

California State University, East Bay
Dynamic Strategic Planning

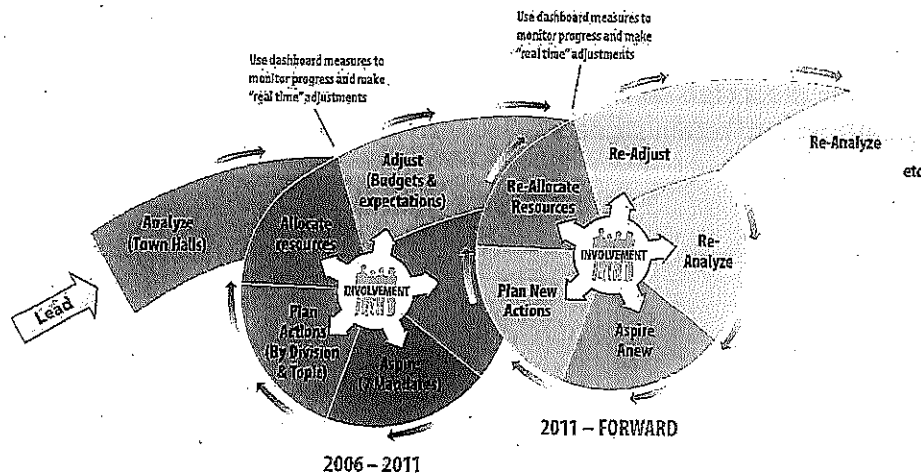


2014 - 2019

Our Dynamic Strategic Planning Process¹

The University's strategic planning process is intended to support the institution - leading to greater organizational effectiveness, better use of resources, and achievement of identified goals and objectives. Through the use of evidence to inform decisions and assessment, Cal State East Bay is able to guide its future with confidence.

Cal State East Bay's continuous strategic planning model involves the following essential elements initiated by its leadership: involvement of the University community, analysis of its current context and circumstances, articulation of aspirations for the future; development of action plans, allocation of resources, and over time, adjustment of services and programs with the expectation of addressing and meeting changing conditions.



The first loop in this cycle represents the presidency of Mohammad H. Qayoumi, who served from 2006 to 2011, and the next loop began with the appointment of Leroy M. Morishita as the University's fifth and current president.

Strategic Planning Update, Winter - Spring 2012

In his message on January 25, 2012, President Morishita expressed his enthusiasm for "the opportunity to work with the University community in advancing Cal State East Bay and taking those next steps together." The Strategic Planning Update began with the President's listening tour to learn about the University community, and the first draft was presented to the University Planning, Assessment, and Budget Committee (UPABC) on March 2, 2012. Following on May 23, UPABC reviewed the changes proposed by members of the University community during a series of meetings held during March, April, and May, and forwarded recommendations for approval to the President's Cabinet. On June 19, 2012, President

¹ <http://www20.csueastbay.edu/about/strategic-planning/index.html>

Our Vision²

Imagine an East Bay enriched by a premier regional university, providing excellent teaching, learning, research, and community service, resulting in engaged citizens and global leaders.

That is the power of a Cal State East Bay education.

² This Vision Statement was discussed in Cabinet and edited over a series of meetings. The final version has not yet been adopted as Cabinet decided to wait until leadership changes had occurred.

Our Eight Shared Commitments⁴

The following Eight Shared Strategic Commitments encompass the University's values and long range goals.

1. Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship.

Our core mission of teaching, learning and commitment to the success of students of all backgrounds must be acknowledged, honored, reinforced and reflected through our academic programs, practices and faculty.

2. Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development

We value and insist upon a campus climate characterized by a welcoming, respectful, civil, inclusive and caring atmosphere, responsive to the unique needs of all community members -- a campus climate where diversity, global perspectives and engaged learning experiences infuse our curriculum, policy and practices.

3. Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner.

We must strategically manage our enrollment, benefiting all of our campuses and locations, while increasing access for students from all backgrounds and also strengthening our hallmark personalized teaching and engaged learning environment and student first focus and orientation.

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<http://www20.csueastbay.edu/about/strategic-planning/files/pdf/CSUEB%20Mission,%20Commitments%20and%20LOs,%202012%20June%202019.pdf>

8. Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)

We must identify, develop, cultivate, and invest in the programs, features and aspects of a CSUEB education we wish to be known for; and we must promote them consistently and creatively.

programs and administrative support services. The objective of this planning effort was to maintain the hallmarks of quality at CSU East Bay and to pursue initiatives the campus constituency viewed as most essential to the campus mission, strategic shared commitments, and institutional learning outcomes. The work of the two task groups and the steering committee, comprised of faculty, staff and administrators, was completed in spring 2014. Two reports were generated with recommendations (one for academic programs and one for administrative support services). The Planning for Distinction reports, which include charge, methodology, results and recommendations, can be viewed at the [Planning for Distinction Website](#).

