



March 3, 2008

Mohammad H. Qayoumi
President
California State University, East Bay
25800 Carlos Bee Blvd
Hayward, CA 94542-3011

Dear President Qayoumi:

At its February 21-22, 2008 meeting, the Commission considered the Educational Effectiveness Report from the team which visited California State University, East Bay (CSUEB) on October 16-19, 2007, and the report prepared by the University in preparation for the visit. The Commission also acknowledged the letter of January 3, 2008 from Carl Bellone, Associate Vice President for Academic Program and Graduate Studies and the University's accreditation liaison officer. The Commission appreciated the opportunity to discuss the visit with you, Carl Bellone, and Gale Young, Chair, CSUEB WASC Committee and Professor of Communications. Your comments were helpful.

The Commission shares the visiting team's assessment that CSUEB is alive with optimism and change. Significant progress has been made in regard to the capacity issues identified by the Commission in its letter of June 30, 2005. Furthermore, turning to indicators of educational effectiveness, the University has commenced a promising cycle of program reviews and has continued to improve its general education program. It is addressing advising and retention comprehensively, and its attention to campus climate is bearing fruit. Serious conversations about the definition and programmatic implication of multiculturalism have begun, and there is an expectation that they will soon result in the articulation of a set of multicultural competencies.

The team found ample evidence that the University community was fully engaged in and focused on the accreditation process. The assessment poster session organized during the visit gave clear evidence that the campus had been mobilized. Further, the team noted that the institution's report "was well written and gave extensive reference to the activities undertaken since the last review." (p. 5) CSUEB should be commended for this sustained effort and for

985 Atlantic Avenue, Suite 100
Alameda, CA 94501
PHONE: 510.748.9001
FAX: 510.748.9797
E-MAIL: wascsr@wascsenior.org
INTERNET: www.wascweb.org

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the enthusiasm that now infuses the campus. Your leadership and commitment to the accreditation process has played a significant role in these efforts.

The team also reaffirmed the depth and seriousness of capacity concerns detailed in the first visit, and the need to press aggressively forward on educational effectiveness initiatives currently undertaken. While recognizing the significance of institutional actions that have been pursued since June, 2005, the team observed that CSUEB is “still a ‘work in progress.’” (p. 37)

The Capacity of CSUEB. The visiting team reported that, at the time of the visit, CSUEB had withdrawn its request for systems authority in regard to the creation of international sites for its MBA program beyond the two years provided in the Commission’s June 30, 2005 letter. Therefore, issues surrounding that application will not be discussed further at this time.

The team was impressed by the attention of the new administration to open lines of communication and transparency (CFR 3.8), including the inclusion of the commitment in the President’s Inaugural Message and the examples cited in the institutional report. It also noted an expansion of the role of Institutional Research and Assessment (CFR 4.5), and recommended that the staff of this unit and its leader play key roles in planning and decision making at the University (Team report, p. 28).

In regard to strategic planning and its implementation (CFR 1.2, 1.3, 4.1, 4.2, 4.3 and 4.6), the team found that the recent articulation of seven strategic mandates has promise for driving future resource allocation and accountability. Moreover, planning currently underway in Academic Affairs has demonstrated a new spirit of cooperation, shared responsibility and transparency (Team Report, p. 29). Your presentation of the community and business forums recently held by CSUEB was provocative, and the possible enrichment of the curriculum based on regional stewardships is promising. However, the implications of strategic planning generally for the Concord campus remain unclear and, as a consequence, the team offered several recommendations in this regard.

Turning to faculty workload issues (CFR 2.9, 3.2, 3.3, 3.4), the team noted that the dramatically increased number of faculty hires completed and anticipated may relieve many of the burdens reported in the Commission’s letter of June 30, 2005. Particularly in light of the number of new faculty that will soon be on campus, they concluded that greater attention needs to be paid to policies relating to probationary faculty. Faculty development opportunities, work plans, limits on service obligations, leave policies, and performance expectations as they relate to this group require reconsideration.

Based on these observations, the Commission has concluded that the CSUEB has made important progress in responding to the specific aspects of Standards 1, 2, 3 and 4 raised at the Capacity review. However, this progress is recent and will need to be sustained over a longer period of time. Important “best practices” -- the institutionalization of meaningful communication, the development of a decision-making culture that integrates and

effectively uses data, the implementation and evaluation of recent strategic plans, and the creation of workload policies that are clear to all faculty -- have been articulated as institutional goals. They need now to become an ongoing part of the culture at CSUEB.

