

INSTITUTIONAL CONTEXT

Background. California State University, Hayward (CSUH) was founded in 1957 as the State College for Alameda County, but for the past thirty years, it has been defined and shaped by its membership in the California State University System (CSU). In accord with the framework of the California Master Plan for Higher Education, CSUH's primary purpose is to serve the needs of the highly diverse and growing population of Alameda and Contra Costa Counties for affordable, high-quality baccalaureate, credential, and masters-level degree programs.

CSUH enrolls nearly 14,000 students (FTE: approx. 11,000). Reflecting Bay Area demographic trends of the last twenty years, the student body comprises a majority of minorities. CSUH has always served high percentages of upper-division transfer and returning "new majority" students (part-time, older, working), including a large number of "first generation" college students.

Most of the earliest graduates of the State College of Alameda were interested in teaching careers. Consistent with the mission of the CSU, undergraduate liberal studies as preparation for teaching has remained a principal focus of academic study at CSUH. Reflecting national, economic, and occupational trends -- perhaps even intensified by the university's proximity to Silicon Valley -- business and computer science have, since the early 80s, joined liberal studies as the most popular academic pursuits of CSUH students.

Other important institutional background characteristics of CSUH include its academic calendar and academic administration divisions. CSUH is one of a handful of CSU campuses choosing to remain on the quarter system. With few exceptions, the academic programs of the university are administered by Deans and Department Chairs of four Colleges: Arts, Letters, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. Decentralized administration, typical of university-level education nationally, is a feature of CSUH highly valued by many of its most senior and influential citizens.

Current Context. CSUH has become a comprehensive urban, regional, and international university. Aspects of the current context most salient to this proposal include the following:

Slightly shrinking undergraduate enrollments from our local service area have been offset in recent years by growth in local service area graduate enrollments and increasing numbers of international students. As of fall, 2002, CSUH has the third highest percentage of graduate students (30%), and the highest percentage of international students (9.3%), in the CSU.

Beginning in 1998, partly in response to previous WASC recommendations, CSUH instituted a new General Education Cluster Program for first-time freshmen. In Fall Quarter 2001, freshmen (new and continuing) comprised 11% of the entire university enrollment, which was the second lowest percentage of freshman-level students in the CSU. CSUH intends to increase the number of freshmen students over the next several years. The General Education Cluster Program, which has undergone extensive annual assessments, has just completed its first five-year program review. It undoubtedly will be targeted for improvements in the near future.

Student services at CSUH receive generally high marks on student satisfaction surveys. Even so, beginning in 2001, the university redoubled its commitment to excellence in student services with a 9-point "Students First!" campaign. Its goal was to further minimize bureaucratic obstacles students might encounter in pursuit of learning and to improve services in ways that enrich students' experience and contribute to recruitment and retention efforts.

The President has led efforts to make more and stronger connections with CSUH's many off-campus constituencies, including alumni, local businesses, and community colleges. The campus has developed a strategic enrollment process, including a common look and feel to its publications. A new Director of Communications and Marketing is effectively telling the story of CSUH to the community. This combination of improved outreach and marketing is successfully raising the university's visibility in surrounding communities, and is a new and palpable point of pride with many faculty, staff, and students who have long felt CSUH to be "the best kept secret" in the Bay Area's educational landscape.

In 2002, the university opened the CSUH Oakland Professional Development and Conference Center in downtown Oakland. The university is also raising funds for a new Business and Technology Building, which will be the first new classroom building on the Hayward campus in over 30 years.

Strengths. CSUH has attractive physical campuses in Hayward and Concord, but its main strength is its people. Students, staff, and faculty feel great pride in the university. Students are deservedly proud of their academic achievements in the face of work, family, and personal responsibilities that compete with school for time, energy, and financial resources. Staff are extremely proud of their roles in managing the business of the university, in helping students and faculty with the many tasks that necessarily accompany teaching and learning, and in creating and maintaining a supportive physical and social environment for learning. Faculty are very committed to teaching, research, and connecting with students, and proud of their role in helping students succeed.

