To: Maureen Scharbert, Dean, Academic Programs and Services, ALO, CSUEB
Leroy Morishita, President, CSUEB

From: Richard Osborn, WSCUC Vice President, Staff Liaison

Re: WSCUC Response to CSUEB Progress Report

Date: 21 March 2019

In reaffirming CSUEB's accreditation in June 2015 for ten years, the WASC Senior College and University Commission requested a Progress Report received February 4, 2019 focused on four issues. The report fully addressed all of the issues, taking into consideration the concerns raised in the visiting team report.

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

In the overview of the processes used in the conversion, thirteen significant accomplishments were cited each of them requiring not just the conversion but the re-thinking of courses, content, delivery, professional development, numerous committees, individual student assessment models, General Education revision, scheduling, and other key approaches. It is apparent that CSUEB used this opportunity to help bring CSUEB into a 21st century way of delivering its curriculum to students. The approach used demonstrated the university's comprehensive model of revision to a successful implementation in fall 2018. The university is commended for accomplishing this task in such a thoughtful manner.

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.**

Enormous progress has been made since the last WSCUC visit in implementing this recommendation, including the hiring of an Associate Provost for Academic Resources and Planning, greater clarity between Institutional Research and Information Technology Services, the creation of *Pioneer Insights*, and implementation of "Bay Advisor" which provides faculty and staff the ability to track student progress in an easily available format. It is apparent that the university has taken this recommendation seriously and that students benefit from the more effective utilization of data.

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

The report indicates that the Planning for Distinction is no longer the key avenue for prioritizing academic programs but that the principles have now been incorporated at an even more effective level through CAPR, a standing committee of the Academic Senate. Program reviews are being used more effectively by reporting to CAPR any requests for new tenure-track lines and in identifying factors that enable departments to be more successful. In addition, the Educational Effectiveness Council which grew out of the Planning for Distinction model continues to bring greater collaboration between key

groups to improve assessment practices. The Progress Report makes clear that CSUEB is using effective models in prioritizing academic programs.

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

While achievement gaps still exist similar to other institutions, significant gains have been made both for students who begin as freshmen at CSUEB and even more for transfer students. It is apparent that the university's efforts are beginning to show results while more plans are being made for further improvement.

Summary

CSUEB has taken very seriously the four recommendations contained in the Commission Action Letter. Evidence contained in the Progress Report demonstrates significant gains and progress in each area.

Thank you for preparing a thorough report.

February 4, 2019

Richard Osborn
Vice President
WASC Senior College and University Commission
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Dear Mr. Osborn,

The WSCUC Accreditation Team visited California State University, East Bay (CSUEB) on April 8-10, 2015. The action letter dated July 15, 2015 to President Leroy M. Morishita reaffirmed accreditation for ten years and also required the following Progress Report in Spring 2019. This communication is to provide a review of Cal State East Bay's progress in the four areas requested in the Progress Report: 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.**

There were significant structures established for supporting the plan for the campus conversion from quarters to semesters, beginning in the fall of 2018. A Semester Conversion Steering Committee (SCSC) was formed in the 2014-15 academic year to create a blueprint for Semester Conversion (SC) activities and to provide campus leadership support and direction. 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 institutional impact has been the curricular transformation that updated and modernized degree and credential programs 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.

Overview of our semester conversion process included:

- Successful transformation or conversion of 47 undergraduate and 34 graduate programs.
- Collaborative discussions with other CSU campuses also undergoing Semester Conversion including Pomona, Los Angeles, Bakersfield and San Bernardino to identify (and use as appropriate) best practices for converting to semesters.
- Significant collaboration to complete the work 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 undergraduates.
- Successful implementation of "Overlay" university requirements in "Diversity", "Social Justice" and "Sustainability" that are aligned to CSUEB's Institutional Learning Outcomes.
- Creation of a "University Hour" to increase campus engagement through campus-wide events, programs, symposiums, and teach-ins to give students, faculty, and staff opportunities to share out-of-classroom experiences. University Hour data will be used for Institutional Learning Outcome (ILO) assessment.
- Creation of Individualized Advisement Plans (IAPs) for students. Using the "My Planner" tool, academic advisors worked with students to develop IAPs which have served as a roadmap to help students determine their academic paths through the conversion process and to ensure graduation in their current degree programs in a timely manner.
- Conversion of our Degree Audit Reports (DAR) to semesters. This academic advising report shows courses that apply to students' general education, major and university requirements.
- Significant outreach efforts to increase student awareness of the changes and the resources available to help guide them through the process of semester conversion.
- Improvement of the articulation process with other CSU campuses and with 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 advising.
- A Spring 2017 survey was conducted for all full and part-time faculty (1,006) on their professional development needs for semester conversion. The top results were to design and to schedule workshop series that were offered every quarter through the Spring 2018 term. Some of the topics were: *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 attended three workshops, they received a "Teaching on Semesters" Certificate for their dossiers and portfolios.

- Compensation for faculty work transforming the curriculum.
- Creation of Faculty Advising Fellows for our nine largest undergraduate majors to facilitate and ensure timely graduation in these programs.

While much went well in the fall of 2018 as we launched semesters, there was a practical issue with course scheduling. With courses taking differing amounts of time weekly on semesters versus quarters, academic departments changed their schedules significantly. There were instances when they did so without coordinating with other impacted departments. Because of this, some students saw recommended courses overlapping or conflicting with other recommended courses. Some departments did not offer the right numbers of sections, as they used the number of sections from previous years' fall schedules without accounting for the need of serving more students in one semester than in one quarter. As a key adjustment from quarter to semester, early in fall 2018, we analyzed our spring 2019 semester enrollment needs and addressed course needs so that spring 2019 enrollment proceeded more smoothly.

