REPORT OF THE PROGRAM TASK FORCE OF THE STRATEGIC PLANNING GROUP FOR THE CONCORD CAMPUS OF THE CALIFORNIA STATE UNIVERSITY, EAST BAY

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- Barbara Hudler Cella, Director, Community Affairs, Concord Campus;
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Submitted to Dr. Carl Bellone, Chair of the Strategic Planning Group for the Concord Campus of California State University, East Bay on May 1st, 2006.
To: Dr. Carl Bellone, Chair, Strategic Planning Group, Concord Campus, California State University, East Bay.

From: Dr. Herbert M. Eder, Chair, Program Task Force.

Subject: Transmittal of the Report of the Program Task Force of the Strategic Planning Group.

Transmitted herewith is the report of the Program Task Force of the Strategic Planning Group for the Concord Campus of California State University, East Bay. The document has been designed and executed to guide the future academic development of the Concord branch campus.

The information and recommendations contained herein had their origin in documents found in the Concord Campus archives, in Program Task Force meetings and discussions, in interviews with University administrative officers and those of neighboring community colleges, as well as in the consideration of 2006 Contra Costa County workforce needs.

It is recognized that not all of the recommendations set forth in this document can be implemented forthwith, but the report provides a blueprint for the development of the academic program at the Concord Campus that is progressive and sequential. Most of the recommendations will require cooperation with Colleges and departments of the University, as well as consultation with the Contra Costa Community College District.

The Program Task Force Report sets forth an integrated program for the development of the Concord Campus over the coming decade. It provides a series of recommendations for student and faculty needs, articulation and partnerships, community involvement, leadership, resource management, and curricular and programmatic development.

Finally, we recommend the appointment of the Concord Campus Advisory Committee (CCAC) as the entity responsible to oversee the implementation of the recommendations and to report progress annually to the Provost and Academic Senate.
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TABLE OF CONTENTS

TABLE OF CONTENT….page 1;

EXECUTIVE SUMMARY….pages 2-6;

I. CONCORD CAMPUS BACKGROUND…..pages 7-11;

II. PROGRAM TASK FORCE & PLANNING ASSUMPTIONS.pgs. 10-15;

III. PROGRAM TASK FORCE RECOMMENDATIONS...page. 15-39;

CONCLUDING REMARKS...pages 39-40.
REPORT OF THE PROGRAM TASK FORCE OF THE STRATEGIC
PLANNING GROUP FOR THE CONCORD CAMPUS OF THE
CALIFORNIA STATE UNIVERSITY, EAST BAY

EXECUTIVE SUMMARY

California State University, East Bay (formerly Hayward) has been serving the higher education needs in Contra Costa County for nearly twenty-five years. The University began at its Contra Costa Center on the former Pleasant Hill High School in Fall 1981 and moved to its permanent campus on a large site in Concord in Fall 1992. The campus has not realized its full potential and to this end Dean Wilson proposed the Contra Costa Campus Strategic Planning Process in Spring 2004. In January 2005, when the University name was changed, the branch became the “Concord Campus.”

Following is the report of the Program Task Force (hereafter the PTF), which was charged with reviewing the academic offerings and assessing the needs for new programs on the Concord Campus. The twelve member PTF composed a spectrum of CSU East Bay Concord Campus faculty, the Dean, staff, student and alumni representatives, and administrators from three neighboring community colleges.

The first challenge was to collect and review prior strategic plans, reports, and programs for the Concord Campus, so the PTF would not “reinvent the wheel.” Extensive documents reveal there was no lack of creative ideas for campus development over time, but rather an unwillingness to devote the attention and resources to help realize its full potential as an integral part of the University.

The second challenge was to develop a set of planning assumptions, a list of fifteen (15) of which were adopted. Based on the planning assumptions, a series of recommendations for the development of the Concord Campus were organized in seven (7) categories: 1) Student Needs and Success; 2) Faculty Development and Support; 3) K-12, Community College, and University Articulation and Partnership; 4) Community Involvement and Partnerships; 5) Administrative and Faculty Leadership; 6) Resources Management and Campus Development; and, 7) Curricular and Programmatic Development.

Under category 1) Student Needs and Success, the PTF recommends:

- Concord students must have access to student services equivalent to those available to students on the Hayward Campus;
• Two-year class schedules promised to Concord students should be developed and delivered at present and in the future.
• Transparency, clarity of communication, fairness and accountability should be the critical qualities for student learning satisfaction.
• Academic traditions are as important on the Concord Campus as they are on the Hayward Campus; they should be introduced and maintained.
• Finally, a residential campus life with student housing, social and athletic facilities and programs should be developed over time.

Under category 2) Faculty Development and Support, the PTF recommends:

• A permanent faculty presence is absolutely imperative! More tenure-track or tenured/tenure-track faculty are needed to teach, advise, and create an academic community.
• “Assigned Time” is the “Academic Currency” that attracts faculty, and the University administration must invest such “seed money” to insure faculty involvement in planned and desired outcomes.
• Faculty members should be headquartered on the Concord Campus have an academic year or more assignment.
• The two campuses of CSU East Bay must be “seamlessly connected” technologically so there is minimal expenditure of time and resources commuting.
• Concord Campus faculty should represent the key disciplines and programs, should be selected as “advocates” or “champions” of the campus and its programs, and be willing to recruit for and “market” them.
• The faculty teaching at Concord should meet quarterly with the Dean or at least twice a year.
• The construction of faculty housing on the Concord Campus would be a powerful attraction given the scarcity and expense of housing in the Bay area.
• Finally, faculty presence and involvement is critically important to the future success of the Concord Campus—without faculty the branch campus cannot thrive.

Under category 3) K-12, Community College, and University Articulation and Partnerships, the PTF recommends:
• The Concord Campus should be an active partner of a renewed and organized effort to serve the educational institutions of Contra Costa County.
• Our main goal is to be recognized as the CSU campus of Contra Costa County.
• As CSU East Bay is a “transfer institution” both campuses ought to capitalize on the concept of “shared students.”
• We must educate all the county’s students, especially those underserved and underrepresented students of west and east county, through outreach activities and frequent campus visits that convince potential students this is their University.

Under category 4) Community Involvement and Partnerships, the PTF recommends:
• The Concord Campus should create and maintain partnerships with county-wide educational entities, city, county, and state institutions and offices, as well as the private sector, both for-profit and not-for-profit.
• The University, Colleges, departments and faculty must be involved and partnering with local, city and county organizations, serving on boards, and directing their students to service-learning as volunteers, interns, externs or potential employees.

Under category 5) Administrative and Faculty Leadership, the PTF recommends:
• The creation and funding of an Associate Dean position for the Concord Campus.
• The Concord Campus Advisory Committee (CCAC) should play an increasingly important role in advisement to the Dean, outreach to community, and by building an academic community.
• The CCAC members should not only represent their Colleges on the committee, but act as representatives of the Concord Campus to their College and colleagues on the Hayward Campus.

