ESSAY 1: The Institutional Context

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 its educational programs and activities the University strives to meet the educational needs and to contribute to the vitality of the East Bay, the state, the nation, and global communities.

—CSUEB Mission Statement

Institutional History [CFRs 1.1, 1.2, 1.3, 1.6]

Located along the eastern edge of the San Francisco Bay Area, California State University, East Bay (CSUEB) is one of 23 campuses in a public university system first established in 1862. As required by the California Master Plan for Higher Education, the California State University (CSU) provides access to undergraduate education, teacher preparation, and graduate education through the master's and Ed.D. levels for the top third of California students. As a public institution, the CSU is committed to transforming the lives of individuals and contributing to the economy, culture, and knowledge base of California and the nation, as reflected in its mission.

CSUEB contributes to the larger mission of the CSU by serving Alameda and Contra Costa counties. It maintains three facilities: the main campus in Hayward (founded 1957), a satellite campus in Concord (founded 1992), and a professional development and conference center in Oakland (founded 2002). In 1999, Cal State East Bay offered its first online degree program, a Master of Science in Education, with an option in Online Teaching and Learning. CSUEB's online presence has continued to grow since then, now serving approximately 2000 FTES per quarter. Whether in person or online, CSUEB is committed to continuous improvement and to its responsibilities as a public institution to serve a diverse student

population by providing access to affordable, high-quality education at the undergraduate and graduate levels.

CSUEB is made up of four colleges: Business and Economics; Education and Allied Studies; Letters, Arts, and Social Sciences; and Science. The university offers 50 baccalaureate degrees, 62 minors, 39 credentials and certificates, 35 master's degrees, and a doctoral program in educational leadership. Our most popular undergraduate majors are business administration, nursing, health sciences, psychology, biological sciences, kinesiology, criminal justice administration, sociology, human development, and art. Our most popular post-baccalaureate programs are business administration, public administration, educational leadership, health care administration, computer science, social work, speech-language pathology, counseling, statistics, and education. In 2012-2013, CSUEB conferred 2,808 bachelor's degrees, 1,082 master's degrees, and 5 doctorates of education.

CSUEB is part of a national and CSU-system effort to meet the demand for educators and other professionals in science, technology, engineering, and mathematics (STEM) disciplines in the coming decades. Guided by CSUEB's strategic planning process as well as forums with community and business leaders, Dr. Mohammad Qayoumi, former CSUEB president, laid the foundations for a STEM-centered university to serve the needs of our diverse student body, local East Bay communities, and the regional economy. After further strategic planning and a listening tour with campus stakeholders in 2011, CSUEB's current president, Dr. Leroy M. 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. With a number of recent competitive grant awards, including a $12 million National Science Foundation (NSF) STEM

education grant in conjunction with the Alameda County Office of Education, ongoing STEM initiatives with 34 K-12 school districts in five Bay Area counties, and two grants totaling over a $1 million from the Bayer USA Foundation for STEM education, CSUEB has broadened and deepened its role as a key regional steward in STEM education.

In 2011, CSUEB received a five-year, $25 million grant from the U.S. Department of Education, one of only five such grants in the country. [Hayward Promise Neighborhood](#) involves our campus working closely with the Hayward Unified School District, the City of Hayward, Chabot College, and fourteen other community-based agencies. The creation of this network of cradle-to-career support systems is aimed at increasing educational opportunities and quality of life for 10,600 students and their families in Hayward's Jackson Triangle neighborhood.

CSUEB's commitment to regional engagement and transformation through education encompasses more than just STEM and large federal grants. CSUEB has been named a "Best in the West" for nine consecutive years and a "Best Business School" for six consecutive years by the *Princeton Review*. In 2008, *US News and World Report's* annual college ranking guide recognized CSUEB as a "top-tier" institution among master's-granting institutions in the west. In 2012, *Diverse: Issues in Higher Education* recognized CSUEB's undergraduate programs as sixty-first in the nation for the number of degrees earned by students of color. This publication also ranked our graduate programs in the top 100 schools nationally. Our online programs have received commendations by both *The Guide to Online Schools* and *The Best Colleges*. CSUEB's freshman year experience has been nationally recognized by the Lumina Foundation and Syracuse University for its success with first-generation college students of diverse ethnic and linguistic backgrounds.

In addition to our academically rich curricula, CSUEB offers a full range of co-curricular activities, many of which also enrich the neighborhoods in our service area. The arts community on campus regularly presents critically acclaimed theater, dance, and music performances as well as readings by well-known authors for the campus and surrounding communities. The Hayward campus is also home to two active museums, the CE Smith Museum of Anthropology and the University Art Gallery, 90 student clubs and organizations, and approximately 100 courses annually that include service learning in their curriculum. The Department of Athletics sponsors 15 NCAA Division II teams. Since 1961, Cal State East Bay Pioneers have won 79 conference championships, six national collegiate championships, and cultivated more than 190 All–Americans. In short, CSUEB is a university that provides multiple and varied opportunities for connecting classroom, online learning, and co-curricular activities to the interests, needs, and goals of our students and the larger communities we serve.

Since the last reaffirmation of our accreditation, CSUEB has seen important institutional changes in a number of areas. With regard to leadership changes, Dr. Mohammad Qayoumi led CSUEB from 2006 to 2011. Dr. Leroy M. Morishita served as interim president from July to December 2011. The CSU Board of Trustees appointed Dr. Morishita president in January 2012.

Additional changes since our last re-accreditation include the implementation of several new degree programs at CSUEB which are listed in the tables below.

Effective Date	Undergrad Degree	Major	Funding Model
2007	B.A.	Biochemistry	State
2008	B.S.	Hospitality & Tourism	State
2009	B.S.	Construction Management	State
2012	B.S.	Industrial Engineering	State
2012	B.S.	Computer Engineering	State

Effective Date	Graduate Degree	Major	Funding Model
2007	M.S.	Biostatistics	State
2008	M.S.	Construction Management	State
2008	M.S.	Recreation & Tourism	State
2008	Ed.D.	Educational Leadership	State
2009	M.A.	Biological Science	State
2013	M.S.	Accountancy	Extension

CSUEB has also seen growth in specialized institutes and centers that create additional opportunities for students to link classroom learning with real world experience and action. For example, the Institute for STEM Education, which focuses on support for STEM faculty and students as well as K-12 partnerships, was established as was the Center for Student Research, which provides students with opportunities to participate in faculty-guided research activities. Also recently established is the Center for Community Engagement, which supports faculty, students, and community agencies with curriculum development, community-university partnerships, long-term project planning, and student leadership activities.

The footprint of the university has also seen substantial changes since our last accreditation. For example, the campus said goodbye to E. Guy Warren Hall, an iconic East Bay building, and welcomed the opening of the Student Administration building as well as a number of new eateries including Starbucks and Einstein's Bagels. The 2009 Hayward Campus Master Plan provides a full description of current and planned changes to Cal State East Bay's footprint.

For much of its history, CSUEB enrollment has been made up largely of transfer and graduate students. Since our last accreditation, the university has increased its first-time freshmen enrollment by 13.5%. For a complete discussion of enrollment trends and changes, see Essay 5.

Strengths [CFRs 1.1, 1.2, 1.3, 1.4, 1.6, 3.8, 3.9]

The CSU system has a long tradition of shared governance among the CSU Board of Trustees, the system chancellor, and the statewide faculty senate; this is an important mechanism for ensuring that the system's mission is realized. To fulfill our campus mission, CSUEB has similar shared governance and consulting relationships between the University President and the Academic Senate.

As a campus, we have a sense of purpose and a vision for the future. Through leadership and planning as well as inclusive and collaborative processes, we demonstrate our commitment to honor our mission and the promises we have made to our students and the larger communities we serve. In 2011, our then-interim president, Dr. Morishita, embarked on a listening tour with faculty, staff, students, and alumni to discover what these university stakeholders saw as our institution's main strengths and challenges. Two key outcomes of this listening tour were a revised mission statement to better reflect our multiple locations and Dr. Morishita's announcement of our transition from Dr. Qayoumi's seven mandates to eight new shared commitments to better reflect changing circumstances. A summary of this transition and the university's strategic planning efforts can be found here.

In 2012, Dr. Morishita directed Provost Houpis and CFO Wells to lead the campus community in a systematic review of all programs and activities on campus in order to determine the most effective allocation of resources in support of the university's mission. This initiative, Planning for Distinction (PFD), included representatives, appointed by the Provost and CFO, from all campus stakeholder groups. The goal of PFD was to determine how best to allocate resources to support the highest priorities of the University, including maintaining the integrity of the degrees. The PFD Instructional Task Group, consisting primarily of faculty, developed

five criteria with which to evaluate instructional programs and place each into one of three categories: commend, maintain, or review. This campus-wide comprehensive review process, completed in spring 2014, resulted in simultaneous evaluations and prioritizations of all academic and support programs on campus. While the recommendations of the PFD process have been made publically available, decisions based on them have not been finalized.

Diversity and inclusiveness are CSUEB strengths mentioned repeatedly by campus stakeholders during the presidential listening tour sessions and by respondents to the *Chronicle of Higher Education Survey* in which the university participated in 2011. Our student population is among the most diverse in the country. Our faculty, staff, and administration are also diverse, though we do not yet mirror the diversity of our students. At the institutional level, our commitment to diversity, inclusiveness, and social justice are highlighted in our mission statement, in our eight strategic commitments, and in our ILOs. The Faculty Diversity and Equity Committee (FDEC), first established as an ad-hoc committee in 2000, became a standing committee of the Academic Senate in 2012 to reflect its importance to our campus commitment to inclusive excellence. The Provost and the AVP of Academic Programs and Graduate Studies have funded a number of campus initiatives in the area of diversity such as a faculty learning community on diversity and social justice and a Programmatic Excellence and Innovations in Learning (PEIL) grant around this commitment as well.

Perhaps most importantly, Dr. Morishita has shown his commitment to diversity with the creation of the University Diversity Office and his appointment of Dr. Dianne Woods as this office's first University Diversity Officer in July 2013. In 2013-14, all University units created diversity activities and accomplishments reports documenting activities for the prior 2-3 years. In 2014-15, the University Diversity Officer will assist each unit in developing a plan for 2-3

activities to be undertaken in support of diversity. The academic program review process now also includes an assessment of the diversity efforts and status of each academic program. Faculty search processes were modified to increase the focus on enhancing the diversity of applicant pools through the addition of a "diversity advocate" as a member of each search committee. Additional actions and plans related to diversity are discussed throughout this report.

A final strength to highlight here is our institutional commitment to student-centered, high impact practices. Given the diversity of our student population, many of whom are the first in their families to attend college, this commitment to engaged pedagogy is especially important in supporting students as they strive toward their academic, professional, and civic goals. The Office of Faculty Development sponsors faculty learning communities on the scholarship of teaching and learning, engaged pedagogies, and specific aspects of student learning (e.g., critical thinking, written communication, diversity and social justice). The PEIL grant program is another way CSUEB has shown its commitment to innovations in teaching by providing support to teams of faculty, staff, and students to investigate, implement, and assess pedagogical practices that increase student success. Through a student fee approved in 2011, called the Academic Access, Enhancement and Excellence (A2E2) fee, funding for university-wide activities and programs that increase retention and graduation rates for students at all levels, provide ongoing, high-impact student programs and services, and reduce the achievement gap for historically underrepresented students has been provided. At the system level, a number of CSUEB departments, including history, math, and biology are involved in Chancellor's Office curricular improvement grants. Further discussion of pedagogical issues is in Essay 4.

Commitment to Accreditation and Response to Previous Reviews [CFRs 1.2, 1.4, 1.7, 1.8, 2.7, 2.8, 3.7]

CSUEB has been continually accredited since 1961. In 2008, the campus was accredited for seven years. The Commission Action Letter of March 3, 2008 praised CSUEB for our climate of optimism, progress made on issues of capacity and educational effectiveness, and engagement in the assessment process. The letter also asked the university to submit an interim report. The table below summarizes the responses required in the Commission Action Letter, actions taken by CSUEB reported in the May 15, 2011 interim report, and the IRC action letter commendations and recommendations, all of which are publicly available here. Progress in addressing WASC recommendations will be discussed in other essays in this report as outlined in the table below.