Educational Effectiveness⁵

In Spring 2012, after a campus-wide consultative process, [Institutional Learning Outcomes \(ILOs\)](#) were adopted which provide a framework for evaluation of how well our students are acquiring the knowledge, skills, and competencies expected for all CSUEB graduates. Through the assessment of student learning outcomes, program learning outcomes, and the ILOs, the University community will be able to demonstrate the capacity to inform and, when necessary, adjust instruction within individual classes, programs and degrees. Both the [Educational Effectiveness Council](#) (sponsored by Academic Affairs) and the [Institutional Learning Outcomes Subcommittee](#) (sponsored by the Academic Senate) participate in the development and evaluation of educational effectiveness outcomes for students in general education, major courses and degree programs.

The [Learning & Assessment at CSUEB](#) web page is a work in progress that identifies, describes and guides the assessment process at CSUEB. This page includes information on what, why and how to assess, the assessment cycle, templates for curriculum maps and rubrics, and links to other assessment resources within the University.

The work products of the academic program self-studies, assessment plans and results, and distinctive accomplishments are available through the [Program Portfolios for Academic Programs](#).

Additional learning and assessment resources that are not described above are available in a variety of offices on campus, including the [Office of Faculty Development](#) and [MATS](#) (Media and Academic Technology Services).

⁵ <http://www20.csueastbay.edu/about/institutional-effectiveness/educ-effectiveness/index.html>

Fundamental to this process is the assessment of student learning outcomes. The role of assessment is to ask the questions:

- "What are our learning objectives?"
- "How do we plan to achieve those objectives?"
- "How are we doing in achieving our objectives?"

The evidence collected in answering these three fundamental questions provides critical feedback to the campus community regarding the relative success in meeting identified student learning objectives, as well as informing instruction and pedagogy. With the support of the Academic Senate Committee on Academic Planning and Review (CAPR) and the Office of Academic Programs, faculty and staff establish institutional, program and student learning outcomes; develop and implement assessment plans for curricular and co-curricular activities; carry out systematic program review; and communicate findings for use in program planning and improvement. Please visit the [portfolio page](#) for academic program documentation for the assessment of student learning outcomes that informs instruction within the University.

selected and assumed responsibility for the division in February of 2015. Presently, the division is in the initial stages of establishing the division strategic plan. The leadership in University Advancement has also recently changed, following a period of interim leadership, and the new Vice President assumed leadership in March of 2015, which is also in the initial stages of establishing the division strategic plan.

During the coming summer, the university divisions will work together to develop a university wide implementation plan that includes the initial goals for each of the shared strategic commitments along with measures, targets, and benchmarks for the next 3 to 5 years. Then the divisions will develop the action plans for each of the goals for the next fiscal year. These action plans will also serve as the basis for preparing budget requests that support the common goals and reflect supporting relationships among the divisions. In the following years, the divisions will report on their performance in the prior year and work together to update their action plans. The importance of integrating the division strategic plans cannot be overemphasized, and the importance of holding the divisional leadership accountable and responsible for these connections and results cannot be understated.

- c. **Objective 3:** Provide strong service learning and leadership development opportunities for students
 - i. Action item 3.1: Coordinate and assess effectiveness of Pioneers for Change service learning leadership program
 - 1. Responsible party: Director, Center for Community Engagement
 - 2. Timeline: Data collection Fall 2014; Reporting Spring 2015
- 5. Contribute to a sustainable planet through our academic programs, university operations, and individual behavior**
- a. **Objective 1:** Enhance the sustainability literacy of students, faculty and staff
 - i. Action item 1.1: Hire a Director of Sustainability for campus who will work with faculty, staff and students
 - 1. Responsible party: Provost
 - 2. Timeline: Fall 2014
 - b. **Objective 2:** Provide co-curricular learning experiences for students about sustainability
 - i. Action item 2.1: With A2E2 funding and working with Pioneers for Change (a service learning leadership program), provide internships for students on campus to work on sustainability projects
 - 1. Responsible party: Director of Sustainability
 - 2. Timeline: Winter 2015 and ongoing
 - ii. Action item 2.2: Develop proposal for Sustainability Awards for students based on development of sustainability projects on campus
 - 1. Responsible party: Director of Sustainability
 - 2. Timeline: Spring 2015
- 6. Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University**
- a. **Objective 1:** Collaborate with CSU Libraries to adopt a shared Unified Library Management System (ULMS)
 - i. Action item 1.1: Evaluate RFPs and decide if CSUEB will adopt the system
 - 1. Responsible party: Dean of Library
 - 2. Timeline: Summer 2015
 - b. **Objective 2:** Enhance transparency and throughput of curricular proposal evaluations and approvals in preparation for semester conversion
 - i. Action item 2.1: Evaluate systems in use by other CSUs, purchase software as appropriate, and implement by Fall 2015