Under category 6) Resource Management & Campus Development, the PTF recommends:
• The Concord Campus must be acknowledged as an academic that is a microcosm of the University, at least equal to a College, with instructional support, student affairs, security and facilities functions critical to its operation.
• The Campus Dean should have authority over all aspects of campus operations, including academic programs, staff and associated resources, as well as being accountable for their delivery.

Under category 7) Curricular and Programmatic Development, the PTF recommends:

• The stabilization of existing programs and the importance of offering two-year schedules of classes to Concord students.
• The development and introduction of academic programs over three periods: 7.1) the next one to three (1-3) years, 7.2) over three to five (3-5) years, and, 7.3) five to seven (5-7) years or more.
• In the next one to three (1-3) years, baccalaureate programs should be developed and offered in Early Childhood Education, Environmental Science/Environmental Studies, History, Nursing, Entrepreneurship and Small Business Development.
• More courses should be offered quarterly and annually in several existing programs, e.g., Criminal Justice Administration, Human Development, Leadership in Hospitality and Leisure Services, Sociology and Psychology.
• Expanding the student base in Criminal Justice Administration through renewed articulation and transfer agreements with local community colleges.
• More core and elective courses should be offered in Human Development, Sociology and Psychology degree programs to permit students to complete their degrees or a majority of their requirements on the Concord Campus.
• The Leadership in Hospitality and Leisure Services program would grow if articulation and transfer issues with local community colleges were to be addressed.
• The Public Administration graduate program would be increasingly attractive and successful if more than two courses or seminars per quarter were offered.
• The development of all options of Teacher Education and Teacher Credentialing, especially Special Education Teaching.
• Over next three to five (3-5) years, several undergraduate and a few graduate majors could become attractions at the Concord Campus, e.g. Art/Multimedia, Kinesiology and Physical Education.
• All Education programs, including Masters and doctoral degrees, in demand in Contra Costa County and neighboring counties from pre-
school and Kindergarten through community college should be offered.

- Over five to seven (5-7) years or more, several additional undergraduate and graduate programs would be attractive and merit innovation.
- An Engineering B.E. building on degree and certificate programs would be attractive.
- A Master’s in Art with a specialization in Multimedia would be a fit with community college programs, baccalaureate programs, and growing interest.
- The Health Sciences program, based on articulation and consultation with the Contra Costa Community College District, should be offered to answer the county and region’s critical workforce needs.
- The Concord Campus could become locus of a College or a Center of Health and Human Services with appropriate departments, facilities and faculties in Nursing and Health Sciences, the Biosciences, Environmental Studies/Sciences, and integrated Social Services.
- An innovative Master’s degree in Liberal Arts or in American Studies could attract working adults and/or retirees with Bachelor’s degrees to return to study on the Concord Campus.

In concluding, the PTF members wish to comment on some perceived requirements for Concord Campus growth and success:

- The Campus Dean, College Deans, and Provost should oversee, with the Contra Costa Community College District where appropriate, the offering of lower-division and upper-division General Education courses, and major requirements imperative for attracting and retaining students across all undergraduate and graduate majors, minors, and certificate programs.
- The difficulties and challenges of funding faculty resources are granted, but if the Concord Campus is to thrive as an academic enterprise, a permanent faculty, additional academic programs and courses, and an academic community must be sustained.
- Hiring and retaining the professorate to carry out the curricular and programmatic innovations suggested in this report will be a daunting challenge to the Campus Dean, College Deans, Provost and President of the University over the next decade, but imperative for the future of the University.
- The PTF members wish all stakeholders and interested parties success, and promise our cooperation in working toward the full development of the Concord Campus now and in the future.
1. CONCORD CAMPUS BACKGROUND

Historical Overview:

California State University, East Bay (formerly CSU Hayward) has been serving the education needs of students in Contra Costa County for nearly twenty-five years. In Fall 1981, following approval by the Trustees of the California State University and the California Post-Secondary Education Commission (CEPEC), the University began offering upper-division and graduate programs at its Contra Costa Center on the former Pleasant Hill High School campus under the direction of Dr. Herb Graw.

In 1986, the California State University Trustees, influenced by board member Dean Lesher, publisher of the Contra Costa Times, approved construction of a permanent campus on 386 acres of the former Cowell Ranch near Lime Ridge Open Space just off Ygnacio Valley Road in Concord. Spearheaded by State Senator Dan Boatwright, the California Legislature approved the permanent center in 1987, an architectural firm was selected and planning initiated. Groundbreaking for the new campus took place in 1990; the following year construction of the campus buildings was completed.

In Fall 1992, the campus moved from Pleasant Hill to the new site, and was formally dedicated as the Contra Costa Campus by President Norma S. Rees and CSU Chancellor Barry Munitz on May 7th, 1993. The ample facilities, including 90,000 square feet of classrooms, offices, library, laboratories, computer labs, student center, little theater, and art studio
provided students and faculty with upgraded, state-of-the-art environments for teaching and learning. An interactive Distance Learning classroom constructed in 1993 was followed by another such learning space in 1994, connecting classes with the Hayward campus and similarly wired venues across the state, nation and world.

Curriculum at the Concord Campus:

In the early days of the Contra Costa Center, students were able to complete baccalaureate degrees in Liberal Studies and Business Administration, as well as an Administrative Service Credential and courses in Education. Within five years, offerings had broadened to include baccalaureate programs in Criminal Justice Administration, Human Development, and English; Credential programs in Single and Multiple Subject, Special Education and Learning Handicapped; and graduate programs in Business Administration, Counseling, Public Administration, and Education with specialties in Reading and Curriculum. By 1988, degree programs were offered in Computer Science and Psychology. An M.S. in Education-Curriculum was introduced in 1993, a B.S. in Nursing in 1995, an M.A. in Multimedia in 1996, and an Industrial Psychology option to the B.S. in Psychology in 1997. A Program for Accelerated College Education (PACE) was added, with Liberal Studies and Human Development majors.

To answer county and regional workforce needs, an M.S. degree in Social Work was introduced in 2001, with the cooperation of the CSU Long Beach campus and delivered via compressed video to Concord students. In 2003, this program was replaced by a free-standing program offered by CSU East Bay faculty. In 2002, a Writing Skills Tutorial Program was begun and is ongoing.
The University has forged partnerships with Diablo Valley College and Los Medanos College to offer lower-division courses on the Concord campus. Community college relationships have grown to include Contra Costa College and Solano and Napa Community Colleges, with the goal of providing seamless transfer opportunities to our “shared students.”

