



COMMITTEE ON ACADEMIC PLANNING AND REVIEW

18-19 CAPR 1
September 20, 2018

TO: The Academic Senate
FROM: The Committee on Academic Planning Review (CAPR)
SUBJECT: 18-19 CAPR 1: WASC Spring 2019 Progress Report
PURPOSE: For Information to the Senate
ACTION REQUESTED: That the Academic Senate accept as information the WASC Spring 2019 Progress Report

BACKGROUND INFORMATION:

As part of Cal State East Bay's efforts on campus to maintain accreditation, a WASC Advisory Group (WAG) formed in the fall 2017 quarter to address areas outlined in the Commission Action letter from July 2015, and to complete the required Progress Report due Spring, 2019.

Members

Maureen Scharberg, Academic Programs and Services
Mike Hedrick, Semester Conversion
Rafael Hernandez, Academic Affairs
Jason Smith, CAPR
Mitch Watnick, Academic Programs and Services
Julie Stein, Academic Programs and Services

Advisory Group Goals

Review the WASC Commission Action Letter, July 2015
Review action items from Report of the WSCUC Visiting Team Accreditation Review, April, 2015, and the Report of the WSCUC Visiting Team Accreditation Review.
Evaluate progress and gaps since 2015 WASC visit
Ensure action has been taken to address gaps
Complete final draft of Progress Report by early fall 2018 semester

**Draft WASC Progress Report 4-18-18
(with comments shown)**

California State University, East Bay (CSUEB) was visited by the WSCUC Accreditation Team April 8-10, 2015. The action letter dated July 15, 2015 to President Morishita reaffirmed accreditation for ten years also and required the following progress report in spring 2019 covering four areas, semester conversion, data collection and analysis, the Planning for Distinction initiative, and Graduation rates for African American and Latino students.

1. The impact of the semester conversion on the institution and the challenges and successes associated with accomplishing this process:

Semester conversion improved collaboration on campus, strengthened principles of shared governance, and gave programs opportunities to update or transform their curriculum.

There were significant structures established for supporting the campus conversion from quarters to semesters in the fall of 2018. A Semester Conversion Steering Committee (SCSC) was formed in the 2014-15 academic year to create a blueprint for SC activities and to provide campus leadership and support. The SCSC oversaw campus decisions and activities including the oversight of five supporting semester conversion subcommittees: Faculty Development, Communications, Co-Curricular and Student Support, Administration, and Student Advising.

The impact on the institution has been the transformation of curriculum that updated and modernized majors to better serve our students. The transformation also allowed the campus to upgrade and simplify curricular and administrative practices with a two semester per year pattern versus a three quarter per year pattern.

Some of the successes of this process included:

- Successful transformation or conversion of 47 undergraduate and 34 graduate programs.
- Collaborative discussions with other CSU campuses also undergoing Semester Conversion: Pomona, Los Angeles, Bakersfield and San Bernardino.
- Significant collaboration within and between departments and between faculty of different ranks and status (i.e. regular faculty and lecturers).
- Successful adoption of a new General Education plan for students including institutional overlays that more deeply connect the curriculum to the Institutional Learning Outcomes. The “Cultural Groups and Women” overlay requirement changed to “Diversity” and two new overlay requirements were created, “Social Justice” and “Sustainability” which clearly align with Cal State East Bay’s Institutional Learning Outcomes.
- Creation of a class time-module (University Hour) that will increase campus engagement through campus-wide events, programs, symposiums, and teach-ins to give students, faculty, and staff the opportunity to share out-of-classroom experiences. University Hour data will be used for Institutional Learning Outcome (ILO) assessment

Commented [1]: should there be a note about option elevations and analogous degree changes?

