

REPORT OF THE WSCUC VISITING TEAM ACCREDITATION REVIEW

TO CALIFORNIA STATE UNIVERSITY, EAST BAY

APRIL 8-10, 2015

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The team evaluated the institution under the 2013 WSCUC Senior College and University Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the WSCUC Senior College and University Commission.

The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WSCUC website.

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## **SECTION I. OVERVIEW AND CONTEXT**

### **A. THE INSTITUTION AND ITS ACCREDITATION HISTORY**

California State University, East Bay (CSU East Bay) is one of 23 campuses of the California State University (CSU) that provides undergraduate education, teacher preparation, and graduate education through master's and EdD degree programs for the top third of California students, as required by the California Master Plan for Higher Education. The CSU is committed to transforming the lives of individuals and contributing to the economy, culture, and knowledge base of California and the nation. Located along the eastern edge of the San Francisco Bay Area, CSU East Bay was founded in 1957 as State College for Alameda County and renamed California State University, East Bay in 2005, its fifth name. CSU East Bay contributes to the CSU mission by providing access to affordable, high-quality undergraduate and graduate education. CSU East Bay serves the Alameda and Contra Costa counties on three campuses: the main campus in Hayward (founded in 1957), a satellite campus in Concord (founded in 1992), and a professional development and conference center in Oakland (founded in 2002).

CSU East Bay's four colleges of Business and Economics, Education and Allied Studies, Letters Arts and Social Sciences, and Science offer a total of 50 baccalaureate degrees, 62 minors, 39 credentials and certificates, 35 master's degrees, and a doctorate in educational leadership. In 2012-2013, CSU East Bay conferred 2,808 bachelor's degrees, 1,082 master's degrees, and 5 doctorates of education.

CSU East Bay's online degree program, first offered in 1999 as a Master of Science in Education, currently serves approximately 2,000 FTEs per quarter. CSU East

Bay serves a diverse student population in both its in-person and online programs. The institution's commitment to regional engagement and transformation through education encompasses a significant STEM grant and other large federal grants.

The *Princeton Review* named CSU East Bay as “Best in the West” for nine consecutive years and “Best Business School” for six consecutive years. The annual college ranking guide of the *US News and World Report* recognized CSU East Bay as a “top-tier” institution among master's-granting institutions in the west. In 2012, *Diverse: Issues in Higher Education* ranked CSU East Bay's undergraduate programs 61st in the nation for the number of degrees earned by students of color and its graduate programs in the top 100 schools in the nation. *The Guide to Online Schools* commended CSU East Bay's online programs, *The Best Colleges* commended CSU East Bay's freshman year experience, and the Lumina Foundation and Syracuse University recognized CSU East Bay's success with first-generation college students of diverse ethnic and linguistic backgrounds.

CSU East Bay offers a full range of student co-curricular activities, including clubs, organizations, service learning opportunities, and NCAA Division II athletics.

### **Previous Commission Actions**

In 1961, the Commission acted to approve an initial three-year accreditation of CSU East Bay—then named Alameda County State College. The university was subsequently reaccredited for 5 years in 1964, 1969, 1974, 1979, 1984, 1989, and 1994. In spring 1994, the institution was recommended to address the visiting team's recommendations related to the development and implementation of a strategic planning process for better

integration of the academic, fiscal and physical resource needs, goals, and objectives of the university in relation to its mission.

Between 1995 and 2006, the WASC Off Campus and Substantive Change Committee acted to approve various MBA, Executive MBA, and BS in Business Administration programs in Vienna Austria, Hong Kong, Beijing, Singapore, Moscow Russia, Shanghai, Graz Austria, Brazil, and Korea.

In 2003, the Structural Change Committee Panel acted to approve a doctoral program in Urban Educational Leadership (EdD) offered jointly with the University of California, Berkeley by CSU Hayward, San Francisco State University, and San Jose State University.

In 2005, the Commission received the Capacity and Preparatory Review Report and recommended to continue accreditation. In 2008, the Commission received the Educational Effectiveness report, acted to reaffirm accreditation, and scheduled the next review for fall 2014 and spring 2015, with an interim report due in fall 2010 to include: actions to implement current strategic directions; analysis of data documenting outcome of actions for the entire university including the Concord and Oakland campuses; institutionalization of program review; progress on faculty hiring and reconsideration of workloads and assignments; assessment of initiatives regarding commitment to multiculturalism; description and evaluation of linkage between general education and the rest of the curriculum; indication of the connection between general education and major programs to the demands of regional stewardship.

In 2008, the Substantive Change Committee acted to grant interim approval of the online distance learning MS in Recreation and Tourism and BS in Hospitality and

Tourism programs. The Commission Structural Change also acted to approve the independent doctoral degree (EdD) in K-12 Educational Leadership and recommended that the EdD program have a special focus in the next comprehensive review.

In 2009 the expedited proposals for an online MS in Taxation, BS in Business Administration, BS in Health Sciences, and MS in Educational Leadership were approved through staff approval. In 2011 expedited proposals for an online BA in Ethnic Studies, BA in Woman Studies, and MS in Health Care Administration were approved through staff approval. In 2012, the previously scheduled CPR and EER visits were changed to the current institutional review process of an Offsite Review (OSR) and an Accreditation Visit in spring 2015.

## **B. THE ACCREDITATION VISIT AND CAMPUS PARTICIPATION**

The accreditation team—the chair, assistant chair, four members, and two observers—began the April 8-10, 2015 visit with a meeting with the president, followed by 30 meetings with groups and individuals over the entire visit. The team addressed the lines of inquiry, as identified in the Off-Site Review, in the meetings with faculty, staff, and students who provided information and evidence that increased the team members' understanding of CSU East Bay's practices related to finances, resource allocations, sustainability; student learning and student affairs; regional vision and plans for the off-site Downtown Oakland professional development and conference center and the Concord center; use of assessment results to improve teaching and learning; alignment of institutional resources with achievement of goals and objectives for educational effectiveness, and program reviews. At the end of the first day of visit, CSU East Bay

held a combined reception-and-poster session of an impressive and informative array of faculty and student research projects.

Prior to the visit, a team member visited the off-site Oakland professional development and conference center. On the second day of the visit, two team members met with the director of the off-site Concord center at the CSU East Bay campus.

All meetings throughout the visit were informative, engaging, and meaningful. The faculty, staff, and students were forthright in relating their experiences and observations of teaching, program review, assessment of learning, and preparation for the accreditation review. The team responded to all messages received via the confidential email account and addressed the pertinent concerns in the group and individual meetings.

Discussions of the meetings affirmed CSU East Bay's consistent practice of collaboration and shared governance among faculty, staff, and administrators and its core commitment to the values, standards, and principles of high quality teaching and learning to assure students' educational success. The team was impressed by the appreciation of the faculty, staff, and administrators of the integrity of the accreditation process and the institution's self-discovery that its primary purpose for striving for high standards of excellence in practice and structure was for institutional improvement toward becoming a distinguished university, and not merely for accreditation requirements.

### **Review of the EdD Program**

A review of the doctor of education (EdD) program in educational leadership, as required by WASC in the fifth year of such programs, coincided with the reaccreditation visit. The review of the doctoral program is included in Section III of this report.

### **C. THE INSTITUTION'S REACCREDITATION REPORT AND UPDATE: QUALITY AND RIGOR**

The eight essays of CSU East Bay's Institutional Report addressed *The Institutional Context; Compliance with the Standards and Self-Review; Degree Programs and Integrity of Degrees; Educational Quality: Learning, Core Competencies, and Standards of Graduation; Student Success and Graduation; Quality Assurance and Improvement: Program Review and Assessment; Sustainability and Preparing for the Changing Higher Education Environment; and Reflection and Plans for Improvement*. There was evidence that the preparation of the Institutional Report was a university-wide collaboration with a high degree of transparency, openness, integrity, and broad campus involvement. The campus participants in the Steering Committee and subcommittees gathered evidence, considered relevant issues, and refined research questions to assure thorough review of CSU East Bay's major themes of *critical thinking, the changing university, and student success*, which are consistent with WASC standards and CSU East Bay's goals. There was clear indication that the review was rigorous and sincere in its efforts to evaluate the effectiveness of the institution with a special focus on program review and alignment of institutional resources to achieve CSU East Bay's educational objectives.

As discussed in its Institutional Report, the structure and content of CSU East Bay's program review process encourage the use of evidence-based decisions to improve student learning within academic programs and ensure that learning outcomes, knowledge, and skills support students' aspirations. Faculty have discovered the usefulness of the assessment process to measure their work, link academic programs to resource allocations, make continuous progress toward improvement, and demonstrate achievement of educational effectiveness.

## **SECTION II. COMPLIANCE: REVIEW UNDER WSCUC STANDARDS AND EVALUATION OF INSTITUTIONAL ESSAYS**

### **A. COMPONENT 1: INTRODUCTION: INSTITUTIONAL CONTEXT; RESPONSE TO PREVIOUS COMMISSION ACTIONS**

#### **Introduction: Institutional Context**

CSU East Bay is a public, comprehensive university located in the east San Francisco Bay region of Northern California. The school was founded in 1957 as the State College for Alameda County and has experienced several changes in name and scope since its founding. Today, CSU East Bay delivers programs in Hayward, Concord, and Oakland and has a growing online presence tailored to provide flexible learning opportunities for students through its Online Campus.

CSU East Bay's reported Fall 2014 enrollment is 14,823 students, with 2,938 students attending part-time. The university enjoys one of the most diverse student populations in the nation. The institution employs approximately 790 faculty, and fewer than half are tenured or tenure track faculty. Additionally, it employs approximately 750 staff and administrators, and approximately 160 of these positions are part-time. The operating budget for CSU East Bay was \$165 million for the 2013-2014 fiscal year.

CSU East Bay is a campus of the California State University System, governed by a system-wide Board of Trustees. It has been continuously accredited since 1961. Its most recent reaffirmation of accreditation was in 2008, at which time it was accredited for seven years.

#### **The Team's Process**

This review was conducted in accordance with the structure and review model specified in the 2013 WSCUC Handbook. An Off-Site Review (OSR) of a self-study and

other documents provided by the institution preceded the OSR, which focused on lines of inquiry developed by the team during the OSR process. To help prepare the team for the OSR, members requested some additional documentation from the institution, which the team received and reviewed.

CSU East Bay created a schedule of meetings for the on-site Accreditation Review specifically tailored to allow the visiting team to explore its lines of inquiry. On the whole, the team found these meetings very helpful in pursuing its lines of inquiry. During the Accreditation Review, team members occasionally requested and received additional information and found CSU East Bay to be very responsive to the team's effort to develop a deep and comprehensive understanding of matters under consideration.

Outside of the scheduled meetings, the team met to discuss impressions from the meetings and outstanding questions, draft its report, and consider the commendations and recommendations to be included in this report.

### **The Institution's Reaccreditation Report**

The team was impressed by the thoroughness and candor of CSU East Bay's self study. It was clear that the institution had used the reaccreditation process to examine its efforts seriously to advance its mission as it was emerging from the severe budget cuts during the recession and under the leadership of a new president. Requests for additional information by the team were both timely and responsive.

CSU East Bay uses a broadly collaborative process in the development and implementation of major initiatives, and it was evident that such processes were also used in developing its current self-study for the reaffirmation process.

## **Responses to Issues Raised in Previous Commission Actions and Reviews**

As required by the Commission Action Letter of March 3, 2008, CSU East Bay completed an interim report on May 15, 2011 that responded to the matters it was asked to address. The institution's self-study further addresses prior recommendations of the Commission, which focused on the institution's commitment to its region and the Concord Campus.

The visiting team found that CSU East Bay has established key programs that exemplify its regional commitments, including its Institute for STEM Education and its Promise Neighborhood Project. The institution has further developed an ambitious plan for the Concord Campus, which suffered from the loss of resources and programs during the recent recession. Individuals charged with overseeing the future of this campus, including the president, are fully aware of the need to continue to find cost-effective and creative means to meet the educational needs of Concord Campus students and remain committed to doing so.

