APPENDIX I

RESPONSE TO WASC CONCERNS

This Appendix is divided into four sections: 1) concerns from 1995 reaffirmation of accreditation letter; 2) concerns from the 2000 fifth-year report letter; 3) concerns expressed in substantive change letters; and 4) a brief report on our one online degree program in response to a verbal request from Ralph Wolff to include such a report as part of our Capacity and Preparatory Review.

1. Concerns from 1995 Reaffirmation of Accreditation Letter
The accreditation of CSUH was reaffirmed in a letter from Stephen Weiner, then Executive Director of WASC, dated June 28, 1995. The major concerns expressed in this letter were for the university to use information-based discussion and decision making, establish goals and priorities, and use assessment strategies to guide the design of new, coherent curricula. The letter also mentioned the need to assess the two off-site degree programs that were active at that time.

The university responded to these concerns in its Fifth-Year Report submitted in 2000 [Volume 1 http://www.csuhayward.edu/OAA/vol1.pdf and Volume 2 [http://www.csuhayward.edu/OAA/vol2.pdf]. The university and WASC agreed that the Fifth-Year Report would address these concerns by establishing a set of University Goals and Objectives. The Fifth-Year Report, Volume 2, was comprised of the following seven goals [http://www.csuhayward.edu/OAA/vol2.pdf]:

1. Rigorous Educational Programs and Assessment
2. Student Recruitment and Retention
3. Diverse, Highly Qualified Faculty and Staff
4. Appropriate Technologies
5. Partnerships with Outside Agencies
6. The University as a Regional Cultural Resource
7. Development of Additional Funding Sources

The letter from Gregory Scott, Associate Director of WASC, dated August 1, 2000 stated that the “University’s report drew high praise from the [Interim Report] Committee.” It went on to say that, “Not only does the report respond fully and completely to the team’s [1995 Visiting Team’s] recommendations, it also clearly demonstrates the high quality of collaboration between faculty, administration and staff. The Committee particularly valued the way in which the University used its own statement of goals and objectives as context for its response to the team’s recommendations and its presentation of the University accomplishments since the last evaluation visit.”

2. Concerns from 2000 Fifth-Year Report Letter
The only significant concern expressed in the 2000 Fifth-Year Report letter was that Accounts Receivables for 1998-99 had increased to 10.44% of the University budget, compared to 8.1% in 1997-98.

In response to this concern, the Accounting Office has increased its collection efforts for Accounts Receivable by dedicating an individual to the collection of outstanding amounts due to the University. Additionally, to the extent that internal collection processes are unsuccessful, the University uses outside collection agencies and participates in the California Franchise Tax Board’s Tax Offset Program.

3. Concerns Expressed in Substantive Change Letters
Below is a brief outline of the major concerns raised in letters from WASC regarding Cal State Hayward’s Substantive Change Proposals for our overseas MBA programs. Also, outlined are the responses we have made to address these concerns. CSUH has received approval for 8 overseas MBA programs. However, at this time only four are active: Moscow, Singapore, Hong Kong, and Graz, Austria.

As part of our Capacity/Preparatory Review, we have submitted a System Review for our off-site programs which also addresses the concerns expressed by WASC regarding these programs.

**EDUCATIONAL EFFECTIVENESS**

**Concern:** In the WASC letter for the Moscow MBA Program dated, August 17, 1994, concern was raised about providing a “formal model of evaluation that reaches beyond anecdotal information.”

**Response:** In July, 2001, an Outcome Assessment Report for the Moscow MBA Program, which included not only a model of evaluation but collected assessment data as well, was submitted to WASC. We have heard no response from WASC on this Outcome Assessment Report.

**Concern:** The concern for an assessment plan was mentioned in the approval letter for the first MBA in Beijing dated December 11, 1998, the MBA in Singapore letter dated February 11, 2000, and in a letter dated January 19, 2001 denying a new MBA in Beijing. The approval letter for an MBA in Beijing, dated May 7, 2002, stated that this program should not begin until there was plan for assessing educational effectiveness.