In academic year 2005-06, nine (9) Bachelor’s Degree programs are being offered on the Concord Campus: Business Administration, Criminal Justice Administration, English, Human Development, Leadership in Hospitality and Leisure Services, Liberal Studies, Nursing (RN Advanced Placement Track), Psychology, and Sociology. Two (2) special programs are available: PACE (Program for Accelerated College Education) and the Fast Track Teacher Preparation Program. Six (6) Master’s Degree programs leading are being presented: Business Administration, Counseling, Education, Educational Leadership, Public Administration, and Social Work. Three (3) Credential Programs are available: the Multiple Subject Credential, the Single Subject Credential, and the Administrative Services Credential Tier 1 & 2. Two-year schedules of classes have been promised to Concord students in these programs and should be delivered at present and in the future.

**Extracurricular Programs:**

The new center saw growth in extracurricular programs as well. Former Campus Director, Mark Nickerson initiated events to inform students and attract the public to the new campus, such the “Day on the NEW Hill,” the Summer concert series “Music Al Fresco,” which in 2000 became the popular free “Concerts in the Hills” series with local sponsorship. In addition, in 1997, in the spirit of “town and gown” cooperation, President Rees signed a lease with the City of Concord to
develop youth soccer fields on the campus’ eastern border. In 1998, the inaugural meeting of the Conference of Western Association of Branch Campus Administrators was hosted by the director and staff. Moreover, the “Distinguished Faculty Lecture Series” inaugurated in Fall 2001 has attracted thousands of Contra Costa residents to the Oak Room for stimulating evening lectures by University faculty and guest speakers, and the first annual “Day of the Teacher” Conference was inaugurated in 2003 to recognize the importance of the University in teacher education, training and certification in Contra Costa County and the wider Bay area. Finally, in recognition of demographic trends in our “graying” society and the significant role of the University in Lifelong Learning, the SCHOLAR group worked with Interim Dean, Bette Felton, to obtain funding for SCHOLAR-OLLI (an Osher Lifelong Learning Institute) at Concord.

Services to Concord Students:

A challenge to our students has been the rising costs of education. Thus, the Dean and his staff cultivated donors to contribute generously for student scholarships; donors include the Longs Foundation (1990), the Maverick Sports Club and American Association of University Women (2003), Walnut Creek Honda (2004), and the Bernard Osher Foundation (2005). Additional services to Concord students include Counseling and Psychological Services (CaPS), student advisement and counseling, and book exchange and food services. Concerned about underserved and underrepresented students in west and east county, Dean Peter Wilson hosted the 2004 “Narrowing the Gap Education Conference” for Latino/Latina high school students in cooperation with the Contra Costa County Hispanic Chamber of Commerce.

Looking Toward the Future:
Dean Wilson proposed the Contra Costa Campus Strategic Planning Process, which received the approval and support of the University administration in Spring 2004. In January 2005, when the CSU Trustees approved the name change to “California State University, East Bay,” the Contra Costa Campus officially became the “Concord Campus.” The Concord Campus Strategic Planning Group began work in Fall 2005. Dr. Carl Bellone, Associate Vice President of Academic Programs and Graduate Studies, chaired the Executive Committee. The enterprise was organized into four subcommittees or task forces, including the Program Task Force, the Instructional and Student Support Programs Task Force, the Data Collection and Assessment Task Force, and the Development Task Force. The following is the report of the Program Task Force of the Concord Campus Strategic Planning Group.

The Chair of the Program Task Force would like to acknowledge Drs. Carl Bellone, Bette Felton, Daniel Henry, James Kelly, and Robert Peyton for their informational interviews and suggestions on improving the report. Thanks too to the members of the Program Task Force for their many contributions and support over the duration of the planning process.

II. PROGRAM TASK FORCE & PLANNING ASSUMPTIONS

The Program Task Force (hereafter referred to as the PTF) of the Concord Campus Strategic Planning Group was charged with reviewing the academic programs in place in academic year 2005-06, and assessing the needs for new programs to be offered through regular University channels as well as through Continuing and International Education. The PTF was also asked to recommend the continuation and/or revision of existing programs and certificate programs, as well as the creation of new programs, including undergraduate and graduate majors, minors, and certificate programs.
Finally, the PTF was asked to assess demand and project enrollments, and provide timelines for implementation if initiatives based on findings. The PTF was composed of a spectrum of CSU East Bay Concord Campus faculty, the Dean, staff, and student and alumni representatives in addition to administrative officers from the three Contra Costa County community colleges. The PTF members were:

- Sam Basu, Professor of Management and Finance, CSU East Bay Chair, Concord Campus Advisory Committee;
- Barbara Hudler Cella, Director, Community Affairs, Concord Campus;
- Herbert M. Eder, Professor of Geography & Environmental Studies Emeritus, CSU East Bay, and Chair of the Concord Campus Program Task Force;
- Nicole Howard, Assistant Professor of History, CSU East Bay;
- Daniel W. Henry, Vice President, Academic and Student Affairs, Los Medanos College;
- Krista Kolberg, Concord Campus Alumni Association;
- Michelle Mauri, Student Representative, Concord Campus;
- Alice Murillo, Vice President, Academic Affairs, Diablo Valley College;
- Marilyn Silva, Associate Dean, College of Letters, Arts and Social Sciences, and Professor of English, CSU East Bay;
- Lynda Lawrence, Senior Dean of Instruction, Contra Costa College;
- Peter Wilson, Dean, Concord Campus of CSU East Bay, ex-officio;
- Ellen Woodard, Instructor of Geography and Environmental Studies, Academic Programs Coordinator of the Concord Campus, CSU East Bay.

The PTF met four times on the Concord Campus during the 2005-06 academic year to plan and execute their responsibilities: October 26th, 2005; January 11th, 2006; March 8th, 2006 and March 29th, 2006. Much interaction among and between members of the PTF occurred via emails.

The initial challenge to the PTF was to assemble and review prior strategic plans, perspectives, reports, needs assessments and analyses, strategies and programs for the Concord Campus to ensure it would not
“reinvent the wheel.” With the assistance of the Dean and staff, a dozen documents dating from 1995 to 2005 were collected and posted on the Concord Campus website. From these and other documents, the PTF Chair produced a notebook available for members use. Those interested in the documents may access the Concord Campus webpage or ask the PTF Chair for the notebook. Dean Wilson will have the notebook once the report is submitted. In addition to documents produced by the Contra Costa Faculty Advisory Committee, such as the impressive “Strategic Master Plan, 1995,” and the annual reports to the Academic Senate by the subcommittee now the Concord Campus Advisory Committee, there is the thorough “CSU Hayward-Contra Costa Academic Needs Analysis” prepared in May, 2001 for the CSU Chancellor’s Office by Munroe Consulting, Inc. In addition, the Los Medanos College and Contra Costa College administrators on the PTF shared their most recent strategic planning initiatives and these documents were also posted on the Concord website. A review of all documents revealed that there has been no shortage of creative ideas for campus development over time, but rather an unwillingness to commit the required attention and resources to help realize its full potential as a branch campus and as an integral part of the University.