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.**

There are a number of significant changes that have improved quality and consistency of data collection, ease of analysis, and accessibility to users.

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 AY 2017-18, the offices of Institutional Research (IR) and Information Technology Services (ITS) were charged by the Provost to work with the new Associate Provost in creating 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 each of 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 collaboration is Pioneer Insights, a website that makes institutional data widely accessible and provides 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 developed 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?

"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 use the same data source, ensuring accuracy and synchronicity between them. Additionally, 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.

Additional progress on the use of data has been made with the implementation of the "Bay Advisor" (EAB "Navigate" student success platform) in Fall 2016. This is a tool for faculty and staff academic advisors to identify and track students towards a timely graduation by utilizing academic analytics and real-time academic engagement data. By having accurate student academic data easily available, advisors have been able to provide more proactive outreach to students of concern and intervene when necessary with data driven decisions.

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

Planning for Distinction (PFD) was a temporary initiative that transferred recommendations to existing committees and departments for review and implementation. Active from 2012 through Spring of 2014, PFD 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 through its 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 more transparent framework embedded in shared governance that resulted in a number of current and planned changes.

The most significant change is that program review reports are now submitted to CAPR along with requests for new tenure-track lines so that program integrity and ongoing program assessment are clearly and explicitly tied to resources. CAPR also incorporated the use of rubrics from PFD to highlight factors that are important for program success. Additionally, CAPR also chose a wide set of data measures to capture not only academic program size but also service courses. Finally, graduate programs must now align with at least two of the Institutional Learning Outcomes.

CAPR is currently addressing resource allocation and annual and five-year review logistics. Some of the future work of CAPR includes the further alignment of SLOs with ILOs in program review and continuing to work 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 issues related to academic assessment, the Office of Academic Affairs (OAA) launched the Educational Effectiveness Council (EEC) in 2013. Continuing to be active to-date, this council of assessment leadership liaise with Academic Senate, CAPR, the ILO Subcommittee, and College EEC committees to unify and refine assessment practices University-wide. Another outcome has been more proactive academic advising throughout the campus in the colleges and in our special student cohorts.

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

Freshmen: CSUEB's African American four-year graduation rates continue to improve, but our equity gaps still remain a concern. Our Fall 2013 African American four-year graduation rate is 6.8%, while our Fall 2014 four-year graduation rate improved to 10.4%. CSUEB's overall Fall 2013 four-year graduation rate was 12.9% and for Fall 2014, it was 16.6%. Smaller equity gaps were noted with our Latinx four-year graduation rates with 12.0% for Fall 2013 and 14.1% for Fall 2014.

Significant gains for CSUEB's six-year graduation rates for African American students were observed. For our Fall 2011 African American cohort, the six-year graduation rate was 23.0%, while the Fall 2012 cohort six-year graduation rate was 36.6%, representing an improvement of 13.6%. Six year Latinx graduation rates also improved from 39.6% for the Fall 2011 cohort to 43.8% for the Fall 2012 cohort. Overall, our six-year graduation rates were 42.4% for Fall 2011 and 47.8% for Fall 2012.

Although four-year and six-year graduation rates for African American and Latinx student cohorts still lag behind our overall graduations rates, CSUEB does cautiously note these improvements from previous years. Given that CSUEB has transitioned from quarters to semesters, revamped our freshmen curriculum, piloted freshmen progress campaigns, and increased our freshmen support services, CSUEB is hopeful that these strategies will yield higher freshmen graduation rates for our African American and Latinx student cohorts in the future.

Transfers: For our two-year transfer graduation rates, improvements were noted in both our African American and Latinx cohorts, but larger equity gaps remain for the African American cohort than the Latinx cohort. CSUEB's two-year African American graduation rates improved by seven percentage points in comparing Fall 2015 rates at 30.5% to Fall 2016 rates at 37.6%. Our Fall 2015 two-year Latinx graduation rates at 44.7% surpassed our overall Fall 2015 two-year transfer graduats rates at 43.0%. For Fall 2016, two-year graduation rates for Latinx students improved to 47.5%, but the overall Fall 2016 graduation rates rose to 48.4%. Even though all three cohorts improved their graduation rates, equity gaps still remain which might suggest that campus interventions to improve graduation rates need to be more targeted.

Our four-year African American transfer graduation rates continue to improve. The Fall 2014 cohort graduation rate was 65.4% compared to 63.2% for Fall 2013. Our Fall 2013 Latinx transfer graduation rate (74.3%) actually exceeded our overall four-year transfer graduation rate (73.4%). For the Fall 2013 four-year Latinx graduation rate, it dipped just slightly below the overall graduation rate (73.1% four-year Latinx transfer rate vs. 73.7% overall four-year transfer rate).

With our African American and Latinx transfer support services as well as progress campaigns for these cohorts, CSUEB is hopeful that we will continue to note improving graduation trends for these transfer student cohorts, focusing on closing the equity gaps.

Summary

In addition to making steady or marked progress in each area of this report, Cal State East Bay continues to make improvements that will be outlined in our Mid-Cycle Review due to WASC in Spring, 2020. Campus leadership and shared governance have worked thoughtfully and strategically to further align and improve learning and assessment processes. They have strengthened existing committee structures, formed new committees, and provided guidance, funding, additional accountability measures, and other tactical support to meet our strategic commitments for learning and assessment.

Best regards,

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