Educational Effectiveness at CSUEB. The team reports for both Capacity and Educational Effectiveness share a concern that CSUEB has not yet clarified its commitment to multiculturalism. This issue was first raised in the context of the mission of the institution (CFR 1.2, 1.5), and later as it impacts curricular and co-curricular development (CFR 2.11, 2.13, 3.11, 3.3). The Educational Effectiveness team report recommends that the University “Involve all programs on what multiculturalism means to CSUEB in terms of value statements, mandates, social responsibility and justice, and student learning in order to come to a consensus for multicultural goals and rubrics for measuring multicultural competency.” (p. 38) The Commission agrees and, given the critical nature of this concept to the educational mission of this institution, suggests that these tasks be pursued vigorously and as soon as possible.

The team report called the revised program review process referred to as CAPR 9 exemplary, but also made suggestions about how to ensure its success in leveraging change across all programs in the future (CFR 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.4, 4.4, 4.6, 4.7). It argued for administrative support, frequent reference to the memoranda which are issued at the end of a review, greater involvement by deans, the use of external reviewers, widely shared sets of learning outcomes, and ever-improving methods of assessment. The team saw a strengthened program review process as a key to further progress in regard to academic quality, campus climate, and student success. The Commission concurred with these recommendations. The University will need to give high priority to implementing these recommendations and extending program review to all programs.

The Commission also took note of the team’s commendations in regard to advising, retention, and campus climate (CFR 1.5, 2.10, 2.11, 2.12, 4.3, and 4.5), as well as of the team’s recommendations that these initiatives continue to receive focused attention. The University has made good strides in the continued improvement of general education (CFR 2.14, 2.4). Here, the next steps appear to be the linkage of this program with the majors on campus and the incorporation of CSUEB’s evolving understanding of regional stewardship.

In sum, the Commission shares the team’s conclusion that progress on campus since the Capacity review has been “impressive” (p. 37). However, the Commission also recognizes the importance of the five major recommendations with which the team concludes its report: the full implementation of strategic planning, the hiring and support of tenure-track faculty, the extension of program review, the linkage of general education with the rest of the curriculum, and the refinement of the definition of multiculturalism. Though it commends to CSUEB the full range of recommendations offered in the team report, these five are worthy of emphasis.

With these priorities in mind, the Commission acted to:

1. Receive the Educational Effectiveness Report and reaffirm the accreditation of California State University, East Bay.
2. Schedule the next Capacity and Preparatory Review to be conducted in the fall of 2014, and the Educational Effectiveness Review in spring 2015. The proposal will be due in spring 2012.
3. Request an interim report, due in fall 2010. The report should include responses on the following issues:
 - actions taken to implement current strategic directions, including those suggested by the University's interaction with local community and business leaders toward a fuller understanding of the institution's regional stewardship;
 - analysis of data documenting the outcomes of these actions for the entire university, including the Concord and Oakland campuses;
 - the institutionalization of program review in all campus units;
 - progress made on faculty hiring and on the reconsideration of workloads and assignments;
 - assessment of initiatives that make manifest the University's commitment to multiculturalism, including the connections, conceptual and practical, among these initiatives;
 - description and evaluation of the linkage between general education and the rest of the curriculum, and, in particular, the majors;
 - indication of how both general education and major programs are connected to the demands of regional stewardship.

In taking this action to reaffirm accreditation, the Commission confirms that the institution has satisfactorily addressed the Core Commitments to Institutional Capacity and Educational Effectiveness, and has successfully completed the multistage review conducted under the Standards of Accreditation. Between this action and the time of the next review, the institution is expected to continue its progress and be prepared to respond as expectations of institutional performance, especially with respect to Educational Effectiveness and student learning, further develop under the application of the Standards of Accreditation.

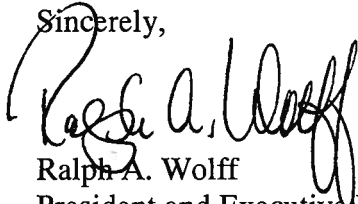
In accordance with Commission Policy, a copy of this letter will be sent to the Chair of the California State University governing board in one week. It is the Commission's expectation that the team report and this action letter will be widely disseminated throughout the institution to promote further engagement and improvement, and to support the institution's response to the specific issues identified in them.

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In accordance with a separate Commission policy, a copy of this letter will also be sent to Chancellor Charles Reed.

Please contact me if you have any questions or comments about this letter of the action of the Commission.

Sincerely,

A handwritten signature in black ink, appearing to read "Ralph A. Wolff". The signature is written in a cursive style with a large initial "R".

Ralph A. Wolff
President and Executive Director

cc: Sherwood Lingenfelter
Carl Bellone
Members of the team
Robert Benedetti

Enclosure