A second challenge for the PTF was to develop a set of planning assumptions for the strategic planning process. At the first meeting, members “brain-stormed” a set of planning assumptions; then the Chair and Dean Wilson drafted a list of fifteen (15), which were discussed and adopted by the PTF at following meetings. The planning assumptions are:

1. **One University:** The Hayward Campus and the Concord Campus constitute one University, California State University, East Bay. The Concord Campus will remain an integral part of CSU East Bay and
will not become a separate CSU campus (e.g., CSU Concord or CSU Contra Costa).

2. **Growth Potential:** The potential for enrollment growth is greater at the Concord site than the Hayward site.

3. **Creating a Full-Service Campus:** A critical element impacting growth will be the creation of a full-service campus at the Concord site, i.e., the development of an academic community including resident faculty, full offering of intellectual/cultural events, with the availability of all four years of at least some Bachelor’s degree programs.

4. **Community College Collaboration:** The Concord Campus will seek to have a collaborative relationship through a mutually agreed upon process with community colleges in the area regarding both instruction and student support that better serve our “shared students.”

5. **Service to the Region:** Development at the Concord site will be driven by an emphasis on Cal State East Bay’s service to the region.

6. **Degree Program Offerings:** The Concord Campus will not attempt to offer the multitude of degree programs normally found at a CSU campus. It will have available degree programs with relevance to its service area. In addition, select degree programs, and clusters of degree programs, will be based on the Concord Campus (e.g., Health and Human Services).

7. **High Quality Programs:** The development of high quality programs at the Concord Campus will be vital to the University’s achievement of its mission within the region.

8. **Providing Equivalent Services:** The University and its Colleges, its departments, programs, faculties, support services, and staff will have available educational opportunities and services at the Concord Campus equal to, but not necessarily the same as, those provided at the Hayward Campus.

9. **A New Paradigm:** The California paradigm for branch campuses will change to allow for the development of multi-site full service CSU campuses (i.e., two or more campuses of the same California State University with both lower- and upper-division coursework available at all sites.).

10. **Partnering for Development:** Resources for the development of the Concord Campus will come from public-private partnerships.

11. **Quality Learning Environment:** The quality of the learning environment available to students at the Concord Campus will be
equal to that found on the Hayward Campus. Academic quality will not suffer because of location.

12. **Regional Commitment**: The commitment of local and regional governance agencies and civic groups to the development of the Concord Campus will remain strong.

13. **CSU Contra Costa**: Should the Concord Campus not be developed by the University there is substantial likelihood that local political, educational and business leaders will lead a movement to establish the campus as a separate CSU.

14. **Target Enrollment**: The Concord Campus build-out will be planned to accommodate 10,000 headcount with target enrollment achieved by 2015.

15. **Transportation Accessibility**: Accessibility to the Concord site will become problematic as enrollment growth occurs. As a result, the strategic plan will need to address program delivery at remote sites and/or the relocation of select campus operations to alternative sites.

### III. PROGRAM TASK FORCE RECOMMENDATIONS

The Concord Campus with its central location and modern facilities is well situated to serve the higher education needs of the increasing population of Contra Costa County. Additional advantages include the abundant land resources, a spectacular setting in the northern foothills of Mt. Diablo, and access to the Ygnacio Valley Road transportation corridor. However, the PTF holds that the students, faculty and staff, i.e., the “human resources,” are the paramount resources for the campus’ present and future development.

The hallmark of the Concord Campus should be excellence in teaching, research, community service, and creative problem-solving in cooperation with other educational institutions in Contra Costa County, the Bay area, and central and northern California.

Following is a series of recommendations for the academic development of the Concord Campus of CSU East Bay that emphasizes
background and pre-requisites for the realization of such recommendations, as well as some of the objectives and strategies necessary for their attainment.

The recommendations are organized into seven (7) categories:

1) **Student Needs and Success**;
2) Faculty Development and Support;
3) **K-12, Community College, and University Articulation and Partnership**;
4) Community Involvement and Partnerships;
5) Administrative and Faculty Leadership;
6) Resources Management and Campus Development;
7) Curricular and Programmatic Development.

1) **Student Needs and Success**:

The guiding principle at Cal State East Bay for several years has been “Students First.” If the Concord Campus is to reach its potential of increased enrollment, and curricular and programmatic expansion, and community integration, its undergraduate and graduate students must have access to student services equivalent to those available to students on the Hayward Campus, including advising and counseling, completion and sign-off of major, minor and certificate graduation requirements, student health facilities and services, tutorials and learning resources, internship and service learning opportunities, career information and job placement, recreational facilities, student lounge, store and cafeteria coordinated to campus operating hours. In the final analysis, students must not be
forced to travel to the Hayward Campus for needed services, whether
advising or the removal of a registration hold.

Student services should be “student-driven,” i.e., derived from
perceived concerns and needs, as well as “staff-driven,” i.e., coming
from a motivated, dedicated and well-trained student services staff
with the resources to do their work. Concord staff, along with faculty
and administrators, should be fully prepared to assist students in
furthering their educational goals by resolving problems with
admissions, advisement, counseling, testing, graduation checks and
the like on the branch campus.

Student services personnel as well as faculty members should
work cooperatively to disseminate information on the types and
quality of programs and services available on the Concord Campus to
potential middle school, high school, and community college students.
All staff and key faculty and administrators should have the
appropriate training in and access to SAIL (Student Administrative
Information Link), admission requirements, transfer audits,
articulation agreements, progress to degree materials, and graduation
requirement information so they can effectively assist students in
resolving problems and facilitating progress toward graduation.

Those who teach, advise, and counsel on the Concord Campus
should meet the needs of their students by creative, innovative
schedules/calendars incorporating variations on the academic
quarter/year, which might include two (2) five week courses per
quarter, four (4) two and one-half (2½) week courses per quarter, an
“Evening College,” a “Weekend College,” or some combination of
learning modules attractive to students. In all undergraduate and
graduate programs offered at Concord, enrollees should be able to complete the course of study, provided they take a normal class load, in twenty-four (24) to thirty (30) months for undergraduate majors and eighteen (18) to twenty-four (24) months for graduate programs. Increased utilization of the campus during daytime hours, not just during evenings, ought to be a central planning effort.

In a time of transitional models of student learning, faculty should continually reassess their teaching strategies, creating and maintaining opportunities for “student-centered” learning, internship placements, and service learning with local, city, county, state, and federal entities, as well private and non-governmental organizations (NGOs).

In responding to student needs and helping students achieve their educational goals, transparency, clarity of communication, fairness and accountability should be critical qualities for student learning satisfaction.

The importance of introducing academic traditions on the Concord Campus, taken for granted on the Hayward Campus, would go a long way toward creating a sense of academic community and campus spirit. A Fall Convocation, an Honor’s Convocation, and an annual Commencement should be celebrated on the Concord Campus.