The university has demonstrated an ability to innovate in response to student needs and market opportunities, and to create productive partnerships with external communities.

CSUH is truly a year-round campus and does a better job than any other CSU campus in attracting students to attend in summer. Summer Quarter 2002 enrollment represented 57% of Spring Quarter 2002 enrollment and was 22% higher than it was in 1990. Summer is the second-highest term for degrees completed.

The campus has invested in information technology to support instruction. CSUH is one of only a few universities to make all of its courses available on a Web-based course management system (Blackboard). This one decision alone has done more than anything else to facilitate innovation in assessment practices. It has also set the stage for new initiatives in community-building and for a broader engagement of the university community in university-wide information-gathering processes concerning academic standards, ADA awareness and compliance, and health services delivery.

Challenges. Like all other public universities in California, CSUH is bracing for a period of budget cuts related to the economy, while the state is experiencing increasing demands for higher education. Due to such factors as its age and administrative history, as well as previous cycles of economic and demographic boom and bust, the university is entering a period of major transitions. Many senior faculty, administrators, and staff are at or near retirement age. Although demand for higher education is increasing in absolute numbers, competition for all types of students, and especially better-prepared and self-motivated students, is increasing.

The number of the tenure track faculty has shrunk, which means more part-time faculty are teaching more course sections. Most faculty see the reduction in tenure track faculty as hurting student advising, participation in university governance, and departmental business--including assessment of student learning outcomes. These conditions have engendered faculty attitudes that range from anger through frustration to despair.

Many faculty and staff of color are enraged, disheartened, and frustrated with the fact that the racial, cultural, and gender composition of the faculty (fall 2001: 28% minority, 44% female), and its multiple ramifications, has not come close to catching up with changes in student diversity (fall 2001: 64% minority, 64% female).

While existing theatre, arts, performances, and athletic events contribute to a collegiate social atmosphere, the commuter-orientation still lacks the degree of active social life and sufficient on-campus housing that some view as necessary to increase recruitment of first-time freshmen.

In fall 2001, approximately 77% of regularly admitted entering freshmen (480 out of 622) needed remediation in either Math or English, or both. CSUH is seeking to decrease the number of entering students who need remediation by working more closely with local high schools. At the same time, CSUH is working to make the remedial education offered more effective. Given its middle position in the three-tiered system of California higher education, CSUH will continue to face the challenge of being educationally effective with the broadest spectrum of student preparation and ability.

The branch campus in Concord is viewed as a key resource to reach students in our extensive two-county service area. However, most feel that the university has not yet effectively incorporated the Concord campus into its operations and academic planning. Taking full advantage of the Concord campus and building its unique community is an emerging effort.

WASC Comments. WASC commented in the last accreditation visit that the campus lacked the development and implementation of a strategic planning process that would lead to a vision for the university and define the distinctive nature of the campus. WASC also commented that the campus lacked a comprehensive campus program for assessment. The campus used the WASC 2000 Interim Report to assess progress on the university goals and objectives and was commended for doing so by WASC. The Colleges are engaged in a process of creating learning outcomes at the program and course level. A new Assessment Council, led by the Director of the Faculty Development Center, provides a sounding board and oversees improvements in assessment of student learning undertaken by the Colleges.

WASC comments on *Substantive Change Proposals for CSUH overseas MBA Programs* have pointed out the need for effective assessment of the accelerated learning model and overseas teaching experience. The Director of Assessment and Testing and the Assessment Director for the School of Business and Economics are working on a common assessment plan for all overseas programs for WASC approval.