- iii. Action item 2.3: Enhance and expand educational offerings to residents of Contra Costa County at the Concord Campus
 - 1. Responsible party: AVP University Extension and Dean CoS
 - 2. Timeline: Ongoing
 - c. Objective 3: Support and develop community partnerships and projects for the campus
 - i. Action item 3.1: Support partnerships for service learning courses including Freshman Day of Service and Pioneers for change
 - 1. Responsible party: Director of Center for Community Engagement and Associate Provost
 - 2. Timeline: Ongoing
 - d. Objective 4: Obtain authorization from other states for distance education courses and programs
 - i. Action item 4.1: Apply, inquire and either obtain authorization or exemption from each state in order to allow CSUEB to offer distance education
 - 1. Responsible party: Director for Online Campus
 - 2. Timeline: Spring 2015
- 8. Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)**
- a. Objective 1: Enhance and expand educational programs focused on 21st century skills
 - i. Action item 1.1: Start MS Business Administration program focused on Business Analytics to meet the demand for professionals in analyzing “big data”
 - 1. Responsible party: Dean CBE
 - 2. Timeline: Launch in Fall 2015
 - ii. Action item 1.2: Explore demand for healthcare management related programs/courses in business
 - 1. Responsible party: Dean CBE
 - 2. Timeline: Winter and Spring 2015
 - iii. Action item 1.3: Create opportunities and structures for faculty to learn to use new technologies for their instruction via an e-Learning Initiative
 - 1. Responsible party: Dean CEAS
 - 2. Timeline: Ongoing
 - b. Objective 2: Enhance remedial math and English delivery and student success rates
 - i. Action item 2.1: Develop new teaching approach in remedial math with grant support to increase student success
 - 1. Responsible party: Department of Math and Dean CoS

Administration and Finance 2014-15

1. Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development

- a. Objective 1: To implement a robust leadership development program for all employees under the Management Personnel Plan
 - i. Action item 1.1: Provide a one-day retreat for all MPP's that will define the leadership competencies expected of all CSU East Bay leaders, provide opportunities to share and collaborate across diverse working groups, and help focus our work to helping our institution move forward to reaching our goals in a timely, effective manner.
 1. Responsible party: Director of Leadership and Employment Enrichment Program
 2. Timeline: Spring 2015
 - ii. Action Item 1.2: Create and implement a 7-week leadership development program for campus leaders.
 1. Responsible party: Director of Leadership and Employment Enrichment Program
 2. Timeline: Spring 2015
 - iii. Action Item 1.3: Design and develop a mentor program for those individuals who have been identified by current leaders as having the strong potential to take on leadership roles throughout the campus.
 1. Responsible party: Director of Leadership and Employment Enrichment Program
 2. Timeline: Spring 2015

1. Responsible party: Registrar
 2. Timeline: May 2015
- e. Objective 5: Deliver 80% of all transfer credit evaluations within the student's first term of enrollment, which is an improvement over the current two-term goal.
- i. Action Item 1.1: Complete at least 80% of all transfer credit evaluations to students in their first term beginning with the Fall 2016 transfer cohort.
 1. Responsible Party: Registrar
 2. Timeline: To be completed by Dec 2016.
- f. Objective 6: Support doubling the number of mobile devices from 3,000 to 6,000 that students, faculty and staff bring to campus. Provide quick access to information resources any time, any place, on any device.
- i. Action Item 1.1: Upgrade 250 existing Wireless Access Points (WAPs) to increase capacity, Add 132 new WAPs in high traffic areas, Double the capacity of the wired network backbone to support increased traffic.
 1. Responsible Party - IT
 2. Timeline - End of 2014
- g. Objective 7: Offer financial aid advising opportunities to all fall first-time freshman admits.
- i. Action Item 1.1: Invite students who are already on-campus for GE cluster advising to meet with financial aid counselors and attend Southern California outreach with GE and offer advising to first time freshmen admits and track the number of students who participate.
 1. Responsible Party - Director of Financial Aid
 2. Timeline - Fall 2015
- h. Objective 8: Provide East Bay students and campus community with a comprehensive on-line scholarship search engine, application, and award process
- i. Action Item 1.1: Work with project manager to identify stakeholders, process map current process, and identify future scholarship management needs; search for and select outside scholarship management vendor via

- i. Action item 1.1: Create a Title IX website that houses: Policies - Title IX, VAWA / Campus SaVE Act, EO 1095, Campus Notice of Non-Discrimination; Student Training on Sexual Assault Prevention and Awareness; Information and resources for victims to include rights and options, myths and facts, local resources, and investigation procedures

- 1. Responsible party: VP of Administration and Finance

- 2. Timeline: Spring 2015

- ii. Form an ad hoc committee to advise the campus on enhancing awareness and prevention of sexual assaults. Based on advice from the committee, revise and implement a new campus protocol.

