REPORT OF THE WSCUC TEAM
For Reaffirmation of Accreditation

To __California State University, Long Beach____

Date of Visit
October 21-23, 2020

Team Roster

William Ladusaw, Team Chair, Dean of Humanities, Emeritus

Richard Mahon, Vice President, Instruc
Mount San Antonio College

Mitsue Yokota, Academic Director, Undergradu
University of California, Los Angele

WSCUC Liaison: Linda Petersen, Vice Pre
WASC Senior College and University Com

The team evaluated the institution under the 2013 Standards of Accreditation and prepared
this report containing its collective evaluation for consideration and action by the
institution and by the WASC Senior College and University Commission (WSCUC).
The formal action concerning the institution's status is taken by the Commission and
is described in a letter from the Commission to the institution. This report and the

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over 71,000 first-time freshmen applications last year, of which just under 40% were admitted and just under 20% of that number enrolled. The university raised its 6-year graduation rate to 74% in 2020. Disaggregated graduation data shows that most ethnic, gender, and race groupings graduate within four percentage points, above and below the overall 74% mark (i.e., 70-77%), with the notable exceptions of Non-Resident Aliens (58%) Native Hawaiians (50%), and American Indians (60%).

CSULB is a Hispanic Serving Institution (HSI) and has a highly diverse student body – 4th in the nation according to the respected Wall Street Journal/Times Higher Education ranking (2020) – wit (a)-2.9 (n)-0.6iTj35.721.1 (u)-

that meeting, the team contacted CSULB's ALO to gather further information and documents, and to request changes to the final visit schedule. The CSULB ALO prepared the final visit schedule and sent it to the team prior to the actual October 21-23, 2020 visit.

Prior to the visit, the Chair and Assistant Chair met with CSULB's President and CEO, Jane Close Conoley, on September 16th and CSU Chancellor, Timothy White, on October 1st to further discuss areas for additional exploration during the Accreditation Visit. Members of the team also reviewed CSULB's four online master's degree programs, and four off-site locations (one in Engineering and three in Education), each via virtual visits/meetings. No concerns were raised during these visits and all required forms were completed and are included in the appendix of this report.

The team also met on October 13, 8-days prior to the visit, to continue its discussions and further prepare for the remote visit. The team had one more pre-visit meeting on October 20, the afternoon before the start of the actual visit, with the ALO and several of her colleagues to finalize plans for the 3-days of meetings and open fora.

The early meetings with the President, Provost, and members of the Accreditation Committee were informative and helped the team further understand the context, challenges, and opportunities that CSULB faces, including the "megatrends" identified in the institutional report: for example, the unpredictability of state budgets; students' decreasing financial resources and increasing need for mental health resources; escalating costs of housing in the Long Beach area; the age and quality of the campus physical plant (average age of buildings is 40-years old); and, political forces around immigration law that affect

SECTION II – EVALUATION OF INSTITUTIONAL ESSAYS

<u>Component 1: Response to previous Commission actions</u>

Both appendices contain links to relevant evidence or reports, from which additional links lead to more detailed evidence for satisfaction of the CFRs.

The team's evaluation of CSULB's compliance with each Standard follows.

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

the team met with faculty who have more thoroughly integrated student learning outcomes assessment throughout their programs as well as faculty who have found this more challenging; faculty in the latter category tend to be in small programs with multiple responsibilities, and the team learned that these faculty generally recognize the value in developing ongoing assessment processes and wish to improve in this area. (CFR 2.3, 2.4)

The institutional response to providing services to support student learning and achievement is clear. The institution provided links to several institutional policies, webpages, and examples of assessment activity, many of which are robust and mature. The institution has made many changes resulting from its shift away from previous approaches to remediation. The institution is challenging students to meet high standards and providing the support services to allow them to do so. The team learned, for example, of the institution's approach to students' need to meet its graduation writing requirement by assessing and placing students into one of three pathways that will provide the support they need to succeed. Students have many opportunities for involvement in academic programs and the institution has expanded its array of high-impact practices across the institution and the team observed that many students take advantage of these opportunities; these include internships, service learning, an honors program, a range of writing-intensive courses, and more. (CFRs 2.4, 2.5, 2.6)

the faculty. CSULB's report reiterated, and conversations with administrators during the visit confirmed, their commitment to diversifying their faculty to represent better CSULB's student population. (CFR 3.1)

The Offic

The commitment to High Impact Practices and the Dream Success Center provides evidence that CSULB has responded positively to changes that are taking place within higher education more broadly and they have adopted a proactive approach to map out directions they will seek to follow to increase student success (CFR 4.7).