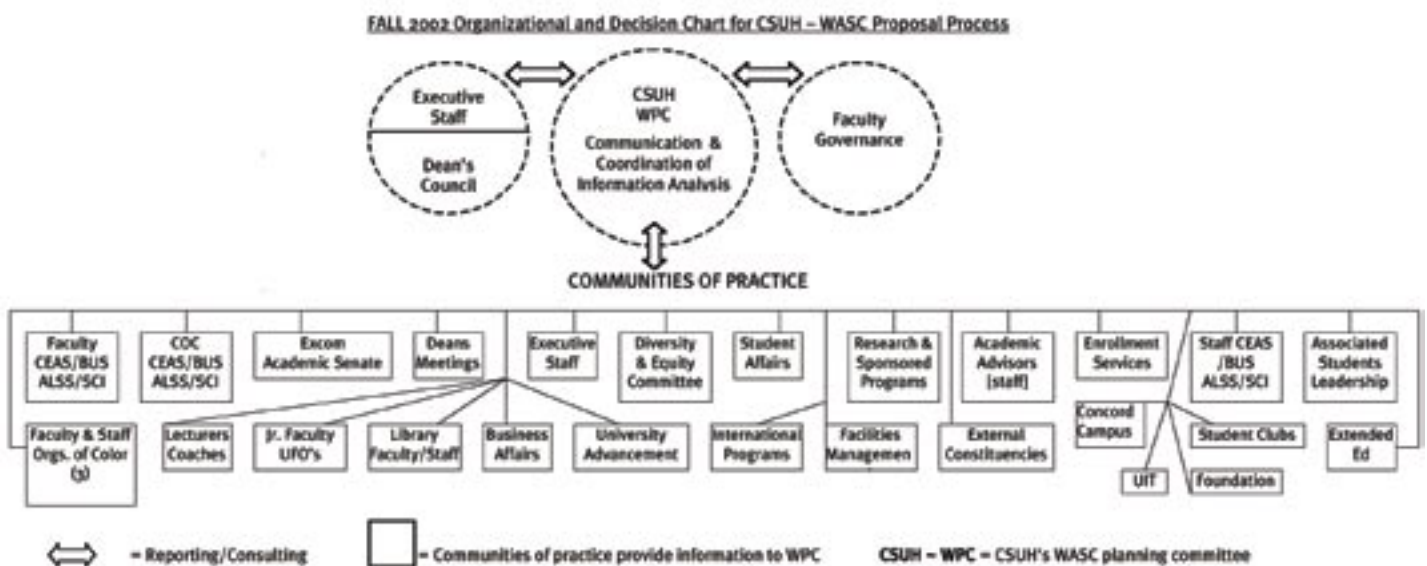
Context for Accreditation Review. The President is committed to using the WASC Accreditation Review to improve the campus planning process and to reenergize and reorganize planning around educational effectiveness and an on-going dialogue about learning. Secondly, the campus sees this as an opportunity to coordinate learning assessment efforts. Departments are asked to measure outcomes for many reasons. CSUH intends to use the WASC accreditation process to improve the coordination of various requirements for outcome measures into an effective comprehensive campus assessment plan that focuses on meaningful assessment of student learning. CSUH expects the accreditation process to help the campus to achieve a more focused and compelling vision.

INVOLVEMENT OF CONSTITUENCIES

A CSUH~WASC Planning Committee (WPC) with campus-wide representation was established in January 2002 to prepare the proposal and oversee the WASC accreditation process.

The WPC examined the University's Mission Statement, the University's Goals and Objectives, the Academic Senate's 2000-2002 university-wide inquiry into academic standards, and the WASC 2000 Interim Report. Based on a review of these documents, the WPC developed and conducted an online poll in May 2002 to get campus-wide input on seven proposed themes for the WASC review. Twenty thousand students, faculty, staff, and external constituencies were invited via email to respond to the poll; however, only 143 votes were recorded. As a result, the WPC requested and was granted a postponement of the Proposal from October 15, 2002 to January 15, 2003. The WPC used the Fall Quarter 2002 to conduct an ambitious campus-wide dialogue to get input for the WASC review process. (See chart below.) The President sent a letter to every faculty and staff member on campus describing the need for participation in the

