



February 1, 2018

Lori Williams, Vice President
WASC Senior College and University Council

Dear Vice President Williams,

Pursuant to the WASC Action Letter dated January 29, 2016, California State University Long Beach (CSULB) submits this progress report centered around two questions: 1) define student success and 2) provide two examples of programs or programs that have been effective in promoting student success and learning.

1. Define Student Success (accounting for **degree completion and achievement of student learning outcomes**), given the mission, values, and programs offered, and the characteristics of the students being served (CFRs 1.1, 2.4, 2.6, 2.7, 2.8, 2.9)

CSULB defines student success as **learning, academic, and Outcomes (LOs)** in the form of a highly-valued degree [CFRs 1.2, 2.2a, 2.2b, 2.4, 2.6]. CSULB's Mission states,

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

This mission of student success in the form of a highly-valued degree results in CSULB attaining the following outcomes:

- Well equipped with broad-based knowledge to pursue advanced study, the work force of California and worldwide or to pursue advanced study;
- Critically and creatively thinking;
- Knowledgeable and respectful of the diversity of individuals, groups, and cultures;
- Accomplished at integrating the skills of a liberal education with disciplinary or professional competency;
- Skilled in collaborative problem solving processes and communication.

These markers of student success are embedded in the tripartite strategic institutional priorities for the future: **multicultural achievement, innovation, and the Public Good** (CSULB's Strategic Priorities and Goals, 2017-2020). This Strategic Plan outlines multiple frameworks of student success across all divisions for the university. Since student success is measured through the entire campus experience, inter-divisional cooperation is essential. The plan below outlines the ways in which the five divisions of the university are working together to meet strategic goals and to ensure the best physical, emotional, financial, and intellectual environment to truly represent CSULB's mission and vision.

Campus Goals*	Intellectual Achievement	Inclusive Excellence	Public Good
Graduation Initiative	AA, SA, CA	AA, SA, CA	AA, SA, CA
Student Engagement	AA, SA	AA, SA	AA, SA, CA
Faculty and Academic Development			
Environment Planning and Management			
Facilities and Sustainable Development	DAF		DAF, SA
Fiscal Resources and Quality Improvement	DAF	DAF	
Academic and Information Technology Services	AA, IT, SA		
Research, Scholarly, and Creative Activities			
External Support and Community Relations	URK	URK	URK, SA
Auxiliary Organizations	SA		SA
Emergency Preparedness			DAF

*source: http://web.csulb.edu/divisions/aa/provost/strategic-plan/documents/StratPlan_2017.pdf

AA (Academic Affairs), SA (Student Affairs), DAF (Division of Administration & Finance), URK (University Relations & Development), IT (Instructional Technology)

2. Provide at least two specific examples of institutional initiatives

been particularly effective in promoting student success and learning. Include information about the evidence that the university has collected and analyzed to determine the effectiveness of these efforts and explain how the lessons that have been learned are being applied, as appropriate, to expand the effort to more students or to additional academic programs (CPR 2.0, 2.10, 2.13, 4.1, 4.2)

Introduction:

Like many other institutions of higher education, CSULB has a long history of student achievement. Our learning goals predominantly in quantitative terms. That is, ideas of student success hinged on retention and graduation rates. Even into the early 2000s, CSULB's idea of student success remained fairly quantitative. When departmental success was measured for High Impact Practices (HIPs) in 2008, the focus was on quantitative measures of student success. Two new grants to departments were sponsored for High Impact Practices (HIPs) in 2008. The HIPs were a joint project of the Faculty Center for Development and the Office of Program Review and Assessment. The Faculty Center supported individuals with assigned time and the amount of grant money to investigate and implement practices and the Assessment Office supported departments with \$10,000 grants for promising or demonstrated high-impact practices.