Finally, as education takes many forms, the opportunity for the construction of student housing, for developing shared YMCA/YWCA facilities on Concord Campus land, and for creating residential campus life, inter-mural athletics, and outdoor and indoor sports activities should be promoted. The adage of “a healthy mind in
a healthy body” is worth recalling and putting into practice as another attraction to the Concord Campus.

2) **Faculty Development and Support:**

A permanent faculty presence is absolutely imperative for achieving our goal of meeting the educational needs of our students, our community, and the East Bay. More tenure-track or tenured/tenure-track faculty are needed to teach, advise, and promote a sense of academic community.

Curriculum development, change and innovation should be “faculty-driven.” Concord faculty should be selected not only for their teaching competency and excellence, but for their vision beyond department/discipline niche, for their ability to see “a bigger picture,” and promote inter-disciplinary, cross-disciplinary and multi-disciplinary thought and action. In developing “faculty-based” and “faculty-driven” curricula, each discipline/program offered should have at least one (1) faculty member in residence to teach, counsel and advise students, and develop curriculum in the degree program offered. These faculty members could be given the title “Faculty Coordinator in Residence” and have an academic year or more assignment on the Concord Campus. Of course, such faculty should have services equivalent to those available on the Hayward Campus, including a functional office, a telephone, present-generation computer, support for copying, audio-visual and computer-based equipment, modern laboratories, University Library services, including reserve book materials, faculty development seminars, and student study-group space to support the instructors in their individual and group professional development.
In promoting the Concord Campus to junior faculty, the range of opportunities for research and publication, as well as innovative teaching and student-faculty collaboration, should be emphasized, e.g., the Delta Science Center, Mt. Diablo State Park, the East Bay Regional Parks, local and county governments, non-governmental organizations, local and county school districts. “Assigned Time” will be the “Academic Currency” that attracts faculty. Therefore, CSU East Bay and Concord Campus administration must invest such “seed money” as deemed necessary through consultative procedures to insure faculty involvement in planned growth and desired outcomes.

Faculty should be trained and experienced in the use and application of information technology (IT) in teaching, research, publications, and faculty service assignments. The two campuses of CSU East Bay should be “seamlessly connected” so there is minimal expenditure of time and resources commuting to the Hayward Campus for meetings of departments, the Academic Senate, Senate subcommittees, convocations. Faculty and staff should utilize and apply “distributed education” via compressed video/distance learning, on-line course offerings, mixed media courses, on-site and off-site courses. Concord Campus faculty should be at the “cutting edge” of the use and application of technology to explore and expand course offerings, to reach out to potential learners, and to deliver university education to where our students live and study.

In the near future, Concord Campus faculty should represent the key disciplines and programs offered by the College of Letters, Arts and Social Sciences (CLASS), the College of Science (CS), the College of Business and Economics (CBE), and the College of
Education and Allied Studies (CEAS), and should be selected on the basis of being “advocates” or “champions” of the campus and its programs, and willing to recruit for them. They should thoroughly, continuously and professionally “market” their courses, programs, majors, minors, and certificate programs. Faculty members who serve as “anchors” should be carefully selected as “key players presenting key courses” to assure successful programmatic development.

Given the increased scarcity and considerable expense of residential housing in the Bay area, the planning and construction of faculty housing on the Concord Campus would help attract permanent faculty and create the high quality academic community envisioned by the PTF.

The sense of academic community could be facilitated if Concord faculty met once a year or even quarterly. Such meetings could provide opportunities to share teaching strategies, course and student information, assignments and evaluations, plus time for socializing. At such reunions, the Dean could keep faculty abreast of campus issues and challenges.

Finally, faculty presence on the Concord Campus is fundamental and critically important to the success of that campus, for without it the branch campus cannot thrive.

3) **K-12, Community College, and University Articulation and Partnerships:**

The Concord Campus should be an active partner of a renewed and organized effort to serve the educational institutions of Contra Costa County at all levels, from pre-school to primary, middle to high school, community college to college and university.
Recognition as the CSU campus of Contra Costa County should be our main goal. Along with the Hayward Campus, we should have complete and current articulation and transfer agreements with institutions of higher education in the county, the Bay area, and the State of California.

The cooperation and collegiality of Concord Campus faculty and staff with the institutions and personnel of the Contra Costa County Board of Education, the Contra Costa County Community College District, and other public and private colleges and universities should continue to flourish. Opportunities for inter-segmental collaboration, staff meetings, and administrative dialogue should be welcomed, and invitations to visit the Concord Campus for meetings, conferences, performances, and community outreach, should be facilitated by the campus leadership.

Another goal should be to have faculty and students from as diverse an educational spectrum as possible visit the Concord Campus to appreciate its spectacular setting and up-to-date facilities. Concord Campus faculty and staff should know their counterparts at Contra Costa College, Diablo Valley College, Los Medanos College, Las Positas College and others institutions of higher education to promote and influence improvements in student learning, success, and outcomes as well as to provide a “seamless transition” to both campuses of CSU East Bay from those of the Contra Costa Community College District above, and surrounding community colleges, such as Solano Community College, Napa College, and San Joaquin-Delta Community College. If CSU East Bay is a “transfer institution” then we ought to capitalize on the concept of “shared
students,” i.e., we share a student in their educational pursuits with the community college they attended, and should be cooperating and communicating with each other to the betterment of the student’s educational process, experience and outcome.

Every effort should be made to coordinate outreach to middle schools and high schools in Contra Costa County with counselors at high schools, Contra Costa, Diablo Valley, and Los Medanos Colleges in order to inform students and their families regarding the educational opportunities offered “in their own backyard,” i.e., the three campuses of the Contra Costa Community Colleges District and the CSU East Bay Concord Campus.

We must educate and persuade all the county’s students— not only those of the central county, but those underserved and underrepresented students of west and east county—by outreach activities coupled with frequent campus visits for the annual “Day of the Teacher,” “Narrowing the Gap Education Conference” for Latino/Latina high school students, and other visitations targeted to prospective students and their families. If high school counselors, community college transfer advisors, prospective students and families know about and have visited the Concord Campus, there is a high probability they will want to enroll and matriculate here.

4) Community Involvement and Partnerships:

The Concord Campus should establish as priorities the development of academically rigorous programs, the delivery of quality education, the integration with county-wide educational entities, and the institutional and individual involvement with city, county, and state offices, as well as the private sector, both for-profit
and not-for-profit. Several strategies of community involvement and partnerships have been initiated over the history of the Concord Campus, including the offering of undergraduate and graduate majors, minors and certificate programs to respond to the workforce demands of Contra Costa County and the Bay area, the presentation of programs and events to inform the community and draw the public to the campus, such as “Day on the NEW Hill,” the Summer concert series “Music Al Fresco” which evolved into the popular “Concerts in the Hills” series with University-private sponsorship, the leasing of land to the City of Concord to develop youth soccer fields, the Distinguished Lecture Series which has attracted thousands of residents to the campus, and the support for and home-basing of SCHOLAR-OLLI (an Osher Lifelong Learning Institute) at Concord.