### **B. COMPONENT 2: COMPLIANCE WITH THE STANDARDS AND FEDERAL REQUIREMENTS: REVIEW UNDER THE STANDARDS**

#### **STANDARD 1. DEFINING INSTITUTIONAL PURPOSES AND ENSURING EDUCATIONAL OBJECTIVES**

CSU East Bay's formally approved statements of mission and purpose clearly and appropriately define the institution's essential values and character. This is especially evident in the institution's mission statement in which its traditional values of shared governance, sense of purpose, and vision for the future "to honor our mission and the promises we have made to our students and the larger communities we serve" are emphatically stated. CSU East Bay is committed to meeting the educational needs and

“transforming the lives of individuals, and contributing to the economy, culture, and knowledge base of California and the nation.” Those purposes and accompanying educational objectives are widely recognized throughout the institution and further articulated in CSU East Bay’s *Shared Strategic Commitments* (2012) in which the university proudly articulates its eight core values and aspirations of *academic quality and inquiry, inclusiveness and diversity, student educational experience, enriched student services, sustainability, accountability and collaboration, community support and partnerships, and leadership and innovation focused on 21<sup>st</sup> century skills, including STEM.* (CFR 1.1, 1.2)

Progress toward those goals is evident in various outcomes. They include: 1) a highly diverse student body; 2) the creation of a University Diversity Office and appointment of a university diversity officer; 3) establishment of a standing committee on Faculty Diversity and Equity of the Academic Senate; 4) reestablishment of the Division of Student Affairs; 5) increased efforts to document how well its students across different categories are succeeding academically as demonstrated by the completion of their degree programs and graduation; 6) commitment as a STEM-centered university to meet the needs of its diverse student population, the local communities, and regional economy; 7) the *Hayward Promise Neighborhood* award, one of only five \$25 million U.S. Department of Education grants that creates support systems to increase educational and economic opportunities for families in its neighboring *Hayward Jackson Triangle*; and 8) other initiatives, such as the Office of Faculty Development’s sponsorship of faculty learning communities on engaged pedagogies, innovations in teaching and learning

(including critical thinking, social justice, and written communication) to strengthen retention and graduation rates. (CFR 1.2)

CSU East Bay's commitment to progress further toward continuous academic quality and improvement is evident in the established processes for accountability that are in place throughout the university, including: 1) Program Learning Outcomes (PLOs) are developed by all academic programs and listed in the university catalog; 2) assessments of Student Learning Outcomes (SLOs) are required in annual and 5-year reviews conducted by the Academic Senate's Committee on Academic Planning and Review (CAPR); 3) the Educational Effectiveness Council and Graduate Advisory Council require that programs have assessment plans that include program-level SLOs, curriculum maps, and assessment plans. (CFR 1.2)

Employing an inclusive, participatory campus-wide process, CSU East Bay organized forums on Institutional Learning Outcomes (ILO) that resulted in the selection of learning outcomes derived collaboratively by faculty, staff, administrators, and students. Collectively, the campus identified the most important student learning outcomes of: critical thinking, including problem solving and analytical thinking; social responsibility, ethical thinking, civic and global engagement, sustainability; oral and written communication and artistic expression; and teamwork, collaboration, intercultural competency. The ILOs were refined through a campus-wide participatory process, and the final ILOs were presented to and approved unanimously in 2012 by the Academic Senate. CSU East Bay's commitment to shared governance and participatory engagement across the campus was evident in the collaborative ways the faculty, staff, students, and

administrators engaged in respectful interaction and deliberation to determine the learning outcomes most important for its students in the 21<sup>st</sup> century. (CFR 1.2)

CSU East Bay abides by and supports the CSU System Academic Senate policies on academic freedom. CSU East Bay's *Shared Strategic Commitments* articulates its aspiration toward open-minded inquiry, academic and professional development, efficiency while practicing mutual respect and responsiveness, and supporting partnerships that promote education and social responsibility. The commitment to academic freedom is reinforced by a recent conference hosted in March 2015 by its history department, featuring panels of students and distinguished guests on various topics of academic freedom. The university-wide commitment to academic freedom and its Guidelines for Academic Freedom and Responsibilities for faculty, staff, and students are visible on the CSU East Bay website. The university's Academic Freedom Committee responds to incidents of alleged infringement of academic freedom, and its established due process procedures for grievances are disseminated in CSU East Bay's catalog and faculty manual. As a public institution within the CSU System, CSU East Bay operates autonomously with education as its primary purpose and without affiliations with any political, corporate, or religious organization. (CFR 1.3, 1.5)

There is evidence that CSU East Bay's academic goals, programs, and requirements are articulated and visible to students through the university catalog and departmental and other university websites. There is indication that CSU East Bay is increasing its efforts to enable students to complete their degree programs in a timely manner. While budget restrictions have made it challenging for some students to enroll in all courses required for degree completion and graduation, the academic departments

and advisors make an effort to help students map a timely path to graduation. The university established a Council for Retention and Graduation in 2014, and each college has established a Student Services Center that provides advising and guidance for completion of degrees and timely graduation. CSU East Bay has developed policies on grievances and human subject procedures, and there is evidence that students are treated fairly and equitably through published policies and procedures addressing student conduct, grievances, human subjects in research, and refunds. (CFR 1.7)

It was noted that the university's finances are audited regularly by external agencies and CSU East Bay has fair, published, and enforced processes related to student, faculty, and staff rights. Student Affairs established a Dean of Students office to address issues and concerns from both students and parents, and the Academic Senate has produced and published the grievance policies and procedures for faculty and staff. (CFR 1.7)

The candor and seriousness with which CSU East Bay communicated with the team, in preparation for and during, the Accreditation Visit demonstrated its value of the accreditation process as a means to ensure the quality and integrity of the institution. As previously mentioned in this report, the faculty and staff consistently expressed that their efforts toward institutional improvement and higher educational quality for students were motivated by their genuine interest in strengthening the quality of the institution and not merely to meet the standards of accreditation. (CFR 1.8)

The Accreditation Team commends CSU East Bay's genuine striving to study and explore issues that impact the institution's core commitments to high educational quality, institutional accountability, and quality learning environment, and its consistent shared

governance among the faculty, staff, and administration in its employment of inclusive processes in institutional decision-making and planning.

The team recommends that CSU East Bay continue to progress toward establishing clear institutional learning outcomes for graduate programs as well as program specific learning outcomes.

## **STANDARD 2. ACHIEVING EDUCATIONAL OBJECTIVES THROUGH CORE FUNCTIONS**

### **Teaching And Learning**

CSU East Bay's four colleges—business and economics; education and allied studies; letters, arts, and social sciences; and science—offer 50 baccalaureate degrees, 62 minors, 39 credentials and certificates, 35 master's degrees, and a doctoral degree in educational leadership. The most popular undergraduate majors are health sciences, business administration, nursing, psychology, biological sciences, kinesiology, criminal justice administration, sociology, human development, and art. The most popular post-baccalaureate programs are health care administration, business administration, public administration, educational leadership, computer science, social work, speech-language pathology, counseling, statistics, and education. In 2012-2013, CSU East Bay conferred 2,808 bachelor's degrees, 1,082 master's degrees, and 5 doctorates of education.

Since its last accreditation visit, CSU East Bay has faced budget reductions similar to other institutions in California public education, which have affected its class size, support services, tuition and fees, and educational programs. The team supports CSU East Bay administration's intention to increase the number of tenure-track faculty

by 15 per year to reach a target of 350 tenure-track faculty by Fall 2017 which will meet its goal of ensuring the high quality education it aims to offer. (CFR 2.1)

Institutional Learning Outcomes (ILOs) were developed through an inclusive campus-wide collaborative process of arriving collectively at a shared vision of the knowledge, skills, and values that undergraduate and graduate students are expected to gain in their degree programs. Program learning outcomes (PLOs) have been developed for all academic programs and are listed in the university catalog. By Academic Senate policy, Student Learning Outcomes (SLOs) are required to be communicated through course syllabi, which include general education (GE) learning outcomes for all approved GE courses. (CFR 2.1, 2.2, 2.2a, 2.3, 2.4).

In the absence of a director of institutional research, CSU East Bay has faced challenges in data gathering and analysis, which affected its ability to make evidence-based decisions regarding student learning and success. Nonetheless, CSU East Bay demonstrates earnest commitment to establishing a system of assessment for continuous improvement of student learning. For example, it has initiated changes to improve access to and analysis of retention and graduation data, as well as reorganized its data support systems. The Educational Effectiveness Council now focuses on assessment of the four colleges' academic programs and the Student Success and Assessment Committee's subcommittee on Student Retention and Graduation focuses on students' educational experiences and support services. It has also charged the ILO and GE subcommittees with aspects of assessment in upper-division major and GE courses. Assessment of programmatic SLOs is required in both annual and five-year program review processes by the Committee on Academic Planning and Review (CAPR) that enforces the

institution's explicit high standards for curriculum, faculty, and enrollment. The current program review standards consider numbers of students and faculty and quality of curriculum. (CFR 2.1, 2.4, 2.6, 2.7, 2.10)

CSU East Bay's Critical Thinking Assessment Project is a strong example of engaged campus-wide cross-disciplinary development of a learning assessment process. In 2013, CSU East Bay hosted a symposium on critical thinking, followed by a dual critical thinking assessment effort: 1) the Academic Senate GE subcommittee's assessment of critical thinking in first-year student papers, and 2) the Critical Thinking Assessment Project's (CTAP) assessment of critical thinking in upper-division major and GE classes. CTAP faculty developed and pilot-tested a rubric to assess critical thinking across the University and, by the end of spring 2014, the cross-disciplinary groups developed a university-wide rubric to assess ILOs to be pilot-tested in Fall 2014. The results of the pilot test were intended to guide the GE and ILO subcommittees' development of assessment of diversity/social justice and written communication ILOs in winter and spring 2015. The Programmatic Excellence and Innovation in Learning (PEIL) grants and Educational Effectiveness Council (EEC) were recently initiated to support two high impact pedagogical practices and student learning assessment for all academic programs. (CFR 2.4, 2.5, 2.6)

Athletics and the Educational Opportunity Program (EOP) are exemplary co-curricular programs in student retention and graduation rates. Student athletes, as a group, have one of the highest retention and graduation rates at CSU East Bay—79% in 2012, 65% in 2013, and 67% in 2014 with 8 (of 13) teams maintaining an average composite GPA over 3.0 in Winter 2014. EOP's retention rates among its 297

undergraduate and 28 graduate low-income, first-generation, underserved students ranged from 66% to 78% in 2007-2012. Both athletics and EOP provide tutoring, advising, counseling, and a sense of community. (CFR 2.6, 2.10, 2.13)

While there is indication that athletics and (EOP) conduct assessment on a regular basis, other co-curricular programs in Student Affairs have not fully developed learning outcomes and assessment plans. However, all co-curricular programs participated in Planning for Distinction (PFD), a campus-wide comprehensive review process that resulted in simultaneous prioritization of all academic and support programs to determine an appropriate balance of programs that contribute to the hallmarks of quality at CSU East Bay and pursue initiatives believed to be most essential to its mission, strategic commitments, and institutional learning outcomes. In winter and spring 2014, the ILO subcommittee conducted focus groups on the impact of co-curricular participation on critical thinking involving 75 students representing various co-curricular programs including academic achievement tutors, peer mentors, graduate teaching associates, athletics, honors program, Model United Nations, Associated Students, and the Catholic Club. (CFR 2.3, 2.6, 2.7, 2.9, 2.10, 2.11, 2.13)

### **Scholarship and Creative Activity**

CSU East Bay has increasingly promoted faculty research, scholarship, and creative activities. The Programmatic Excellence and Innovation in Learning (PEIL) grants exemplify the institution's commitment to innovation in teaching to benefit student learning. The PEIL grants provide faculty release time to increase: 1) understanding of the learning needs of diverse, multicultural students at CSU East Bay; 2) leading-edge research and development of instructional models for innovative student learning; 3)

scholarship of teaching and learning; and 4) dissemination of innovations and best practices that link scholarship, teaching, student learning, and service. (CFR 2.8, 2.9)

The Office of Faculty Development, Office of Research and Sponsored Programs, and Media and Academic Technology Services offer faculty support and guidance as well as workshops, learning communities, grants in collaborative research, instructional technology, mentoring student researchers, and other means to help faculty understand and address students' learning needs. CSU East Bay is committed to strengthening pedagogical approaches toward development and implementation of innovations in pedagogy and learning needs of its diverse student population. (CFR 2.8, 2.9)

### **Student Learning and Success**

CSU East Bay defines student success in terms of learning and completion rates. Although its completion rates are comparable to those of other public universities with similar diverse, first-generation, working-adult students, CSU East Bay has challenged itself to increase the six-year graduation rate of entering freshmen from 43% to 60% and the three-year graduation rate of transfer students from 51% to 70% by 2020. Strategies to achieve these goals include: 1) reviewing disaggregated retention and graduation rates to gain better understanding of student achievement and learning needs among its diverse student population, particularly freshmen originating from out-of-state and out of the local region who are associated with lower retention and reduced graduation rates, including African American and Hispanic students; 2) reducing *exception admits* (students who do not fully meet the CSU admissions criteria); and 3) improving freshmen retention. Remediation continues to be provided for students in need of further

preparation in math or English writing through a program of fully integrated, nationally recognized first-year experience thematic learning communities or *clusters*. (CFR 2.10)

CSU East Bay has made multiple efforts to improve student success. It serves as a pilot institution of *Statway*, funded by the Carnegie Foundation and Dana Institute and designed to meet remediation as well as college-level quantitative reasoning GE requirements. The University also supports a faculty-led redesigned remedial math course *ChaRM* which involves group investigation of math concepts progressing from concrete materials to semi-concrete diagrams to abstract math principles. CSU East Bay freshmen gains have been consistently higher than national norms in critical thinking, quantitative reasoning, and academic writing on the CSEQ survey, which may be a factor in the high student retention rates from first to second year. (CFR 2.10)

Academic advising is uneven at CSU East Bay. Academic advising is encouraged, but not mandatory, for students who are not members of specific student populations. While academic advising and various other student academic services are found on the CSU East Bay website, some students have expressed difficulty navigating the website for the services. A number of programs for specific student populations—such as athletes, Educational Opportunity Program (EOP) students, foster youth, various scholar programs, freshman learning communities, and others—emphasize advising. Information on new student orientation is convenient to navigate through a link from the university home page. (CFR 2.12, 2.13, 2.14)

Undergraduate admissions requirements for first-year and transfer students, as well as policies regarding a wide range of services and procedures, are communicated on the CSU East Bay website and on-line University Catalog. Graduate entry-level

qualifications, expectations, and admissions procedures are also delineated on the CSU East Bay website. (CFR 2.14)

The Accreditation Team commends CSU East Bay for its student-centered focus and commitment to transforming students' lives through accessible high quality higher education; its collaborative process in developing the Institutional Learning Objectives that resulted in a campus-wide commitment to assessment; and its creation of outcomes and rubrics for critical thinking as the first campus-wide core competency area to assess.