Fall 2002 Organizational and Decision Chart for CSUH—WASC Proposal Process



WASC Proposal Process. The letter was also printed in the student newspaper and put on Blackboard, which is read by 75% of the student body. The WPC facilitated this dialogue through 37 *University Communities of Practice* (UCOPs), defined as the institution's formal operating units, standing committees, or less formal groupings defined by common circumstances of participation. The purpose of this process was to illuminate, from the combined perspectives and experience of the CSUH community: 1) The distinctive institutional context of CSUH; 2) The intended outcomes for the review process; and 3) The ways in which CSUH will address institutional capacity and educational effectiveness for the WASC reviews. Each UCOP had between 3 and 26 participants who met twice during the quarter. A WPC member, who also served as a recorder, facilitated the meetings.

The first round of UCOP discussions focused on what a CSUH degree means to various members of the University community, while the second centered on questions about how the university can support students, faculty, and staff in affirming student learning as the heart of the University vision, mission, values, and outcomes. Each UCOP participant was given a packet of information for the two-part process, which included the University Goals and Objectives, the University Mission, the WASC Accreditation Outcomes, and excerpts from the WASC *Evidence Guide* (2002) and *How people learn: Brain, mind, experience, and school* (2000). In addition, the WPC provided a draft institutional context statement and outcomes that were used to focus the conversations. Notes from the meetings were typed and sent back to the UCOP participants for correction and confirmation, after which they were placed in the CSUH~WASC database, and the content was analyzed by general themes. A summary of the analysis and a draft of the proposal were placed on the CSUH~WASC website for review by the university community.

The UCOP process involved approximately 450 faculty, staff, students, and external constituents. Each UCOP met for 2-4 hours total. The WPC, the university administration, faculty governance, and the UCOPs have devoted approximately 1,400 hours of time to the development of this proposal, which makes it the most extensive campus-wide involvement in the university's history. The majority of UCOP participants expressed enthusiastic appreciation for this opportunity to be involved, commenting on how good it felt to be valued, listened to, and included in the CSUH planning process. Further, the participants hoped that this inclusion was the beginning of a change in past practices and that a similar dialogue process would continue throughout the WASC reviews and beyond. The Executive Committee of the Academic Senate, the College Deans and Provost, and the President's Executive Staff reviewed the final version of this Proposal.

Twelve outcomes emerged from an analysis of the UCOP discussions. These outcomes are presented with the awareness that the individual *communities of practice* are engaged in many of the tasks related to the specific outcomes, but as many UCOP participants observed, these activities are happening independent of other relevant units on campus. An essential task will be to connect, coordinate, and integrate these efforts, including an ongoing dialogue between the units, which will be necessary to support and sustain the integration.

OUTCOMES

CSUH will use the WASC process to increase our ability to create and sustain a welcoming diverse learning community where:

(1) The academic standards are rigorous, expectations for students are high, and the curriculum anticipates and is relevant to the changing social, cultural, and economic needs of the community and society; **(2)** the infrastructure and resource allocations are congruent with students' learning needs and decidedly effective; and **(3)** there is an ongoing dialogue about the quality of and community for learning among faculty, students, and staff.

The following outcomes emerged from the 1,400 hours of a passionate exchange of ideas during the UCOP process, and each outcome represents a set of specific issues. In some cases, these issues are highly charged (i.e., tenure track ratio, racial and cultural climate, assessment, and staff inclusion). Therefore, it is critically important that the accreditation process adhere to the cultural values of departmental autonomy, decentralization, inclusion, openness, and the assessment principle that faculty and staff drive student learning outcome data. To the extent possible given external exigencies beyond our control (e.g., state legislative actions, state budget shortfall, etc.), and where applicable, through appropriate and established processes of faculty governance, CSUH seeks twelve outcomes from the accreditation review process. The major issues for each outcome are reflected in part in **Table A** (below). A full summary of UCOP data is available at www.csu Hayward.edu/wasc and will be incorporated into the *Preparatory Review*.