Interim Dean Felton took major steps toward connecting the Concord Campus with county and regional partners by inviting such organizations as the Environmental Science Collaborative, the Health and Biosciences Collaborative, the Environmental Science, and the Community Based Organization (CBO) to meet here providing links to the East Bay’s non-profit sector.

In 2005, Dean Wilson founded, organized and appointed a community advisory board, the CSUEB Concord Campus Board of Councilors, composed of men and women in local and county politics, small businesses, corporations, journalism, banking, real estate and property management, and information technology. The role of the Board of Councilors is to advise the university president and the Dean on the development of the Concord Campus; assist in building relationships with key constituencies; help in developing the campus’
mission and programs; create opportunities for partnerships with private and public organizations; assist in fundraising efforts and identify sources of external funding with emphasis on scholarship, program development and discretionary resources. Dean Wilson noted that they “have the necessary commitment and focus to ensure the Concord Campus continues developing and delivering the academic programs and training that the greater Contra Costa County residents and industry want and need.”

Individual faculty as well have the potential for involvement and partnerships with local and county organizations in their disciplines, for service on their boards, and for having students work cooperatively with such organizations as interns, volunteers, service-learners or externs, e.g., historians with local historical societies, librarians with city and county libraries, social workers with the Contra Costa Crisis Center, coaches with sports leagues and teams, etc. In the past, owing to reduction in resources, the university has begun an outreach program in the community only to let it wither and die. Our history of beginning initiatives then not following through has adversely affected our reputation among some constituencies in Alameda and Contra Costa County. In our community relations and partnering on the Concord Campus, we should plan our involvement, then engage and follow through regardless of changing circumstances.

5) Administrative and Faculty Leadership:

In the Fretwell Report of 1994, and again in the Summer 1995 “Strategic Master Plan for The California State University Contra Costa Campus,” recommendations were made for a “Campus Dean.” In both, the necessity of executive leadership was considered crucial.
The 1995 committee wrote: “The establishment of a creative, innovative, and responsive organization requires an effective organizational structure and appropriate administrative positions that will help establish the Contra Costa campus as a full and equal partner in the university and an innovative educational leader in the region.”

The appointment of Dr. Bette Felton as Interim Dean in 2001 and Dr. Peter Wilson as Dean in 2003 saw these recommendations realized. Between the twin constraints of decreased budgetary support and the shortage of personnel, Dean Wilson has managed the Concord Campus well. The Dean recognized the need for a Concord Campus Strategic Master Plan, and gained the support of the University’s administration in the planning process. When Dean Wilson arrived he built on the innovations of the previous administrations, continued to open communication with the staff, streamlined organizational responsibilities, joined councils of stakeholders in cities surrounding the campus and at the county level, championed Concord to administrators and deans on the Hayward Campus, hosted monthly meetings of the Concord Campus Advisory Board, partnered with the Contra Costa Community College District Chancellor, Presidents and Vice-presidents, initiated the Board of Councilors above, and began cultivating potential individual and institutional contributors for scholarships, gifts and endowments.

Because Dean Wilson is frequently called away from campus or to the Hayward Campus for administrative meetings, the Director of Campus Affairs, Kevin Horan, frequently acts as an Associate Dean. Therefore, the PTF members recommend the creation and funding of an Associate Dean position for the Concord Campus to assure that
there will be an administrator-in-charge campus affairs while Dean Wilson moves about soliciting political and financial support and building community and educational partnerships.

Faculty leadership is also imperative for the success of the Concord Campus. The Concord Campus Advisory Committee (CCAC), a subcommittee of the Academic Senate, should play an increasingly important role in support of and advisement to the Dean, and outreach to community philanthropic and educational entities, and be more involved in building an academic community. The members should not only represent their Colleges on the CCAC but act as representatives of the Concord Campus to their College and colleagues on the Hayward Campus.

The selection of faculty for teaching assignments should include an understanding that they will play a significant role both on and off campus by constructing and maintaining community relations with civic, political and educational institutions critical to the increased health and growth of the Concord Campus.

6) Resource Management & Campus Development:

One of the most problematic challenges to the Concord Campus’ Dean, regardless of who holds the position, is the inherent contradiction regarding budgetary resources and their management, as related to campus development. Presently, the Dean has complete responsibility for the campus, limited financial resources to hire and maintain adequate staff levels, no monies to invest in academic programs or faculty, and insufficient resources to maintain the physical plant. The PTR finds this situation of total responsibility on
one hand and little to no budgetary resources to manage the campus, its personnel and its programs on the other to be worrisome.

Problematic to effective management are: 1) the absence of an instructional budget to maintain existing programs, develop new programs, or establish a desired faculty presence on the Concord Campus; 2) the inability of the Campus Dean to access established facilities maintenance and capital accounts restricted to projects at the campus; and, 3) the lack of allocation of Category I student fees on a rational and fair basis to support student programs at Concord. A remedy for the problem should begin with a fundamental change in both attitude and approach toward the Concord Campus. The Concord Campus must be acknowledged as an academic unit equal to a College and recognized as an administrative entity that is a microcosm of the University, with instructional support, student affairs, security and facilities functions critical to its successful operation. The Campus Dean should have authority over all areas of campus operations, as well as being accountable for their delivery.

Without the instructional resources to present and support programs, the Campus Dean lacks real authority regarding what is offered, when it is offered, and how it will be offered. These decisions typically fall to departments and Colleges, but the input of the Concord Campus is crucial. Without this shared decision-making, Concord programs will not thrive. Presently, the Concord Dean has only limited resources to support academic programs. Therefore, the Dean cannot be held accountable for the performance of the most critical mission of the Concord Campus: the development and delivery of a coherent set of academic programs. Without such
coherence, the Concord Campus will not grow. Thus, the current situation is a recipe for failure regarding the academic development of the campus.

The lack of instructional resources is reflected in various ways in other areas, such as instructional support (library, academic computing, classroom support, etc.), student affairs, security, and facilities management. In instructional support, for example, decisions related to the scheduling and evaluation of library personnel are made at Hayward with limited consideration of needs on the Concord Campus. The branch campus is not funded for academic computing at either lab or office levels, and although faculty who teach at Concord expect the same support they have at Hayward, Concord receives no funding for this function. The same situation prevails with Student Affairs, Category I student fee funded programs, and with campus security.

In the case of facilities management, the Concord Campus does have limited custodial and maintenance staff, but lacks sufficient financial resources to maintain and repair the physical plant. There would be little to complain about in this area since the Hayward Campus suffers in the same way, except that Concord specific capital funds do exist and could be used to rectify some of these problems, but knowledge about and/or access to such funds is restricted. To make a bad problem worse, facilities management personnel have begun charging the Concord Campus for some services.