The team's finding, subject to Commission review, is that the institution has provided sufficient evidence to demonstrate compliance with Standard 4. The team also verified that the institution meets federal requirements for credit hour, marketing and recruitment, student complaints, and transfer policy.

continuing students look strong and promising. Retention and graduation rates for students in CSULB

graduate programs have also increased. (CFR 2.10)

Faculty. Faculty from across all colleges also participate in various forms of scholarly work – publishing in high profile publications, obtaining grants and fellowships for their research, and receiving national and international recognition for their accomplishments. In 2019, nearly 100 principal investigators were awarded over $31 million from various federal, state, and local agencies as well as 63 private corporations and foundations. In addition to these external awards, the Office of Research and Sponsored Programs also supports funding opportunities by allocating over $2 million for research, scholarship, and creative activity grants, mini-grants/summer stipend, internal grants, and summer student research assistant funding. (CFR 2.8, 2.9)

Staff. In addition to the achievements of students and faculty, the report highlights staff achievements, noting that they also have the opportunity to participate in programs (alongside faculty), such as the President's and Provost's Leadership Fellows Program as well as the Data Fellows Program. These programs help to enhance leadership skills, increase institutional knowledge, and empower staff to propose solutions to those problems. The Data Fellow program, in particular, encourages the use of institutional data to promote student success. Since its inception in 2015, the Data Fellow has allowed the campus community to come together and explore student success metrics in ways they have not been examined before. The team was also heartened to learn, during the visit, about the activities of the Staff Council and staff involvement in other important committees in the institution that help to

many conversations with campus constituencies, the team learned that CSULB's work on the goals of this theme has been intentional and clearly articulated since its last accreditation visit. The centrality of the theme to the college's mission is widely recognized and passionately embraced.

Diversity. Like many public colleges in California, CSULB is a Hispanic Serving Institution (HSI) and additionally serves an Asian American, Native American, and Pacific Island (AANAPISI) student population of approximately 24%. The university's principal identified means of meeting the needs of these students has been diversity retreats, faculty professional development regarding unconscious bias, and an effort to increase the diversity of faculty through modifications of the recruiting process – e.g., applicants must now include a "student success" statement as part of their application to better demonstrate how they will meet the educational needs of CSULB's diverse student population. The team learned that the theme of diversity is of broader and deeper value to the institution than is described in the Institutional Report. The institution's ongoing assessment and expansion of its student service programs has been guided by a commitment to serve its diverse student population, which includes many first-generation students, Pell-eligible students, and many students from underserved communities. The team also heard that the institution has more work to do in both expanding and supporting faculty from diverse backgrounds, who are still far from reflecting the diversity of the institution's student population. The institution is aware of this issue and continues to take important steps to address the issue.

Expanding Access and Increasing Engagement. In this sectio-0.6 (i)sd16 (i)-1 (n)-1.1 (t)1.7 (h)sd0.6 (c)2.2 (h)sd0.6 (c)

Advising (UCUA). As students choose a major, they are redirected to program-specific services that include both faculty and professional staff as advisors. (CFRs 2.10, 2.13)

Student athletes receive dedicated advising services, as do students who would previously have been placed into remedial courses, and transfer students. The institution's expansion of its longstanding Promise Program has begun to provide advising and other services to prospective students enrolling at Long Beach City College. In addition, the institution is working with Long Beach City College to clarify Associate Degrees for Transfer sequences so students arrive after transfer fully prepared for upper division coursework. The university has a vibrant Educational Opportunity Program (EOP), which has expanded to include a Summer Bridge transition program and is associated with increased retention and graduation rates. CSULB is attentive to communication with its student populations as each of these programs has its own website and the team learned that programs are conscious of the need to communicate with students via a range of modalities (email and text but also phone calls and other more direct approaches). Most of the websites indicate that services continue virtually in light of the college's response to COVID-19, with students invited to schedule appointments for any form of support they might need. (CFRs 2.10, 2.12, 2.13, 2.14)