The team recommends that CSU East Bay give continued efforts to address: challenges related to data collection, analysis, use, and timely accessibility of analyses; coordination, collaboration, and sharing of best practices, including cross-training, in student success programs; and expansion of successful student academic and co-curricular support programs to address the needs of unique and general student populations.

### **STANDARD 3. DEVELOPING AND APPLYING RESOURCES AND ORGANIZATIONAL STRUCTURES TO ENSURE QUALITY AND SUSTAINABILITY**

#### **Faculty and Staff**

In its self-assessment, CSU East Bay rates highly the availability of faculty development opportunities. The Office of Faculty Development offers workshops, individual consultation sessions, and faculty learning communities to help faculty address the learning needs of students. The Office of Research and Sponsored Programs (ORSP) provides internal faculty support grants in collaborative research, engaging students in course-related research, and mentoring student researchers. Media and Academic

Technology Services (MATS) offers individual support and small-group workshops on instructional technology. (CFR 3.3)

The faculty have been less positive in the past about the faculty size and working conditions, noting that past budget reductions had limited hiring. It may also be that the workload required of faculty, particularly in overseeing academic programs and processes, has become burdensome. There is some mention of this perception relating to assessment and program review and evaluation in Essay 3. During the visit, however, it became clear that new faculty lines were becoming available and much needed relief, in some cases, is on the way in light of improved financial funding. (CFR 3.1)

As it pertains to sustainability of efforts that have been made and workload implications, the campus is using existing committee structures to address issues, rather than adding new administrative committee assignments to the faculty and staff. Additionally, one of the institution's goals of the conversion from the quarter to semester system is to use the conversion process as an opportunity to re-envision the curriculum, revitalize the pedagogy, and support the learning and success of its diverse students. The campus is commended for their appropriate commitment to and structures for sustainability of efforts beyond those required by the WASC accreditation. (CFR 3.7)

During the visit, the faculty identified a number of institutional strengths on the meaning, quality, and integrity of the degree. For example, retention, tenure, and promotion policies are clearly documented and communicated at the institutional level. The implementation of these policies includes peer and administrator review and is generally considered to be fair and rigorous. Faculty are held to high standards through student course evaluations, peer observation, and regular review as specified by

Academic Senate policy and the collective bargaining agreement that governs adjunct and tenure/tenure-track faculty, including librarians and coaches. (CFR 3.2)

There is general agreement that CSU East Bay is committed to diversity and the intent to recruit faculty, staff, administrators, and students who reflect the diversity of the region and the state of California regarding race, ethnicity, and gender. President Morishita's clear commitment to diversity and inclusion is noted in the following excerpt from his statement of commitment:

*Diversity is essential to our academic excellence at Cal Sate East Bay. We are dedicated to reducing any barriers to success that come from race, ethnicity, socioeconomic status, culture, religion, linguistic diversity, ability, gender identity, sexual orientation, age, geographical region, personality, learning styles, life experiences and other human characteristics. Cal State East Bay is an institution where exploring the diversity of thought and opinion is valued as a means of enriching knowledge and thinking critically while discouraging marginalization during the process. The University Diversity Officer is responsible for working with institutional constituents, structures, policies and procedures to make sure that this commitment is understood across the University.*

CSU East Bay is commended for its well-grounded commitment to diversity as stated in its documents of mission, vision, data collection, and resolve for diversity parity among students, faculty, staff, and administrators. (CFR 3.1)

## **Fiscal, Physical, and Information Resources**

CSU East Bay's self-evaluation indicates no financial management problems. In fact, the leadership of the institution during recent periods of personnel change and financial uncertainty at the system and state legislative levels makes this a point of commendation. The stewardship of campus resources has been remarkable and creative in light of stringent budgets. The campus has benefited from the focused use of fee increases, grant funding, and private gifts that have helped to avoid massive operational reductions. CFR 3.4

Although the State of California has ended the precipitous downward trend of funding the California State University system (CSU), the impact of the previous budget crisis left CSU East Bay with a reduction in their state appropriation of over \$22 million, from \$89,778,621 in 2008, to \$67,147,261 in 2013. During that same period, tuition and fee revenue increased (net of tuition discounts) from \$47,076,900 in 2008, to \$76,508,928 in 2013, an increase of \$29,432,028 due in part to a planned increase in international student enrollment and the implementation of a mandatory student fee of Academic Access, Enhancement and Excellence. CSU East Bay has worked carefully to reduce operational costs and improve financial effectiveness and efficiency. (CFR 3.4)

While the budget reductions have been significant, the realignment in funding sources has made CSU East Bay less dependent on state appropriations and will reduce the volatility that would be caused by any possible reductions in the future. Five years ago, in fiscal year 2008-09, 61% of the total operating budget was funded by state general fund support and 39% was funded from student fees and tuition. In 2013-14, 41% of the total operating budget was funded by state general fund support and 59% was funded

from student fees and tuition. The campus is commended for its stewardship initiatives and creative responses to state budget reductions through fee increases, grants, and private gifts to avoid massive campus operational reductions. (CFR 3.4)

Over the past few years, CSU East Bay has made tremendous strides in program assessment and budget realignments. From 2010-2012, the campus developed institutional learning outcomes (ILOs) using a collaborative, inclusive and iterative process that was valuable for their identity and cohesion as an institution. This two-year process engaged the entire campus community—faculty, students, staff, and administrators—in meaningful discussions about what their graduates should know and be able to do. During this process, care was taken to ensure that the ILOs were closely connected to their mission and strategic commitments. (CFRs 3.4, 3.7)

In Spring 2014, CSU East Bay completed a two-year comprehensive Planning for Distinction (PFD) process that resulted in simultaneous evaluations and prioritization of all academic and support programs. The goal of the process was to determine how best to reallocate resources to support the highest priorities of the University and maintain the integrity of its degrees. The planning effort was designed to find an appropriate balance of programs while maintaining program quality and pursuing initiatives believed to be most essential to its mission, strategic commitments, and ILOs. As this effort moves forward, the campus should clarify the future role of Planning for Distinction in institutional decision-making and budgetary allocations. (CFRs 3.4 and 3.5)

The campus prepares annual financial statements that are audited and incorporated in the audited financial statements of the California State University system. These audits have been clean and found no significant concerns. The campus is

commended for their emergence from financial uncertainty with strong leadership, fresh vision, and resolve. (CFRs 3.4 and 3.6)

The provision of information resources is less certain. While evaluators praise the Service Desk and Media and Technology Services for their support of faculty and teaching, there is testimony in the report of strains when departments are required to obtain data for program review. A recent survey of campus attitudes toward Institutional Research (2014 IRSDS Customer Satisfaction Survey) found that the staff /administration mean was consistently below the faculty mean on satisfaction, possibly reflecting that reports are not as useful as they might be for administrative decisions. (CFR 3.5)

Institutional Research and Data Warehousing have made significant improvements in the development of new dashboards and use of data management tools such as Tableau, Pyramid, and BlackBoard Outcomes. There was a gap in the hiring of a director that has limited the development of new initiatives in support of the several efforts to evaluate programs. However, new leadership has been secured and those in charge of institutional research and data warehousing appear to be making strides in the collection, analysis, and access to data tailored to academic needs. (CFR 3.5)

Finally, while the physical planning at the Hayward campus seems well coordinated and carefully implemented, further review of the Concord Campus is needed. The Concord Campus has a detailed plan in place, but implementation has been delayed primary due to the funding reductions of past years. (CFR 3.5)

## **Organizational Structures and Decision-Making Processes**

CSU East Bay has benefited greatly from consistent shared governance among administrators, faculty, staff, and students, as demonstrated by the inclusive and well-run processes employed in institutional planning as in the setting of its ILOs. (CFRs 3.6, 3.7)

The campus has a strong administrative leadership team in place. Clearly, the leaders in both faculty and administration are experienced and well regarded. The President is respected, and members of the Academic Senate regularly participate in institutional decision-making. This was not always the case at CSU East Bay, and the transformation is striking. The campus is commended for their consistent shared governance among the faculty, staff, and administration, as demonstrated by the inclusive processes employed in institutional decision-making and planning. The California State University System Board of Trustees is an independent governing board with appropriate oversight, including the hiring and evaluating of the President. (CFRs 3.6-3.10)

### **STANDARD 4. CREATING AN ORGANIZATION COMMITTED TO QUALITY ASSURANCE, INSTITUTIONAL LEARNING, AND IMPROVEMENT**

With a new president in July 2011 and the recent end to significant reductions in state funding, CSU East Bay has made commendable progress in its engagement in quality assurance processes for institutional learning and improvement.

CSU East Bay has developed priorities that are drawn from its mission and strategic commitments and identified through inclusive processes under the leadership of both the current President Morishita and previous President Qayoumi. The campus has demonstrated genuine commitment to students, student learning, and educational improvement and quality; academic quality and core competencies; student success;

diversity; innovation; assessment; and regional stewardship in the service communities. (CFR 4.3, 4.6)

Guided by CSU East Bay's strategic planning process, including forums with community and business leaders, the foundation for a STEM-centered university were developed to serve the needs of its diverse student body, local East Bay communities, and the regional economy. After further planning and a listening tour with campus stakeholders, President Morishita renewed the campus commitment to innovation in higher education and a STEM-infused university. According to CSU economic impact data from 2010, CSU East Bay has been a leader in the CSU system in producing credentialed math and science teachers. The campus is commended for the spirit and collaborative process that resulted in a unique STEM initiative with significant campus and community impact. (CFR 4.5, 4.6, 4.7)

Since the last accreditation review, in spite of changes in leadership and significant budgetary concerns, CSU East Bay has made significant strides to reinvigorate the Concord Campus after the loss of a considerable number of degree programs due to the budget crisis of 2008-2013. Planning for the Concord Campus has been a continuous process of data collection, analysis, and concrete action designed to increase student services, expand academic programs, and set a long range strategic direction for the location. A new leadership team has been appointed and charged with continuing the planning process and concurrently implementing data driven recommendations. It is recommended that the campus continue to look for cost-effective and creative strategies for offering or expanding online and other programs responsive to student and community needs on the Concord Campus. (CFR 4.1, 4.2, 4.5, 4.6, 4.7)

CSU East Bay has made substantial progress through the development of ILOs, PLOs, links between GE and curriculum, program reviews, and persistence rates. Its two-year collaborative, inclusive, and iterative process of engaging the entire campus in meaningful discussions about what their graduates should know and be able to do was valuable for its identity and cohesion as an institution. Care was taken to ensure that the ILOs were closely connected to its campus mission and strategic commitments. CSU East Bay is commended for its collaborative process of ILO development that resulted in campus-wide commitment to assessment. (CFR 4.3, 4.4, 4.6)

Faculty forums were held to assess the meaning, quality, and integrity of degrees. To ensure the quality of its degrees, the campus has demonstrated a commitment to the ongoing assessment of ILOs and to making changes based on assessment that serve students more effectively. The campus needs to continue to progress toward establishing clear institutional learning outcomes for graduate programs. All graduate programs currently have program specific learning outcomes. (CFR 4.4)

The Academic Senate passed a policy that requires that SLOs are reflected in all syllabi with the intention of focusing faculty and student attention on the relationship between the course curriculum and the larger learning goals. PLOs for all undergraduate and graduate degrees are now incorporated into the university catalog and program portfolios. (CFR 4.1, 4.4)

The ILO and GE subcommittees are charged with carrying out some aspects of ILO assessment in upper-division major courses and GE courses, respectively. The Educational Effectiveness Council focuses on assessment in academic programs in each of the four colleges, and the Student Retention and Graduation Subcommittee of the

Student Success and Assessment Committee (SSAC) focuses on improving educational experiences and support services for students. (CFR 4.1, 4.4, 4.6)

In academic year 2013-2014, subcommittees were trained in using Blackboard Outcomes. Assessments were conducted of critical thinking courses across the curriculum using Blackboard Outcomes, and its results are being used to develop *closing the loop* activities for improving student learning. Blackboard Outcomes facilitates the direct measurement of student learning. (CFR 4.1, 4.2)

The Academic Senate's Committee on Academic Planning and Review (CAPR) plays an important role in developing a vision for 21st century education. CAPR conducts five-year reviews that require all undergraduate and graduate degree levels and some co-curricular programs to undergo an extensive self-study that includes the setting of and planning for five-year goals. This process encourages analysis and reflection that allow programs to build on strengths, look for solutions to current challenges, and anticipate the future needs of students in their programs. Required annual reports provide progress toward goals, identification of changes and needs, and documentation of PLO assessment and relevant statistics. CSU East Bay uses annual reports and five-year program reviews as key mechanisms for ensuring that academic programs address students' needs and support student success. (CFR 4.1, 4.3, 4.4)

Provost Houpis has created the Programmatic Excellence and Innovations in Learning (PEIL) grant program to support faculty and staff in their efforts to develop innovative approaches to academic and co-curricular program improvement and assessment. All grant teams are cross-disciplinary and composed of faculty, staff, and in some cases, students. (CFR 4.3, 4.7)