**Response:** In June 2003, we submitted a “Student Learning Outcome Assessment Plan,” which was accepted by WASC. The MBA in Beijing has not yet been implemented. The Substantive Change Proposal for an MBA in Shanghai included the assessment plan that was developed for the MBA in Beijing. The approval letter for the MBA in Shanghai signed by Greg Scott, dated July 21, 2003, included the following statement:

“The Proposal provided information about what the University has learned through assessment of the educational effectiveness of existing off-campus programs and that the University has involved its Director of Assessment
and Testing in the development of more refined approaches to measuring student learning outcomes associated with its off-campus MBA programs. In my judgment, this information fulfills the Panel’s May 7, 2002, request for a separate report in response to its concerns about the educational effectiveness of these accelerated and off-campus MBA programs”.

**Concern:** Letters approving the MBA in Brazil and Graz, Austria both dated September 8, 2003, stated that the assessment plans in the proposals met the Panel’s May 7, 2002 concern for an assessment plan. However, it was noted that we have yet to show results from collected assessment data on our overseas MBA programs and that “These data should be in use by the time of the next Comprehensive Review.”

**Response:** We are now in the process of assessment data for our two active overseas MBA programs. We will report on the collection and use of this data in our Educational Effective Review due in 2006.

**INSTRUCTIONAL FORMAT**

**Concern:** Evaluation of the effectiveness of the accelerated model of instruction was mentioned in the MBA Moscow letter dated August 17, 1994, the MBA Hong Kong letter dated December 14, 1995, and the MBA in Beijing dated May 7, 2002.

**Response:** The assessment plan that was developed for the MBA in Shanghai and cited as acceptable in the July 21, 2003 approval letter, has become the model for assessing the educational effectiveness of the overseas MBA programs including the instructional format. As mentioned above, assessment data collection has begun and will be reported on in our Educational Effectiveness Review.

**IMPACT OF OVERSEAS MBA ON THE HAYWARD CAMPUS**

**Concern:** Worry about the possibility of overextending the faculty due to the overseas MBA programs and thus negatively impacting on-campus programs was mentioned in the MBA Hong Kong letter dated December 14, 1995, the MBA Vienna letter dated July 24, 1996, and the MBA Singapore letter dated February 11, 2000.

**Response:** This issue was addressed the MBA Brazil proposal. The College of Business and Economics has 72 full-time faculty members. At present, only about 25% of the College’s faculty are involved in overseas MBA programs. In addition, the CSU has policies in place to ensure that no faculty member can earn more than 125% of their time base. This acts as a firm limit on the amount of individual participation in the overseas MBA programs and guarantees that we do not overextend our faculty.

**ACADEMIC CONTROL**

**Concern:** The issue of academic control resting solely with Cal State Hayward and not with an overseas partner was raised in the MBA Vienna letter dated July 24, 1996, the

**Response:** As we gained experience with drafting MOUs between Cal State Hayward and our partners overseas, we have put in strong language to ensure that academic control rests with CSUH. This has not been mentioned as an issue in any of our recent Substantive Change Proposals.

**TEACH OUT PROVISIONS**

**Concern:** Concern for appropriate teach out provisions was raised in the MBA in Beijing (first program) letter dated December 11, 1998, the MBA in Beijing (second program) letter dated January 19, 2001, the MBA in Graz letter dated September 8, 2003 and the MBA in Brazil dated September 8, 2003.

**Response:** Cal State Hayward revised the MOUs for the MBA in Graz to include a stronger teach out provision and sent the revised document to WASC on March 18, 2004. Greg Scott responded in a letter that these teach out provisions were acceptable. The strong teach out provision included in this revised MOU was used for the MBA in Brazil and will be used for all future overseas MBA programs.

**LIBRARY RESOURCES**

**Concern:** A concern for adequate library resources was mentioned in the Beijing MBA (second program) letter dated January 19, 2001, the Beijing MBA (third program) letter dated May 7, 2002, and the Shanghai MBA program letter dated July 21, 2003.