Tutoring and Support Services. In its report, the university discusses support services for graduate students before those available for undergraduate students – an area in which efforts have recently expanded. In addition to academic advising, graduate students also received expanded guidance in writing, mental health workshops, preparing for internships, and conference support, and there are plans for an expanded physical space for graduate student support services projected to begin in 2021. The team met with a group of graduate students and found them to have high praise for the quality of the programs in which they are enrolled. Despite their praise, the graduate students were not uncritical, expressing concern that departments had not done more to diversify faculty. (CFRs 2.10, 2.11, 2.12, 3.1)

The team notes that the Public Good is the broadest of the three themes chosen for the Thematic

Pathway for Reaffirmation (TPR), and in key ways it overlaps and intersects with both Intellectual

Achievement and Inclusive Excellence. A significant and compelling example of the way these three

themes intersect is the Long Beach College Promise established in 2008. As a partnership with the city of

more than 2,000 students each semester with community service opportunities linked to the courses in

process is fully implemented across the region. What is beyond question is that the institutional report demonstrates, and the team's visit confirms, that CSULB is an outstanding institution, operationally sound, alive with excitement for learning, and remains an important part of the Western region's higher education ecosystem.

SECTION III – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS

The review team's commendations and recommendations should be seen from the vantage point of an institution whose last two reaccreditation reviews coincided with two of the most disruptive social periods in recent history: the 2008 Great Recession and the COVID-19 pandemic. The senior leadership, faculty, staff, and students have done remarkable work redesigning financial policies and procedures following the Great Recession and demonstrating resilience in facing the current pandemic and meeting the needs of their students. The team's topline observation – reflected throughout the report and confirmed by the campus site visit – is that CSULB's commitment to its academic mission and to serving its students is exemplary.

COMMENDATIONS

1. The team commends the university's ability to pivot quickly in responding to a rapidly changing environment and providing students with much needed support and guidance, for example, through the Beach Guide program established last summer, which mobilized 182 .5 (i-1.5 (i)-7 (z)00es(i)-7 (z(n)-0.

3.

APPENDIX 1 – FEDERAL COMPLIANCE FORMS

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? x YES ˆ NO
	If so, where is the policy located? In the General Catalog
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? x YES ˆ NO
	If so, does the institution adhere to this procedure? X YES ˆ NO
	Comments: Credit hours are determined by a course classification system which is determined by the Chancellors Office. The credit hours are included as a part of the curriculum approval process, and are published in the catalog. Each time a course is ΘÝ sp̃&ls4bh.se̶Ḍ OaW0 'Pol1isṪhe csare dett ce c

Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? x YES ˆ NO
	Does the institution provide information about the employment of its graduates, as applicable? x YES ˆ NO
	Comments:

*§602.16(a)(1)(vii)

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

Review Completed By: Mitsue Yokota
Date: 10/23/20

3 - STUDENT COMPLAINTS REVIEW FORM

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

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? x YES ˆ NO
	If so, is the policy or procedure easily accessible? Is so, where? Academic Senate webpage – Policy Statement 07-01 Student Grievance Procedures General Catalog
	Comments: https://www.csulb.edu/academic-senate/policy-statement-07-01-student-grievance-procedures%C2%A0superseded-ps-95-21 http://catalog.csulb.edu/content.php?catoid=5&navoid=372&hl=%22Grievance%22&returnto=search#student-grievance-policy
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? x YES ˆ NO If so, please describe briefly: Title IX for Sex Discrimination, Harassment, etc.

	Comments: https://www.csulb.edu/student-records/supplemental-credit-for-current-csulb-students

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

    (1) Are publicly disclosed in accordance with 668.43(a)(11); and

APPENDIX 2a – OFF-CAMPUS LOCATIONS REVIEW: TEAM REPORTS, ENGINEERING

Institution: California State University, Long Beach
Type of Visit: Accreditation Visit
Name of reviewer/s: William Ladusaw, Mitsue Yokota
Date/s of review: October 13, 2020

A completed copy of this form should be appended to the team report for all visits in which off-campus sites were reviewed. One form should be used for each site visited. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

1. Site Name and Address

    Lancaster University Center, 45356 Division St, Lancaster, CA 93535

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

    The Bachelor of Science in Electrical Engineering (BSEE) and Bachelor of Science in Mechanical Engineering (BSME) Extension Programs are located at the College of Engineering's satellite campus in Lancaster, California. The Extension Program is identified as the Antelope Valley Engineering Program (AVEP) and is offered at the Lancaster University Center, 45356 Division Street, Lancaster, CA 93535. The Antelope Valley is referred to colloquially as "the Aerospace Valley" because it is the birthplace of the sonic boom and home to the Air Force Research Laboratory's Rocket Propulsion research facilities which were designated by AIAA as a Historic Aerospace Site in 2002.