The Integrity, Relevance, and Effectiveness of a CSUH Education

Throughout the UCOP discussions, faculty, staff, students, and external constituents expressed pride in the diversity of the student body and welcomed the opportunity to work with and to educate them. This pride was juxtaposed with a deep concern that CSUH could be doing more to meet the academic needs of its students. The term "diversity" came under scrutiny with many UCOP participants finding it more vague than helpful. For example, some participants saw "diversity" as a cover term that hides issues of race and culture, while others believe that "intellectual diversity" is the only diversity that should matter. The discussions revealed a strong desire among faculty, staff, and students, to revise and focus the CSUH mission statement, to establish a vision and set of values that would characterize the CSUH degree. Outcome One, *CSUH Mission* will attend to these issues.

UCOP participants spoke eloquently and passionately about wanting to create a campus climate and community connections where the vision, mission, and values would link the university and its educational programs to the community; would encourage the intercultural competencies needed to meet the needs of a culturally and racially diverse society; and would guide policies, practices, and resource allocations. Various faculty and staff -- especially faculty and staff of color -- reported feeling devalued, disrespected, and disregarded to the periphery of the university. The perception exists among some faculty and staff that the institution is racist and anti-intellectual. Outcome Four, *Campus Climate*, will address these hopes and concerns.

CSUH has been actively engaged in assessing the educational effectiveness of its General Education program for four years and is in the third year of a five-year research and development phase for assessing student-learning outcomes in all degree programs. Outcomes One, Two, and Three will support, coordinate, and highlight these on-going efforts. These efforts are not without controversy. Faculty want to feel proud and confident about the integrity, relevance, and quality of the degree CSUH offers. They all engage in assessment of student learning at the course level by assigning grades, however the assessment of educational effectiveness over and above an accumulation of courses is met with a variety of reactions. A few faculty see the assessment of degree programs as an unfunded and unnecessary mandate, which takes attention from their primary work of enhancing student learning. Many more faculty view it as either a "necessary evil" or a potentially worthwhile faculty effort that will actually draw attention to their primary work of enhancing student learning. Many worry that it will end up being just another time-consuming empty process. Most hope that learning outcomes assessment, if CSUH must have it, will be meaningful, simple, direct, faculty-driven, coordinated, and integrated with all other review processes. They want it to lead to ongoing dialogue about student learning and curricular improvements. Such is the goal of this WASC process. Most staff members welcomed the opportunity to assess the effectiveness of the important contributions they make to every student's education.

1. *Mission*. Develop a new CSUH mission statement that more clearly places student learning and leadership in the community as the core values and promises its highly diverse student body that their degree will be recognized for educational excellence and relevance to societal needs. The new mission statement will commit the university to an inclusive and diverse student body, faculty, administration, and staff; proclaim the quality and character of a CSUH education; and guide curricular and programmatic changes, and the university's service to, and partnerships with, external communities. The new mission will drive all recruitment, enrollment, and retention activities.
2. *General Education*. Complete development of General Education outcomes, levels of achievement, and range of indicators in critical thinking, writing, speaking, math, science, arts, information literacy, humanities, and social sciences. Integrate corresponding assessment activities and reporting protocols for all lower and upper division general education courses.
3. *Degree Programs*. Foster an ongoing dialogue on academic standards, and ensure student learning outcomes and corresponding assessment activities are integral to all degree programs. Ensure that the degree programs are relevant to social, cultural, and economic issues, and current with the latest developments in knowledge and technology. Assessment methods will evaluate the impact of the curriculum on student learning, and provide departments with information about the future needs of the discipline and the community.
4. *Campus Climate*. Develop, as part of, or along with the Mission Statement, either or both "Vision" and "Values" statements and a concomitant action plan that defines, promotes, and sustains a campus climate that is welcoming and open to students, staff, and faculty diversity, and is respectful of the contributions of all segments of the campus community.