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It is one thing to monitor and promote student success when future students quite another to monitor the meaning of the degree and concomitant success after graduation. Since part of the university's mission is to provide a quality education, it is essential to analyze how well CSULB has

CHART 2: First-Year Persistence Since Undergraduate

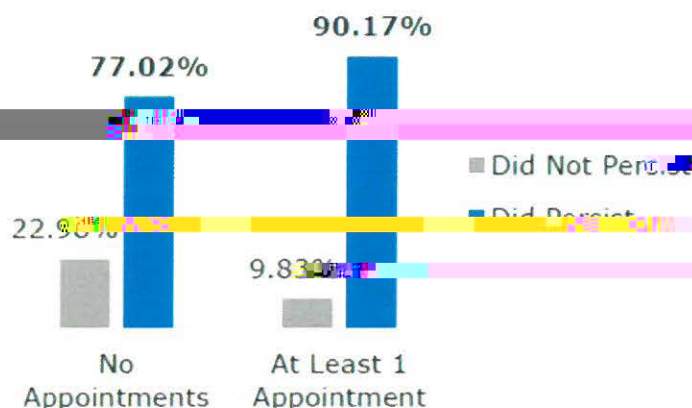
	Cohort Count	Cohort Count	1 Year Persist Count Within	1 Year Persist Count Within	1 Year Persist	1 Year Persist	Persistence
Cohort Year	NURM	URM	NURM	URM	NURM	URM	
Fall 2005	2,413	1,542	2,088	1,233	86.53%	79.96%	6.57%
Fall 2006	2,449	1,607	2,124	1,319	87.22%	82.08%	5.14%
Fall 2007	2,235	1,605	1,977	1,316	88.46%	81.67%	8.04%
Fall 2008	2,419	1,839	2,170	1,502	89.71%	81.67%	8.04%
Fall 2009	1,737	1,571	1,566	1,352	90.16%	86.06%	4.1%
Fall 2010	1,901	1,848	1,725	1,588	90.74%	85.93%	4.81%
Fall 2011	1,842	1,927	1,660	1,636	90.17%	84.7%	4.5%
Fall 2012	1,827	2,139	1,665	1,853	91.13%	86.63%	4.5%
Fall 2013	1,985	1,930	1,805	1,712	90.93%	88.96%	9.7%

Finally, CSULB's use of data analysis to institute innovative advising is beginning to show gains in student success in retention, first-year persistence, and graduation. For example, one documented advising session scored 12% over those students who did not have an advising session. The University Center for Undergraduate Advising is also beginning to show a correlation between graduation and while nearly 90% of students who had at least one advising session graduated, more data will need to be collected for seniors, more data will need to be collected for

CHART 3: Advising Appointments

Fall 2016	29,231
Spring 2017	27,808
Summer 2017	9,750
Fall 2017	38,289

CHART 3B: Persistence



*source: www.wscuc.edu

B. Core Competency Assessment

The 2013 Handbook of Accreditation states that institutions, especially larger institutions like CSULB. Because of the multiple disciplines and programs at a large state college, CSULB adopted this framework for assessment, and the Director of Program Review and Assessment aligned each program's learning outcomes (PLOs) with the Institute's (ILOs) and the WSCUC core competencies. The 2015 Interim report results made clear, however, that WSCUC would like to see more institutional-wide discussion of the core competencies and their assessment.

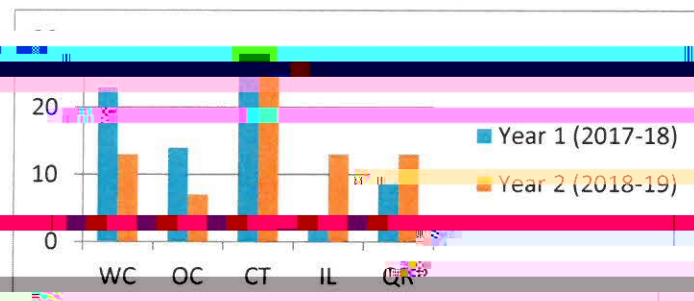
As a result, CSULB initiated the Core Competency Assessment Initiative, a two-year assessment project (with possibility for extension) in which every undergraduate degree program engages in a direct assessment of a PLO aligned to a core competency [CRS 2.2a, 2.3, 2.4, 4.3, 4.4]. The announcement of the initiative met with a strong response, and the university received assessment plans from over 90% of undergraduate degree programs. Each of the directors of the remaining degree programs are working in collaboration with the Director of Program Review and Assessment to revise PLOs and develop appropriate assessment plans. In January 2018, the university received the first round of direct assessments from program directors. The first year responses as a whole in summer of 2018.