- Creation of Individualized Advisement Plans (IAPs) for students. Using the “My Planner” tool, academic advisors work with students to develop IAPs which have served as a roadmap to help students determine their academic paths through the conversion process and ensure graduation in their current degree programs in a timely manner.
- Creation of Degree Audit Reports (DAR). This academic advising report shows courses that apply to students’ general education and major requirements.
- Improvement of the articulation process with other CSU campuses and with our feeder community colleges. All new and transformed semester courses have also been reviewed and approved in ASSIST for articulation with all California Community Colleges. Additionally, the campus articulation office created a “Crosswalk” of quarter to semester courses in TES (Transfer Evaluation System) so it would be easier for our feeder schools to identify similar courses in student transfer counseling.
- A survey was conducted by the Semester Conversion Faculty Development Subcommittee in the spring of 2017 for all full and part-time faculty (1,006) on their professional development needs for semester conversion. There was a 68% response rate, the results of which have been used to design and schedule a workshop series that is being offered every quarter; *Teach Smarter Not Harder with Rubrics*, *Making the Jump: Taking your Courses from Quarters to Semesters*, *Teaching on Semesters: Redesigning Assignments, Interactive & Experiential Learning*, and *Tips for Revising your Online Courses for Semester*. If faculty attend 3 semester conversion related workshops, they will receive a Teaching on Semesters Certificate for their dossiers and portfolios.
- Compensation for faculty work transforming of the curriculum.
- Creation of a faculty advising fellows for our six largest majors to ensure that students are taking courses that ensure timely graduation.

Commented [2]: Aren't we moving off of this to TES only?

Among the challenges related to Semester Conversion included mixed faculty morale and buy-in regarding workload, especially on the heels of Planning for Distinction. However, continuing to be transparent, forthright, and responsive to faculty helped address this to some degree. Another challenge faced was creating a working Semester Conversion structure that adequately addressed related administrative and faculty concerns while accomplishing the task. [The positive working relationship between the faculty Academic Senate and the SCSC helped to mitigate potential concerns or problems related to the semester conversion process.](#)

A challenge we addressed on an ongoing basis has been to work to minimize disruption for students. While we have made every effort to communicate with and advise all students as well as create academic bridge pathways to semesters, some students have not taken recommended or required actions. There has been a strong outreach effort through the Student Advising Subcommittee and the Communications Subcommittee to make students aware of the changes and the resources available to them to help guide them through the process of semester conversion. Finally, removing significant financial resources from Academic Affairs to accomplish the goals of semester conversion created some temporary resource inequities such

as maintaining adequate staffing for classroom instruction when large numbers of regular faculty were engaged in semester conversion activities.

2. Progress on data collection, analysis, and accessibility as evidenced by the use of appropriate data received in a timely manner in academic and institutional assessment processes.

[A newly-hired Associate Provost for Academic Resources has been charged with reorganizing data collection and analysis efforts at CSUEB. The University has made progress in adopting a Strategic Enrollment Management plan and in making data an integral part of university decision-making.](#)

Commented [3]: may need to be edited as sem was moved to different section.

In 2017, Provost Edward Inch was authorized by President Leroy Morishita to create a second "Associate Provost" position dedicated to overseeing resource allocations and institutional research. This resulted in the position of Associate Provost for Academic Resources and Planning. At the start of the academic year, the offices of Institutional Research (IR) and Information Technology Services (ITS) were charged by the Provost, and led by this new Associate Provost, to collaborate on the creation of a simplified resource for authoritative institutional data. Additionally, greater clarity on lines of authority and responsibility between the two offices were established, with their management more clearly understanding their office's responsibility to ensure proper data storage and redundancy (ITS), integrity (ITS & IR), its meaningful presentation to the campus in the form of interactive reports and dashboards (IR), and its timely delivery and maintenance (ITS & IR). The end result of this work is Pioneer Insights, a website that makes institutional data widely accessible and gives its users the ability to analyze key measures and metrics in a variety of dimensions that comprise the University's mission. Currently, Pioneer Insights is being created in an iterative fashion, with high-level segments (i.e. enrollment, admissions, student success, etc.) being identified for development and implementation within the site. With each segment, a set of guiding questions has been developed to ensure consistency in approach and follow-through:

- What questions does the data help to answer and to how wide a user base?
- Are these data, at its core, correct? If not, why?
- Are these data being stored regularly in a warehouse?
- What data points can be joined with others to enable higher level analysis and more strategic operational use?
- **Any examples of how improvements have improved decision making?**

"Enrollment" has been identified as the first segment to be developed. Three operational dashboards (and numerous interactive reports) have been created and are currently in use by Academic Affairs leadership to manage high-level enrollment issues such as meeting enrollment targets and low-level enrollment issues such as gauging individual course demand. These dashboards have been created to use the same data source, ensuring accuracy and synchronicity between them. As well, the process to load data into the dashboards has been

automated, thereby ensuring timely delivery to users. Future segments for development include admissions, student success, and academic program review.

The real gains in data and its operational use for the institution come not in Pioneer Insights but in its underlying infrastructure. Through the acquisition of Tableau Server, the institution can now standardize and provide authoritative data feeds that higher-level users (such as administrative analysts and Associate Deans) can directly connect to and use. This direct connection to data allows for more specified exploration of the data without the need to call on another office to help. In addition, the sole-source nature of the data ensures integrity for all users, with results being less error-prone and more easily reproduced. In the coming academic year, this will be a new focus of the Pioneer Insights project: training users around campus in the software used to access authoritative data feeds (Tableau Desktop), providing these users with resources to understand the data being used (such as a data dictionary), and encouraging the real-time use of this data in conversations about the University's mission and its many components.

(1-2 sentences on the Bay Advisor)

3. Results of the Planning for Distinction model for prioritizing academic programs

[The Planning for Distinction \(PFD\) model and results were integrated into existing faculty senate structures and a strategic enrollment management plan was started.](#)

The Planning for Distinction (PFD) initiative, active from 2012 through spring of 2014, sought to engage in a comprehensive review of all campus programs and activities to pursue initiatives the campus believed were most essential to the campus mission, strategic commitments, and institutional learning objectives. The work of the two task groups and the steering committee was completed in spring 2014, and recommendations related to academic programs were forwarded to the Academic Senate and the Committee on Academic Program Review (CAPR) for review and action as appropriate.

As a result of PFD's recommendation to better allocate resources according to academic priorities, CAPR, a standing committee of Academic Senate, has worked closely with the Office of Academic Affairs (OAA) to develop a transparent framework embedded in shared governance resulting in a number of current or planned changes.

[First, p](#)Program review annual reports are now submitted to CAPR along with requests for new tenure-track lines so that it is clear both in style and substance that program integrity -including ongoing assessment - are clearly and explicitly associated with resources. Graduate programs must [now](#) align with at least two of the institutional learning outcomes. CAPR also incorporated the use of rubrics from PFD to highlight factors that are important for program success. Additionally, CAPR [has also](#) chosen [n](#) a wide set of data measures to capture not only academic program size but also service courses.

CAPR is currently addressing resource allocation and review issues with library services, and working on graduate program procedure updates for improved review. Some of the future work of CAPR includes the alignment of SLOs with ILOs in program review and working more closely with IR on data for improved reporting and closing the loop.

During the PFD initiative, to address resource allocation and prioritization goals and to support Semester Conversion, the Office of Academic Affairs (OAA) launched the Educational Effectiveness Council (EEC) in 2013. Active to-date, this council of assessment leadership liaise with Academic Senate, CAPR, the ILO Subcommittee, College EEC committees, the Office of Semester Conversion, and the Semester Conversion Faculty Development Subcommittee to unify assessment practices University-wide. [This office and its efforts have been integrated into the university's assessment framework approved in Winter 2018. This framework, rooted in principles of adaptive management, links together EEC \(holder of the PFD legacy\), GE, CAPR and the university community in an iterative process that links data, assessment and resource allocation.](#)

Commented [4]: It seems very obvious to me that co-curricular is missing from this framework.