The PTF recognizes a contradictory organizational situation in which authority over the personnel and resources necessary for the functional operation of the Concord Campus is housed in a variety of
administrative officers located at the Hayward Campus. The PTR asks how the Dean can be held accountable for operations at Concord, when she/he is denied budget authority over the academic program as well as the control of the staff and associated resources committed to the campus? Until an instructional budget exists and some control over personnel and academic resources is delegated to the Dean, the Concord Campus, will not grow.

7) **Curricular and Programmatic Development:**

In the 2005-06 academic year, nine (9) programs leading to the Bachelor of Arts or the Bachelor of Science degree are being offered on the Concord Campus: Business Administration, Criminal Justice Administration, English, Human Development, Leadership in Hospitality and Leisure Services, Liberal Studies, Nursing (RN Advanced Placement Track), Psychology, and Sociology. Two (2) Special Programs are available: PACE (Program for Accelerated College Education) and the Fast Track Teacher Preparation Program. Six (6) graduate programs leading to the Master’s Degree are offered: Business Administration, Counseling, Education, Educational Leadership, Public Administration, and Social Work. Three (3) Credential Programs in Education are available to qualified students: the Multiple Subject Credential, the Single Subject Credential, and the Administrative Services Credential Tier 1 & 2. The PTF emphasizes the need for the stabilization of existing programs and the importance of offering two-year schedules of classes to Concord students.

In reviewing and predicting the academic needs of the Concord Campus over the next decade, the PTF has identified several Bachelor’s, a few Master’s degree and Credential Programs which
would contribute to campus development and serve prospective students. For short-term training, professional courses, and certificate programs, the Continuing and International Education offerings of CSU East Bay should play a greater role, become more involved with Contra Costa County communities, and open an office on the Concord Campus.

The PTF recommendations for innovation of academic programs will be presented in three timelines: 7.1) the next one to three (1-3) years, 7.2) over three to five (3-5) years, and, 7.3) five to seven (5-7) years or more.

7.1) The next one to three (1-3) years:

In the next one to three (1-3) years, the PTF suggests that baccalaureate programs be offered at Concord in Early Childhood Education, Environmental Science/Environmental Studies, History and Nursing at Concord.

The Early Childhood Education program could attract students from neighboring community colleges to Concord for the Bachelor’s degree in Liberal Studies, with an option in Human Development, or a major in Human Development with an option in Early Childhood Development. Graduates could continue their studies in a credential program or a certificate program so they could teach in Pre-Schools/Nursery Schools, for which the requirements for preparation is changing presently at the state level. The Child Study Centers at Los Medanos and Diablo Valley Colleges, and the one planned at Las Positas College, have potential to serve as “feeders” to the Concord Campus program and provide an illustration of the type of inter-segmental educational partnerships we ought to be pursuing
integrating community college programs with those of CSU East Bay Concord Campus having ramifications in the K-12 arena. A related recommendation is to begin planning the construction of a Child Care Center on the Concord Campus to attract students with young children and to use as an early childhood education laboratory for observation and study. With the potential support of “First 5 of Contra Costa County” scholarship monies for tuition, fees and books could permit a cohort of students to begin studies on the Concord Campus as early as Fall 2006.

The second recommendation for near future program development is Environmental Science/Environmental Studies (B.A. & B.S. degrees). CSU-prepared students from the several county high school “Environmental Academies” could come directly to the Concord Campus where general education courses, lower-division pre-requisites, and environmental classes could be presented by community college instructors or by CSU East Bay faculty. Those students not ready for the CSU could begin at local community colleges and enter as junior transfer students. Offering an Environmental Science/Environmental Studies undergraduate program on the Concord Campus makes sense in the light of the interdisciplinary and multi-disciplinary research opportunities in Contra Costa County, the East Bay Regional Parks, Mt. Diablo State Park, the Delta, the Central Valley, and the Sierra Nevada which could have a bonus of attracting faculty as well as students to Concord. A graduate program in Environmental Science/Environmental Studies (M.A. & M.S. degrees), based on the number of baccalaureate degrees
granted and the student demand, could be developed in five to seven (5-7) years on both the Concord and Hayward Campuses.

A related recommendation is the development of a credential track for qualified baccalaureate students in Environmental Science/Environmental Studies. Graduates could complete teacher training and credentialing requirements on the Concord Campus, thus helping resolve the critical and growing need for Science instruction at middle schools and high schools in Contra Costa County and the Bay area.

The creation of a History baccalaureate program with an emphasis in local history, environmental history, and California and the West is a short term recommendation. In fact, a History program is scheduled to begin Fall 2006. The History Department has committed to offer the courses needed to complete the baccalaureate degree on campus. History instructors at Diablo Valley and Los Medanos College anticipate sending students to the Concord Campus to complete their baccalaureate programs.

The development and promotion of a Bachelor’s of Science (BSN) or accredited, pre-licensure in Nursing is another immediate PTF recommendation. CSU East Bay has long offered a RN to BSN program at Concord, in cooperation with programs at Contra Costa, Los Medanos and other community colleges. Consultation with the Dr. Helen Benjamin, Chancellor of the Contra Costa County Community College District (CCCCD), has resulted in the implementation of the B.S. in Nursing at the Concord Campus. The new, free-standing BSN degree program will admit a cohort of sophomore students in Fall 2006 and another of first-year students in
Fall 2007. Further discussion with CCCCD on the offering of lower-division general education courses and Nursing pre-requisite courses is ongoing. The appointment of a new Chair of the Department of Nursing and Health Sciences, Dr. Carolyn Fong, and a $1.7 million grant from John Muir Health bode well for the successful development of a Concord Campus Nursing program.

Another initiative pertains to the College of Business and Economics: the review and recasting of the Business and Economics offerings and options, which have been underway for some time. The PTF recommends that the majority of the undergraduate program, should be offered at Concord, with emphases placed on entrepreneurship and small business development. A member of the Executive Committee of the Children and Families Policy Forum of Contra Costa County suggested that the Concord Campus offer a PACE Program with a Business option. A related suggestion is that Concord could serve as the locus of graduate Business programs, including the MBA and TEMBA, providing graduates for the workforce demands of Contra Costa County’s business community.

One of the repeated concerns of Concord Campus undergraduate and graduate students is that they cannot get enough courses in their major to complete their degree requirements on site, so they must commute to the Hayward Campus to finish their degrees. More courses must be offered quarterly and annually in several existing degree programs, e.g., Criminal Justice Administration, Human Development, Leadership in Hospitality and Leisure Services, Sociology and Psychology, and two-year schedules of classes must be developed and available to all students at Concord.
Opportunities exist for expanding the student base in Criminal Justice Administration through renewed articulation and transfer agreements with local community colleges. The B.S. in Criminal Justice Administration could be a very attractive program, but it requires planning, renewal of faculty resources, faculty presence and advisement at the Concord Campus. Los Medanos College is anxious to work out a transfer pattern with CSU East Bay since they have moved their Police Academy to the Contra Costa Sheriff’s Office.