Unsurprisingly, as the data below indicates, Critical Thinking and Written Communication will be the most assessed core competencies over this two-year period. Critical Thinking instruction spans all disciplines, and the

Core Competency Initiative

As part of the core competency assessment, the CSULB Program Review and Assessment will evaluate each program, but will also bring together representatives from across the university each

	Year 1 (2017-18)	Year 2 (2018-19)
WC*	23	13
OC	14	7
CT	25	27
IL	2	13
QR	9	13



*Written Communication (WC), Oral Communication (OC), Critical Thinking (CT), Information Literacy (IL), Quantitative Reasoning (QR)

summer to more globally assess a core competency. The first round of this global assessment will be written communication. CSULB's Writing Across the Curriculum (WAC) program has been working with faculty members to develop writing-intensive (WRI) general education courses in all of the colleges. There are some new challenges, however, as the CSU Chancellor has issued Executive

Orders (EOs) directly impacting the general education curriculum, including writing capstones. A planned assessment of writing-intensive classes will help determine how writing-intensive classes will be categorized. Despite challenges, this EO provides an important opportunity for reflection and dramatic change of the character and substance of general education in the twenty-first century.

As a preliminary step to direct assessment of written communication, WAC will conduct a year-long survey of students, alumni, and faculty about preparation for the workforce. This indirect evidence will provide necessary backdrop to the direct assessment of student achievement in the core competencies. The Gallup survey of students determined that only 36% of students believe they will graduate with the skills and knowledge to be successful in the workplace (36%) (Strada-Gallup 2017 Survey.

<http://www.gallup.com/press/225101/2017-strada-gallup-survey.aspx>). The sample size is limited, preliminary results suggest that CSU students perceive their preparation more positively in relation to those surveyed by Gallup:

Alumni – “I was prepared to write in the workplace.”

Strongly Agree	Agree	Somewhat Agree	Disagree
44.07%	35.17%	13.47%	3.50%

Current Students – “I am prepared to write in my profession after graduate.”

Very Prepared	Prepared	Somewhat Prepared	Unprepared
23.15%	40.89%	29.56%	6.77%

Current Students – “People who write well have better jobs.”

Strongly Agree	Agree	Somewhat Agree	Disagree
51.23%	32.51%	11.97%	1.97%

This comparison is based on CSU D’s participation in 2014 NCSSE and the questions regarding how much their experience “contributed to their knowledge, skills, and personal development in writing.” In that survey, the percentage of seniors responding “very much” or “quite a bit” favorably comparing positive to the CSU rate of 83%.

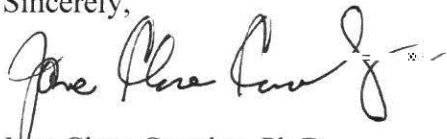
The research cited in the report regarding college writing readiness that this institution will reference as it embarks on the writing-intensive assessments. The California State University’s Graduation Writing Assessment Requirement (GWAR) is designed to ensure that students graduate with appropriate written communication skills. Until 2016, CSU used the Writing Proficiency Examination (WPE), a 75-minute essay examination. The WPE became the CPE, or CWAP Placement Examination; students scoring below a 12 would be placed in an appropriate course to further develop written communication skills before enrolling in a writing-intensive capstone. Students scoring a 12 or higher on the test would be placed in a writing-intensive capstone. The results of tests from July 2014 through April 2017 show that “the pass rate for native

undergraduate students averages to 93.3%, the average for the entire university is 88.3% indicating that overwhelmingly, CSULB students are well prepared to advance writing after their graduation.

The final CSULB survey results will be triangulated with the NCSSE results and with the direct assessments of the program and institutional level discussions. While the direct and indirect data are encouraging, however, CSULB will continue to monitor the achievement of written communication. CSULB is committed to continue with the Writing Assessment Project and embed more rigor of assessment into program level assessment for the future. It looks forward to further success in meeting the Vision and Outcomes.

On behalf of CSULB, I would like to thank the Commission for its continued support of our educational initiatives to define, monitor, and assess student success.

Sincerely,



Jane Close Conoley, Ph.D.

President

cc: Brian Jursky, Provost & Senior Vice President for Academic Affairs
Jody Cormack, Interim Vice Provost for Academic Affairs
Sharlene Sayegh, Director of the Program Review & Assessment and Accreditation Division