5. *Community Connections.* Develop, as part of, or along with the Mission Statement, either or both “Vision” and “Values” statements and a concomitant action plan that evidences the university's effectiveness in partnering with its external communities as defined by the enrichment of student learning and the mutual enhancement of the university and the community. Foster a dialogue on learning outside the classroom, and assess the impact and relevance of the community partnerships on student learning while also providing the data that will allow faculty and staff to be responsive to the future needs of the community.

Infrastructure For Learning

The second set of UCOP conversations began with three draft outcomes, culled from the original six outcomes identified by the 143 responses to the spring 2002 survey. The UCOP participants quickly expanded the scope and direction for the CSUH~WASC planning process, and the results are reflected in the six outcomes below. The one major theme that unfolded during these discussions was that the university needed to create and perpetuate an integrated, transparent, evidence- and value-based infrastructure that is sustained by ongoing dialogue among faculty, staff, students, and administrators.

6. *Faculty.* Critically review expectations for tenure track faculty and lecturers at CSUH, including the composition of CSUH faculty in terms of the ratio of tenure track faculty to lecturers; the racial, cultural, gender and intellectual diversity of the faculty; teaching and scholarship; the needs of the student body; and the communities CSUH serves, consistent with the CSUH vision and mission. Integrate the guidelines into appropriate policies, procedures, and resource allocations.
7. *Academic Reviews.* Define coherent processes for determining the educational effectiveness of CSUH programs. The processes will integrate the review of ongoing degree-related program assessment activities, including General Education (e.g., 5-year review, WASC, Professional Accreditation, tenure track allocations, etc.), with student learning outcomes data, curricular changes, relevance to the CSUH mission, and resource allocation.
8. *Library and Information Resources.* Define the scope and level of services and information resources in all formats to support academic curricula, according to library standards. Develop processes to determine the educational effectiveness of information resources and their access and of information literacy skills. Ensure resource allocations reflect those definitions and processes.
9. *Student Services and Co-Curricular Programs.* Develop and refine student service outcomes and corresponding assessment activities for all student services, including co-curricular activities. Ensure student service outcomes are consistent with student learning outcomes. Support a sustainable infrastructure that promotes ongoing improvement of academic and social services for student-related needs, leading to increases in student achievement and graduation rates.
10. *Instructional Technology.* Develop a sustainable infrastructure for integrating, evaluating, and improving the educational effectiveness of technology, including its capacity and effectiveness to support and sustain a welcoming, diverse learning community.
11. *Business Processes.* Foster an on-going dialogue among staff, faculty, and administrators, and sustain a campus-wide infrastructure, including facilities and services, human resource development practices, financial and data systems and practices, and other resources that support an optimal environment for staff performance, development, and learning. All systems will be transparent, streamlined, and easily navigable by students, staff, and faculty.
12. *Institutional Portfolio.* Create a web-based institutional portfolio responsive to the needs of internal and external constituencies interested in the University's efforts to demonstrate its educational effectiveness.

STAGING THE REVIEW

For the *Preparatory Review*, as indicated by the **TABLE A** (below), CSUH will demonstrate its capacity to function “... with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures and processes to fulfill its purposes.” (WASC Handbook, 2001 p. 41, 42.) CSUH intends to convert and use the format in **TABLE A** as the initial Web based map for CSUH’s online portfolio. During the next two years CSUH will pilot online portfolio prototypes to ensure adoption of the easiest and most accessible format to demonstrate compliance with the WASC Commission and to build the infrastructure for CSUH to know and to audit its own practices and processes.