**Response:** The second Beijing MBA program was never started. Agreements for students to use local university library resources were negotiated for the third Beijing MBA program and the Shanghai MBA program.

**4. Report on the M.S. in Education, Option in Online Teaching and Learning (offered entirely on line).**

The M.S. in Education, Option in Online Teaching & Learning degree is earned completely online, with no on-campus attendance requirement, and with no face-to-face sections of these classes. Students in this program become subject matter experts in online teaching and learning theories, research, and practice. Most students come to the program as educators, trainers, or technical support staff, and learn “best practices” in converting their existing materials (as well as creating new materials) into an interactive, pedagogically robust, online or hybrid format. This is an interdisciplinary program, and students are admitted to the program with undergraduate degrees in almost every subject area possible.

The degree was accredited by WASC in spring 1999. As of December 2004, 203 graduates had been awarded the degrees from this program.
Approximately half of the students reside in California, though most are not from the San Francisco Bay Area. Of the remaining half, approximately six percent live in other countries and the rest are from all over the United States. The program is administered through the Division of Continuing and International Education, and when graduates come to Commencement, they march with their colleagues from the College of Education and Allied Studies. The program is overseen by the Associate Vice President of Academic Programs and Graduate Studies.

Since the subject matter of this degree—online teaching and learning—is ever evolving, the program faculty have found it necessary to substantially revise classes almost every time they are taught. The program administrator, who is a faculty member of both the Sociology and Social Services and the Interdisciplinary Education Departments, oversees all course updates and redesigns, and attends many national workshops on instructional technology, course design, and online teaching and learning. Other faculty are from Geography, Educational Psychology, Teacher Education, Interdisciplinary Education, Recreation and Community Service, English, and Multimedia.

When the program first began, students had to meet the graduate writing skills requirement by taking the CSHU Writing Skills Test (WST). The university’s Testing Office worked out procedures for having the test administered by a proctor who was geographically close to the student. Since then, the university’s WST Subcommittee has designated one of the required courses in the program, Research in Online Teaching & Learning (EDUI 6706), as fulfilling the WST requirement if the student earns a “B” or better. A writing coach (chosen from those M.A. English students who have focused on Composition) and a Cal State Hayward Librarian participate with students in this course. Students have full online access to the Library holdings.

Students have two choices for their capstone experience; the Project (EDUI 6899) is the one usually chosen. For their Project, most students create an online course (or courses) they have designed using the best practices most applicable to their students and institutional settings (middle or high school, college or university, corporate or non-profit organizations, and the military). For students who are in institutions that do not yet have their own course management systems, a Blackboard shell is provided. In addition to course creation, students write a paper that defends and justifies their course design. They must include a discussion of learning objectives, collaborative assignments, accessibility issues for students who might have disabilities, assessment and evaluation techniques. In addition to providing an extensive review of the literature in online teaching and learning, they must also include relevant literature specific to teaching or training in their subject matter, teaching or training their specific learners, or teaching/training in their specific context.

Students who choose a traditional thesis option perform research on an area of online teaching and learning.

Whether or not students focus on an online course of their own design for their capstone course, they all work on course design throughout the program. Students must allow
guest access to their online course to program faculty and their student colleagues. Students and faculty then critique the design, navigation, accessibility, objectives, assessment, and evaluation of the course, plus perform user testing.

Each course in the program requires some combination of the following: threaded discussions (always a major component of all courses), individual projects/papers, group projects/papers, collaborative activities (“jigsaw” exercises, debates), peer review of drafts, submitting short papers for publication, and facilitation of threaded discussions. While no synchronous activities are mandatory given the time-zone differences among students, practice in Chat and Whiteboard does take place in small groups once time-compatibility has been established.

Except for the project or thesis, none of the courses are self-paced. Instead all have well-established timelines for a variety of activities, and students must typically log into the class at least 3-4 times each week.

Graduates of the program usually remain where they are as instructors, trainers, or support staff. Many have made lateral or upward moves in their organizations to become the local expert in online course design.