As mentioned earlier in this report, CSU East Bay's two-year Planning for Distinction (PFD) process, which was completed in spring 2014, resulted in simultaneous evaluations and prioritizations of all academic and support programs on campus. This planning effort to find an appropriate balance of programs to maintain program quality and pursue initiatives is believed to be most essential to CSU East Bay's mission and strategic commitments, as well as to its ILOs. Although the use of the PFD results is still being developed, the PFD committees on instructional programs and support services have each created a ranked list of programs and services based on evaluation rubrics created by the committees. As the results of PFD are more fully analyzed by the larger campus community, programs and services receiving commendations may be able to serve as models for improvements in other campus programs and services. CSU East Bay needs to clarify the future role of PFD in institutional decision-making and budgetary allocations. The Provost has made it clear to deans and department chairs that new tenure-track lines will not be approved without evidence of current program reviews and annual reports that document the department's need for additional faculty. (CFR 4.3, 4.7)

Student evaluations of teaching are completed for every course. Additionally, a College Student Experience Questionnaire (CSEQ) survey is administered annually to CSU East Bay freshmen at the end of their first year. Freshmen have consistently reported learning gains in critical thinking, quantitative reasoning, and academic writing. (CFR 4.2, 4.3, 4.5)

In 2012, the Office of Institutional Research, at the request of and with the collaboration of Academic Affairs and the Office of Graduate Studies, administered a graduate student satisfaction survey to gauge graduate students' perception of CSU East

Bay including satisfaction with and importance of different aspects of their graduate experience. The survey specifically looked at reasons for enrollment at CSU East Bay, learning outcomes, barriers to academic success, and post-graduation plans. Some of the key findings, related to retention and graduation, include the following: 1) affordability and convenience were mentioned as the two top reasons for graduate students' decision to enroll at CSU East Bay (more than 30% of students estimated having no college debt and cited the importance of availability of online courses and degree programs that met their needs); and 2) high satisfaction with program and advisement factors were moderately associated with increased proficiency in learning outcome factors. (CFR 4.2, 4.5)

Of the changes occurring globally, nationally, locally, and in higher education, CSU East Bay has stated that the most important issues in the next seven to ten years are the increasing diversity of their student population; mechanisms for funding innovative programs; expansion of online and hybrid education opportunities; faculty and staff development; preparation for and implementation of the change from a quarter calendar to a semester calendar; the growing importance of sustainability; and the scope of their regional stewardship and community engagement. (CFR 4.4, 4.6, 4.7)

As part of the CSU system effort to convert the six campuses still on a quarter system to a semester system, CSU East Bay hopes to use the conversion process as an opportunity to re-envision the curriculum, revitalize the pedagogy, and support the learning and success of its students. The campus, which is scheduled to begin the semester system in Fall 2018, is commended for the strong collaboration in the transition

to the semester system and for the faculty who are viewing the conversion as opportunity for redesigning the curricula to enhance student learning. (CFR 4.3, 4.4, 4.6, 4.7)

The stated mission of the Institutional Research, Analysis, & Decision Support (IRADS) is to provide timely, systematic, insightful, and user-friendly data and analysis that support University planning, enhance decision-making, inform policy formation, align resources allocation, fulfill reporting requirements, and measure, evaluate, and communicate institutional effectiveness to the entire University community as well as external audiences through vigilant data stewardship, boundless curiosity, and steadfast adherence to customer service principles. (CFR 4.1, 4.2)

Institutional challenges identified through the self-review process relate to the gathering, analysis, and dissemination of data needed for evidence-based decisions about how the campus can best support student learning and success. The campus has made progress in the development of dashboards in areas of retention and graduation rates, IPEDS Faculty Profile Overall and By College, and Student/Faculty Ratios. The dashboards are available on the Institutional Research web page. More analyses on the engagement and use the data are needed as they pertain to the development of dashboards for tracking strategic initiatives. The Office of Academic Programs and Graduate Studies has created online program portfolios which are currently being populated to provide more data access to on-campus and off-campus stakeholders. (CFR 4.2)

In 2014, Institutional Research demonstrated a high priority of serving the data and reporting needs of the campus better by conducting a Customer Satisfaction Survey. The survey was designed to assess effectiveness and prioritize areas that may be improved. Areas of success and areas needing improvement were identified in the survey

results. Significant effort is currently being employed by Institutional Research and Data Warehousing to address data access and reporting needs through the use of interactive data visualization products, including Tableau, Pyramid, and Blackboard Outcomes. A new Director of Institutional Research has recently been hired and will be instrumental in addressing the current data as well as reporting deficiencies. The campus needs to give continued attention to the challenges related to determining what data need to be collected, how the data should be coded, getting the data, analyzing the data, and making the data and their analyses accessible in a timely fashion. (CFR 4.2, 4.3)

### **C. COMPONENT 3: DEGREE PROGRAMS: MEANING, QUALITY AND INTEGRITY OF DEGREES**

CSU East Bay has put in place a series of overlapping procedures to insure the quality and integrity of its degrees. While admitting that the various arrangements are time-consuming, the University hopes to insure that the processes by which degrees are reviewed are collaborative, inclusive, and iterative.

The institution's first line of defense to insure quality involved the creation of ILOs which was led by the Academic Senate Committee on Academic Planning and Review in a two-year process of interviews, forums, retreats, and workshops. The inclusive nature of the process resulted in the unanimous acceptance of the ILOs by the Academic Senate and President Morishita in 2012. (CFR 2.3, 2.4, 2.6, 3.10, 4.4)

The University is currently working through a plan to assess core competencies related to its ILOs. The Academic Senate expects to discuss adoption of this plan in 2015. As part of the preparation for this discussion, the university has focused particular attention on a "critical thinking" learning outcome. It has completed a pilot study of first year student papers and student performance in upper-division general education and

major courses. The results show that students did grasp much of what was expected, but both first year and upper class students have a ways to grow. One issue that arose and will require attention in the future is whether the same dimensions of critical thinking are appropriate for those pursuing different disciplines. (CFR 4.1).

To discuss its findings and learn from others, the University has twice sponsored critical thinking symposia at which scholars from across California shared insights and methodologies. In addition, in Fall 2014, CSU East Bay piloted methods by which to assess diversity/social justice and written communication learning outcomes. In sum, the University is serious in its pursuit of ways to measure its outcomes. Several times during the team visit, it was made clear by faculty and administration that the ILOs were now institutionalized and had served to bring the faculty together. This process and the assessment structure it facilitates are now sustainable at CSU East Bay and not created for a reaccreditation visit. (CFR 4.4)

To insure that these beginnings spread, CSU East Bay has developed two structures to speed implementation of the campus wide learning outcomes. Its Programmatic Excellence and Innovation in Learning (PEIL) grants help faculty and staff develop assessment plans that measure outcomes. On the other hand, the Educational Effectiveness Council keeps track of assessment plans across the campus and reports on progress or the lack of progress. The workload involved in service on the Council is high and has required faculty who volunteer to be granted release time. Though requiring considerable expenditure of resources, the existence of these structures has clearly helped to keep institutional focus on outcomes and their measurement.

The organizational structures focused on assessment are overlaid by institutional strategies for insuring degree quality and integrity, which were described earlier in this report: program review, which began with the departments and moved forward to the Provost; and the Planning for Distinction process, initiated by the President, led by the Provost and Chief Financial Officer and implemented by a representative committee selected from faculty nominations.

All programs are scheduled for review every five years, with a required annual progress report. As discussed in the self-study and during the site visit, program reviews in the past had been solely the responsibility of department chairs and lacked appropriate assistance of timely data from central offices, follow-up after completion, and reallocation of resources. The Committee on Academic Planning and Review (CAPR) has identified these concerns and is committed to address them. (CFR 4.2)

The goal of the Planning for Distinction (PFD) initiative is to evaluate the value, quantitatively, of every program and rank programs on five criteria: consistency with the University's Strategic Commitments, internal and external demand, program quality, costs and productivity, and uniqueness and future directions. Departments submit data to a central faculty committee that rank-orders all programs according to assigned quantitative values and weightings of their variables. A program may be designated for commendation, maintenance, review (level 1), or review (level 2). Significantly, many of the programs that ranked low were in the humanities and social sciences. This should provoke questions about the measures as well as the environment for these departments on campus and in the region. Following the report of the PFD evaluation committee, individual colleges have responded by reforming or terminating programs and merging

departments. The process is ongoing, and next steps have not been clearly articulated across the campus. During the visit, some faculty and staff expressed that the results of the PFD Program may play a role in the future allocation of resources, while others thought that some of its measures would be incorporated into the program review process. Almost universally, the faculty and administration agreed that the PFD initiative demonstrated that program level data were currently insufficient. The CSU East Bay administration has taken account of this and become diligent in reforming data collection and data access. It remains unclear if there will be a subsequent PFD exercise. It appears to have been authorized in light of the threat of serious budget reduction, which still exists but is now not thought to be imminent. (CFR 2.2).

The structures required to monitor institutional learning outcomes, program review, and the PFD initiative, as a whole, have taken considerable faculty and staff time. In part, this energy has been required because of CSU East Bay's commendable commitment to the full engagement of the campus in decision-making. Nevertheless, these initiatives have tested the ability of the institution to provide relevant and timely data at the class, program, and department levels. What is not certain is whether the initiatives are working in parallel or divergence regarding the quality and integrity of the programs. (CFR 4.2)

What seems to be most positive is that CSU East Bay has recognized these challenges. The faculty, staff, and administration understand that the ILOs, program review, and PFD are not fully integrated. They recognize the value of programs, such as the freshman learning communities and peer mentors, that help to draw students across campus together but are not always captured by academic review processes. Using

WASC rubrics, they see the quality of their degrees as emerging and developmental, and they are committed to making their quality rise in the future. (CFR 4.3)

**D. COMPONENT 4: EDUCATIONAL QUALITY: STUDENT LEARNING, CORE COMPETENCIES, AND STANDARDS OF PERFORMANCE AT GRADUATION**

CSU East Bay has carried out a very successful assessment of its core competencies, using an inclusive, collaborative, and iterative process to develop its ILOs and objectives and to systematically integrate the assessment of the ILOs with the SLOs in GE. So far, the university has developed an assessment plan, created a rubric, collected and analyzed data for critical thinking. In addition, student work has been collected and assessed on two additional ILOs: written communication, and diversity and social justice. The results and data have been used to improve student learning and the university assessment process. For example, the Critical Thinking rubric has been revised and is ready for programs to use or adopt. Faculty learning communities have been created to help faculty develop better assignments to assess student critical thinking skills.

Through this inclusive process, CSU East Bay has transformed a culture of assessment and built an infrastructure of assessment. Faculty and administration have used many existing committees for the assessment of the ILOs. In fact, faculty, staff, and the administration commented many times during the Accreditation Visit that the university conducted the assessments and reviews not because of the WASC Accreditation Visit, rather because they want to improve student learning and success. (CFR 2.3, 2.4, 2.6, 3.10, 4.4)

CSU East Bay is commended for its collaborative process in the development of the ILOs, the resultant campus-wide commitment to assessment, and the creation of common outcomes and rubrics for critical thinking.

**E. COMPONENT 5: STUDENT SUCCESS: STUDENT LEARNING, RETENTION, AND GRADUATION**

CSU East Bay has taken the issue of student success very seriously. Its mission, strategic commitments, and ILOs emphasize the importance of student success, which it defines in terms of learning and completion rates. Faculty, administrators, and staff, along with student peer mentors, work in concert to improve the learning, retention, and graduation of students. The Student Retention and Graduation Subcommittee of the Student Success and Assessment Committee has focused on the Writing Skills Test and Intrusive Advising. They have identified milestones of student success, developed a “dashboard of indicators” and determined appropriate interventions to improve student retention and graduation rates. (CFRs 2.3, 2.4, 2.6, 2.10-2.14)

The Student Success subcommittee has conducted focus groups to help identify impediments to progress for the 2008 cohort and apply what was learned to recommendations for improvement. They have identified roadblocks to the six-year graduation rate for this cohort and explored ways to connect resource allocation to cohort tracking for effectiveness and assessment. Additionally, they examined and analyzed the University Writing Skills Requirement and how the Writing Skills Test (WST) and course availability are impacting progress to graduation, as well as considered current advising processes, feasibility of paperless advising, and possible outreach strategies to students who have not registered by established deadlines. Coordination of training and

outreach with College Advising Centers and various student support departments are being initiated. (CFRs 2.3, 2.10-2.14)

The campus has examined enrollment trends and changes, with focused discussions on retention and graduation rates, and has established new support structures to improve and address its rates. They are not satisfied with their current rates and the President has challenged the CSU East Bay community with increasing the six-year graduation rate for entering freshman from 43% to 60% and the three year graduation rate for transfer students from 51% to 70% by 2020. The Subcommittee is examining and recommending to the Student Success and Assessment Committee (SSAC) the requirements to attain the President's six-year goal of improved graduation rates. One challenge has been easy access to disaggregated retention and graduation data, which has been duly noted and is being addressed. CSU East Bay has identified key areas requiring increased efforts related to student success. These include lower success rates of first-time freshmen requiring developmental math and English; lower overall numbers and retention and graduation rates for African American students; lower retention and graduation rates of students from outside the CSU East Bay service area and out-of-state students, especially African American and Hispanic students; lower graduation rates of students in individual graduate programs; and a review of success rates and issues particular to international students. (CFRs 2.6, 4.1-4.6)

CSU East Bay is commended for creating robust cross-institutional teams to address issues and directions; providing financial and staff support for important change initiatives; tangible commitment to the enhancement of the student experience as

exemplified by the reestablishment of the Student Affairs Division and other student success initiatives; and significant effort to address data access and reporting needs.