In preparing this proposal, WPC found that CSUH has, like most institutions of its size and type, many data gathering and analysis systems. With sister campuses in the CSU, CSUH is in the midst of creating several new data-gathering and analysis systems. However, there is little shared understanding of, and even less access to, existing systems across the *communities of practice* that share responsibility for educational effectiveness. And even if there were greater awareness and access, neither the systems now in place, nor new systems in development are designed to work together to address assessment of the quality of student learning as a central measure of institutional and educational effectiveness. Increasingly, information and analysis systems are information technology systems. Access to information is limited generally by information literacy, and even more by information technology literacy. Virtually every recent attempt made at CSUH to advance the capacity to assess student learning outcomes is highly dependent on information technology, on pulling together data gathering and analysis capabilities of disparate existing systems, and on adding new capabilities that challenge even the most recently acquired systems. Participants across the many UCOPs voiced a frustration with the lack of an accessible, coherent, and reliable data system, and processes for dissemination. In addition to challenging the technology systems themselves, each new effort further taxes an already overextended group of individuals possessing the required expertise. Solving the puzzle of allocating and organizing the necessary resources to integrate and use technology-based data gathering and analysis systems effectively is critical for success.

For the *Educational Effectiveness Review*, CSUH will adapt the “Comprehensive Model,” emphasizing how the institution might become more “learning-centered.” As such, we will focus on the interdependence of the *Criteria for Review (CFRs)* with particular emphasis on 6 CFRs 1.2; 2.2/2.4; 3.2/3.3, and 4.7. Accordingly, campus mission and objectives will be clearly defined, recognized, and applied. For all degrees, including General Education, CSUH faculty will define levels of achievement required for entry and graduation; however, to ensure that these degrees are more than the sum of their grades, these levels of achievement will be based directly on articulated student learning outcomes, again as defined by faculty. The institution will accept responsibility for: 1) demonstrating that it recruits and employs a faculty sufficient in number, professional qualifications, diversity, workload and incentive, so that they can demonstrate ongoing commitment to the institution; and 2) basing evaluation and analysis processes on data, which will then be used to improve curriculum and pedagogy, to ensure the integrity of programs and learning processes, and to engage in ongoing dialogue on these topics.

Campus Outcome Teams (COTs)

For the subsequent review process, CSUH will continue the broad engagement of the university, but will move from *Communities of Practice* to committees centered on the issues raised by the proposed outcomes. These *Campus Outcome Teams* (COTs) will be comprised of faculty, staff, and students who have a functional relationship with specific outcomes. The President, Provost, and Academic Senate will review membership and the final charge for the COTs. Each of the six (6) Campus Outcome Teams (COTs) will be responsible for two outcomes, one or more research questions, gathering and reviewing evidence, engaging the relevant Communities of Practice and, as needed, organizing sub-committees in order to accomplish the assigned outcomes.

At the *Preparatory Review* stage, the COTs will establish clear objectives, indicators, and metrics of learning; and will build a culture of evidence for evaluating and improving educational effectiveness. Each COT will be expected to analyze all relevant data in conjunction with salient CSUH UCOP data and characteristics.

At the *Educational Effectiveness Review* stage, the COTs will demonstrate that educational objectives and design are established at the institutional and program levels and that review processes, including the collecting and applying of evidence to ensure the delivery of programs and learning at a level of performance concomitant with the degree or certificate. CSUH will corroborate its ability to sustain an evidence-based inquiry into educational effectiveness that leads to ongoing institutional improvement.

All COTs and corresponding committees will have sufficient members to be effective and to reflect the diversity (including ethnic, gender, discipline, faculty, staff, etc.) of the campus and its constituents. Each COT will include members from the *Evidence Committee* (see below) and from the WPC. Faculty will be deeply involved in the design and implementation of both reviews. The standing committees of the Academic Senate will be significantly represented on the outcome teams.