Commission Action Letter March 3, 2008	CSUEB Interim Report May 15, 2011	Interim Review Committee Action Letter August 4, 2011	CSUEB's Institutional Report August 7, 2014
RESPONSES REQUIRED	**SUMMARY OF ACTIONS**	**COMMENDATIONS RECOMMENDATIONS**	**DOCUMENTATION OF ACTIONS**
Discuss actions taken to implement current strategic directions, regional stewardship/analysis of data documenting the outcomes of these actions, including plans for the Concord campus.	1. STEM Education Initiative 2. Gateways P-20 Partnership 3. Promise Neighborhoods Project 4. Other grants and partnerships 5. Concord Campus Strategic Plan Task Force 5. Development of a dashboard for tracking strategic initiatives	1. Acknowledged strong potential of dashboard for tracking strategic initiatives 2. Review results at the next visit 3. Encouraged to continue strategic planning at Concord and ensure plans are implemented	Essays 5 and 7 Links providing additional documentation related to strategic directions and regional stewardship: Strategic Planning Concord Campus Strategic Plan Concord Campus Self-Study Online Degree Programs University Extension Institute for STEM Education Promise Neighborhood Project
Institutionalize program review in all campus units.	1. In non-academic units, annual strategic planning updates used for program review 2. President's Cabinet review of updates 3. University Planning Assessment, and Budget	1. Continue to implement program review in all campus units	Essay 6

	Committee review of progress toward University's Seven Mandates 4. Planning updates used to re-organize student affairs, planning, and enrollment management		
Address concerns about the policies relating to probationary faculty, faculty hiring, and faculty workload	1. Increased faculty hiring 2. Programs supporting probationary faculty 3. Office of Faculty Development: workshops and other support 4. Decrease in number of probationary faculty serving as department chairs 5. Creation of a new leave policy	1. Commended for actions taken in support of faculty success and workload (i.e., policies on parental and research leave, use of faculty learning communities through the Office of Faculty Development)	Self-review under the Standards Faculty Support Update Essay 4 (Institutional Commitment to Transformative Pedagogy) Essay 7
Clarify CSUEB's commitment to multiculturalism, and assess multicultural initiatives	1. Development of Diversity Plan by the Academic Senate's Faculty Diversity and Equity Committee 2. Conceptual linkages between Seven Mandates and value of diversity and inclusive excellence 3. Symposium on Diversity and Inclusive Excellence 4. Analysis of ideas generated at symposium 5. Development of University Diversity Action Plan 6. Diversity Center sponsorship of Diversity Day	1. Commended for multicultural initiatives that are well coordinated with strategic plan 2. Encouraged to continue to operationalize the campus diversity plan	Essay 2 (Institutional Strengths) Essay 4 (Learning Outcomes for Degree Programs) Essay 5 (New, Established, and Planned Institutional Structures to Promote Student Success) Essay 7 (Preparing for the Changing Landscape of Higher Education Essay 8 Office of University Diversity
Describe and evaluate linkage between general education and the rest of the curriculum and regional stewardship	1. Established general education learning outcomes by 2004-2005 2. First-year experience with thematic clusters of GE classes 3. National and local study showing persistence and pass rates on the university writing skills requirement higher in students who participated in the cluster program 4. Analysis of GE	1. Commended for shared values and strong linkages in GE revision 2. Encouraged to implement new plan 3. Continue dialog with less enthusiastic faculty members	Essay1 (next section) Essay 3 Essay 4 (Standards of Performance) GE Five-year Review

	outcomes for each major 5. Clusters for high unit majors offered to speed time to graduation 6. Service learning in first-year experience 7. Peer mentor program established to increase retention and graduation rates		
Complete progress report for Ed.D. in educational leadership for social justice (ELSJ)	1. Analysis of student progress, financial support 2. Development of program evaluation plan 3. Data collection and analysis to improve student learning 4. Social justice defined	1. Congratulated the Ed.D program for its launch and approach to continuous improvement	Covered in separate Ed.D. report

General Education [CFRs 2.3, 4.4]

The GE learning outcomes approved by the CSUEB Academic Senate in 2003-5 articulate the approaches, knowledge, and skills that support student success in their major courses and encourage the development of the tools and knowledge needed to be engaged citizens capable of contributing to local and global communities. These learning outcomes are designed to strengthen students' abilities as academic readers, writers, and thinkers; provide methods for understanding, analyzing, and explaining issues in quantitative and scientific terms; broaden students' understanding of ideas, theories, and methods used in human inquiry and creative endeavors; and promote the development of multicultural values and practices as well as information competency. More specific information about the GE program at CSUEB can be found here.

For those who enter CSUEB as first-year students, general education in oral communication, reading and composition, and information literacy are linked to other disciplinary courses that are thematically related. Students choose a thematic cluster (also called a freshman learning community) that interests them, or in high-unit majors such as the pre-

nursing program are directed to a particular cluster designed to streamline movement through lower-division GE and foundational courses in the major. Each cluster also includes GS (general studies) classes that focus on understanding college expectations, study strategies, time management, and other key aspects related to successful university studies. These first-year courses build foundational strategies, knowledge, and competencies needed for success in upper-division GE courses and major classes. Studies strongly suggest that learning communities play an important role in helping students build the skills and knowledge base necessary to be successful in their major classes.

While still effective, the GE cluster system has seen some declines in retention rates among first-time freshman. The Director of General Education has launched a number of important initiatives to address these issues. These initiatives, discussed in more detail in Essays 4 and 5, include the Peer Mentor Program and a summer planning retreat for cross-disciplinary faculty teaching in GE clusters. Additional information about the GE program is outlined a the 2013-14 5-year program review self-study.

Learning Outcomes and Assessment [CFRs 1.2, 2.3, 4.4]

From 2010-2012, our campus developed institutional learning outcomes (ILOs) using a collaborative, inclusive and iterative process that was valuable for our 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 our graduates should know and be able to do by the time they leave us. The ILO development process, our assessment of one of our new ILOs, critical thinking, and the long term ILO assessment plan are discussed in detail in Essays 3 and 4.

Since our last accreditation, our commitment to building a sustainable assessment system for continuous improvement can be seen in shared language and policies. For example, the Academic Senate passed a policy requiring student learning outcomes in all syllabi with the intention of focusing faculty and student attention on the relationship between the course curriculum and the larger learning goals. Similarly, program learning outcomes for all undergraduate and graduate degrees are now incorporated into the university catalog and program portfolios. A growing number of academic and co-curricular programs have posted their assessment plans online.

Our commitment to building a sustainable assessment system is also evident in the way existing committee structure is being used for assessment while efforts to build additional support structures continues. The ILO Subcommittee and the GE Subcommittee are both now charged with carrying out some aspects of ILO assessment, in upper-division major courses and upper-division GE courses, respectively. Summer assessment projects and faculty learning communities have also been established to help the university effort with ILO assessment. To date, these groups have been responsible for developing university-wide rubrics, piloting the rubrics, and applying the rubrics in their classes or programs for ILOs related to critical thinking, written communication, and diversity/social justice. New structures have also been created. For example, 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.

In short, CSUEB has been engaged in assessing student learning and has made significant strides towards building a sustainable assessment structure for continuous improvement.

Challenges [CFRs 1.7, 2.1, 2.14, 3.7]

CSUEB faces a number of challenges. Like all sectors of public education in California, our campus has experienced budget cuts since our last review that have impacted various aspects of the educational experience from class size, offerings, support services, and student tuition and fees. With some funding returned to the CSU system and innovations put into place during the budget crisis, CSUEB is poised to address these issues (for additional discussion of budget and financial considerations, see Essay 7).

Other challenges facing CSUEB will be addressed in subsequent essays as noted in the chart below.

Challenge	Location
Retention and graduation rates	Essays 5 and 8
Access, sharing, and use of institutional data	Self-review Essay 2 Essay 6 (Assessment of the Program Review Process) Essay 8
Institutionalization of assessment culture	Self-review Essays 2, 3, 4, 6,7, 8
Faculty workload	Self-review Essay 2 Essay 7 (Preparing for the Changing Landscape of Higher Education) Essay 8
California and CSU Financial Situation	Essay 7

Preparation for WASC Review [CFRs 1.8, 4.6]

As a result of the work for our interim review in 2011, a number of assessment structures were created in order to better support continuous improvement in our institution. A critical part of these efforts was the ILO development process, detailed in Essay 3, which included the WASC Preparatory Group made up of 30 faculty and staff who in 2010-2011 assisted the campus in planning and developing capacity for the WASC review. In fall 2011, teams of

faculty, staff, and students also participated in WASC-sponsored workshops. Each year since 2010, teams of faculty and staff have attended the WASC ARC.

Self-study efforts began in fall 2013 under the leadership of Associate Vice President for Academic Programs and Graduate Studies (APGS), Dr. Susan Opp, who also serves as the campus ALO. A WASC Steering Committee representing key stakeholders across campus was convened; [members of the committee](#) applied the WASC self-study rubric individually and then met to discuss the results and synthesize institutional strengths and challenges. Faculty forums were also held to assess the meaning, quality and integrity of our degrees using the same process. The Committee on Academic Planning and Review assessed our program review process.

The report itself was prepared by the WASC Core Group, consisting of Dr. Opp; Dr. Donna Wiley, Senior Director Graduate Studies and Academic Programs; Dr. Sally Murphy, Senior Director of Undergraduate Studies and General Education; Tamra Donnelly, Accreditation Specialist; and Dr. Sarah Nielsen, Associate Professor of English. Early drafts of the report were sent out to key stakeholders and campus committees for feedback. For example, the Student Success and Assessment Committee reviewed Essay 5 on graduation and retention rates. The entire campus community as well as retired and emeriti faculty was invited to give feedback on the essays which were available on the campus Web site. President Morishita conducted the final review of the report.

ESSAY 2 Compliance with Standards: Self-Review Under the Standards and the Compliance Checklist

> As an institution, all of us are responsible for creating a student-centered learning environment, which connects to the reality of our students. We need to provide, reinforce, and enhance what it means to be adaptable, a team player, a leader, a life-long learner. And we need to instill in our students not only the importance of competency in the basic skills, but the importance of diversity, creativity, critical thinking and higher learning. All of these aspects of learning, both those that occur inside and outside the classroom, are geared to advancing the whole person, a person who will not only grow intellectually, but also develop a sense of social responsibility.

—President Morishita, 2013 Convocation Speech

Self-Review Participants and Perspectives

President Morishita inspires the entire Cal State East Bay community to be active and engaged participants in fulfilling our mission as an institution and in pursuing social justice more widely. One important way that our institution demonstrates this sense of responsibility to the students and larger communities we serve is through its participation in regional accreditation. The self-review under the standards and the compliance checklist are key mechanisms for CSUEB to reflect and report on institutional policies and procedures that form the foundation of an effective and transparent institution. This essay contains an analysis and discussion of our self-study and plans for improvement moving forward.

The WASC Steering Committee was responsible for completing the self-review under the standards. Committee membership includes faculty, staff, and administrators, each bringing important institutional knowledge and perspectives to the self-study process. The ALO, the Senior Directors of Undergraduate and Graduate Studies, the Chair of the Academic Senate, and the Chair of the Committee on Academic Planning and Review represented academic programs and faculty perspectives. Representatives from Planning and Enrollment Management, Administration and Finance, Student Affairs, and University Advancement brought perspectives on institutional structures, processes, procedures, and support programs.

The WASC Steering Committee used a three-part process to conduct the self-review under the standards. The first step involved each member of the committee completing the self-review under the standards worksheet individually and then meeting to share and reflect on the results as a group. Through the group discussion, the committee identified major areas of strengths and challenges related to each standard. The second step in the self-study involved gathering additional information from five committees participating in the WASC reaccreditation process: Educational Effectiveness Council, Committee on Academic Planning and Review, Student Retention and Graduation Subcommittee, Institutional Capacity Committee, and Co-Curricular Experience Committee. The final step involved completing the compliance checklist based on the evidence compiled and analyzed during the first phases of the process.

Institutional Strengths

Cal State East Bay's priorities are clearly defined in its mission and strategic commitments. These priorities were identified through inclusive processes conducted by both President Qayoumi and President Morishita. As an institution, our language and actions demonstrate our commitment to the values of access to public higher education; academic quality and core competencies; student success; diversity of students, faculty, staff, and administrators; and regional stewardship in our service communities.

Not just an area of strength for CSUEB, diversity is a defining feature of who we are as an institution, as well as a reflection of the region's demographics. In July 2013, President Morishita created the Office of University Diversity and appointed the first University Diversity Officer in order to support the University's commitment to diversity and inclusive excellence. In addition to a full program of diversity-focused activities, this office works closely with other units on campus including Academic Affairs, the Educational Opportunity Program (EOP), the

Diversity Council, the Academic Senate's Faculty Diversity and Equity Committee (FDEC), Accessibility Services, ASI (Associated Students) Diversity Center, and Veterans Services, among others. Multiple efforts to document and assess activities that support diversity and inclusiveness are underway in all campus units and a number of Academic Senate committees.

The University's institutional learning outcomes (ILOs) are consistently identified as strengths because of the collaborative, inclusive process used to develop them and the way they capture our shared vision and identity as a learning-centered institution. CSUEB has also made impressive strides in assessing our ILOs by drawing on existing committee structure, creating new assessment structures, and acquiring Blackboard Outcomes to facilitate direct measurement of student learning. The approach used to develop and assess our ILOs ensures that our institution can sustain assessment efforts aimed at continuous improvement over the long term and have the ILOs truly become part of institutional culture.

Other assessment practices that underscore CSUEB's commitment to continuous improvement include annual and five-year program reviews of all academic programs and [Planning for Distinction](), a comprehensive review and ranking of all programs and services on campus.