- 1. Responsible party: VP of Administration and Finance

- 2. Timeline: Spring 2015

4. Contribute to a sustainable planet through our academic programs, university operations, and individual behavior

- a. Objective 1: Enhance the sustainability literacy of students, faculty and staff

- i. Action item 1.1: Hire a Director of Sustainability for campus who will work with faculty, staff and students

- 1. Responsible party: Provost

- 2. Timeline: Fall 2014

5. Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University

- a. Objective 1: Distribute operating budgets to department accounts to enable department managers to more effectively manage resources.

6. Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility

a. Objective 1: Improve emergency preparedness.

i. Action item 1.1: Conduct a critical review of the existing emergency preparedness plan.

1. Responsible party: Chief of Police

2. Timeline: Ongoing

ii. Reestablish emergency preparedness committee and place emergency notification posters in each building on campus.

1. Responsible party: Chief of Police

2. Timeline: Ongoing

7. Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)

a. Objective 1: Enable CSUEB to continue to address the need for high quality STEM education and to continue to be the recognized leader in the field

i. Action item 1.1: Prepare program and design documents and construct an approximately 20,000 gross square foot building to be known as the Center for Collaborative and Learning (CIRCLE).

1. Responsible party: AVP of Facilities Management

2. Timeline: Ongoing, to be completed in 2017.

Envision the Future

Cal State University, East Bay will be recognized in our region and beyond for excellence in academic and co-curricular student programs. Our vision is to become a model for Regional Engaged Learning in the 21st Century. This model expands upon Cal State East Bay's strengths: our diverse community, our pedagogy of engaged learning, and our regional partnerships. We will continue to build and retain the best faculty and staff, utilize the best learning strategies and technologies in concert with the best support services, to ensure our students success. We will continue to be a key partner with private business, government agencies, laboratories, social services, and educational entities at all levels in developing the highly diverse and prepared workforce for our service region and California. We will be recognized as a beautiful and inviting regional destination. We will be a source of pride for our region and increasingly enjoy support of our constituents, the CSU and the citizens of California.

- i. Action item 1.1: Allocated operating budgets for EB001 to all department accounts
 - 1. Responsible party: Vice President of Administration and Finance
 - 2. Timeline: Summer 2015
- b. Objective 2: Provide accurate data in a timely fashion in the right format to support campus decision making.
 - i. Action Item 1:1: Upgrade Data Warehouse solution from Blackboard to version 4.1 and deploy Pyramid analytics for dashboard and report development.
 - 1. Responsible Party: IT
 - 2. Timeline: Spring 2015.
- c. Objective 3: Simplify administrative business processes that involve forms and other paper based components (e.g. Student Admissions, Payroll, Procurement, etc.) Provide accurate data in a timely fashion in the right format to support campus decision making.
 - i. Action Item 1:1 - Migrate to new OnBase Enterprise Content Management (imaging) system. This will eventually support electronic workflow and other process improvement tools.
 - 1. Responsible Party: Veronica Salvador
 - 2. Timeline: Spring 2015
- d. Objective 4: Improve efficiency of admissions document processing.
 - i. Action Item 1:1 - Singularity to OnBase Conversion (Phase 1). Migrate all Admissions document processing from Singularity to OnBase.
 - ii. Action Item 1.2: - OnBase Implementation (Phase 2:) Implement OCR Scanning of transcripts submitted by applicants and automate transfer of transcript data from OnBase to PeopleSoft.
 - 1. Responsible Party: Director of Admissions
 - 2. Timeline: Spring 2016

RFP/Procurement process; facilitate implementation Conduct Financial Aid workshops (FA101) for East Bay faculty and staff

1. Responsible Party - Director of Financial Aid

2. Timeline - Spring 2015

i. Objective 9: Deliver electronic copies of official academic transcripts to students or other campuses in the network to provide more efficient response.

i. Action Item 1.1: Expand existing contract with service provider to allow electronic delivery of official academic transcripts, implement new process, and track the number of students who utilize this service.

1. Responsible Party - Registrar's Office

2. Timeline -End of 2015

j. Objective 10: Increase student participation in graduation workshops that deliver information on all processes and policies related to graduation including requirements and commencement.

i. Action Item 1.1: Conduct two graduation workshops to provide clear direction for students to avoid any delays in reaching graduation and track participation

1. Responsible Party - Registrar's Office

- 2. Timeline - Spring 2015

3. Foster a vibrant community through enriched student services and student life that support student engagement and learning

a. Objective 1:To comply with The Chancellor's Office Executive Order 1095: Implementation of Title IX, VAWA/Campus SaVE Act, and Related Sex Discrimination, Sexual Harassment and Sexual Violence Legislation. Specifically the following requirements: (1) publish and widely disseminate a notice of nondiscrimination on the basis of gender or sex; (4) implement education and prevention programs for students and employees, as well as victim resource programs for victims of sexual harassment or sexual violence; and (5) provide written rights and options information to victims of sexual violence.

2. Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner

a. Objective 1: Semester conversion initiative to move curriculum and enrollments to a semester calendar format. This will involve evolution of programs and courses and significant updates to student systems, in particular, PeopleSoft.

i. Action item 1.1: Complete all of the program steps outlined in the project plan. This will be a combined effort of Academic Affairs and Administration and Finance involving the faculty in curriculum transformation and staff in the implementation steps necessary to change campus operations to a semester calendar.

1. Responsible party: Semester Conversion Leadership

2. Timeline: Fall 2018

b. Objective 2: Provide students an opportunity for 'active learning'

i. Action item 1.1: Assist in providing an opportunity for students to engage in research on facilities related projects. Working with faculty the students perform technical and financial analysis, prepare a report, and make recommendations to Facilities Development & Operations.

1. Responsible party: AVP for Facilities Management

2. Timeline: Ongoing.

c. Objective 3: Increase academic effectiveness by creating environments that support quality learning and enable new teaching methods

i. Action item 1.1: In conjunction with student and faculty input, develop design standards to modernize all classrooms on campus

1. Responsible party: AVP for Facilities Management

2. Timeline: Fall 2015

d. Objective 4: Implement automated graduation checks that will provide accurate and timely information to students about their degree progress toward graduation.

i. Action Item 1.1: Complete a pilot for fully automated graduation checks for majors in the College of Business and Economics.

- 2. Timeline: Assess results by end of Spring 2015
- ii. Action item 2.2: Establish Writing Center in the SCAA to centralize and expand writing support services
 - 1. Responsible party: Director of SCAA and Dean Library
 - 2. Timeline: Spring 2015
- iii. Action item 2.3: Establish Math Center in the SCAA to centralize and expand quantitative support services using new remedial math approaches
 - 1. Responsible party: Director of SCAA and Dean Library
 - 2. Timeline: Spring 2015
- c. Objective 3: Increase participation of underserved students in STEM education
 - i. Action item 3.1: Expand outreach activities to teachers, counselors and student in communities where participation has historically been lacking, working with Institute for STEM Education
 - 1. Responsible party: Director, STEM Education and Dean CoS
 - 2. Timeline: Ongoing
- d. Objective 4: Create a Student Success Strategic Plan to address coordination of student success initiatives and services on campus
 - i. Action item 4.1: Conduct an inventory of all student success initiatives on campus
 - 1. Responsible party: AVP APGS and Provost
 - 2. Timeline: Fall 2014
 - ii. Action item 4.2: Conduct a data workshop for campus community to examine success rates of students
 - 1. Responsible party: AVP APGS and EDI Consultant
 - 2. Timeline: Fall 2014
 - iii. Action item 4.3: Finalize strategic plan with assigned sponsors, action teams and reporting structures
 - 1. Responsible party: AVP APGS and EDI Consultant
 - 2. Timeline: May 1, 2015

1. Responsible party: AVP APGS and Curriculum/Catalog Specialist
2. Timeline: Spring 2015 purchase; Fall 2015 campus roll-out
- c. **Objective 3:** Improve admission and registration processes for students
 - i. Action item 3.1: Develop shopping cart check out process for enrollment/payment of University Extension certificate programs
 1. Responsible party: AVP University Extension
 2. Timeline: Spring 2015
 - ii. Action item 3.2: Create clear and streamlined admissions processes for all students through clear communications policies and processes on college and department websites
 1. Responsible party: Deans of Colleges
 2. Timeline: Ongoing
- d. **Objective 4:** Increase the annual income for research generated from external grant awards
 - i. Action item 4.1: Identify external funding to further research of faculty who receive Faculty Support Grants and PEIL grants
 1. Responsible party: AVP ORSP
 2. Timeline: Winter 2015 and ongoing
 - ii. Action item 4.2: Explore policies for rewarding PIs who generate substantial grant revenues
 1. Responsible party: AVP ORSP
 2. Timeline: June 2015

7. Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility

- a. **Objective 1:** Promote responsible personal financial management
 - i. Action item 1.1: Through Financial Literacy Center, provide workshops on financial literacy to students and parents of high school students
 1. Responsible party: Dean CBE
 2. Timeline: Ongoing
- b. **Objective 2:** Encourage community residents to attend university events
 - i. Action item 2.1: Locate Hayward Promise Neighborhood (HPN) events at the university to bring people to campus
 1. Responsible party: Dean CEAS
 2. Timeline: Ongoing
 - ii. Action item 2.2: Provide health and wellness services to the region through the speech-language clinic and social work internships
 1. Responsible party: Dean CLASS
 2. Timeline: Ongoing