The team recommends that CSU East Bay give continued attention to determining the data that need to be collected and how the data should be coded, accessed, analyzed, and accessible; the coordination, collaboration, and sharing of best practices, including cross-training, in student success programs; and the expansion of successful student academic and co-curricular support programs to address needs of all student populations.

#### **F. COMPONENT 6: QUALITY ASSURANCE AND IMPROVEMENT: PROGRAM REVIEW, ASSESSMENT, USE OF DATA AND EVIDENCE**

CSU East Bay has built effective teams and collaborations among faculty, staff, and administration, and provided funding to support the assessment efforts, including technology support, professional development, and/or hiring of new support staff. For example, technology (Blackboard Outcomes) and support teams are offered by the university to facilitate the direct assessment of critical thinking from the rubric development to data analysis to ensure the continuous improvement of this ILO. Moreover, the provost has allocated a specific assessment budget for the colleges and departments to carry out their assessment efforts. In fact, the Provost's funding is critical for the transformation of the assessment culture on campus and sustainability of these efforts. (CFR 3.5, 4.1, 4.3, 4.5)

Many departments in CSU East Bay have used program assessment to study and explore issues that are important to them and to the learning and success of students. Assessment of PLOs is required in the annual report and the 5-year review conducted by the Committee on Academic Planning and Review (CAPR). All academic programs have developed and listed PLOs in the university catalog. Undergraduate degree

programs are assessed in a variety of ways, with each academic unit developing its own PLOs, assessment plan, and methods of assessing including capstone projects, seminars, and portfolios. In fact, CSU East Bay has used annual assessment and 5-year program review to ensure that standards of performance for degree programs are set, validated, and assessed, and current assessment is required in the departmental hiring of new faculty.

The team is impressed with CSU East Bay's accomplishments in the assessment of its ILOs and program review. Greater clarification will further improve these processes and outcomes. Theoretically, program review of PLOs and assessment of ILOs should include the review of all degree programs, including graduate and undergraduate programs.

The Academic Senate's standing Committee on Academic Planning and Review is responsible for program review. While the CAPR review process is intended to review individual degree programs, departments often combine the reviews of both undergraduate and graduate programs into one report, often providing less information about their graduate program. One reason for this is that many statistics provided by Institutional Research are departmental trends rather than program trends. The Graduate Advisory Council is addressing this issue by encouraging graduate coordinators to ensure that sufficient information regarding their graduate programs is included in their departmental program reviews. (CFR 2.2a, 2.2b, 2.3, 2.4. 2.6, 4.1, 4.2, 4.3, 4.4)

Each program at CSU East Bay is encouraged to align its PLOs with at least two ILOs by addressing the questions: Are the university's six ILOs solely for undergraduate programs, or for both undergraduate and graduate programs? Would each ILO be the

same or different for the graduate and undergraduate program? Would the university use the same rubric for the undergraduate and graduate program?

CSU East Bay is commended for its appropriate commitment to sustainability of efforts beyond those required by the WASC accreditation; providing financial and staff support for important institutional change initiatives, including university and program assessment; genuine striving to study and explore issues that impact the institution's core commitments to high educational quality, institutional accountability, and quality learning environment.

The team recommends that CSU East Bay continue to progress toward establishing clear institutional learning outcomes for graduate programs.

**G. COMPONENT 7 - SUSTAINABILITY: FINANCIAL VIABILITY;  
PREPARING FOR THE CHANGING HIGHER EDUCATION ENVIRONMENT**

Although the State of California's precipitous downward trend of funding the CSU has ended, the impact of the budget crisis left CSU East Bay with a reduction in appropriation of over \$22 million, from \$89,778,621 in 2008, to \$67,147,261 in 2013. During that same period, tuition and fee revenue increased (net of tuition discounts) from \$47,076,900 in 2008, to \$76,508,928 in 2013, an increase of \$29,432,028, due in part to a planned increase in international student enrollment and implementation of a mandatory Academic Access, Enhancement and Excellence student fee. CSU East Bay has worked carefully to reduce operational costs and improve its financial effectiveness and efficiency. (CFR 3.4)

While the budget reductions have been significant, the realignment in funding sources has made CSU East Bay less dependent on state appropriations and will reduce the volatility that would be caused by any possible reductions in the future. Five years

ago, in fiscal year 2008-09, 61% of the total operating budget was funded by state general fund support and 39% was funded from student fees and tuition. Last fiscal year, 2013-14, 41% of the total operating budget was funded by state general fund support and 59% was funded from student fees and tuition. (CFR 3.4)

The ILOs demonstrate that the institution is dedicated to developing their students into well-educated, engaged citizens prepared for the challenges of a rapidly changing world. Faculty are supported in their efforts to provide a rich and relevant learning environment through a number of university initiatives and support structures, including the Office of Faculty Development, Faculty Learning Communities and First Year Faculty Experience workshops, Journey to Excellence in Online Instruction, the Instructional and Research Equipment Enhancement Program, the Office of Research and Sponsored Programs which provides a variety of internal faculty grant opportunities, Media and Academic Technology Services (MATS), Programmatic Excellence and Innovation in Learning (PEIL) grants, the Office of University Diversity, the Center for Community Engagement, and the Institute for STEM Education. (CFR 3.1, 3.3)

CSU East Bay offers a wide variety of co-curricular programs and activities that further enhance student learning and success. Support programs that serve all students include tutoring in the Student Center for Academic Achievement (SCAA), advising in Academic Advising and Career Education (AACE), and student service centers at each of the four colleges that make up the university. Support programs that serve the needs of particular student groups include EOP, GANAS, EXCEL, Project IMPACT, Accessibility Services, Renaissance Scholars Program, Peer Mentor Program, Freshman Learning Communities, Program for Accelerated College Education (PACE), Student

Service Operation for Success (funded by a U.S. Department of Education AANAPISI grant), and University Honors Program. (CFR 2.10, 2.13)

Of the changes taking place globally, nationally, locally, and in higher education, the most important ones for CSU East Bay in the next seven to ten years are increasing the diversity of their student population; mechanisms for funding innovative programs; expansion of online and hybrid education opportunities; faculty and staff development; preparation for and implementation of the change from a quarter calendar to a semester calendar; the growing importance of sustainability; and the scope of their regional stewardship and community engagement. (CFRs 1.4, 4.6, 4.7)

In July 2014, CSU East Bay hired a full-time Director of Sustainability to manage campus sustainability efforts in conjunction with Facilities Development and Operations, develop a comprehensive sustainability plan, oversee the establishment and direction of a campus Center for Sustainability, develop and manage a student internship program in sustainability, and interface with efforts in community engagement and social justice. The campus vision is to become a vital, multicultural academic community that, by the year 2030, has achieved a sustainable balance that is ecologically friendly, economically viable, and socially responsible. (CFRs 3.4, 4.6, 4.7)

CSU East Bay has continued its efforts to serve not only its students, but also the larger communities in its service area. The Hayward Promise Neighborhood initiative involves the campus working closely with the Hayward Unified School District, the City of Hayward, Chabot College and fourteen other community-based agencies in order to increase educational opportunities and enhance the quality of life for people living in Hayward's Jackson Triangle neighborhood. The Gateways East Bay STEM Network is

another example of CSU East Bay's regional stewardship. This program was established to improve the STEM skills of Bay Area students from pre-school through college and has brought university and junior high school faculty together to share best practices for preparing students to succeed in the 21st century workforce. The Gateways Network is composed of more than 30 partners from business, education, civic, nonprofit, and philanthropic organizations that focus on children in preschool through college with a mission to create a world-class system of education that ensures every student will succeed in 21st century careers. CSU East Bay has worked diligently to sustain financial viability and prepare for the changing higher education environment. (CFR 4.3-4.7)

### **SECTION III. FIFTH YEAR REVIEW DOCTORATE IN EDUCATION**

Following WASC guidelines, CSU East Bay filed a timely institutional report in June 2014 that provided an overview of its EdD program, discussion of the faculty, description of the development of doctoral culture in support of the program, evidence of student learning, record of student achievement including publications and placements, and a concluding statement of strengths and weaknesses. The report was supported by twelve appendices. Particularly informative was the report of the external reviewer, Dr. Carlos Nevarez, CSU Sacramento, which was incorporated into the CSU East Bay Accreditation Visit. Dr. Nevarez's analysis provided a useful reference for the visiting team as it discussed the program with the faculty and administration.

It is appropriate to begin this evaluation with Dr. Nevarez's statement, *It appears to me that the program is providing value to developing education leaders and is making an excellent contribution to regional efforts to developing culturally proficient leaders*

*with the skill lever to improve student outcomes.* The team agrees and commends the program for its success in training educational leaders who are committed to diversity.

A second commendation is implicit in Dr. Nevarez's conclusion, that CSU East Bay has developed its program paying close attention to the needs of surrounding communities and in collaboration with their educational leadership. Both campus recruitment of students and definition of research projects indicate the serious regard of the challenges of districts in its close proximity. CSU East Bay is clearly committed to its neighborhood.

Much of Dr. Nevarez's commentary focuses on the analysis of student performance, with particular attention to writing and research skills, both of which could benefit from additional faculty review and remediation. Significantly, the students themselves, as recorded in their self-evaluations in Appendix J, indicate that they are not fully confident regarding the research skills necessary to implement the needs of diverse populations they would serve. Further, after the first cohort, students have taken considerable time to degree, possibly signaling difficulty in completing the research and writing required for completion (Appendix H).

The team found that the faculty and administration are aware of these challenges and have already responded to Dr. Nevarez's recommendation of additional faculty to allow more opportunity for the analysis of student performance and remediation. They have also begun to revise the curriculum to respond to student performance. The morale of the faculty and administration is high, and it is clear that the Dean of the College of Education fully supports their efforts. The faculty and administration look forward to continuing growth in the student body, as is predicted by an upswing in applications this

year. With such success, they anticipate the hiring of additional faculty and, possibly, the funding of research assistantships, as suggested by Dr. Nevarez.

In sum, the Doctorate in Education at CSU East Bay is well launched and has been appropriately supported. Its particular commitments to diversity and its surrounding communities are worthy of commendation. The program has attracted committed faculty who increasingly collaborate on scholarship and curriculum. It is no surprise that an increasing number of students seek to apply.

The team recommends that the next review of the program be undertaken at the time of the next regularly scheduled reaccreditation review. The program does not appear to require additional progress or interim reports or a special visit.

#### **SECTION IV. FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS FROM THE TEAM REVIEW**

The Accreditation Team found its engagement with CSU East Bay rewarding throughout the process, not only for its ability to find answers to its lines of inquiry, but also for what it learned from an institution that is forward-looking and truly committed to its students and region. This report concludes with the team's commendations and recommendations.

**COMMENDATIONS.** The team commends CSU East Bay for its accomplishments and practices, as reflected in the institution's:

- preparation of a comprehensive, well-developed institutional report and high degree of transparency, openness, integrity, and broad campus involvement employed in the accreditation process;

- genuine striving to study and explore issues that impact its core commitments to high educational quality, institutional accountability, and quality learning environment;
- consistent shared governance among faculty, staff, and administration, as demonstrated by the inclusive processes employed in institutional decision-making and planning;
- firm student-centered focus and commitment to transforming lives of students through accessible higher education and high quality of teaching and learning;
- efforts to seek cost-effective and creative strategies for offering or expanding programs on the Concord Campus responsive to student and community needs;
- well-grounded commitment to diversity as stated in CSU East Bay's documents of mission, vision, data collection, and resolve for diversity parity among students, faculty, staff, and administrators;
- collaborative process for the development of six Institutional Learning Objectives that resulted in a campus-wide commitment to assessment;
- successful creation of common outcomes and rubrics for critical thinking as the first campus-wide core competency area to assess;
- stewardship initiatives and creative responses to state budget reductions through fee increases, grants, and private gifts to avoid massive operational reductions;
- emergence from financial uncertainty with strong leadership, fresh vision, and resolve;
- creation of robust cross-institutional teams to address major issues and directions;
- appropriate financial and staff support for vital institutional change initiatives;

- appropriate commitment to and structures for sustainability of efforts beyond those required by the WASC accreditation;
- tangible commitment to enhance the student experience as exemplified by the reestablishment of the Student Affairs Division and student success initiatives;
- strong collaboration in the transition to the semester system;
- faculty who view semester conversion as opportunity for redesigning the curricula to enhance student learning;
- significant effort being employed to address data access and reporting needs;
- presidential leadership in creating a clear vision for the future of the institution with considerable campus buy-in (“We will not be average!”);
- spirit and collaborative process that resulted in a unique STEM initiative with significant campus and community impact.