During forums held on the meaning, quality, and integrity of the degree, faculty identified a number of institutional strengths. 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 a fair and rigorous process. More generally, most faculty who attended the forums seemed to be pleased with President Morishita's administration and glad to have new leadership with a stronger focus on teaching and learning; scholarship and creative activities; diversity and inclusive excellence;

community engagement; and sustainability. Faculty also benefit from activities offered through the Office of Faculty Development and Media and Academic Technology Services (MATS).

Institutional Challenges

Some institutional challenges identified through the self-review process are related to the gathering, analysis, and dissemination of data needed to make evidence-based decisions about how we can best support student learning and success. Data on retention and graduation rates are available on the Institutional Research Web page, but more analyses demonstrating how we engage with and use the data are needed. Despite the fact that CSUEB is currently without a director of institutional research, recent changes have resulted in improved data access and use, and plans for a reorganization of data support systems are underway. In addition, 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 and off-campus stakeholders.

Another area of challenge for CSUEB is ILO assessment. Serious and sustained effort has been shown in ILO assessment over the last three years. The long-range assessment plan has been proposed and is expected to be finalized in 2014-15, which will allow the campus to move toward full institutional integration of ILO assessment. Co-curricular programs also need to enhance assessment efforts around ILOs as well as develop learning outcomes and assessment plans at the program/activity level.

While CSUEB has a strong program review process for degree programs overall, many programs need to make explicit the assessment data they have collected and how it has been used to make decisions to improve student learning.

The Planning for Distinction process mentioned above provided a comprehensive review and ranking of all campus programs/services. However, the cabinet is still in the process of

determining how these reviews and rankings will be used to inform decisions about resource allocation and program continuation.

The self-study also confirmed that there are concerns about faculty workload and composition. The general sense is that we do not have a sufficient number of tenure-track faculty. The President and Provost have committed to reach a target of 350 tenured/tenure-track faculty by Fall 2017. We will reach this target through a net increase of 15 tenure/tenure-track faculty per year. Moreover, the diversity of our faculty does not yet mirror the diversity of our student population. To address this, the Office of University Diversity has developed new strategies for recruiting diverse faculty that will be implemented for searches in 2014-15.

Plans for Building on Strengths and Addressing Challenges

Dramatic improvement has occurred in the commitment to and visibility of campus engagement with diversity and inclusive excellence. We now have information about diversity-focused activities more clearly described and archived on the [Office of University Diversity](#) Web site.

Through the efforts of the Educational Effectiveness Council, the Committee on Academic Planning and Review, and Academic Programs and Graduate Studies, we are beginning to improve access to and analysis of (1) retention and graduation data at the program level and (2) evidence of ILO assessment and attainment. For example, program profiles have been created for all campus programs and are currently being populated with assessment plans, assessment results, and program achievements, among other information. On July 1, 2014, CSUEB's director for the Office of Institutional Research resigned to take a position at UC Berkeley. A national search will soon be initiated, and it is anticipated that the new director will prioritize the development of and access to analyses of data that can be used by academic and co-

curricular programs to enhance student learning and success. In the meantime, the Institutional Research Web pages are being revised with a renewed emphasis on providing meaningful data and analyses available for the public and campus community.

With regard to faculty workload and composition concerns, faculty numbers, particularly tenure-track positions, were reduced due to retirements and budget cuts, but progress has been made in the last two years and plans are in place to increase tenure-track hiring and to recruit a more diverse faculty. Compensation concerns, for the most part are not resolved at CSUEB, but rather are addressed through the Collective Bargaining Agreement between the CSU and the California Faculty Association. For a more extensive discussion of these issues, see Essay 7 as well as the report from the Office of Academic Affairs.

ESSAY 3 Degree Programs: Meaning, Quality, and Integrity of Degrees

> California State University, East Bay, transforms lives. The experience of learning and working here offers intellectual challenges and opportunities for an evolving and ever-changing community. The greatest transformations take place in the lives of our students. As our motto states: *Per Aspera Ad Astra* (through adversity to the stars). We are here, first and foremost, to serve our students by providing them with opportunities to reach for the stars.

> > —President Morishita, transformational planning message to the East Bay community on May 13, 2013

Meaning of Degrees: CSUEB's Institutional Learning Outcomes [CFRs 1.1, 1.2, 2.1, 2.2]

As our university motto and the recent message from our president underscore, CSUEB is first and foremost an institution committed to transforming the lives of our students through high-quality, accessible higher education. Indeed, this commitment is central to our mission. What this means in practice is something our campus set out to define from 2010 to 2012 using a collaborative, inclusive, and iterative process. Although time consuming, it was valuable for the identity and cohesion of our institution. Indeed, this two-year process engaged the entire campus community—faculty, students, staff, and administrators—in meaningful dialog and careful reflection about what our graduates should know and be able to do. What follows is a brief description of our approach to Institutional Learning Outcome (ILO) development. (A full description of the ILO development process is available on the Committee on Academic Planning and Review (CAPR) Web page in documents 2010-11 CAPR 19 and 2011-12 CAPR 12.)

The ILO development process was initiated by a charge from the Academic Senate to the Committee on Academic Planning and Review (outlined in 2010-11 CAPR 1 revised), which in turn formed the ILO Subcommittee. This committee's charge was to formulate and implement an approach to ILO development and assessment. Committee membership was inclusive with

faculty from each college and the library as well as key administrators and staff. The ILO Subcommittee was assisted by the WASC ILO Task Force, which worked for one year to plan, develop capacity, and communicate new initiatives across campus prior to the creation of the WASC Steering Committee.

The ILO Subcommittee determined that a collaborative and inclusive approach was necessary in order to develop consensus about our shared goals for students and to gain wide support across the campus for meeting those goals. The ILO development process consisted of three phases. Phase 1 involved research on best practices in ILO development and assessment as well as interviews with campus leaders representing administration, faculty, and staff. Approximately 30 campus leaders were interviewed, and results were analyzed to understand leadership perspectives on key learning outcomes for our students. The ILO Subcommittee and Task Force then used this information to guide the next phase of the development process.

Phase 2 brought students, faculty, staff, and administrators together for ILO forums, which were organized around small group discussions about the most important learning outcomes for our graduates. The results of the ILO forums indicated the following learning outcomes were most important for our students: critical thinking (including problem solving and analytical thinking); social responsibility, ethical thinking, civic and global engagement, and sustainability; oral and written communication, and artistic expression; and teamwork, collaboration, and intercultural competency. These data, along with information gained from attendance at WASC retreats in September and October 2011, were used to create six draft ILO statements from the four broad learning outcomes identified in the ILO forums.

In phase 3, campus stakeholders—faculty, staff, students, and administrators—were invited to come together in a second set of ILO forums to confirm, question, expand, and begin

to define the six draft ILOs created during phase 2 activities. Small and whole group discussions during the ILO forums resulted in additional input for refining and defining our ILOs and for creating a preamble for the ILOs. These efforts were shared with the campus community through visits to existing committees and standing meetings, such as the Council of Chairs for each college, CAPR, and the Faculty Diversity and Equity Committee (FDEC). Feedback gathered during these visits gave the ILO Subcommittee further direction for revisions.

Our final ILOs were presented to and approved by our Academic Senate unanimously in spring 2012. The unanimous support came about largely because we used an approach to ILO development that was truly inclusive and focused on our shared mission and values. In May 2012, President Morishita approved the ILOs. Developed organically with input from all campus stakeholders, our ILOs represent the meaning of our undergraduate and graduate degrees—our aspirations for students about the ways in which CSUEB will contribute to their lives as professionals and citizens, as leaders and community members, as thinkers and actors in a world experiencing unprecedented rates of change.

Quality of Degrees: Building Sustainable Assessment Structures for ILO Assessment [CFRs 2.6, 2.7, 4.1, 4.3, 4.4, 4. 6]

The process of developing our ILOs helped the campus define the broad meaning of our degrees. In order to ensure the quality of our degrees, the campus is committed to the ongoing assessment of our ILOs and to making changes to better serve students based on that assessment. Although we continue to work to operationalize this commitment to assessment and improvement, since May 2012, CSUEB has made impressive strides in building a sustainable assessment structure for our new ILOs and the WASC core competencies. In order to build an institutional structure for continuous improvement, our campus has drawn on existing resources and created new mechanisms and processes. The ILO Subcommittee developed a long-term

ILO/core competency assessment plan during winter and spring 2014, and CAPR did an initial review of the plan in May 2014. In the next academic year, we expect to discuss and revise the long-term ILO/core competency plan and see its adoption by the Academic Senate and University leadership as our campus approach to ensuring the quality of our degrees at the institutional level. The proposed plan is based on our experiences with the Critical Thinking Assessment Project (CTAP) and faculty learning communities offered by the Office of Faculty Development and supported by Academic Programs and Graduate Studies on ILO assessment. These pilot efforts and what we have learned from them are described below.

Because critical thinking was the top learning outcome that emerged from the ILO development process and because other CSUs had agreed to work together on assessing this WASC core competency, it was selected as the first ILO and core competency to assess campus-wide. In April 2013, CSU East Bay hosted the first symposium in a multi-year cycle planned to address each of the core competencies outlined in the *2013 WASC Handbook of Accreditation* as well as our own ILOs. The 2013 critical thinking symposium included panel presentations and breakout sessions where faculty, staff, and administrators from across northern California came together to discuss how to define and measure critical thinking and how to improve curricular and co-curricular support for the development of students' critical thinking abilities. The second symposium held in Spring 2014 gave CSUEB and other campuses an opportunity to share results and improvement strategies.

After the 2013 symposium, CSUEB focused its efforts to assess critical thinking in two ways: The GE Subcommittee of the Academic Senate worked on the assessment of critical thinking in first-year student papers, and the Critical Thinking Assessment Project (CTAP) was launched to assess critical thinking in upper-division major and GE classes.

In its assessment of critical thinking of first year students, the GE Subcommittee evaluated a small sample of papers from a freshman-level critical thinking course, PHIL 1000, Workshop in Clear Thinking. The group used a revised version of the AAC&U Critical Thinking VALUE Rubric in which the lower half of the rubric was expanded to better capture a full range of our students' skills at the lower-division level and identify students' critical thinking strengths and challenges. The revised rubric was used to evaluate a larger sample of papers from this class. At the conclusion of this evaluation session, the team discussed the patterns observed in students' critical thinking and identified needs to be addressed in closing the loop activities in the subsequent academic years. Patterns in student learning and needs are discussed in Essay 4. In spring 2014, the GE Subcommittee reviewed the report from the summer assessment project in detail and made plans to develop closing the loop activities.

Critical thinking in upper-division major and GE classes was assessed during the 2013-14 academic year as part of the year-long Critical Thinking Assessment Project (CTAP) and as part of the regular work of existing subcommittees of the Academic Senate. A brief description of this work follows. For details, follow Project 1 within the Blackboard Outcomes Report.

The cross-disciplinary CTAP faculty developed a rubric for assessing critical thinking across the University; piloted the rubric by assessing critical thinking in one of their course assignments; and provided feedback about rubric development and application to the campus. In addition, they allowed access to student work through Blackboard Outcomes for assessment so that the GE and ILO Subcommittees could assess critical thinking at the institutional level in upper-division GE and major classes, respectively. In the 2013-2014 academic year, both subcommittees were trained in using Blackboard Outcomes, assessed critical thinking courses

across the curriculum using Outcomes, and discussed assessment results with an eye towards developing closing the loop activities in the 2014-2015 academic year.

In terms of assessment processes and structures, the work of CTAP as well as that of the GE and ILO Subcommittees suggests that rubric development and piloting by cross-disciplinary faculty requires intentional institutional support as we build the capacity and expertise needed to assess each of our ILOs and the WASC core competencies for the first time. In order to move the campus forward with the assessment of our diversity/social justice ILO and our written communication ILO (also a WASC core competency), the Office of Academic Programs and Graduate Studies funded faculty learning communities to operationalize assessment plans for both ILOs for the 2013-2014 academic year. By May 2014, these cross-disciplinary groups had each developed a university-wide rubric to assess their respective ILOs, which will be piloted on an assignment in one of their classes in fall 2014. Results of the pilot will guide the GE and ILO Subcommittees in their development of methodologies to assess our diversity/social justice and written communication ILOs in winter and spring 2015.

Cal State East Bay is committed to ensuring the quality of our degree programs by building a sustainable assessment structure for our ILOs and the WASC core competences. This is evident not only in the work of campus stakeholders on CTAP and the ILO and GE Subcommittees just discussed, but also in two recently established initiatives that support high impact pedagogical practices and assessment in support of student learning. These initiatives, the annual Programmatic Excellence and Innovation in Learning (PEIL) grants and the Educational Effectiveness Council (EEC), are discussed briefly below.