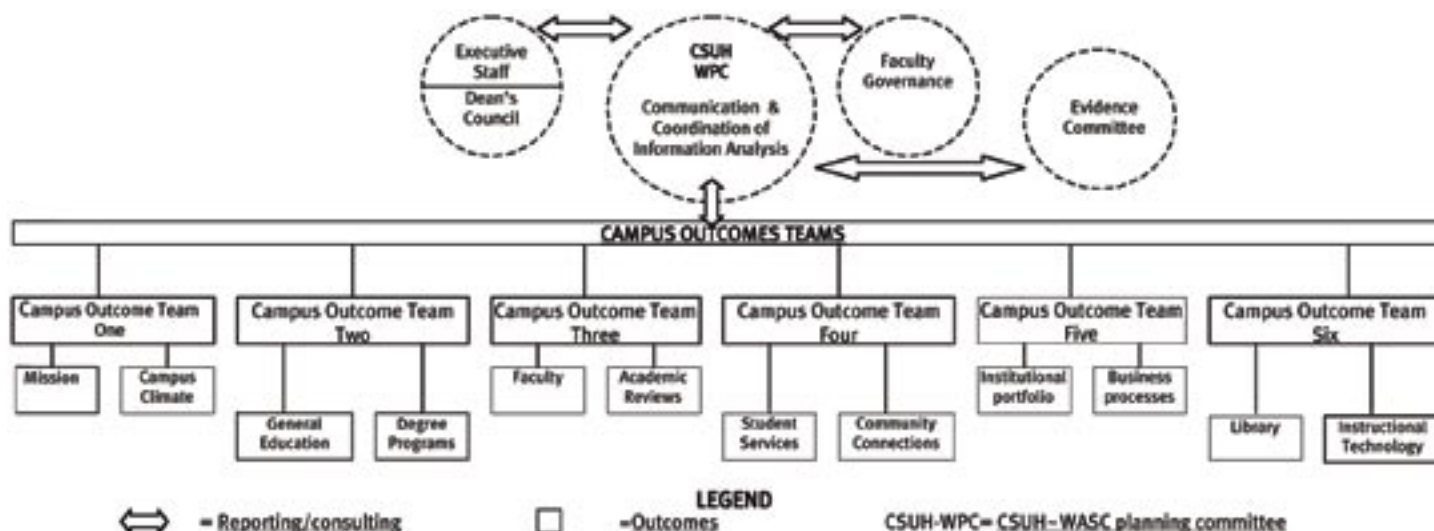
Evidence Committee

An Evidence Committee will be established, comprising the Director of Institutional Research and Analysis, the Director of Assessment and Testing, the Chair of WPC, representatives of the four colleges, plus other members known for their outstanding research capabilities. It will research and advise on institutional methods of inquiry and development of significant indicators to ensure reliable and valid evidence for effective assessment and campus planning.

WASC Planning Committee

The WPC will continue to facilitate and serve as the nexus for communication, coordination, analysis, dissemination, and preparation of both reviews. The WPC will report to the President, the Executive Staff, the Provost, College Deans, and the Academic Senate, which includes representatives from Associated Students.

Organizational and Decision Chart for CSUH—WASC 2-Part Review Process



PROPOSED SCHEDULE

Year One	Year Two	Year Three
Staging Preparatory Review February 2003 – February 2004	Staging Preparatory Review February 2004 – Spring 2005	Staging Educational Effectiveness Review Spring 2005 – Spring 2006
<ul style="list-style-type: none"> a. Establish campus outcome teams (COTs). b. Establish research questions, clear objectives, and timeline for each COT. c. Identify key evidentiary indicators. 	<ul style="list-style-type: none"> a. Produce key evidentiary indicators. b. CSUH community reviews Institutional Portfolio. c. COTs write reflective essays. d. CSUH community reviews draft essays. e. Prepare for visit. 	<ul style="list-style-type: none"> a. Produce key evidentiary indicators. b. CSUH community reviews progress and Institutional Portfolio. c. COTs write reflective essays. d. CSUH community reviews draft essays. e. Prepare for visit.

DEGREE PROGRAMS

Cal State Hayward offers the following degree programs at sites from 25 to over 10,000 miles from campus: MBA in Moscow, MBA in Hong Kong, MBA in Singapore, MBA in Beijing, MBA in Vienna (ended in 2002). CSUH also offers the following degree totally online: MS in Education, Option in Online Teaching and Learning.