**RECOMMENDATIONS.** The team recommends that CSU East Bay:

- continue to progress toward establishing clear institutional learning outcomes for graduate programs;
- give continued attention to challenges related to determine what data need to be collected, how the data should be coded, getting the data, analyzing the data, and making the data and their analyses accessible in a timely fashion;
- continue to coordinate, collaborate, and share best practices, including cross-training, in student success programs;
- expand successful student academic and co-curricular support programs to address needs of unique and general student populations;

- clarify the future role of Planning for Distinction in institutional decision-making and budgetary allocations;
- continue to refine feedback loops and communication processes with respect to institutional initiatives;
- continue to seek cost-effective and creative strategies for offering or expanding programs on the Concord Campus responsive to student and community needs

## APPENDICES

### FEDERAL COMPLIANCE

#### **1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM**

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Where is the policy located? <a href="http://www20.csueastbay.edu/ecat/appendices/appendix.html#credithr">http://www20.csueastbay.edu/ecat/appendices/appendix.html#credithr</a>
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <a href="#">New course requests</a> require specifications of numbers of hours of lecture, lab, and activity (see form sections 3.i., 3.j., 3.k. and 4.) and adherence to the CSU Course Classification System which specifies numbers of class hours/week for scheduling purposes.
	Does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: See also: <a href="http://www20.csueastbay.edu/pem/university-scheduling/files/docs/CSUEB_SchedulingGuidelines_rev061009.pdf">http://www20.csueastbay.edu/pem/university-scheduling/files/docs/CSUEB_SchedulingGuidelines_rev061009.pdf</a> All courses must have specified the number of class hours/week and must be scheduled according to the approved CSU course classification.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: <a href="#">Online schedule of classes</a> indicates number of meeting hours for each course each term.
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? 8
	What kind of courses (online or hybrid or both)? Online, on ground and hybrid, including laboratory
	What degree level(s)? Baccalaureate ad Masters
	What discipline(s)? Accounting, Chemistry, Health Care Administration, History, Human Development, Kinesiology, Management, Recreation
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: All online and hybrid courses are clearly designed as such in the public online University <a href="#">course schedule</a> and clearly indicate the number and hours of face-to-face meetings if required.
Sample syllabi or	How many syllabi were reviewed? 1

<p>equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i></p>	What kinds of courses? Graduate hybrid/supervisory course
	What degree level(s)? Masters
	What discipline(s)? Health Care Administration
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Note: All laboratory courses and courses that include internships as part of the course requirements meet for the prescribed numbers of hours. All students who register for Cooperative Education courses must have their educational proposals evaluated and approved per this agreement form: <a href="http://www20.csueastbay.edu/academic/academic-support/aace/files/docs/coop_education_forms.pdf">http://www20.csueastbay.edu/academic/academic-support/aace/files/docs/coop_education_forms.pdf</a>
<p>Sample program information (catalog, website, or other program materials)</p>	How many programs were reviewed? 9
	What kinds of programs were reviewed? BA, BS, BFA, MA, MS, MBA, MPA, MSW, EdD
	What degree level(s)? Baccalaureate, Masters, Doctorate
	What discipline(s)? <a href="#">BA Anthropology</a> , <a href="#">BS Biochemistry</a> , <a href="#">BFA Art</a> , <a href="#">MA Communication</a> , <a href="#">MS Biostatistics</a> , <a href="#">MBA</a> , <a href="#">MPA</a> , <a href="#">MSW</a> , <a href="#">EdD</a>
	Does this material show that the programs offered at the institution are of a generally acceptable length? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: The annual University catalog ( <a href="http://www20.csueastbay.edu/ecat/index.html">http://www20.csueastbay.edu/ecat/index.html</a> ) contains extensive information about degree requirements for each undergraduate and graduate program and for every course offered by the University.

Review Completed By: I have reviewed the materials cited above and find them to indicate compliance with accepted credit hour and program length practice,  
Robert Benedetti, WASC Team member for CSU East Bay Reaccreditation  
Date: 4/22/15

**FEDERAL COMPLIANCE**

**2 - MARKETING AND RECRUITMENT REVIEWFORM**

Under federal regulation\*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices.

<b>Material Reviewed</b>	<b>Questions and Comments: Please see findings and recommendations in the comment section of this table.</b>	<b>Verified Yes/No</b>
**Federal regulations	Does the institution follow federal regulations on recruiting students?  Comments: In addition to following all federal and state regulations regarding non-discrimination (see <a href="http://www.calstate.edu/EO/EO-1097.html">http://www.calstate.edu/EO/EO-1097.html</a> , <a href="http://www20.csueastbay.edu/af/departments/risk-management/files/docs/titleix.pdf">http://www20.csueastbay.edu/af/departments/risk-management/files/docs/titleix.pdf</a> ) CSU East Bay is a member of the National Association for College Admission counseling (NACAC), and committed to serving students and maintaining high standards that foster ethical and social responsibility among those involved in the admission transition process, as outlined in the NACAC <a href="#">Statement of Principles of Good Practice</a> (SPGP). As a NCAA Division II University, CSU East Bay follows <a href="#">NCAA rules and regulations</a> pertaining to prospective student-athletes, enrolled student-athletes, and all boosters, donors, and representatives of athletics interests.	Yes
Degree completion and cost	Does the institution provide accurate information about the typical length of time to degree? <a href="http://www.collegeportraits.org/CA/CSUEB">http://www.collegeportraits.org/CA/CSUEB</a>	Yes
	Does the institution provide accurate information about the overall cost of the degree? <a href="http://www20.csueastbay.edu/prospective/cost-and-financial-aid/">http://www20.csueastbay.edu/prospective/cost-and-financial-aid/</a> <a href="http://www.collegeportraits.org/CA/CSUEB">http://www.collegeportraits.org/CA/CSUEB</a>	Yes
Careers and employment	Comments:	
	Does the institution provide accurate information about the kinds of jobs for which its graduates are qualified, as applicable?  Does the institution provide accurate information about the employment of its graduates, as applicable?	Yes  Yes
	Comments: Jobs and career information are readily available from the Academic Advising and Career Education website: <a href="http://www20.csueastbay.edu/academic/academic-support/aace/major-exploration/what-can-i.html">http://www20.csueastbay.edu/academic/academic-support/aace/major-exploration/what-can-i.html</a> Annual employment data are available from the Academic Advising and Career Education website: <a href="http://www20.csueastbay.edu/academic/academic-support/aace/index.html">http://www20.csueastbay.edu/academic/academic-support/aace/index.html</a> . Data specific to 2012-13 graduates may be found at: <a href="http://www20.csueastbay.edu/academic/academic-support/aace/files/docs/12-13%20Success%20Report.pdf">http://www20.csueastbay.edu/academic/academic-support/aace/files/docs/12-13%20Success%20Report.pdf</a>	

\*§602.16(a)(1)(vii) \*\*Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

*Review Completed By: G. Pardon Date: 4-10-15*

**FEDERAL COMPLIANCE**

**3 - STUDENT COMPLAINTS REVIEW**

Under federal regulation\*, WSCUC is required to demonstrate that it monitors the institution’s student complaints policies, procedures, and records.

<b>Material Reviewed</b>	<b>Questions/Comments: Please see findings and recommendations in the comment section of this column.</b>	<b>Verified Yes/No</b>
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints?	Yes
	Is the policy or procedure easily accessible? Where? <a href="http://www20.csueastbay.edu/af/departments/risk-management/investigations/forms/register-complaints.html">http://www20.csueastbay.edu/af/departments/risk-management/investigations/forms/register-complaints.html</a>	Yes
	Comments: Sexual harassment policy and procedures are found at the bottom of every campus web page with a link to <a href="#">Register a Complaint</a> , as well as in the on-line University Catalog, with links for students to all policies and contact persons for any discrimination or harassment, grade related, and whistle-blower complaints.	
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? Please describe briefly: Academic Senate policy governs the procedures and committee for addressing <a href="#">grade appeal and academic grievance</a> complaints which is consistent with CSU <a href="#">Executive Order 1037</a> . All other student complaints are governed by policies and procedures outlined here: <a href="http://www20.csueastbay.edu/af/departments/risk-management/investigations/forms/register-complaints.html">http://www20.csueastbay.edu/af/departments/risk-management/investigations/forms/register-complaints.html</a>	Yes
	Does the institution adhere to this procedure? Comprehensive, detailed policies and procedures, including appeal processes, are provided and carefully defined. Many are based on CSU System policies. All links on the web page are updated.	Yes
	Comments: <a href="http://www20.csueastbay.edu/faculty/senate/committees/fairness/index.html">http://www20.csueastbay.edu/faculty/senate/committees/fairness/index.html</a>	
Records	Does the institution maintain records of student complaints? Where? Student academic complaint records are maintained in Academic Programs and Graduate Studies and reported in aggregate annually to the Academic Senate.	Yes
	Does the institution have an effective way of tracking and monitoring student complaints over time? Records of student academic complaints are maintained in Academic Programs and Graduate Studies and reported in aggregate annually to the Academic Senate.	Yes
	Comments: Complaints are addressed and monitored for graduate students by the Director of Graduate Studies and for undergraduate and other students by the AVP of Risk Management and Internal Control.	

\*§602-16(1)(1)(ix) See also WASC Senior College and University Commission’s Complaints and Third Party Comment Policy.

*Review Completed By: D. Ching Date: 4-10-15*

**FEDERAL COMPLIANCE**

**4 – TRANSFER CREDIT REVIEW**

Under federal regulations\*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified Yes/No
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit?	Yes
	Is the policy publically available? If so, where? <a href="http://www20.csueastbay.edu/students/student-services/transfer-credit/">http://www20.csueastbay.edu/students/student-services/transfer-credit/</a> <a href="http://www20.csueastbay.edu/ecat/general-info/admiss-undergrad.html#transfer-units">http://www20.csueastbay.edu/ecat/general-info/admiss-undergrad.html#transfer-units</a>	Yes
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education?	Yes
	Comments: CSU, East Bay has a policy for reviewing and receiving transfer credit, which is publicly available on the University’s website in accordance with 668.43 (a)(11). The policy includes a statement of criteria established by the institution regarding the transfer of credit earned at another higher education institution. There is information on Transferable Courses, explaining which credits are transferable with links to ASSIST, California’s official online service for determining how course credits will transfer between higher education institutions. There is additional information on the STAR Act (SB 1440) for community college students who have completed or are in the process of completing the relatively new Associate in Arts Degree for Transfer (AA-T) or the Associate in Science Degree for Transfer (AS-T). New transfer students receive a transfer credit evaluation from the Office of the Registrar within the student’s first two terms of attendance at CSUEB. This transfer credit evaluation is called a CAAR or CSU Academic Advisement Report. Efforts are being made, and should be continued, to provide this evaluation information to new transfer students as early as is possible. Providing this information to students is helpful for advising purposes and can help improve graduation and retention rates. See also <a href="http://www.assist.org">www.assist.org</a> .	

\*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies :that--(1) Are publicly disclosed in accordance with 668.43(a)(11); and (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.  
Review Completed By: *J. Sakaki* Date: *April 22, 2015*

## **OFF-CAMPUS LOCATION REVIEW: CONCORD CAMPUS**

Institution: California State University, East Bay

Type of Visit: WASC onsite visit

Name of reviewer/s: Dr. Dorothy Leland & Dr. Amy Liu

Date/s of review: April 9, 2015

1. Site Name and Address : California State University, East Bay, Concord Campus. 4700 Ygnacio Valley Road, Concord CA 94521
2. Background Information (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a regional center or off-campus site by WASC)

The campus in Concord opened in fall 1992 with 90,000 square feet of classrooms, offices, laboratories, library, computer lab, student center, and art studio. The City of Concord operates Boatwright Field on campus land, with approximately 2600 youth utilizing the field on a regular basis. The campus has historically offered upper division completion programs, with a number of Masters programs in various fields. The campus is recovering from serious budget cuts instated during the recent recession. In the last two years, campus leadership has authored a new strategic plan, initiated a free student and faculty shuttle between campus and the local BART station, and opened a new \$1.6 million organic chemistry lab to accelerate the development of STEM based academic programs. The campus Director was recently named an American Council of Education Fellow, and plans to use his fellowship year to evaluate best practices at other institutions around the nation. The campus' current quarterly enrollment is approximately 550 state support FTES, with approximately 100 FTE equivalents in self-support programs.

Undergraduate Completion Programs:

Business (Options in Management, Marketing and Finance)-BS

Nursing-BS

Psychology-BA

Sociology-BA

Liberal Studies (BA)

Upper Division Core Course in: Criminal Justice-BS; Health Sciences-BS

Undergraduate Pre-Major Cohort: Pre-Nursing

Single and Multiple Subject Teacher Credential Programs.