Provost Houpis created the PEIL grant program to support faculty and staff in their efforts to develop innovative approaches to academic and co-curricular program improvement

and assessment. In 2012-2013, ten PEIL grants were funded. All grant teams were cross-disciplinary and made up of faculty, staff, and in some cases, students. Six of these grants assessed student learning and support needs in the areas of diversity/social justice; collaboration/team work/leadership; freshman learning communities; Latino/a transfer students; community engagement; and game-enhanced pedagogy. Four of the grants implemented and assessed innovative approaches to programmatic change in STEM disciplines and in teaching credential candidate assessment. In 2013-2014, PEIL recipients were faculty teams from each of the colleges and the GE program. Each team designed, implemented, and assessed new approaches to teaching and assessment in order to increase learning in at least one degree program. For 2014-15, four projects have been funded that involve revisions to remedial math pedagogy; development of an interdisciplinary environmental restoration service learning experience; online tools to enhance quantitative reasoning skills of students in introductory economics; and the impact of service learning on students in financial literacy courses. PEIL grant projects/white papers are available [here].

Founded in December 2012, the Educational Effectiveness Council (EEC) is another recent addition to our institutional assessment structure aimed at ensuring high quality degree programs. EEC is responsible for ensuring the development and implementation of student learning assessment for all academic programs. EEC members represent all four colleges, the library, the GE program, and Graduate Studies. EEC members work with their respective colleagues to align program learning outcomes (PLOs) with our ILOs and the University's shared commitments. EEC also works with the ILO Subcommittee to coordinate assessment plans and reports program assessment data to the larger campus in their committee reports. Because of the heavy workload associated with EEC activities, most faculty members on the

council receive one course release per quarter for their service. More informationis available at the EEC website.

Although still at the developing stage, Cal State East Bay has established a sustainable assessment structure focused on supporting students in their achievement of our ILOs through continuous improvement of the programs and degrees we offer. By drawing on existing committees and creating a range of new institutional structures, the University has shown its stakeholders that we are committed to ensuring excellence in our degree programs.

Integrity of Degrees: Program Review and Planning for Distinction [CFRs 2.7, 4.1]

When applied to a degree program, the concept of integrity suggests a meaningful whole, a coherent educational experience. Undergraduate degree programs appropriately balance general education—aimed at preparing students to be informed, engaged citizens of a rapidly changing world—with discipline-specific preparation appropriate to the knowledge base and skill sets required in professions related to that discipline. Graduate degree and teacher credential programs are appropriately focused on developing higher levels of expertise in a discipline or profession. A wide range of well-established Academic Senate committees ensure that undergraduate and graduate degree programs offer meaningful, coherent educational experiences. These include the Committee on Instruction and Curriculum (CIC), the Committee on Academic Planning and Review (CAPR), the Graduate Advisory Council, and the Faculty Diversity and Equity Committee (FDEC) as well as many of the associated subcommittees such as the GE, Writing Skills, and ILO Subcommittees.

CAPR is a key player in establishing and maintaining the integrity of degree programs. (CAPR policies, procedures, and results are discussed in greater detail in Essays 4 and 6.) This long-standing, hard-working committee was commended in the Commission Action Letter of

March 3, 2008 for its exemplary review process. Annual reports require a self-study of goals, progress toward goals, and identification of changes and needs as well as documentation of program learning outcomes (PLOs) assessment and relevant statistics. Five-year reviews require a similar self-study, the development of a five-year plan, an outside reviewer's report, and the program's response to the outside reviewer's report. When used to their full potential, CAPR reviews allow degree programs, as well as non-degree programs such as GE and Athletics, to ensure that their curricula provide a cohesive, relevant educational experience. (See Essay 6 for examples of the program review process and results.)

Planning for Distinction (PFD) is another powerful institutional mechanism that helps to ensure the integrity of degree programs. This campus-wide comprehensive review process, completed in spring 2014, resulted in simultaneous evaluations and prioritizations of all academic and support programs on campus. The goal of the process was to determine how best to reallocate resources to support the highest priorities of the University, including maintaining the integrity of the degrees. The PFD Instructional Task Group, consisting primarily of faculty appointed by the Provost and CFO, developed five criteria with which to evaluate instructional programs and place each into one of three categories: commend, maintain, or review. While the results of the PFD process have been made publically available, decisions about how to act on the recommendations made have not been finalized. For instructional programs in particular, any decisions regarding changes will proceed through established Academic Senate procedures and committees. (For more about PFD, see Essays 4 and 6.)

Creating a Shared Identity and Developing Institutional Cohesion

As part of our self-study, CSUEB faculty were invited to forums in spring 2014 to discuss the meaning, quality, and integrity (MQI) of our degrees using the draft WASC rubric

shared with CSUEB during our reaccreditation training sessions in October 2013. Although attendance at the faculty forums was light, all colleges and the library were represented. Some staff and administrators who work closely with students and academic programs also participated in these forums.

For the sections of the rubric about the meaning of the degree, forum attendees noted the recent ILO process as an important aspect of defining the meanings of our degrees. They commented on the inclusiveness of the ILO development process and our initial efforts to assess the ILOs, but also pointed out the need to make clearer connections between ILOs and degree program assessment and the fact that ILO assessment has not yet been fully integrated into the University culture. Most attendees rated the University in the emerging and developing category on the WASC MQI rubric for the meaning of the degree.

For the sections of the rubric about degree quality, forum attendees recognized the positive impact of initiatives such as our A2E2 student success fee funded programs, Freshman Learning Communities (clusters), Peer Mentors, Blackboard and University Libraries resources as well as the University's commitment to high-impact practices that support student learning and success. Concerns were raised about equipment needs, especially in the sciences, as well as about course offerings at the lower-division level, assessment at graduation, and inconsistencies in degree program roadmaps. Attendees rated the quality of the degree in the emerging and developed category on the WASC MQI rubric.

For the section of the rubric about degree integrity, forums attendees noted the importance of CAPR and five-year reviews and recent work on assessment by the Educational Effectiveness Council and other campus committees as evidence that we are in the emerging or

developing category. The need for more communication and transparency around assessment of learning outcomes was noted as well.

Over the last five years, Cal State East Bay has worked seriously, collaboratively, and inclusively to define what we want our graduates to achieve. We have worked together to use our existing resources effectively and strategically to build new structures to document and act on what we do well and what we must address as an institution to better meet the needs of our students. We offer our students programs of study and activities that form a meaningful and cohesive educational experience, transforming the lives and possibilities of many students. It is not easy to create a shared identity and a sense of institutional cohesion at a place as large and complex as CSUEB, and yet, in our ILO statements and in our actions connected to those ILOs, our shared vision shows it is possible.

ESSAY 4 Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

> Instructors and students share responsibility for the success of any college course, instructors for laying out clear expectations, and students for being aware of and responding to them. The syllabus is the primary means of presenting these expectations. A well-written syllabus is a roadmap of the essential features of a course, including assignments, assessments, and learning outcomes. A quality syllabus represents an understanding between instructor and students and makes each party accountable for carrying out specific tasks in specific ways. As such, the syllabus provides a common focus and promotes academic integrity and intellectual engagement. Further, a thoughtfully designed syllabus reduces student misunderstandings, thus saving time and effort for the core task of teaching and learning. As a shorthand record of course content and activities, a syllabus also facilitates program articulation and review.

> —Academic Senate Policy on Course Requirement Information

Learning Outcomes for Degree Programs [CFRs 2.2a, 2.2b, 2.3, 2.4, 2.5]

As described in the policy statement above, student learning outcomes at the course level are communicated through course syllabi and serve an important role in the learning process for faculty and students alike. In addition, all courses approved for general education (GE) requirements are required to include relevant GE learning outcomes on course syllabi. Academic Senate committee recommendations are currently under consideration to require that program learning outcomes and institutional learning outcomes also be required for course syllabi. Communicating these over-arching learning outcomes in course syllabi is important in encouraging students and faculty to reflect on the impact of course learning on successful achievement of degree program and institutional learning outcomes.

As discussed in Essay 3, Cal State East Bay used an inclusive, collaborative, and iterative process to develop our ILOs. Because of the process we used, these outcomes express our shared vision of the knowledge, skills, and values that our students are expected to develop through our undergraduate and graduate degrees. We have high expectations for students because we want

them to be well prepared to participate in a complex and rapidly changing world. As an institution which is among the most diverse in the nation and which serves many first-generation and low income college students, the high-quality, accessible education available at CSUEB plays a crucial role in opening life possibilities for individuals and their communities.

Because of the broad nature of our ILOs, they apply to all degree programs. Levels of degrees are differentiated at the program level. At the undergraduate level, GE courses, major courses, and participation in co-curricular activities provide the intellectual and experiential foundations for the achievement of all the ILOs by graduation and prepare students for work, citizenship, and life-long learning. CSUEB's ILOs are aligned with WASC core competencies and other learning outcomes specified in CFR 2.2a. The chart below provides a summary of this alignment.

ILO	WASC Core Competency/Other CRF 2.2a Outcome
Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems	Critical thinking Quantitative reasoning Information literacy Creativity Innovation
Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others	Written and oral communication Information literacy Ability to work with others
Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities	Critical thinking Appreciation for diversity Ability to work with others
Work collaboratively and respectfully with others as members and leaders of diverse teams and communities	Oral and written communication Ability to work with others
Act responsibly and sustainably at local, national, and global levels	Critical thinking Creativity Innovation

	Ethical and civic responsibility Civic engagement
Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study	Significant in-depth study in a given area of knowledge Information literacy

At the undergraduate level, GE course work contributes to the CFR 2.2a requirement for breadth of knowledge across those broad areas of human knowledge and activity: the arts and humanities; the social and political; and the scientific and technical. (Essay 1 includes a more extensive discussion of GE's role in developing the breadth of knowledge associated with well-educated individuals.)

Undergraduate degree outcomes are assessed in a variety of ways, with each academic program developing their own program learning outcomes (PLOs), assessment plan, and alignment with relevant ILOs. Methods for assessing PLOs include capstone experiences, senior seminars, portfolios, external board exams, and alumni and employer surveys.

At the master's and credential level, it is assumed that students come into these advanced, specialized degree programs having already developed core competencies and a breadth of knowledge expected of those who have earned a bachelor's degree. Some graduate program outcomes are shaped by external accrediting agencies (e.g., National Council for the Accreditation of Teacher Education for teacher credential programs). Other graduate programs develop their outcomes based on faculty expertise about expectations for earning a graduate degree in a particular discipline. Graduate programs align with the ILOs most relevant to their discipline or profession. At the most general level, graduate programs emphasize engagement with the literature and/or professional practices of a discipline or profession. As required by Title V, all master's and credential programs have a capstone experience in which students demonstrate advanced disciplinary knowledge and/or professional competencies. Capstone

experiences vary by program and include culminating projects, departmental theses, university theses, and/or comprehensive exams.

The Doctorate in Educational Leadership is the highest degree offered at CSUEB. As such, it requires the highest level of academic achievement through advanced study and original research. An Ed.D. student must pass qualifying exams and submit a dissertation that has been reviewed and approved by a faculty committee. (A self-review of the Ed.D. program is included in a separate report.)

All CSUEB academic programs have developed PLOs and have listed them in the university catalog. At the undergraduate and graduate degree levels, assessment of student learning outcomes at the program level is required in the annual and five-year reviews conducted by CAPR. The Educational Effectiveness Council and Graduate Advisory Council require each program to have an assessment plan that includes program-level student learning outcomes, curriculum maps for PLOs and ILOs, and a long-term assessment plan. Program portfolio pages have been created to provide public access to evidence of student learning and to demonstrate our commitment to continuous improvement.

A few co-curricular programs, such as Athletics and EOP, conduct regular assessment, but many co-curricular programs still need to develop learning outcomes and assessment plans. All co-curricular programs participated in Planning for Distinction and may be able to use the results of that process to help with long-term assessment. In addition, in winter and spring 2014, the ILO Subcommittee conducted focus groups about the impact of co-curricular participation on critical thinking. Over 75 students participated in these focus groups, representing the following co-curricular programs: Student Center for Academic Achievement (SCAA) tutors, Peer Mentor

Program, graduate teaching associates in the English department, Athletics, Honors Program, Model United Nations, Associated Students Inc., and the Catholic Club.

Standards of Performance [CFRs 2.4, 2.5, 2.6, 2.7, 4.1, 4.3, 4.4]

Based on shared governance principles and structures, faculty members have primary responsibility for curriculum design; the development of PLOs, curriculum maps, and long-term assessment plans; and the implementation of these assessment plans including making improvements based on assessment findings. The Educational Effectiveness Council is charged with providing a communication channel between faculty and Academic Affairs; assisting faculty with the development of program SLOs, curriculum maps, and assessment plans; evaluating faculty training and support needs; and assisting faculty with assessment plan implementation. Academic Affairs is responsible for supporting the infrastructure needed to implement the curriculum; provide training and development opportunities in assessment; analyze aggregated data on student learning; and prepare reports for internal and external stakeholders including WASC.

As discussed in Essay 6, CSUEB uses annual and five-year program reviews as a mechanism to ensure that standards of performance for degree programs are set, validated, and assessed. As discussed in Essay 3, the campus is in the process of establishing a sustainable assessment structure for our ILO assessment and has already assessed the critical thinking outcome in a large, lower-division critical thinking class, in upper-division major and GE classes, and in co-curricular programs. Drawing on lessons learned through the assessment of the critical thinking ILO/core competency, the ILO subcommittee of the Academic Senate created a long-term ILO assessment plan proposal.