[In addition to these actions, the University has started the development of a Strategic Enrollment Management¹ \(SEM\) plan. This plan represents a systematic and integrated approach to support the University's goals related to recruiting, retaining, and graduating students congruent with the policies and procedures of the Academic Senate and guided by the CSU's Trustees' Graduation Initiative 2025 and regional workforce needs. The six committees in support of this system include the Enrollment Management Steering Committee, Recruitment Subcommittee, GI 2025 Success and Retention Subcommittee, and Academic Programs Subcommittee, and Finance Subcommittee, and Communications Subcommittee. Each of these committees provide recommendations, develop and oversee the implementation of plans, and provide regular reporting. These committees started meeting Spring 2018 quarter.](#)

Commented [5]: It is not clear to me that this paragraph belongs in this section.

Commented [6]: I think this can go down in the CAPR/PFD part

4. Graduation rates focused on the equity gap for African American and Latino students

Elephant in the Room: do we discuss financial aid issue?

Been discovered issues with FA, while may/may not affect equity gap, recognize that many URM's--fixing help all students may help all students, which include URM. New Director of FA who is fixing financial aid/on audit. Focus student-centered, students and parents can make good decisions -- with communication improvement.

(Maureen: Should we discuss the University Executive Directive here and progress to degree that should help close the equity gap??)

Commented [7]: The UED is not necessarily aimed at URM students. A side effect of the directive may well be to close the gap.

¹ [From SEM Draft Proposal, Nov. 2017](#)

Put into place advising systems to make sure students are on progress to degrees (earlier give advising/direction).

Focus on the equity gaps after Fall 2018 census has been completed. If possible disaggregate by departments.

(Maureen's notes)

- Look at CSU Dashboard for persistence and graduation date, disaggregated by frosh vs. transfer, ethnicity, gender
- Look at CSU Dashboard for equity gap analysis (historical).
- PELL vs. non-PELL (African American vs. Hispanic/Latino- ask Rafael if need this data
- Freshmen and transfer data is available (disaggregated by ethnicity and gender).
- Will look at three years of data.
- Summarize the cohorted grad rates from GANAS, Excel, Sankofa, and EOP (take A2E2 UAP 15-16 reports; mid-year 16-17/17-18)
- Use of Bay Advisor in campaigns and early alerts--David Reed can provide the breakdown
- Starting strategic enrollment process

(Mitch) Does this fit better in Semester Conversion section? Is advising being "required" under certain circumstances? (Maureen--yes, I think that it probably fits better there) Many students felt motivated to finish during or before the last year of quarter-based instruction (2017-8). There was additional advising available, as well as numerous communications encouraging that practice in the years leading up to semesters. So, there may be a bump in graduation rates for those years. On the other hand, the first year students in 2011-2 had numerous "special admits". So, the increase may be noticeable in a short-term glance, but that group may be lower overall. These and other issues are addressed in the graduation rates section.

(Strategic Enrollment Management Organization Draft Proposal) The GI 2025 Success and Retention Committee, a Subcommittee of CSUEB's Strategic Enrollment Management System, has been charged to develop and implement systemic and sustainable strategies and practices that will increase student persistence congruent to support the policies and procedures of the CSUEB Academic Senate, the Graduation Initiative 2025, and the CSUEB's strategic enrollment management goals in context of state legislation, CSU executive orders, semester conversion, and regional needs.

The Bay Advisor, a product from the Education Advisory Board (EAB), is a tool for faculty and professional advisors to identify and track students towards a timely graduation. This student advising platform enables advisors to search for an individual student and groups of students, communicate through email, schedule appointments and review student success markers, including missed core major classes, failed coursework, repeated coursework and university requirements. This platform uses academic analytics and real-time academic engagement data to help support advisors work with students. By having student academic data easily available, advisors have been able to provide more proactive outreach to students of concern, intervene with students in danger of failing, and send timely reminders through the ability to easily identify target populations. This versatile platform has been able to reduce the time it would take to

analyze individual transcripts, produce contact reports, and summarize notes, which has allowed our advisors to provide more intentional support and make data driven decisions.

DRAFT