Masters in Educational Leadership

Masters in Education, Early Childhood Development option

Pre-professional Health Academic Program (PHAP) for post-baccalaureates

Paralegal certificate program

Osher Lifelong Learning Institute (OLLI):

3. Nature of the Review (material examined and persons/committees interviewed):

Meetings with: Dr. Leroy Morishita, President, CSU East Bay

Dr. Robert Phelps: Director, Concord Campus/Associate Professor of History

Dwight Dickerson, Esquire: Director of the Paralegal Studies Program

Website studied: <http://www20.csueastbay.edu/concord/>

**Observations and Findings**

Lines of Inquiry	Observations and Findings
<p><i>Fit with Mission.</i> How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? (CFRs 1.2, 3.1, 3.4, 4.6)</p>	<p>The Concord Campus fits well with the university’s mission and needs a lot of support. Following the principle of “One University, Multiple Locations,” the Concord Campus is conceived as one of a number of CSUEB’s instructional sites. The site is managed by a Director, reporting to the Associate Vice President of University Extension, who in turn reports to the Provost-Vice President of Academic Affairs. The Director was recently named an American Council of Education Fellow for the 2015-2016 academic year. The university conceives the fellowship as a means to gain insight into best practices in branch campus development, operations and academic programming. Courses are scheduled by academic departments based at the Hayward campus.</p>
<p><i>Connection to the Institution.</i> How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution? (CFRs 1.2, 2.10)</p>	<p>Following the principle of “One University, Multiple Locations,” the Concord Campus is one of California State University, East Bay’s integral sites.</p> <p>The present of CSU East Bay is visible at the off-campus site. In last two years, campus leadership has authored a new strategic plan, initiated a free student and faculty shuttle between campus and the local BART station, and opened a new, \$1.6 million organic chemistry lab to accelerate the development of STEM based academic programs.</p> <p>Modified versions of main campus events, such as Freshman Orientation, Transfer Orientation, Al Fresco, Sustainability outreach programs and showings of culturally significant films are regularly held at the branch campus. A Concord Campus branch of Cal State East Bay’s University Honors Program was instituted in AY 2014-2015. Student clubs including Ambassador, Christian Fellowship, and East Bay Student Nursing Association are active.</p>

<p><i>Quality of the Learning Site.</i> How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFRs 1.7, 2.1, 2.5, 3.1, 3.4)</p>	<p>The Concord Campus is conceptualized as a public university with the feel of a small private college. The average classroom accommodates 30-35 students, making for an intimate instructional environment. Academic services staff are managed by an onsite director, while faculty report to Hayward based colleges and academic departments. Facilities and custodial staff report to Hayward based supervision.</p> <p>In the Fall of 2013 the Concord Campus opened a new 3,300-square-foot organic chemistry lab on the second floor of Contra Costa Hall. The lab was developed to support the Pre-Nursing freshmen cohort and the Pre Health Admissions Program as well as enable the development of additional science based programs at the Concord Campus. The \$1.6 million facility is the largest organic chemistry laboratory at the university.</p>
<p><i>Student Support Services. CPR:</i> What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? <i>EER:</i> What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.5)</p>	<p>Student Support Services. CPR: What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? EER: What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.5)</p> <p>The Concord Campus provides a full range of student services, including:</p> <ul style="list-style-type: none"> <li>• Student Services Lobby with a range of student support services, current hours <i>9am-630pm, Monday-Thursday</i>: general information, ID cards, cashiering, appointment scheduling, registrar and admissions office liaison, transcript processing, campus switchboard.</li> <li>• 22,000 volume capacity campus library. Books from the main campus are ordered online and delivered to the Concord Campus from the Hayward Campus library the next day. All digital materials are available to Concord Campus students. Current hours <i>8am to 7pm, Monday-Thursday</i>.</li> <li>• Three computer labs with Windows-based computers and printing services. Current hours <i>11am to 7pm, Monday-Thursday</i></li> <li>• Advising services with one full time Academic Advisor and Career Counselor. Major advising is conducted through the academic departments, with advising offered either in person, email or phone. <i>9am to 6pm, Monday- Thursday</i>.</li> <li>• Student Counseling Services <i>8am to 5pm, Mondays</i>.</li> <li>• Accessibility Services <i>9am to 6pm, Tuesdays and as required</i>.</li> <li>• Financial Aid Advising <i>2pm to 7pm, two days per month</i>.</li> <li>• Student Health Services <i>230pm to 630pm, Mondays and Thursdays</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>• Campus Union with prepackaged food, books, supplies and coffee service. Current hours 11am to 630pm, Monday-Thursday</li> <li>• Free shuttle service to Concord BART station. 8am to 1020pm, Monday- Thursday.</li> <li>• University Police Department is present with one police officer or community service officer.</li> </ul>
<p><i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty are involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.3, 4.3)</p>	<p>Reflecting the principle of “One University, Multiple Locations,” the Concord Campus courses are taught by the same mix of full time and adjunct faculty found at the main campus. Most faculty teach at both campuses during any given quarter, and participate in the academic oversight process as conducted at the Hayward Campus, where academic departments and colleges are based. The Department of Nursing, which has the largest Concord student contingent, operates a fully staffed department office on the campus and conducts department meetings via conferencing technology, with faculty participating from both campuses.</p>
<p><i>Curriculum and Delivery.</i> Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6) [Also submit credit hour report.]</p>	<p>Following the principle of “One University, Multiple Locations,” the Concord Campus is fully integrated into the Institutional Learning Outcomes of the Concord Campus. See: <a href="http://www20.csueastbay.edu/about/institutional-effectiveness/educ-effectiveness/ilo/index.html">http://www20.csueastbay.edu/about/institutional-effectiveness/educ-effectiveness/ilo/index.html</a></p> <p>Curriculum is designed, approved and delivered by academic departments at the Hayward Campus. Courses taught at the Concord Campus are those delivered at the Hayward Campus and online, and are typically taught by faculty who teach at both campuses. Student course evaluations are similar to those used at the Hayward campus and the results are delivered to the appropriate colleges and academic departments. Results are integrated into overall institutional data.</p>
<p><i>Retention and Graduation.</i> What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)</p>	<p>Most Concord students are multi-campus students; as such, they are considered CSUEB students, and CSIEB folds them in with retention and graduation data of the entire institution. Data were collected in 2013-14 on the 6-year graduation rate of the first Concord pre-nursing cohort, which began their studies in 2007-08. The data showed a -10% difference in graduation rates as compared to the overall CSUEB graduation rate. As one sample is not statistically meaningful, data will be gathered on subsequent graduating classes to determine overall trend and appropriate measures.</p> <p>The Department of Nursing is the only undergraduate program that maintains a Concord based cohort. (*See Graduation Patterns below.)</p> <p>Concord is now hosting two programs through University Extension:</p>

	the Pre-Health Admissions Program and the Paralegal Program. PHAP students take classes on both the Hayward and Concord Campus, with Concord's 2014-15 enrollments at 42 FTES. The current Paralegal cohort numbers 32 students.
<i>Student Learning. CPR:</i> How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? <i>EER:</i> What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFRs 2.6, 4.3, 4.4)	Student course evaluations and other forms of assessment are similar to those used at the Hayward campus and the results are delivered to the appropriate colleges and academic departments. Results are integrated into overall institutional data.
<i>Quality Assurance Processes: CPR:</i> How are the institution's quality assurance processes designed or modified to cover off-campus sites? <i>EER:</i> What evidence is provided that off-campus programs and courses are educationally effective? (CFRs 4.1-4.7)	Academic program assessments are similar to those used at the Hayward campus and the results are delivered to the appropriate colleges and academic departments. Results are integrated into overall institutional data.

**\*Graduation Patterns: Department of Nursing (Concord Campus)**

Admit Year	Grad Term	Admitted	Total Graduated	%	Graduated On Time	Grads Out of Sequence	Did Not Complete	Currently Enrolled
Fall 2009	Fall 2011	65	57	88	48	9	8	
Fall 2010	Fall 2012	66	65	98	57	8	1	
Fall 2011	Fall 2013	65	58	89	49	9	5	2
Fall 2012	Fall 2014	62	Pending	Pending	45	Pending	7	10

**Department of Teacher Education Graduation Patterns (Concord Campus)**

Cohort Year	Admitted	Admitted	Graduated	Graduated
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	Multiple Subject	Single Subject	Multiple Subject	Single Subject
2009-2010	27	28	23 (85%)	26 (93%)
2010-2011	26	30	23 (89%)	27 (96%)
2011-2012	25	27	25 (100%)	27 (100%)
2012-2013	22	24	22 (100%)	22 (92%)
2013-2014	22	29	19 (86%)	26 (90%)
2015-2016	29	26	Pending	Pending

**OFF-CAMPUS LOCATION REVIEW: OAKLAND PROFESSIONAL  
DEVELOPMENT AND CONFERENCE CENTER**

Institution: California State University, East Bay

Date of review: Tuesday, March 17, 2015

1. Site Name and Address  
Oakland Professional Development and Conference Center  
1000 Broadway, Suite 109  
Oakland, CA 94607
  
2. Background Information (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a regional center or off-campus site by WASC)

“Off Campus Site” designation with Masters Degrees, Certificate Programs and occasional upper division stateside courses offered.

Special Session degree programs:

1-year Master in Business Administration(MBA)

Part-time Masters in Social Work(MSW)

Certificate Programs:

Human Resource

Nonprofit

Social Media Marketing

Construction Management

OSHA training

Paralegal

Electrocardiogram(EKG) training

Medical Billing & Coding

Project Management

Other courses:

Upper division nursing classes typically offered in Fall, Winter, and Spring

Enrollment ‘13/14:

Fall: 601 (364 Special Session, 103 state)

Winter: 534 (357 SS, 62 state)

Spring: 675 (361 SS, 64 state)

Summer: 378 (231 SS)

TOTAL: 2185 (approx. 60% special session, 30 % continuing education certificates, 10% state)

Conference Center Use: Approximately 40% of occupancy due to conference center use.

History: Opened in 2001 for Continuing Education classroom space and available conference space as well as CSU East Bay outreach and recruitment.

<i>Fit with Mission.</i> How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized?	CSUEB is one institution operating at multiple locations: <ul style="list-style-type: none"> <li>• three locations in the East Bay allow us to meet the educational needs of more students</li> <li>• The Oakland Center is a self-support entity, planned and operated by University Extension.</li> </ul>
<i>Connection to the Institution.</i> How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution?	One institution operating at multiple locations: <ul style="list-style-type: none"> <li>• e.g. one commencement ceremony for all students</li> <li>• Accessible site for system-wide/departmental meetings</li> </ul>
<i>Quality of the Learning Site.</i> How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFRs 1.7, 2.1, 2.5, 3.1, 3.4)	The Oakland Center offers small/intimate learning spaces that foster educational development. Faculty set-up appointments for advising purposes as requested by students. The oversight of the facility is provided by self-support staff, both onsite and at the Hayward campus.
<i>Student Support Services.</i> <i>CPR:</i> What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? <i>EER:</i> What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.5)	Programs offered at The Oakland Center are designed to provide services necessary to students within the curriculum: <ol style="list-style-type: none"> <li>1) Advising and counseling by appointment onsite.</li> <li>2) E-library access available.</li> <li>3) Computing services available services available through Wi-Fi and computer lab.</li> <li>4) Students requiring access to services available on the main campus have access through the student Bay Card system.</li> </ol>
<i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty are involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.3, 4.3)	Faculty includes full-time, part-time and adjunct. One institution with multiple locations: Our faculty and programs are subject to the same oversight and evaluation process as the parent campus.
<i>Curriculum and Delivery.</i> Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6) [Also submit credit hour report.]	One institution operating at multiple locations: Our programs adhere to the same standards as the main campus.
<i>Retention and Graduation.</i> What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities	Graduation rates are comparable with Main campus-based programs and in some cases stronger due to the cohort-based delivery of the program.

<p>are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)</p>	
<p><i>Student Learning. CPR:</i> How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? <i>EER:</i> What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFRs 2.6, 4.3, 4.4)</p>	<p>One institution operating at multiple locations: Our programs adhere to the same standards as the main campus. Institutional Learning Outcomes(ILO's) are consistent across sites <a href="http://www20.csueastbay.edu/about/institutional-effectiveness/educ-effectiveness/ilo/index.html">http://www20.csueastbay.edu/about/institutional-effectiveness/educ-effectiveness/ilo/index.html</a></p>
<p><i>Quality Assurance Processes: CPR:</i> How are the institution's quality assurance processes designed or modified to cover off-campus sites? <i>EER:</i> What evidence is provided that off-campus programs and courses are educationally effective? (CFRs 4.1-4.7)</p>	<p>Quality assurance initiatives such as Student Success support services cover all locations (One Institution, multiple locations)</p>

## **DISTANCE EDUCATION REVIEW-TEAM REPORT**

Institution: California State University, East Bay

Name of reviewer: Dr. Amy Liu      Date of review: April 8, 2015

1. Programs Reviewed:

5 fully online baccalaureate programs and 4 fully online masters programs offered:

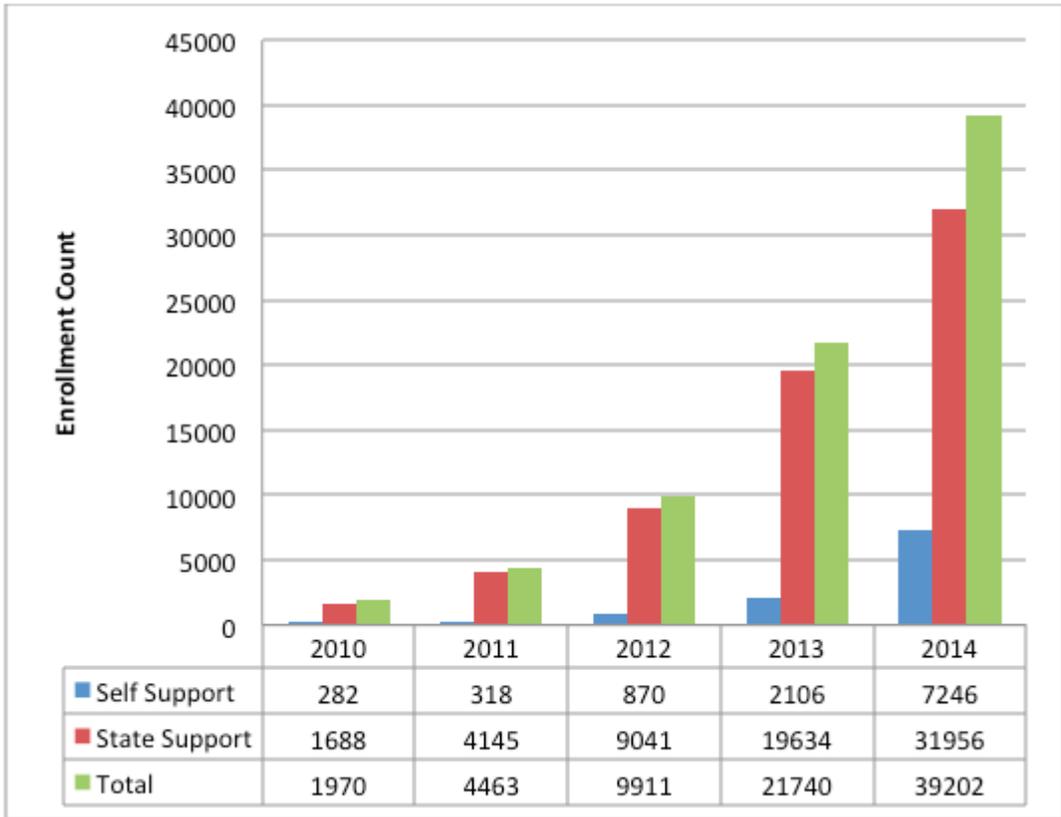
- BS in Business Administration
- BS in Ethnic Studies
- BS in Hospitality and Tourism
- BA in Human Development
- BS in Recreation
- MS in Education, Option in Online Teaching and Learning
- MS in Educational Leadership
- MS in Health Care Administration
- MS in Recreation and Tourism

(**NOTE:** BS in Health Sciences received WASC substantive change approval as an online program, but is not listed here as it is not offered fully online.)