To date, the main evidence of achievement of our ILOs and the WASC core competencies comes from the assessment work on critical thinking, though it should be noted that CSUEB's library faculty assess information literacy in their lower-division library class annually and cross-disciplinary faculty assess upper-division and graduate student writing for the university writing skills requirement (UWSR) on a quarterly basis.

Faculty in the Critical Thinking Assessment Project (CTAP) as well as those on the GE and ILO Subcommittees participated in the assessment of critical thinking at the institutional level. Results of this assessment are summarized below and available in the Blackboard Outcomes Report.

Patterns in lower-division student learning/needs. The GE lower-division critical thinking assessment team assessed 44 student essays from Philosophy 1000, Workshop in Clear Thinking, in summer 2013. The team identified the following patterns in student learning and needs as they relate to critical thinking.

1. Almost all students stated their own position on an issue/problem clearly.

2. Most students were able to acknowledge at least one claim that conflicted with their position on the issue/problem.

3. Almost all students had difficulty establishing the credibility of the source(s) used in their argument.

4. Many students had difficulty developing their ideas, either failing to explain the significance of the evidence they presented or making claims without providing sufficient evidence.

5. Although attempts at counter-arguments were present in many student papers, writers often had difficulties refuting claims on the other side, using the counter-argument to

further their own position, and/or identifying the assumptions of people with a different perspective on the issue/problem.

6. Providing relevant contextual information was difficult for many students.

7. Describing the relationships between the issue/problem and conclusions, consequences, or implications was difficult for many students.

8. Many students seemed to struggle with narrowing an issue/problem appropriately for the argument essay assignment.

In spring 2014, the GE Subcommittee reviewed the report from the summer lower-division assessment project, and the subcommittee plans to develop closing-the-loop activities aimed at addressing the critical thinking needs of lower-division students in the 2014-2015 academic year.

Patterns in critical thinking outcomes at graduation/identified needs to support the development of critical thinking. Faculty involved in CTAP and the GE and ILO Subcommittees used the university critical thinking rubric to assess various aspects of critical thinking in student work in a range of upper-division GE and major courses in winter and spring 2014. Students in both groups performed best on the explanation of issues and statement of their own position. Students experienced more challenges with discussions of context, assumptions and alternative viewpoints as well as with discussion of conclusions, implications, and consequences. A summary of these results by categories (1 = lowest to 4 = highest) on the critical thinking rubric is provided in Figure 1. Figure 2 below provides the frequency distributions of the various rubric scale ratings for both the GE and majors courses. The majority of students in both groups scored at levels 3 and 4 on all rubric criteria, indicating they were performing at the proficient to advanced level.
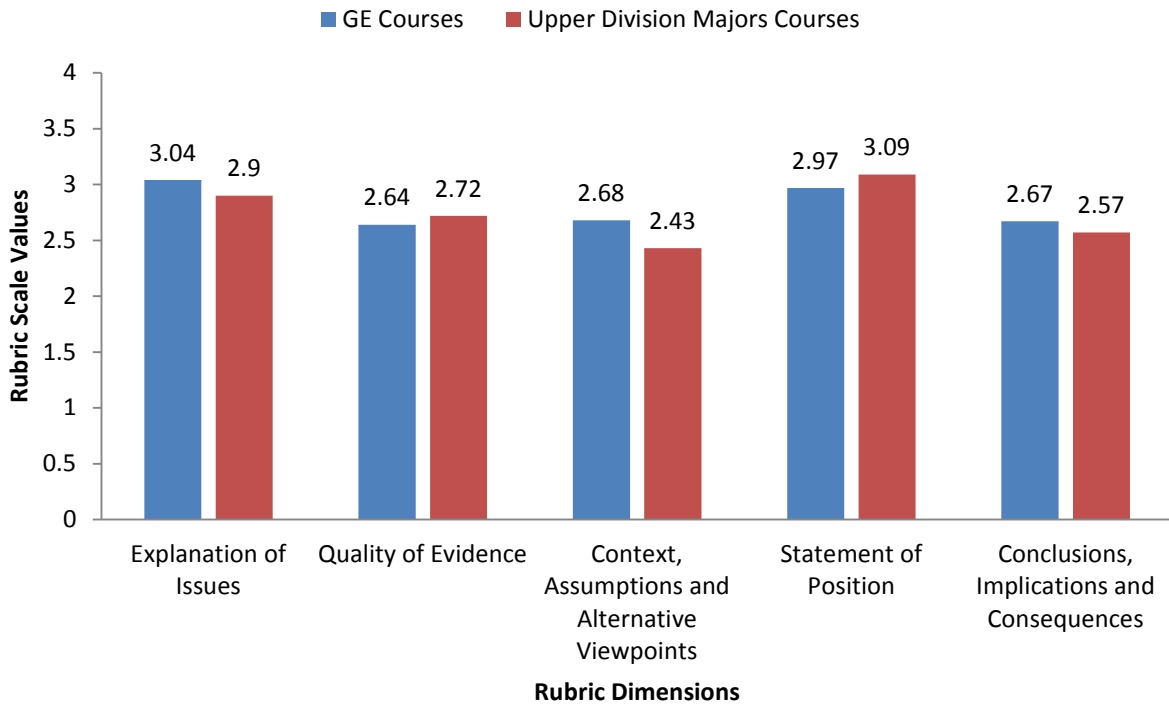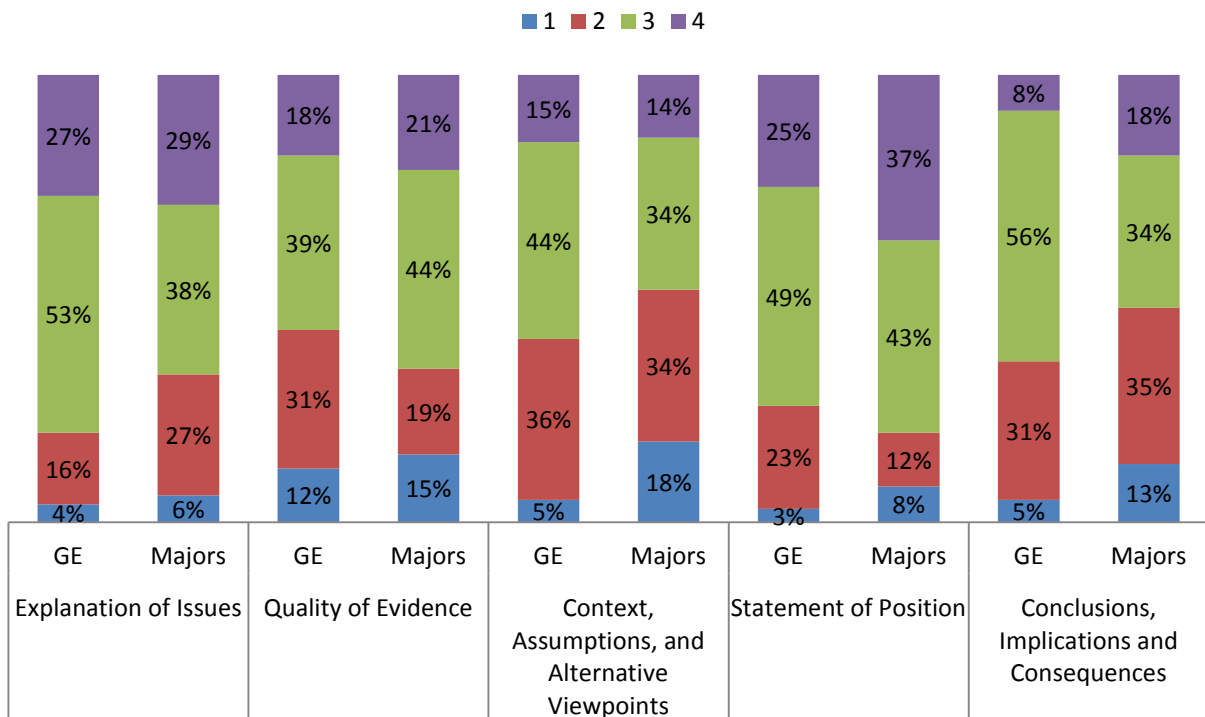
Figure 1: Critical Thinking Assessment Results

■ GE Courses ■ Upper Division Majors Courses

Rubric Dimension	GE Courses	Upper Division Majors Courses
Explanation of Issues	3.04	2.9
Quality of Evidence	2.64	2.72
Context, Assumptions and Alternative Viewpoints	2.68	2.43
Statement of Position	2.97	3.09
Conclusions, Implications and Consequences	2.67	2.57

Rubric Scale Values (y-axis: 0 to 4)

Rubric Dimensions (x-axis)

Figure 2: Frequency Distribution of Critical Thinking Rubric Scores

■ 1 ■ 2 ■ 3 ■ 4

	Explanation of Issues GE	Explanation of Issues Majors	Quality of Evidence GE	Quality of Evidence Majors	Context, Assumptions, and Alternative Viewpoints GE	Context, Assumptions, and Alternative Viewpoints Majors	Statement of Position GE	Statement of Position Majors	Conclusions, Implications and Consequences GE	Conclusions, Implications and Consequences Majors
4	27%	29%	18%	21%	15%	14%	25%	37%	8%	18%
3	53%	38%	39%	44%	44%	34%	49%	43%	56%	34%
2	16%	27%	31%	19%	36%	34%	23%	12%	31%	35%
1	4%	6%	12%	15%	5%	18%	3%	8%	5%	13%

These assessment efforts led to the following conclusions and identified needs, both of which will guide plans for closing the loop activities.

1. Components of critical thinking skills that need additional attention in the curriculum include the ability to find and use quality evidence and to discuss context, assumptions, and alternative viewpoints as well as conclusions, implications, and consequences.

2. Committees that assessed critical thinking found the following difficult: assessing critical thinking in a technical paper outside their area of expertise; separating critical thinking assessment from the assessment of writing; assessing critical thinking based on PowerPoint slides alone. These observations provide important considerations that can be used to develop new guidelines for the faculty learning communities currently piloting rubrics for our ILOs in diversity/social justice and written communication.

3. Some assignments were better than others in eliciting critical thinking as defined in the university critical thinking rubric. In some cases, CTAP faculty designed their assignments before the critical thinking rubric was finalized. Additional faculty development in the areas of aligning assignments with rubrics is warranted.

4. Because critical thinking may be defined differently depending on the discipline (e.g., analytic thinking, comparative thinking, creative thinking), it may be necessary for programs to adapt the university critical thinking rubric to be more representative of their disciplinary practices and values.

Based on the findings above, specific plans for closing the loop activities will be developed and implemented in the 2014-2015 academic year. In addition, student work will be

collected and assessed on two additional ILO's, diversity and social justice and written communication (also a WASC core competency) during the 2014-2015 academic year.

Although not a direct assessment of graduate student achievement of the University's ILOs, the Graduate Student Survey, conducted in spring 2012, asked students to rate their proficiencies in a number of areas, including the ILO domains. Students indicated the extent to which they felt their abilities in these areas were enhanced in their program using a four-point scale (1–Beginning, 2–Emerging, 3–Proficiency and 4–Master). Students rated most of the skill domains at or near proficiency, with research receiving the lowest rating (2.68). This may be due to the differences between graduate programs that are primarily research oriented and those that are professionally oriented. For example, biological sciences students in a research-oriented program averaged 3.13 on the research item. Overall results of the survey were shared and discussed by the Graduate Advisory Committee (Figure 3). Disaggregated results by program were shared with graduate coordinators, department chairs and college deans for further review and action.

Figure 3: Self-Reported Graduate Student Proficiencies
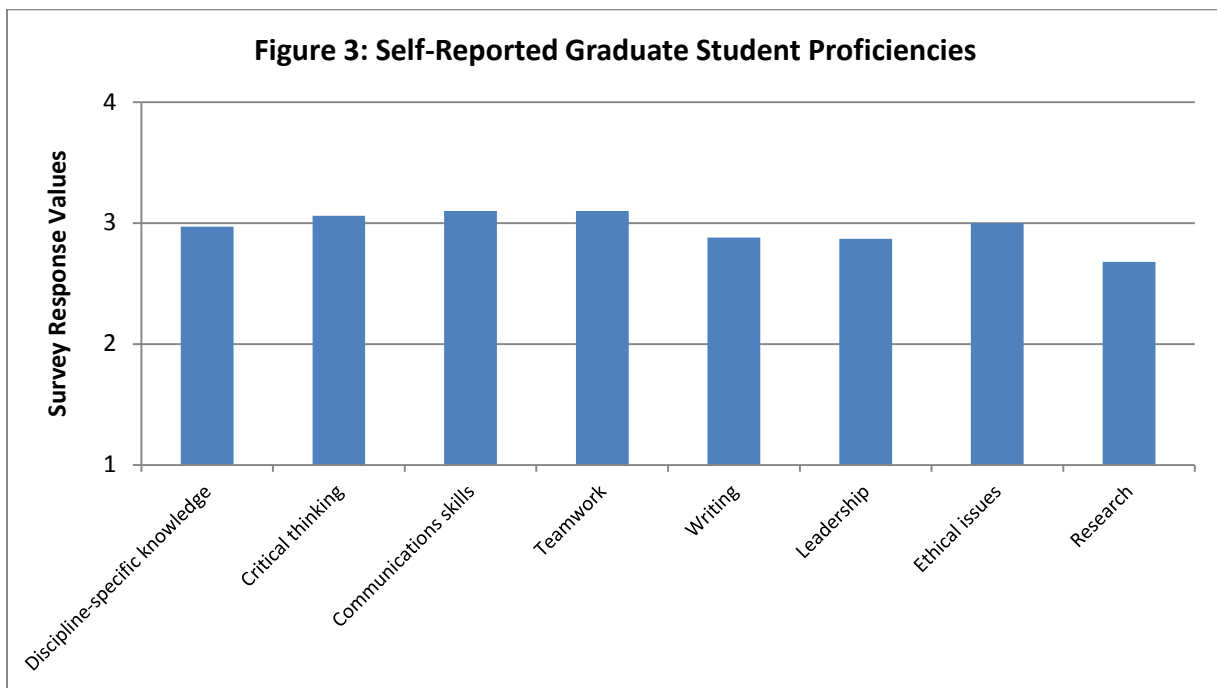
Institutional Commitment to Transformative Pedagogy [CFRs 2.8, 2.9, 4.1-4.3]

There are a number of initiatives at CSUEB that provide evidence of our institutional commitment to learning-centeredness. PEIL grants are an example of the institutional commitment to innovation in teaching to better serve our students. The broad goals of PEIL grants are to provide faculty release time in order to accomplish the following.

