedagogy, and assignments. This will be supported by CSUMB's project with the **WSCUC Community of Practice for Advancing Learning Outcomes Visibility**, "Assessment and Constructive Alignment for Improving Achievement of the Core Competencies."
- Advance strategic budgeting: The institution will improve its ability to strategically link administration and finance decisions to institutional values and priorities.
- Provide regional stewardship: Continue and expand on initiatives such as Bright Futures and the community dialogue series. Continue to add programs that directly meet regional needs.

These efforts and aspirations will help CSUMB continue to increase the proportion of entering students—inclusive of first-generation college students and other underrepresented groups—who graduate with the skills, knowledge, and dispositions they need to flourish personally, professionally, and socially.

Links to Appendices

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Appendix 06: WSCUC Steering Committee

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Appendix 19: Faculty Associates Responsibilities

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Appendix 27: ILO1 Indirect Assessment 2017 NSSE CSUMBES

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Appendix 47: UDT Graduation Rates Pre-Impaction

Appendix 48: CSUMB Advising Model

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Appendix 50: CIRP 2016 Infographic

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Appendix 54: EOP-CAMP-TRIO-GScholars Data

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Appendix 59: CLC PIP Nov 2012

Appendix 60: GE Student Survey Frequencies Report 2014

Appendix 61: GE Student Survey Comments Report 2014

Appendix 62: Integrating Curricular and Co-Curricular Teaching and Learning

Appendix 63: Development of Health and Wellness LO

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Otter Speak—Glossary of Common Acronyms

An alphabetized glossary of CSUMB acronyms

AAC&U	Association of American Colleges & Universities
A&F	Administration and Finance
ACE	American Council on Education
ADN	Associates Degree in Nursing
ALA	Assessment Leadership Academy (of WSCUC)
AVP	Associate/Assistant Vice President
CACSS	Center for Advising, Career, and Student Services
CAD	Communication Across the Disciplines
CAHSS	College of Arts, Humanities, and Social Sciences
CAMP	College Assistance Migrant Program
CAT	Center for Academic Technologies
CHSHS	College of Health Sciences and Human Services
CIRP	Cooperative Institutional Research Program
CLC	Cooperative Learning Center
CO	Chancellor's Office (of the California State University System)
COB	College of Business
COE	College of Education
COS	College of Science
CSU	California State University
CSUMB	California State University, Monterey Bay
CAT	Center for Academic Technologies
CHSHS	College of Health Sciences and Human Services
CIRP	Cooperative Institutional Research Program
CLC	Cooperative Learning Center
CSUMB-ES	CSUMB Experience Survey
EO	Executive Order (issued from the Chancellor's Office)
EOP	Educational Opportunity Program
FAs	Faculty Associates
FTE	Full Time Equivalent
FTES	Full Time Equivalent Student
FTF	First Time Freshman
FYS	First Year Seminar
GE	General Education
HCOM	Humanities and Communication
HIPs	High Impact Practices
HSI	Hispanic Serving Institution
HWS	Health & Wellness Services
IAR	Institutional Assessment and Research
ILOs	Institutional Learning Outcomes
IP	International Programs
IT	Information Technology
LEED	Leadership in Energy and Environmental Design
LLP	Living Learning Programs
LO	Learning Outcome
MLOs	Major Learning Outcomes (of degree programs)
NSSE	National Study for Student Engagement
OBE	Outcomes Based Education
OC3	Otter Cross Cultural Center
PGCC	Personal Growth & Counseling Center
PGSC	Post Graduate Studies Committee (of the Academic Senate)
PIP	Program Improvement Plan
RFY	Reimagining the First Year
RTP	Retention, Tenure, and Promotion
SALD	Student Activities & Leadership Development
SBC	Strategic Budget Committee
SCCC	Senate Curriculum Committee Council
SDR	Student Disability Resources
SLI	Service Learning Institute
STEM	Science, Technology, Engineering, and Mathematics
TLA	Teaching, Learning, and Assessment
TRiO	references Federally-funded student support services programs, including but not limited to: Upward Bound, Talent Search, and Student Support
UC	University College
UDT	Upper-division Transfer (students)
UP	University Personnel
URM	Under-represented Minority
UROC	Undergraduate Research Opportunities Center

CSUMB Baccalaureate Programs and Their Abbreviations

BIO	Biology, BS
BUS	Business Administration, BS
CINE or CART	Cinematic Arts & Technology, BA
CHHS	Collaborative Health & Human Services, BA
CD	Communication Design, BS
CS or CS3	Computer Science, BS
ESTP	Environmental Science, Technology, & Policy, BS
ENVS	Environmental Studies, BA
GS	Global Studies, BA
HCOM	Humanities & Communication, BA
HDFS	Human Development & Family Studies, BA
JAPN	Japanese Language & Culture, BA
KIN	Kinesiology, BS
LS	Liberal Studies, BA
MSCI	Marine Science, BS
MATH	Mathematics, BS
Music	Music, BA
NURS or BSN	Nursing, BS
PSY	Psychology, BA
SBS	Social & Behavioral Sciences, BA
SPAN	Spanish Language & Hispanic Cultures, BA
HOSP or BS-SHM	Sustainable Hospitality Management, BS
VPA	Visual & Public Art, BA

CSUMB Graduate Programs and Their Abbreviations

ENVS-MS	Environmental Science, MS
MAE	Education, MA
IST or MIST	Instructional Science & Technology, MS
MBA	Master of Business Administration
MSCI-MS	Marine Science, MS
MSW	Master of Social Work
MS-PA	Physician Assistant, MS
SPSY	School Psychology, MS