In the Human Development, Sociology and Psychology programs, more core and elective courses need to be offered to permit students to complete their degrees or a majority of their requirements on the Concord Campus. These programs have internship and service-learning experiences, employment opportunities in business, education and government with a baccalaureate degree, and considerable potential for growth and transition into graduate programs, such as the M.A., M.S. or Master’s in Social Work (MSW). Bachelor’s and Master’s degree holders in Human Development, Sociology and Psychology are sought after and would answer workforce demands in Contra Costa County and the Bay area.

The Leadership in Hospitality and Leisure Services program would grow if articulation and transfer issues could be addressed with Contra Costa and Diablo Valley Colleges, which offer Hospitality & Hotel Management, Food Services, and Catering programs. Graduates of Leadership in Hospitality and Leisure Services could find rapid employment in the county and region’s increasingly important Service Sector.
At the graduate level, the existing Public Administration program leading to the MPA degree would be increasingly attractive and successful if the department offered more than two courses/seminars per quarter, so that graduate students could complete their program in 18-24 months. If the MPA program is to benefit from the high demand in Contra Costa County, city, county and state governmental offices as documented in the most recent workforce estimates, the Concord program requires resident Public Administration faculty to recruit for, promote and “champion” it.

The Concord Campus should welcome and assist in the development of all options of Teacher Education and Teacher Credentialing critical to the learning environment of Contra Costa County from K-12 to community college, as well as those of neighboring counties, such as Solano, Napa, and San Joaquin. Enrollment Services and Education faculty will be involved in a coordinated and concerted effort of “early outreach” to middle schools and high schools, cooperating where and when possible with community college counselors in joint and effective information dispersal and student recruitment. A member of the Contra Costa County Children and Family Policy Forum’s Executive Committee suggested that the College of Education and Allied Studies develop and offer credential work for Special Education Teaching, for which demand exceeds potential candidates.

7.2) Over three to five (3-5) years:
Over next three to five (3-5) years, several undergraduate and a few graduate majors could become attractions at the Concord Campus, e.g. Art/Multimedia, Kinesiology and Physical Education.

A Bachelor’s degree program in Art/Multimedia would attract high school graduates directly from the several county high school “Multimedia Academies” or via transfer from Diablo Valley or Los Medanos Colleges. CSU-prepared students would be admitted directly, completing their lower-division course requirements as offered by community college or CSU East Bay instructors on the Concord Campus.

A Bachelor’s degree program in Kinesiology and Physical Education would attract transfer students from community colleges interested in performance athletics, biomechanics, physical therapy, nutrition, body-building, personal training and other related sub-disciplines.

As noted in the previous section, the Concord Campus should be home to all Education programs, including Masters and doctoral programs, in demand in Contra Costa County and neighboring counties from pre-school through Kindergarten to 12th grade and on to community college levels. Enrollment Services representatives and key Education faculty must be involved in outreach efforts to middle schools, high schools, and community colleges in the East Bay and beyond.

7.3) Over five to seven (5-7) years or more:

Over five to seven (5-7) years or more, several additional undergraduate and graduate programs could become attractive and merit development on the Concord Campus.
An Engineering B.E. building on degree and certificate programs at Contra Costa, Diablo Valley and Los Medanos Colleges may be worth exploring. Options or emphases could be partnered with construction, environmental, manufacturing and/or petrochemical industries, all of which are major workforce components of Contra Costa County and the greater Bay area. A graduate program in Engineering might be developed over the longer term (7-10 years).

A Master’s in Art with a specialization in Multimedia could be offered after a substantial number of baccalaureate students have graduated from the program recommended above and the demand is clear.

With the success and reputation of the Nursing program assured, the addition of the Health Sciences program would be beneficial to students, the county and its communities. Based on articulation agreements and thorough consultation and cooperation with the faculties of the Contra Costa Community College District campuses, baccalaureate specialties in Dental Hygiene, Clinical Laboratory Technicians, Radiology and Imaging, or advanced certificate programs in Gerontology and Chemical Dependency and Addiction Studies building on those offered at community colleges should be planned to answer the critical workforce needs of the county and region.

In constructing the Nursing and Health Sciences programs, several administrators and faculty members at the CSU East Bay have suggested that the Concord Campus could become the locus of a College or a Center of Health and Human Services with appropriate
departments, facilities and faculties in Nursing and Health Sciences, Biosciences, Environmental and Social Services. Whether called a College or a Center of Health and Human Services, new organizational and administrative vision and leadership will be required for its foundation and fruition.

Another innovative program would be a Master’s degree in Liberal Arts or in American Studies to attract working adults and/or retirees with Bachelor’s degrees back to campus. Such M.A. degree programs have been offered quite successfully and profitably by St. Mary’s College, the University of San Francisco, and most notably by Stanford University. Such programs could be revenue-generating and would dovetail nicely with SCHOLAR-OLLI, the Osher Lifelong Learning Institute at Cal State East Bay, and would further the Lifelong Learning focus on the Concord Campus.

**CONCLUDING REMARKS:**

In concluding, the PTF members would like to comment on some overarching pedagogical and functional requirements for the success of the Concord Campus. The Campus Dean, the Concord Campus Advisory Board, the College Deans, and the Provost should oversee, in concert with the Contra Costa Community College District, the offering of required lower-division and upper-division General Education courses, and major requirements. Being able to complete General Education requirements is imperative for attracting and retaining students across all majors, minors, and certificate programs, whether offered on campus by partnering community colleges and instructors, or by CSU East Bay faculty, in first year
“clusters” or in undergraduate “cohorts.” The guarantee must be ironclad, transparent, and available in two (2) year scheduling modules to students on the Concord Campus.

The PACE model of “cohort learning,” study groups, team teaching and learning has proven very successful with non-traditional students and should be considered for undergraduate and graduate programs now offered or to be developed on the Concord Campus. Though this may be viewed as a constraint on growth, the University must be obliged to support as many cohorts as enrollment demands.

The PTF members comprehend the difficulties and challenges of offering more courses and new programs owing to the scarcity of funds and faculty, but if the Concord Campus is to thrive a resident faculty, additional academic programs and more course offerings must be presented in weekday, evening, and weekend modules. Hiring, acculturating, reviewing, and retaining the professorate, thereby creating the faculty resources to carry out the many curricular and programmatic innovations suggested by the PTF will be the most important challenge to the Campus Dean, the Deans of the Colleges, the Provost and the President of the University over the next decades.

The PTF recommend the designation of the Concord Campus Advisory Committee as the responsible entity to oversee implementation and report progress annually to the Provost and Academic Senate.

The members of the PTF wish all stakeholders success as you implement the recommendations presented in this report, and promise our cooperation in working toward the full development of the Concord Campus now and in the future.