1. Support faculty members in building a solid understanding of the learning needs of the diverse and multicultural CSUEB student body;

2. Stimulate leading-edge research and development of instructional models that can lead to successful and innovative programmatic-level changes which improve student learning in accordance with measurable educational goals;

3. Encourage and strengthen the practice of scholarship of teaching and learning at CSUEB;

4. Provide a vehicle for programmatic change within and across departments through the dissemination of innovative ideas and best practices within the CSUEB community and beyond.

The first round of PEIL funding brought together interdisciplinary teams to investigate or implement pedagogical innovations targeting our ILOs. The team projects included work on collaboration, teamwork, and leadership; freshman learning communities; diversity and social justice; community engagement; and GANAS (Gaining Access 'N Academic Success), a program to increase the success of Latino/a transfer students. Subsequent PEIL grants have provided annual funding for one project in each college as well as in a GE area to work on addressing student needs specific to a course or program within one college or GE. Examples of funded projects in 2013-2014 include changing remedial math pedagogy and using structured peer review to enhance students' communication skills.

The Office of Faculty Development, the Office of Research and Sponsored Programs (ORSP), and Media and Academic Technology Services (MATS) are other important institutional structures that offer support and guidance for faculty to create learning-centered curricula. The Office of Faculty Development offers workshops, individual consultation sessions, and faculty learning communities to help faculty better address the learning needs of our students. ORSP provides internal faculty support grants in collaborative research, engaging students in course-related research, and mentoring student researchers. MATS offers individual support and small-group workshops on instructional technology.

The CSU Chancellor's Office has funded a number of grants to CSUEB faculty teams in history, biology, and math. These grants support the development and implementation of innovative pedagogy in bottleneck undergraduate classes.

Both the university as a whole as well as the individual faculty have shown their commitment to developing pedagogical approaches that support the learning needs of our very diverse student population and ensure educational quality.

ESSAY 5 Student Success: Student Learning, Retention, and Graduation

"Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner."
—CSUEB's Strategic Commitment to Student Success

Defining, Understanding, and Documenting Student Success [CFRs 2.3, 2.4, 2.6, 2.10- 2.14, 4.1-4.4]

Cal State East Bay's mission, strategic commitments, and institutional learning outcomes all emphasize the importance of student success. As a campus, we define student success both in terms of learning and completion rates. In Essays 3 and 4, we address achievement in learning at the time of graduation. Here in Essay 5, we provide an overall picture of enrollment trends and changes followed by a focused discussion of retention and graduation rates as well as established, new, and planned support structures for improving these rates.

Although CSUEB's retention and graduation rates are on par with those of similar public institutions serving large numbers of diverse, first-generation and working-adult students (see IPEDS Data Feedback Report 2012), our campus is not satisfied with these rates and is committed to improving them. In his 2013 Convocation Address, President Morishita challenged the East Bay community to increase the six-year graduation rate for entering freshman from 43% to 60 % and the three-year graduation rate for transfer students from 51% to 65% by 2020. To reach these challenging and worthy goals, one step that CSUEB has taken is a review of disaggregated retention and graduation rates in order to better understand student achievement and needs among the various groups of students we serve. These data and their significance are discussed below.

Enrollment Patterns and Changes. The overall ratio of CSUEB enrollment has remained fairly steady with a population of about 70% continuing and 30% new students each Fall quarter (Figure 1). However, since 2007 total enrollment at Cal State East Bay has varied, in large part

due to CSU system-level policy developed in response to changes in state funding for the entire

CSU. Following a period of enrollment growth, enrollment dropped in Fall 2010 primarily due

to CSU system requirements to decrease the numbers of new students admitted.

Figure 1: Fall Quarter Total Enrollment
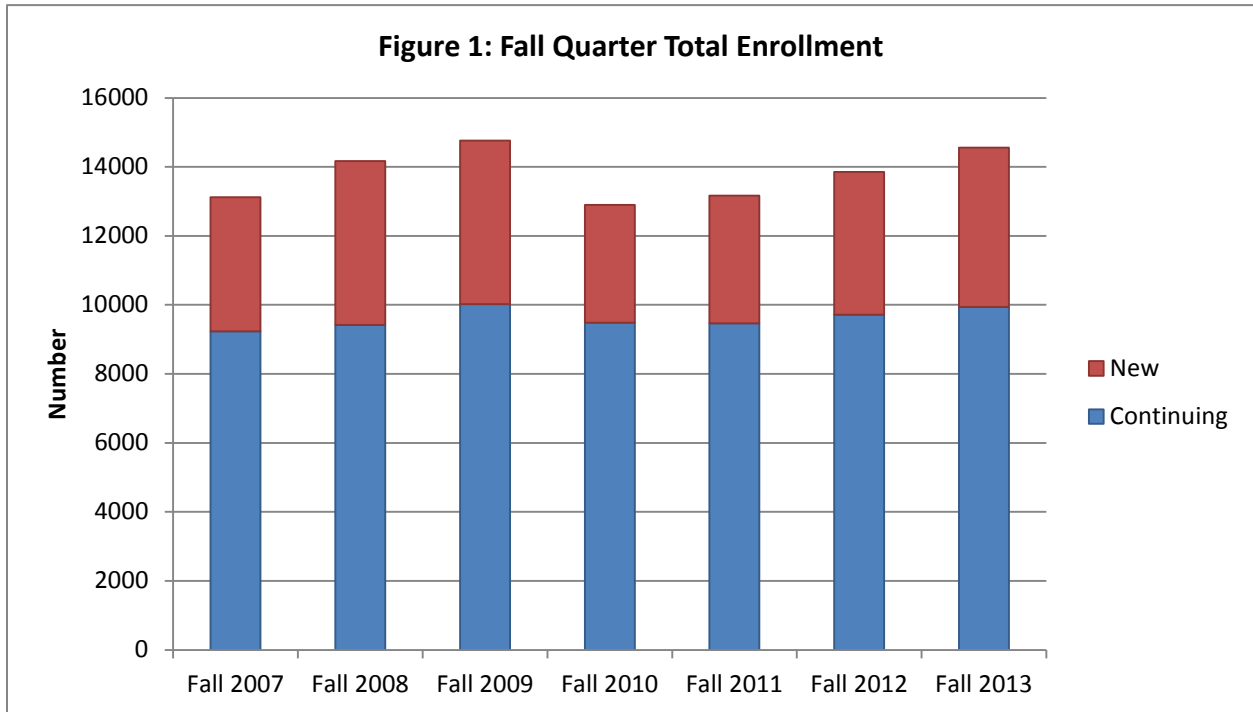
As shown below, the number of new lower-division transfer and graduate students has

declined since 2007 due to changes in CSU policy which limited admission of lower-division

transfer and second baccalaureate students and also discontinued admission of undeclared post-

baccalaureate students (i.e., graduate-level students not admitted to a particular graduate

program). In contrast, the number of upper-division transfer students has steadily increased

since 2009 (Figure 2).

Figure 2: Total New Student Enrollment by Class Level
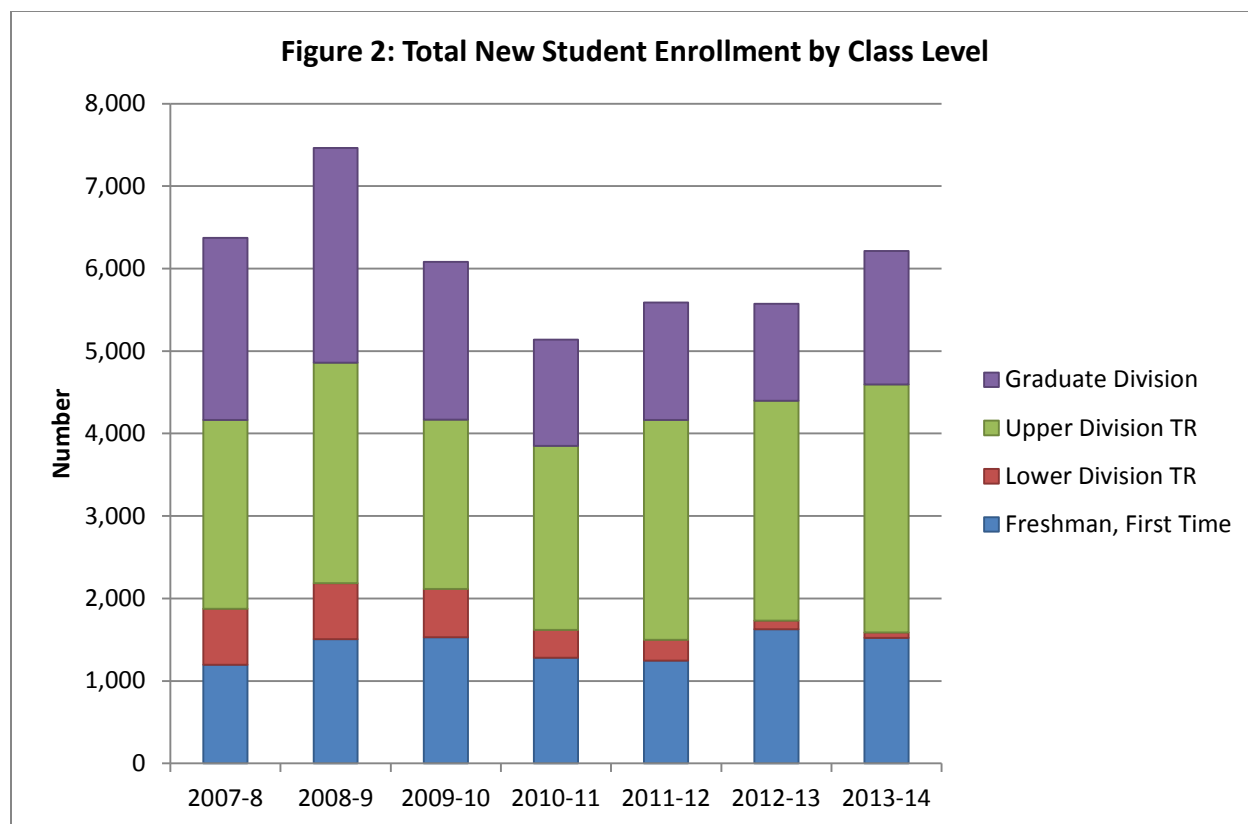
Entering Freshmen. After many years of relative stability in terms of numbers and composition, first-time freshman cohorts during the years 2006-2013 saw rapid growth and change in composition. From 1999 to 2007, the freshman class size hovered around 600 students. Between 2005 and 2009, Cal State East Bay admitted many students who were not fully CSU eligible as a way to increase access and enrollment to stabilize a difficult budget situation related to enrollment shortfalls. During this time period, 20% to 40% of the entering freshman classes were "exception admits" meaning that they did not meet the CSU standards in preparatory coursework and/or GPA to be considered fully eligible. Enrollment grew rapidly during this period, but retention and graduation rates declined. Therefore, starting in 2010, concerted efforts were undertaken by the University to stabilize the freshman class in terms of admission criteria while maintaining diversity. By Fall 2013, only 5% of the entering freshman class was not CSU eligible (Figure 3).