1. **Background Information:** number of programs offered by distance education; degree levels; FTE enrollment in distance education courses/programs; history of offering distance education; percentage growth in distance education offerings and enrollment; platform, formats, and/or delivery method)

Percentage growth in distance education offerings and enrollment:

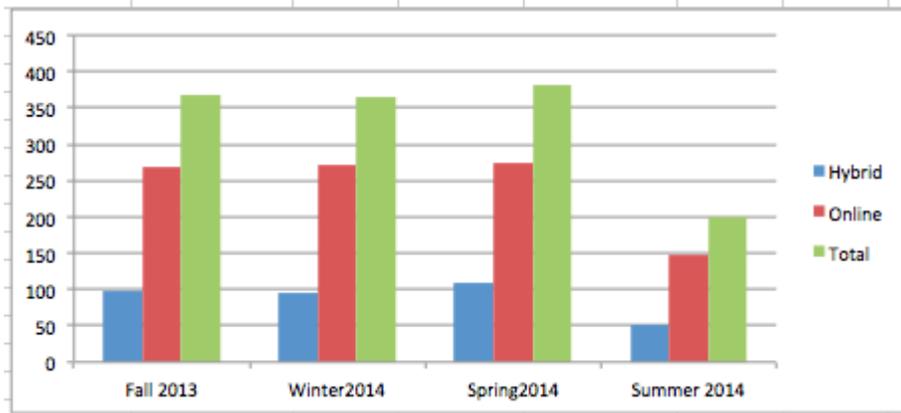
- A. 5-years enrollment counts (duplicated headcount) for online/hybrid courses



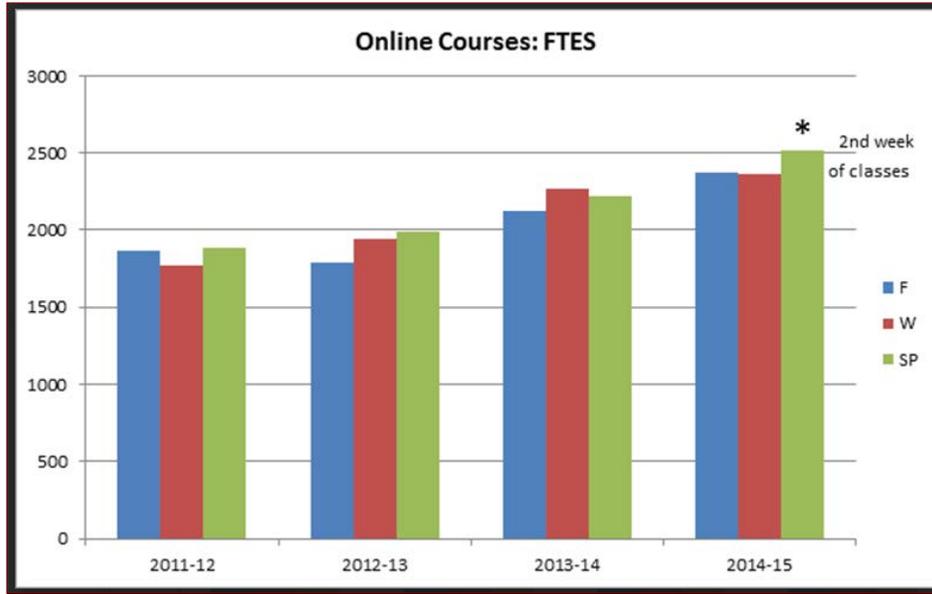
B. 2014 All Online/Hybrid Percentage

	# of students taking at least one online/hybrid courses	Total # of students	%
Freshman	954	2335	40.86%
Sophomore	836	1319	63.38%
Junior	1973	3414	57.79%
Senior	3296	5528	59.62%
All undergraduate	7059	12596	56.04%
Graduate	946	2647	35.74%

C. Number of online/hybrid courses



2011-15 comparison: Overall, 2014-15 online grew 31% FTEs compared to 2011-12. 2012-13 saw a 4% growth in online FTES compared to the previous year, 2011-12. 2013-14 saw a 16% growth in online FTES compared to the previous year, 2012-13. 2014-15 saw a 10% growth in online FTES compared to the previous year, 2013-14.



Platform: Blackboard is the learning management system being used at CSUEB.  
 Format: CSUEB courses are quarter based and are 10 weeks in instructional length.  
 Delivery Method: Fully online degree program courses are delivered via Blackboard.  
 Students are not required to attend campus for fully online courses.

B. Nature of the review (material examined and persons/committees interviewed)  
 Reviewer examined courses via Blackboard learning management system.  
 Meeting with Online Campus: Linda Dobb, Associate Provost; Roger Wen, Director of Online Campus; Ayellee Adam, Online Student Services Coordinator; Rebecca Farivar, Curriculum Support Specialist.

Observations and Findings

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)	Observations and Findings	F o u
<p><i>Fit with Mission.</i> How does the institution conceive of distance learning relative to its mission, operations, and administrative structure? How are distance education offerings planned, funded, and operationalized?</p>	<p>Online education fits CSUEB mission--<i>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 lifework, and to be socially responsible contributors to society. Through educational programs and activities, the University strives to meet educational needs and contribute to the vitality of the East Bay, the state, the nation, and global communities.</i>" CSUEB Online offers professional degree programs to students in US and internationally. Acknowledging that online population requires dedicated services, the University has committed resources to online course development, advising, tutoring, library activities, and dedicated technology support. MATS (Media and Academic Technology Services) and Online &amp; Hybrid Support Center staff offer support to faculty in course development, including</p>	

	dedicated online/hybrid information technology consultants.	
<i>Connection to the Institution.</i> How are distance education students integrated into the life and culture of the institution?	<p>Students are able to complete all necessary forms for admission, financial aid, fee payment, course registration, and other administrative forms online. Through MyCSUEB, a student portal, students can track the status of their admissions status, financial aid, fees due and course enrollment. These services are available to all students.</p> <p>Student life is not a priority for many online students due to their family and professional obligations. However, students can develop community through the learning management system discussion boards by interaction with fellow students and faculty.</p>	
<i>Quality of the DE Infrastructure.</i> Are the learning platform and academic infrastructure of the site conducive to learning and interaction between faculty and students and among students? Is the technology adequately supported? Are there back-ups?	CSUEB offers its online degree programs via a dedicated industry standard Blackboard learning management system. There are various tools available to promote the engagement among faculty and students, such as Blackboard collaborate, wiki, and discussion boards. Systems are always backed-up and archived. The University has committed resources to establish the office of the Online Campus to oversee efforts related to online course development, online student support services, technology support and infrastructure, as well as support to faculty in course development, including dedicated online/hybrid instructional designers and curriculum support specialist.	
<i>Student Support Services:</i> What is the institution's capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality? What do data show about the effectiveness of the services?	Students in online programs have access to all CSUEB online library services, including 24/7 chat, email response within 24 hours, and phone availability during library hours. All these services can be accessed through the Services for Online Campus website or Blackboard. The MS in Educational Leadership program has found it helpful to have a dedicated library staff to serve as a liaison to students in the program. The library resources allow course instructors the ability to provide recommended professional readings in an online format.	
<i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? Do they teach only online courses? In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution? How are faculty involved in curriculum development and assessment of student learning? How are faculty trained and supported to teach in this modality?	Online courses are taught by both full-time and part-time faculty members. Most faculty members teach both on ground and online courses. CSUEB has created a faculty orientation course to provide a self-paced learning opportunity for faculty members. Faculty involved in teaching online coursework may take advantage of workshops and individual course design consultations through the Online Campus. Starting Spring Quarter 2015, faculty have additional after-hours instructional design support as well.	

<p><i>Curriculum and Delivery.</i> Who designs the distance education programs and courses? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to on-ground offerings? (Submit credit hour report.)</p>	<p>The approval process for online programs is the same as for any other program. It is a two-step process which first addresses whether the new degree is appropriate from a planning perspective, and then a full curricular review.</p> <p>A new degree is initially proposed by the sponsoring academic department for inclusion on the campus' Academic Master Plan. It then goes through review by the college curriculum committee, and must have the approval of the committee and the college dean. Next, the proposal is sent for review to the Associate Vice President of Academic Programs and Graduate Studies, who forwards it to the Committee on Academic Planning and Review (CAPR, a standing committee of the Academic Senate). If CAPR approves the addition of the degree to the campus offerings it is sent on for a vote by the full Academic Senate. After approval of the president, the degree proposal is then sent to the Chancellor's Office for approval to add to the Academic Master Plan.</p> <p>Once the new degree has been placed on the Academic Master Plan, a full curricular review is made by the college curriculum committee. With that committee and the college dean's approval it is sent to the Associate Vice President of Academic Programs and Graduate Studies for review and approval. The next stop is at the Committee on Instruction and Curriculum (CIC). Once approved by CIC the proposal goes before the Academic Senate, the president and from there to the Chancellor's Office for approval of the curriculum.</p>	
<p><i>Retention and Graduation.</i> What data on retention and graduation are collected on students taking online courses and programs? What do these data show? What disparities are evident? Are rates comparable to on-ground programs and to other institutions online offerings? If any concerns exist, how are these being addressed?</p>	<p>At the request of the Chancellor's Office CSUEB began reporting graduation data for online and hybrid programs in 2014. We will continue to collect disaggregated data for our online and hybrid programs and courses and analyze trends as our data matures.</p>	
<p><i>Student Learning.</i> How does the institution assess student learning for online programs and courses? Is this process comparable to that used in on-ground courses? What are the results of student learning assessment? How do these compare with learning results of on-ground students, if applicable, or</p>	<p>Each academic program at CSUEB is required to prepare an annual program report, submitted to the Academic Senate for review by the Committee on Academic Planning and Review (CAPR, a standing committee of the Academic Senate). Annual reports are expected to include program updates, curricular changes, resource changes (personnel or funding), learning outcome assessment activity, and statistical information on enrollment, retention and graduation.</p> <p>The assessment component of the annual report includes the</p>	

with other online offerings?	<p>following:</p> <ul style="list-style-type: none"> <li>• which student learning outcome was assessed</li> <li>• what assessment instrument(s) were used to measure this SLO</li> <li>• what participants were sampled to assess this SLO</li> <li>• what assessment results were obtained, highlighting important findings from the data collected</li> <li>• how the assessment results were (or will be) used, e.g. changes in course content, course sequence, student advising, etc., as well as any revisions to the assessment process the results suggests are needed</li> </ul> <p>Currently there are a number of assessment instruments in use on campus. The College of Education and Allied Studies has customized TaskStream to assist with their NCATE accreditation requirements. The College of Business and Economics has an Assurance of Learning program which includes a two year cycle of data collection and evaluation. College curriculum committees are expected to meet regularly to evaluate assessment results in conjunction with preparation of the annual report. In addition, the campus recently adopted Blackboard Outcomes to assess ILOs, and online programs have that available.</p>	
<i>Contracts with Vendors.</i> Are there any arrangements with outside vendors concerning the infrastructure, delivery, development, or instruction of courses? If so, do these comport with the policy on <i>Contracts with Unaccredited Organizations</i> ?	None.	
<i>Quality Assurance Processes:</i> How are the institution's quality assurance processes designed or modified to cover distance education? What evidence is provided that distance education programs and courses are educationally effective?	<p>Campus policy mandates that student learning outcomes are developed during the initial planning phase when a program is first proposed. The department faculty discuss and determine the expected outcomes and develop a curriculum which will address those expectations. New program proposals must include learning outcomes mapped to program goals, and effective with the Institutional Learning Outcomes (ILOs) adoption in June 2012 will include mapping to ILOs. CSUEB is also working very closely with CSU chancellor's office on the Online Course quality assurance initiative. Participants are encouraged to incorporate Quality of Online Learning and Teaching as well as Quality Matters rubrics when designing online courses. Online Campus also recently issued a three-year Online &amp; Hybrid Course Quality Transformation Grant RFP to all faculty members. All those efforts are aimed at improving online course quality and developing a better learning experience for students.</p>	