    Both programs resulted from a proposal presented to the Dean of the College of Engineering in December 2009. CSULB College of Engineering approved in August 2010. The degree program was reviewed by the WSCUC Substantive Change Committee and issued interim approval in February 2011. Final approval was granted in March 2011.

    Two degrees ar07 (1.80 10.984.6 (e)0.88 24)-2.8 (u)-5 (3 (m)1 ((r)-0.7-6 (Al)- (e)0.7 (-2.4 (ue)0.7 (:1.6 (a)-1.14.68

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
For a recently approved site. Has the institution followed up on the recommendations from the substantive change committee that approved this new site?	n/a	none

Fit with Mission How does the institution conceive of this and other off-campus sites relative to its mission, operations, and adminis 262s (1.3 S4 (e)2. (s 262s)-44tr082 0 -2.5 (v)-3.6 (e7642tr082 0uofy4mf4-7 2iA)-1.8Hod 5 ()-4ri 1a.7 (n.

Faculty. Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty is involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.4, 4.6)	A mix of tenure/tenure-track and adjunct faculty. Strong community of teachers. To date, there is no CSU process for promoting off-tenure track faculty (their contracts are different).	none
Curriculum and Delivery. Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6)	Teaching practicums and graduate curriculum happen at K-12 school sites. Faculty are able to integrate and take advantage of the different sites into their pedagogy.	none
Retention and Graduation. What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)	Very high retention and graduation rates. Employment is more challenging to track though substantive anecdotal evidence suggests high demand for program completers.	none
Student Learning. How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFRs 2.6, 4.6, 4.7)	As part of the College of Education, they take this very seriously. They use "signature assignments" to judge effectiveness at the program level. They do regular surveys of continuing student4 (n)-0.6 (t)0.6 (i)-1.5 (n)-67 (0-3.4 (o)-4 (f)-2 (s)i)	

Material Examined

Syllabi:
1. ACCT 610 Managerial Accounting and Control, Quantitative Methods in Managerial Decision Making
2. MKTG 661-02 Seminar Marketing Policies
3. EMER 540 Section 01Emergency Management Organizations: Constructs for Influencing Complex Systems
4. CRJU 504: Criminological Theory
5. CRJU 520: Advanced Criminal Justice Research Methods
6. PPA 500 Foundations of Public Policy and Administration
7. PPA 535 Intergovernmental Relations
8. PPA 670 -Distance Policy Issue Analysis

Additional Documents Reviewed:
1. Program Review and Assessment Council, University Program Review Committee Program Review Report for the College of Business Administration
2. Enrollment Data
3. AACSB Accreditation Report and Approval for the College of Business CSULB
4. External Review Report for the School of Criminology, Criminal Justice and Emergency Management
5. Master of Science in Emergency Services Administration California State University at Long Beach External Review
6. Program Review and Assessment Council, Program Review Report for the Graduate Center for Public Policy and Administration

Observations and Findings

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)

Quality of the DE Infrastructure Are the learning platform and academic infrastructure of the site conducive to learning and interaction between faculty and students and among students? Is the technology adequately supported? Are there back-ups?	Yes.	No follow-up required

Student Support Services

	curricula. They also make use of Curriculog so that faculty across the program can review and approve of courses throughout the curriculum. Credit hours are consistent with credit hours required in on-campus courses. (CFRs 2.1, 2.2b, 2.3, 2.4, 2.7)	
Retention and Graduation. What data on retention and graduation are collected on students taking online courses and programs? What do these data show? What disparities are evident? Are rates comparable to on-ground programs and to other institutions' online offerings? If any concerns exist, how are these being addressed?	The online MBA is new, the first cohort began in 2019, and from that cohort, 4 students dropped out. Interviews were conducted with all of these 4 students to determine the reasons for non-retention. As students enter the Emergency Services Administration program, faculty and advisors work with them to reinforce how to balance life/work demands with a rigorous curriculum. Students are now tracked with Salesforce so that advisors can reach out if	