Figure 3: First-Time Freshmen: Exception vs. Non-Exception Admits
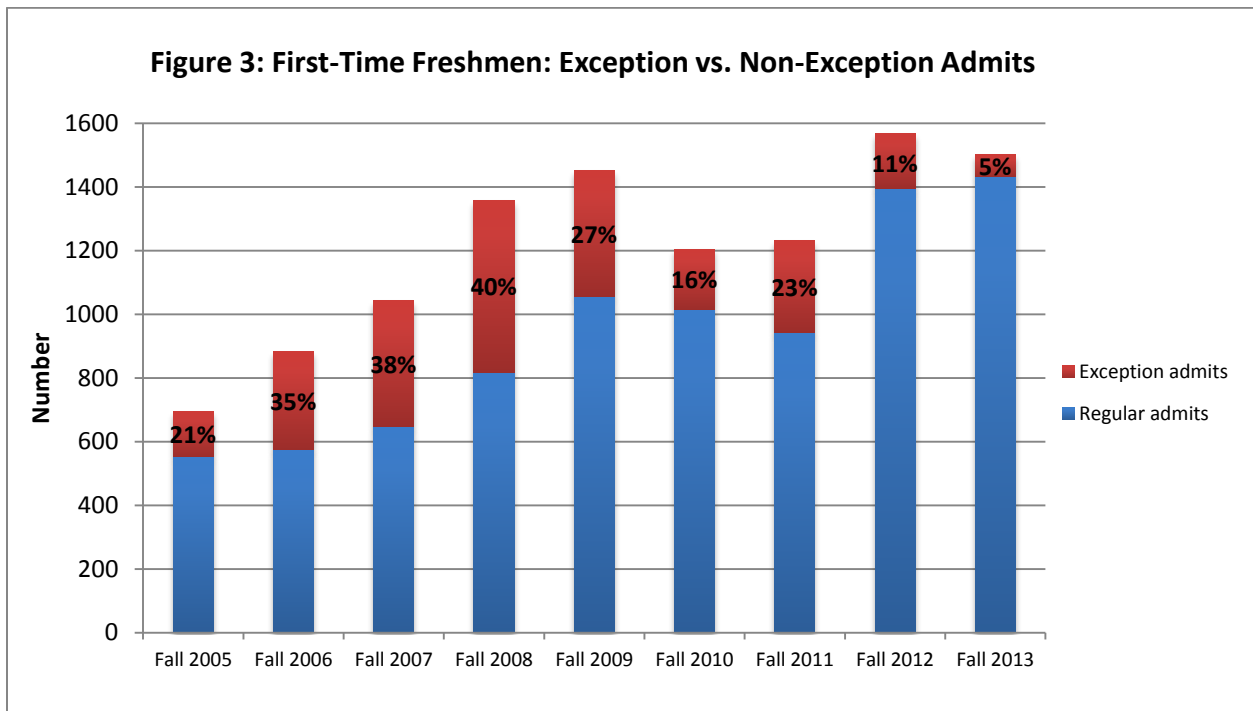
Reducing exception admits helped to improve freshman retention while maintaining access for a diverse student body and growing first-time student population. The number of first-time freshmen in Fall 2007 was 1,044. By 2012, that number had grown to 1,567. Prior to 2007, the freshman class averaged approximately 37% Asian/Pacific Islander, 23% white, 22% Hispanic and 18% African American. In Fall 2012, the freshman population was 24% Asian/Pacific Islander, 14% white, 44% Hispanic, and 19% African American. The composition of the class changed because of the large increase in Hispanic students (Figure 4).

Figure 4: First-time Freshmen - Demographics
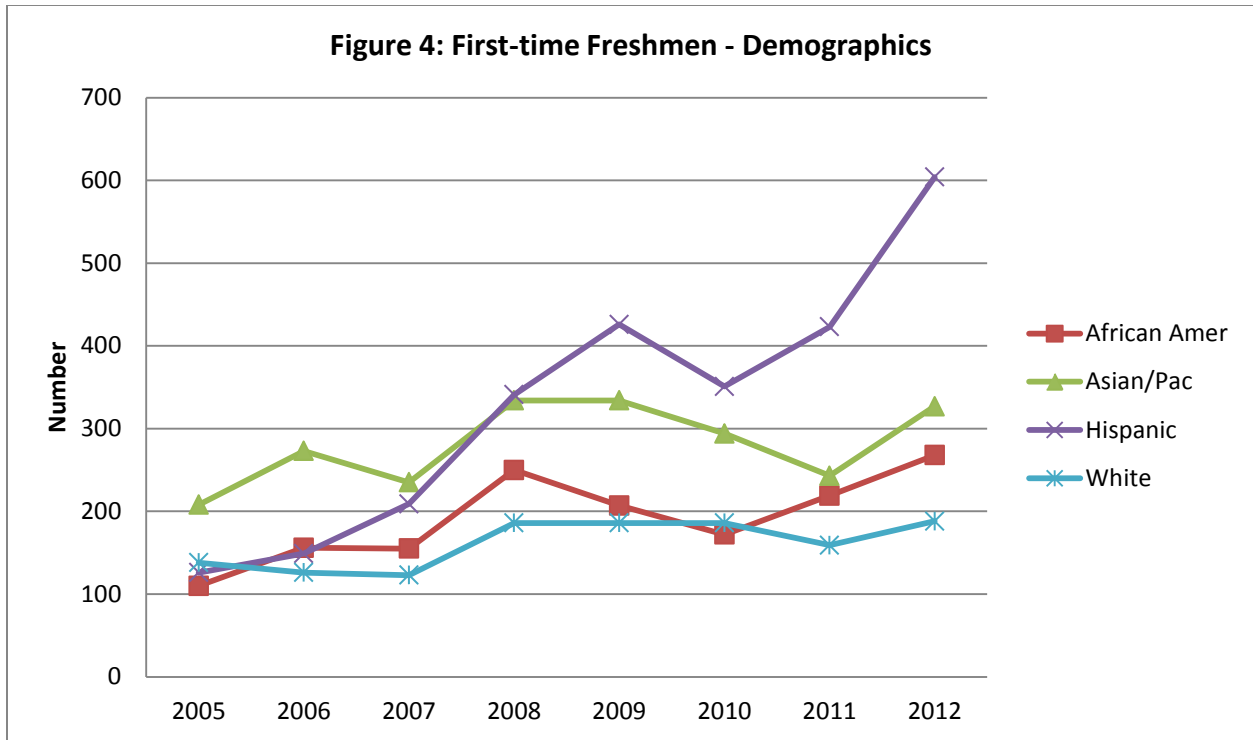
Since 2008, the first-time freshman class size has remained at or above 1,200 students, and first-year retention has steadily increased to a high of 78% for the Fall 2012 entering cohort (Figure 5). This retention rate has occurred despite factors that have been shown to have negative effects on retention and graduation rates. For example, our first-year students have high levels of need for remediation. In Fall 2013, 48% of the class was in developmental English, and 71% in developmental math. In addition, over 55% of Fall 2013 students were first-generation college students, and over 75% received financial aid. Thus, CSUEB has maintained its commitment to access and has made important progress on increasing student success rates since the declines in 2006-2008. (Specific programs aimed at student success are discussed later in this essay.)

Figure 5: Freshman Class - First Year Retention
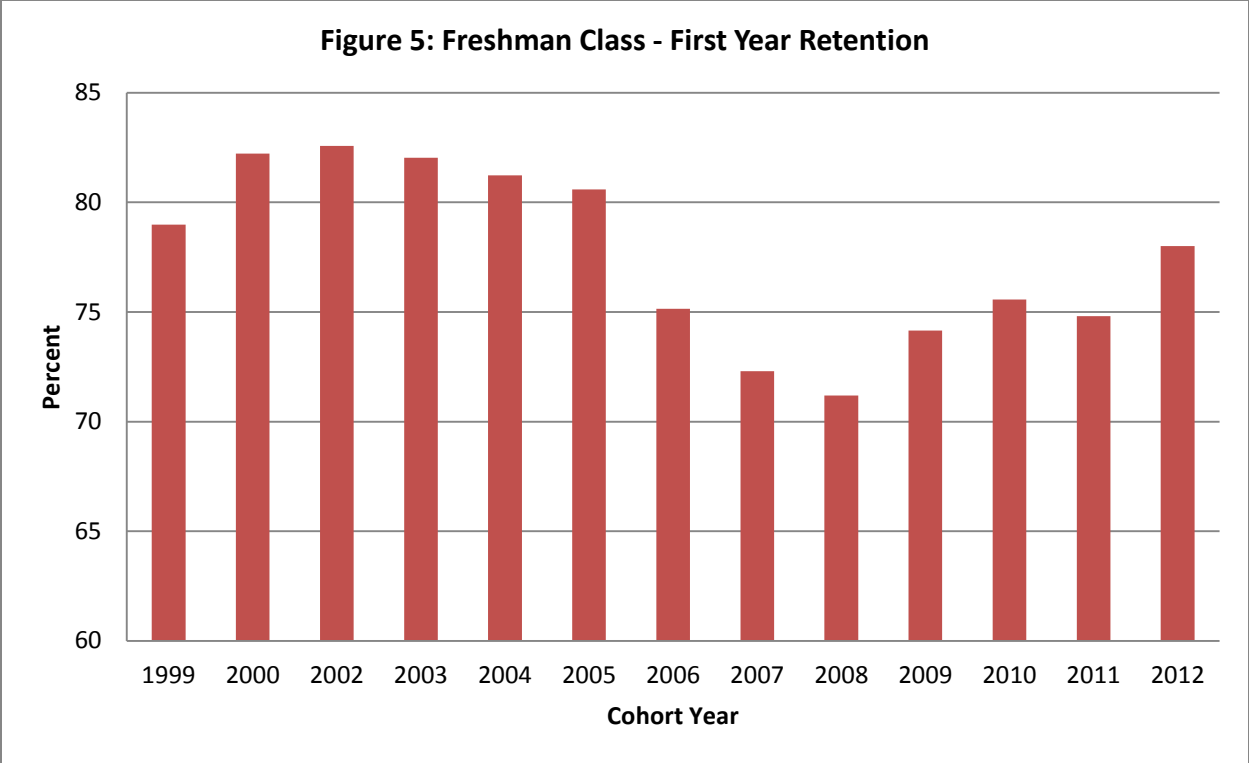
Despite this progress on student success, first-year retention is not equal for all student groups. In particular, retention of Hispanic and African American students generally lags behind other student groups (Figure 6). This problem appears to be amplified by the increase in California resident students from outside our main service counties. A recent study at CSUEB indicated that one factor in the retention of freshmen is the originating geographic region, with domestic freshmen from out-of-state and outside of the local region being retained at lower rates than students from the Bay Area. Furthermore, African American and Hispanic students disproportionately come from regions outside the Bay Area, which are associated with lower retention, resulting in reduced graduation rates for these students. The reasons that these students tend to come from outside the Bay Area are not entirely known, but may be related to the high proportion of CSU campuses in Southern California limiting enrollment because of campus impaction, a designation that does not apply to CSU East Bay. Regardless, these students are fully admissible to the CSU, and CSU East Bay is committed to providing access to a quality

education for all our students. There is work to be done in supporting the academic success of these groups of students and investigating other factors that contribute to the lower success rates of Hispanic and African American students. Current efforts and plans are discussed in the final section of this essay and in Essays 1 and 7.


Figure 6: First-Time Freshmen - First Year Retention
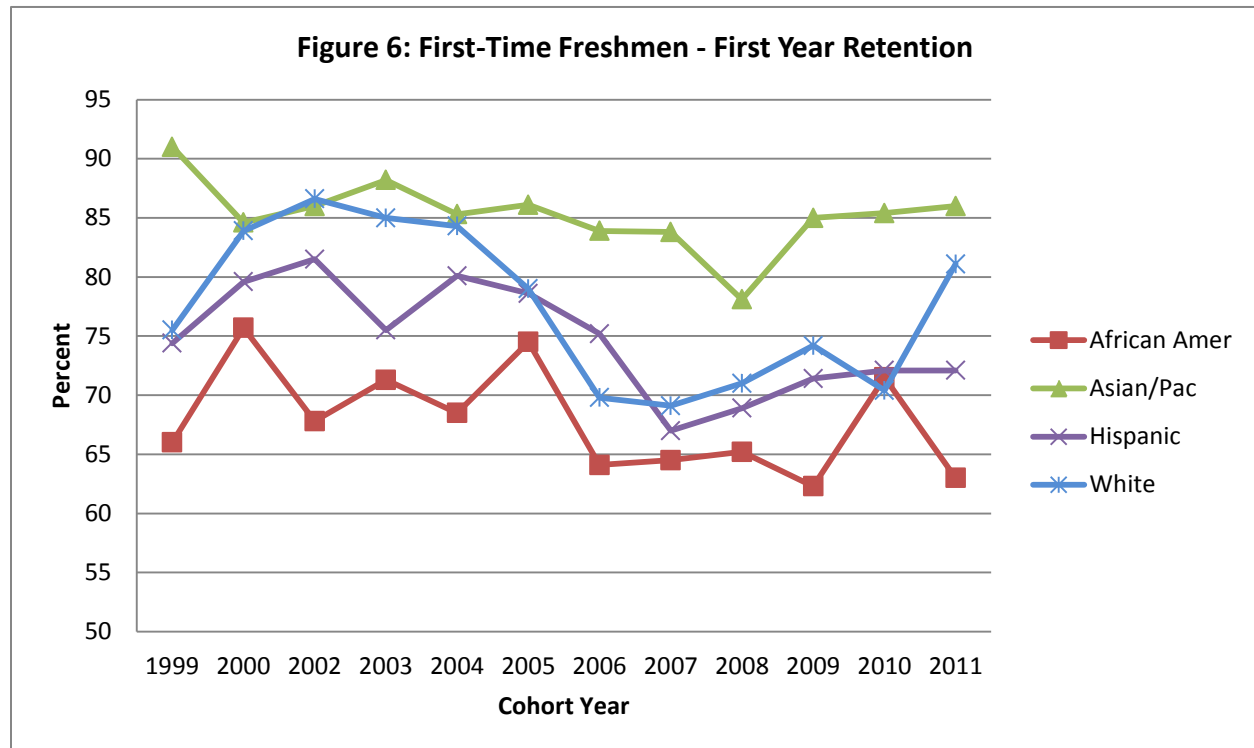
Remediation. Although the percentage of first year students needing developmental coursework in math has remained high since 2007 (ranging from 69% to 79%), the percentage needing developmental coursework in English has declined (from 70% in 2008 to 48% in 2013). In addition, fewer students now need the lowest of the levels of remedial math and English, a promising and positive change, which may be due in part to changes in admissions standards as well as CSU-system efforts to influence college preparatory instruction in the high schools