- i. Action item 1.1: Establish primary objectives, objective sponsors, working teams, and reporting structure for plan
 - 1. Responsible party: AVP APGS and EDI Consultant
 - 2. Timeline: Plan due May 1, 2015
 - b. Objective 2: Reach or exceed enrollment goals
 - i. Action item 2.1: Develop plan for colleges to participate in outreach and orientation events to connect students to academic majors and colleges
 - 1. Responsible party: Deans of Colleges
 - 2. Timeline: Spring 2015
 - c. Objective 3: Develop plan to improve advising services on campus to enable more seamless completion of degree objectives
 - i. Action item 3.1: Increase number of academic and professional advisors using EAB Student Success Collaborative advising tool
 - 1. Responsible party: AVP APGS and Director, AACE
 - 2. Timeline: Fully functional University tool by Fall 2015
 - ii. Action item 3.2: Develop implementation plan to connect, organize and fully train all professional advisors on campus, including AACE, College centers, EOP, EXCEL, and athletics
 - 1. Responsible party: Director, AACE
 - 2. Timeline: Spring 2015
 - d. Objective 4: Create a College of Health and Human Services to better align programs, operations and services for students in health-related majors
 - i. Action item 4.1: Work with Academic Senate to develop a process for college development
 - 1. Responsible party: Provost and Deans
 - 2. Timeline: Winter 2015 and ongoing
4. **Foster a vibrant community through enriched student services and student life that support student engagement and learning**
 - a. Objective 1: Enhance student study centers on campus
 - i. Action item 1.1: Enhance look and feel of library including signage, web site, and physical environment
 - 1. Responsible party: Dean, Library
 - 2. Timeline: Fall 2015
 - b. Objective 2: Offer enhanced student experience at Oakland Center
 - i. Action item 2.1: Build student lounge areas at Oakland center to foster student engagement and community
 - 1. Responsible party: AVP UE
 - 2. Timeline: Spring 2015

Academic Affairs 2014-15

(more detailed 2014-19 multi-year plan can be found at <http://www20.csueastbay.edu/about/institutional-effectiveness/accreditation/files/wasc-evidence/aagoals14-19v2.pdf>)

1. Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship
 - a. Objective 1: Meet or exceed national, state and specialized accreditation standards
 - i. Action item 1.1: Prepare and submit WASC self-study and schedule comprehensive campus accreditation visit
 1. Responsible party: AVP APGS/ALO and WASC Steering Committee
 2. Timeline: Self-study in Summer 2014; Accreditation visit April 2015
 - ii. Action item 1.2: Maintain AACSB accreditation through preparation and submission of report
 1. Responsible party: Dean, CBE and CBE Office of Assessment
 2. Timeline: Application due July 2015
 - iii. Action item 1.3: Create CEAS college-wide structure and process to advance continuous improvement inquiry cycle for accreditation
 1. Responsible party: Dean, CEAS and Accreditation College Taskforce (CEAS)
 2. Timeline: Ongoing
 - iv. Action item 1.4: Maintain and submit applications for accreditation for professional disciplines in STEM (ABET for Engineering; CCNE for Nursing; ACS for Chemistry; AACE for Construction Management)
 1. Responsible party: Dean, CoS and Departments
 2. Timeline: Variable
 - b. Objective 2: Increase tenure track faculty numbers, diversity and support
 - i. Action item 2.1: Hire additional, high quality, and diverse tenure track faculty through timely recruitment
 1. Responsible party: Provost, Associate Provost, and Deans
 2. Timeline: All recruitments completed by April 2015
 - ii. Action item 2.2: Provide high quality, effective faculty development opportunities via Back to the Bay
 1. Responsible party: Director of Faculty Development and Associate Provost
 2. Timeline: September 2015
 - c. Objective 3: Transform educational programming to incorporate intentional, connected, high-impact practices and pedagogical best-practices

Our Goals, Objectives, and Actions

By Division

As part of Cal State East Bay's overall planning effort, university divisions were tasked with identifying how they can contribute to the attainment of the institution's Shared Strategic Commitments through the development of divisional strategic plans. Another key ingredient of implementing our institutional planning is synchronization – namely, understanding that the University is an organization of interdependent units with the responsibility to link objectives to the university community's shared commitments. In other words we must take a systemic approach in our efforts. Our success will be determined by how well we align unit goals, plans, and actions with the university commitments.

It is important to note that while the format of presentations is different by divisions, the common linking element to these divisional plans is their alignment within the University's Eight Shared Strategic Commitments. It is also important to note that within the shared commitments certain divisions have differing levels of responsibility. For example, while all divisions support academic quality; this shared commitment is led primarily by Academic Affairs. Conversely, continuously improve efficiency, transparency and accountability (a University that works) is shared by all divisions, this shared commitment is led primarily by Administration and Finance.

The differences in divisional reporting styles also reflect important differences in change management, leadership styles, as well as evolving approaches to affecting the intended outcomes. As a result, Administration and Finance initiated a collaborative strategic planning process based on input from employees from a range of staff positions and customers of the division to establish objectives, actions, unit, status, and responsibility for the shared commitments (including other reporting requirements (local, chancellor, trustees, system-wide initiatives); Academic Affairs presents a more traditional collaborative strategic planning process with input from faculty, department, college and division leadership as they relate to establishing goals, objectives and actions for each of the shared strategic commitments.

Two divisions, Student Affairs and University Advancement are in the process of developing their divisional strategic plan, and therefore are not included in this document. The division of Student Affairs, recently reconstituted by the President, was initially led by an Interim Vice President until a national search could be accomplished. The new Vice President has been

Institutional Learning Outcomes⁶

The Academic Senate unanimously approved and, with the President's signature, adopted Institutional Learning Outcomes (ILOs) for California State University East Bay in 2012. They express a shared, campus-wide articulation of expectations for all degree recipients. These learning outcomes are developed both in the classroom and co-curricular environments. Success in all academic disciplines and fields of study requires inquiry, imagination, collaboration and analysis that serve to extend the understanding of the world and create innovative and multiple responses to professional, personal, and civic challenges and opportunities. CSUEB's ILOs define the broad areas of knowledge, skills, abilities, and values that graduates of CSUEB are expected to develop as a result of their general education, major studies, and co-curricular activities. Through development of the higher order capacities represented by the ILOs, students acquire the habits of lifelong learning and community engagement that prepare them to effectively apply their skills personally and professionally both locally and globally.

Using competencies developed through general education, their scholarly disciplines, and co-curricular activities graduates of CSUEB will be able to:

- think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;
- communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;
- apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;
- work collaboratively and respectfully as members and leaders of diverse teams and communities;
- act responsibly and sustainably at local, national, and global levels;
- demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

Learning and Assessment⁷

As noted earlier, program reviews are grounded in a practice of evidence based inquiry which in turn inform and direct program instruction and management. The CSUEB educational community is committed to supporting a Culture of Inquiry and Evidence based decision making in the service of ongoing and continuous improvement of our educational effectiveness.

⁶ <http://www20.csueastbay.edu/about/institutional-effectiveness/educ-effectiveness/ilo/index.html>

⁷ <http://www20.csueastbay.edu/about/institutional-effectiveness/educ-effectiveness/learn-assess/index.html>

Determining Institutional Effectiveness

The educational community at CSUEB is committed to ongoing and continuous improvement of our institutional effectiveness. Our recent Strategic Planning activities have included the review of our institutional Values, Vision and Mission Statements, as well as the University's Seven Strategic Mandates. As a result of this ongoing process, we have expanded and refreshed our Mission Statement, and replaced the Seven University Mandates with the adoption of eight new Shared Strategic Commitments that more accurately reflect our current internal and external circumstances as a result of changing conditions and emerging interests. In addition, the Academic Senate adopted Institutional Learning Outcomes as a shared University wide articulation of expectations for all degree recipients.

Identifying the educational needs of our students is of prime importance and focus for the CSUEB faculty, staff and administration. Our Educational Effectiveness is demonstrated through the development and implementation of rigorous academic and co-curricular program review. These program reviews are grounded in a practice of evidence-based inquiry which in turn inform and direct program development and management. This review process is supported throughout our institution. Resources in support of the roles and responsibilities of faculty, staff and students are identified and available in the Office of Educational Effectiveness, the Office of Faculty Development, and in other areas of the University.

Institutional accreditation is an important accountability indicator to the public that the University serves. The educational community of CSUEB is proud to hold accreditation from the Western Association of Schools and Colleges (WASC), Senior Colleges and Universities Commission. In preparation for re-accreditation review, the University community has been engaged in an intensive period of self-study and assessment, culminating in the WASC Accreditation team visit scheduled for April 2015. Please visit our WASC Accreditation site for updates and information documenting our self-study and assessment processes and evidence in support of our Institutional Effectiveness for this accreditation review cycle.

In addition to regional accreditation, individual programs at CSUEB are accredited by discipline specific accrediting agencies. A list of these programs can be viewed on the Discipline Specific Program Accreditation Website.

The Student Success and Assessment Committee (SSAC), established in 2007, reviewed and expanded its charge in 2014, and has been extensively involved in the institutional self-study and assessment for this re-accreditation review cycle through the activities of its subcommittees. Information on committee and subcommittee activities are reported at the SSAC Website.

Following the exigent budget circumstances from 2007-2012, that resulted in a 30% reduction in State funding to the CSU and CSUEB, President Morishita (2012) asked the campus community, led by Provost Houpis and Chief Financial Officer Wells, to engage in a comprehensive review of all academic

4. Foster a vibrant community through enriched student services and student life that support student engagement and learning.

We must plan, develop and build the infrastructure for a lively, vibrant and sustainable University community at our campuses, where the facilities and activities promote the quality of life and well-being of students, faculty and staff. These enriched student services and student-life activities must deeply engage students and promote and improve student success.

5. Contribute to a sustainable planet through our academic programs, university operations, and individual behaviors.

A vital and healthy University community is one that is engaged and knowledgeable about sustainability. Sustainable development is often viewed as having three components: healthy environment, social justice and economic growth, and at the center is a sustainable society.

6. Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University

We must continue to develop and reward a culture of excellence, efficiency, transparency and accountability – that ensures a “University that works” -- characterized by an environment that is collaborative, provides for mutual respect, civility and is responsive to the needs of students, faculty and staff.

7. Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility

Our goal is to be widely recognized as “The East Bay’s University” and the region’s high-access public university of choice by building visibility, affinity and support through community engagement, regional service and leadership. We envision Cal State East Bay to be a model institution for regionally engaged learning in the 21st century.

Our Mission³

Cal State East Bay welcomes and supports a diverse student body with academically rich, culturally relevant learning experiences which prepare students to apply their education to meaningful life work, and to be socially responsible contributors to society. Through its educational programs and activities the University strives to meet the educational needs and to contribute to the vitality of the East Bay, the state, the nation, and global communities.

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<http://www20.csueastbay.edu/about/strategic-planning/files/pdf/CSUEB%20Mission,%20Commitments%20and%20LOs,%202012%20June%202019.pdf>

Morishita presented the University's expanded and refreshed mission statement, the new eight shared strategic commitments, and the institutional learning outcomes for all graduates to the University community in his e-newsletter.

Strategic Planning Relationships

Critical to the strategic planning process at CSU East Bay are the relationships that exist between organizational structures, divisions and functions; for example, academic and enrollment planning drive support services, faculty and staff recruitment, budget development, information systems, physical improvements, external relations, and fundraising. At its core, academic planning reflects the mission of the University. Enrollment follows, with students at the center, supported by academic and student services, and by the faculty and staff who offer these services. The University's infrastructure – physical, technological, financial – provides the underlying support. The University community recognizes that many of the relationships among these functions are reciprocal. For example, while students need instructors, services and facilities; maintaining high quality, respected faculty, strong co-curricular programs, and a well-maintained campus can attract and retain students.

A Message from President Leroy M. Morishita

Welcome to California State University, East Bay, an educational community dedicated to meeting the public higher education needs for the citizens of our region and state. Over the last six decades California State University East Bay has created a legacy of academic excellence in preparing graduates who have entered the Bay Area and California workforce. Our faculty and alumni have helped to create and lead companies in healthcare, biotech, leading edge technology, as well as to provide cultural enrichment and leadership in social and public agencies in addressing and solving our most pressing social, environmental, scientific, and healthcare problems. As a comprehensive University with nearly 15,000 students, 120,000 alumni and 1,300 employees, our University is a major component of the region's economic productivity and source of pride for the community.

Preparing our graduates to become future leaders who apply their education to meaningful life work and to be socially responsible contributors to society requires an educational experience very different from the past. We prepare our graduates for a more complex, diverse, and globally interdependent and instantaneously-connected world and marketplace. Today, California State University, East Bay faces the challenges of an ever increasing complex environment driven by outside social, technological, political, global-economic and demographic changes in conjunction with the recent financial exigency on the CSU and CSUEB. The emergent question is how to maintain academic excellence with our finite resources and provide our graduates with the knowledge and skills necessary to meet the future workforce needs of the region and State.

In addition, we continue to address a host of issues, the most pressing of which are the assessment of learning outcomes for our students and improvement of graduation rates and time to degree, especially for those underserved students from historically disadvantaged backgrounds. The critical question is how do we respond to these challenges? Rather than respond reactively, we have proactively and strategically planned to meet them head on.

California State University East Bay's Strategic Plan encompasses a number of strategic activities that have engaged faculty, staff, students, alumni and donors since my arrival in July of 2011. These include revisiting and refreshing the University's Mission Statement, updating the University's previous Strategic Mandates to form the current Eight Strategic Shared Commitments, and the development and adoption of our Institutional Learning Outcomes. Implementation activities include reestablishment of the Division for Student Affairs, creation of the Office of the University Diversity Officer, and most recently completion of the Planning for Distinction process with reports assessing and making recommendations to advance and improve academic programs and support services to enhance student success. I am proud of the work of our educational community on these important initiatives.