through programs such as Early Assessment Program (EAP) and Expository Reading and Writing Course (ERWC).
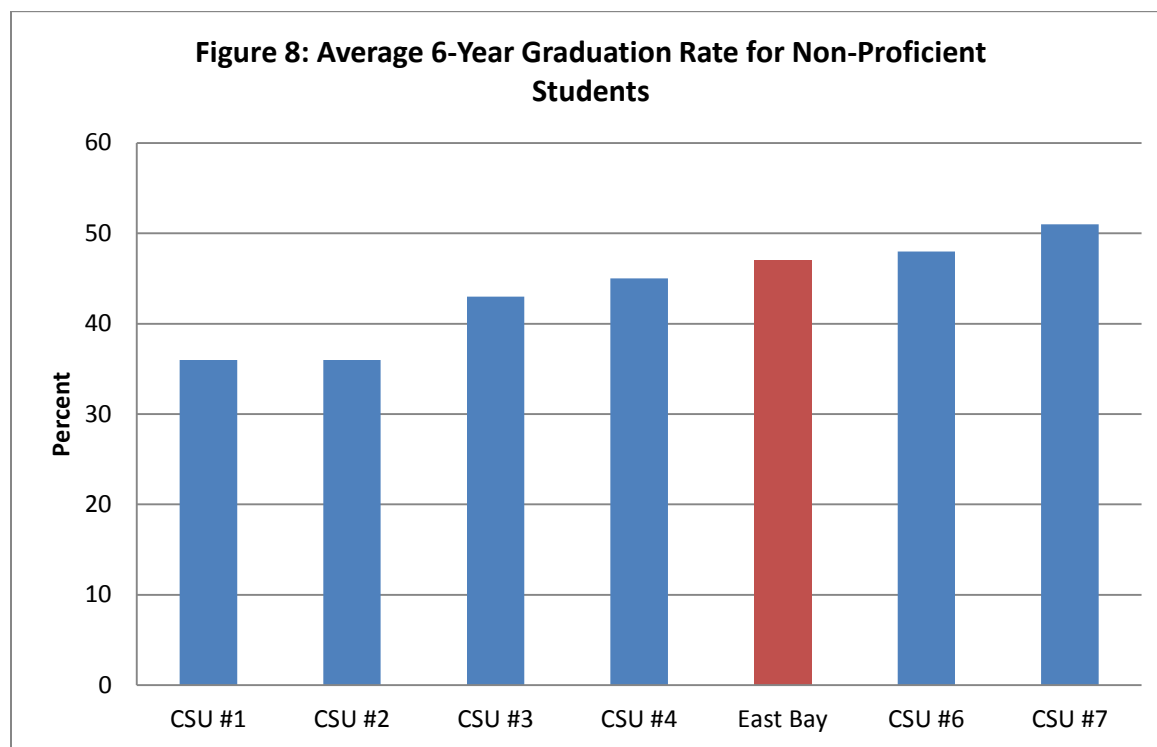
Students who arrive at CSUEB in need of further preparation in math or English writing are well-supported in their developmental coursework, which is fully integrated with a nationally-recognized, first-year experience built around thematic learning communities, internally referred to as "clusters". For example, students who were in developmental English, particularly the year-long, cohorted sequence required of those scoring lowest on the English Placement Test (EPT), were retained at rates similar to or better than students who entered proficient in academic English reading and writing (Figure 7). In only two years (2006 and 2007) were students in developmental math retained at rates similar to students proficient in math. Similarly, students needing developmental coursework in both English and math continued to struggle, with retention rates typically lower than other first-time freshmen (Figure 7). This is likely because deficiencies in academic English amplify challenges with understanding word problems and abstract mathematical concepts encountered in lectures and textbooks; additional support for these students has been undertaken (see below).

Figure 7: First-Year Retention of CSUEB First-Time Freshman by Remediation Needs
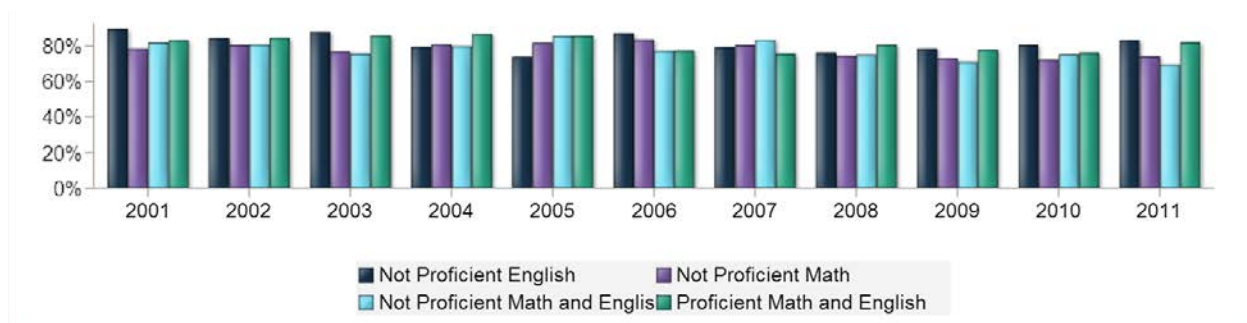
Analyses by the CSU Chancellor's Office have compared campuses with first-time freshmen having similar SAT scores. This benchmarking study indicates that the 6-year average

graduation rate of CSUEB students who entered in 2001-2007 and were not proficient in English and/or math is better than most of our comparable CSUs (Figure 8).

Figure 8: Average 6-Year Graduation Rate for Non-Proficient Students

A bar chart titled "Figure 8: Average 6-Year Graduation Rate for Non-Proficient Students" with the y-axis labeled "Percent" ranging from 0 to 60. Values: CSU #1 = 36, CSU #2 = 36, CSU #3 = 43, CSU #4 = 45, East Bay = 47, CSU #6 = 48, CSU #7 = 51.

Multiple efforts have been undertaken in the past three years to further improve the success of students needing developmental coursework. For example, CSUEB has been one of the pilot institutions involved with Statway, a Carnegie Foundation and Dana Institute funded statistics pathway that combines developmental mathematics and basic statistics in a one-year program designed to meet both remediation as well as college-level quantitative reasoning general education requirements. More recently, CSUEB has provided support for a faculty-led redesign of remedial math courses through a project called ChaRM. In this model, instruction is driven by investigation and group work in which students learn the *why* of math concepts as they move from concrete materials to semi-concrete diagrams and pictures, and finally to more abstract mathematical principles. Furthermore, a mastery approach is being used in the program,

in which students do not automatically advance to a new unit until the last one has been mastered sufficiently.

In addition, the CSUEB Provost has funded an initiative starting in 2014-2015 to reinvigorate the first-year freshman learning community curriculum. This initiative provides stipends for faculty to work together over the summer and throughout the academic year to coordinate assignments and share knowledge across courses and disciplines within a GE cluster in order to better support our students' success. Before 2006, freshman "cluster" faculty were provided with similar support which likely contributed to high retention rates-- between 80-82%. After the decreases in retention rates seen between 2006 and 2008 (Figure 5), retention rates have shown steady increases-- from 71% in 2008 to 78% in 2012. It is expected that the Provost's funding of "cluster" faculty stipends will result in additional improvements in our retention rates for all groups of first-year students. (For more detailed information about CSUEB's freshman learning communities, a.k.a. "clusters", see Essay 1 and 4.)

Freshman Perceptions of Success in Learning. The CSEQ survey has been administered annually to CSUEB freshmen at the end of their first year. Our freshmen have consistently reported learning gains in critical thinking, quantitative reasoning, and academic writing (Figure 9). These reported gains are particularly important as they are higher than the national norms reported on the CSEQ, which are 66% for writing, 65% for critical thinking, and 46% for quantitative reasoning, suggesting that our students may develop a sense of self-efficacy resulting from noticing intellectual changes in themselves. This awareness is likely an important contributor to the relatively high retention rates of Cal State East Bay students from first to second year**.**

Figure 9: First-year Freshmen Self-Reported Learning Improvements
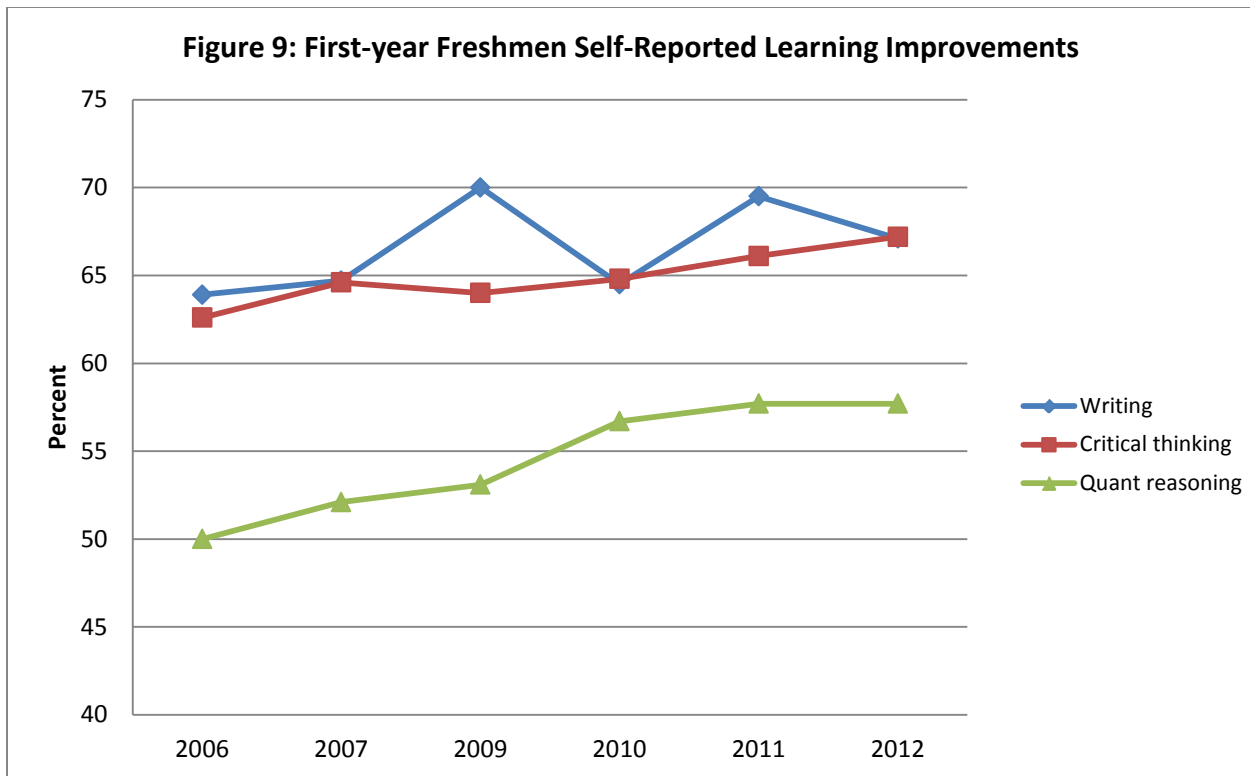
Transfer Students. The numbers of first-time transfer students have ranged from a low of about 1,400 in 2010, to just over 2,000 in 2008 and again in 2013 (Figure 10). Despite this variation in numbers, the proportions of full-time and part-time have remained fairly stable with full-time students typically 80-85% of the entering class each year (Figure 10). The drop in the number of transfer students in 2010 was greatly influenced by the CSUEB's decision to institute "impaction" for the business major in order to control enrollment and address budget constraints. Impaction means that transfer students wishing to major in business administration must meet the admissions requirements for the University, plus additional criteria set by the business program. This designation reduced the number of new business majors admitted to about 60 in 2010, from over 360 the year before.

**Figure 10: Number Full-Time & Part-Time First Time Transfers**
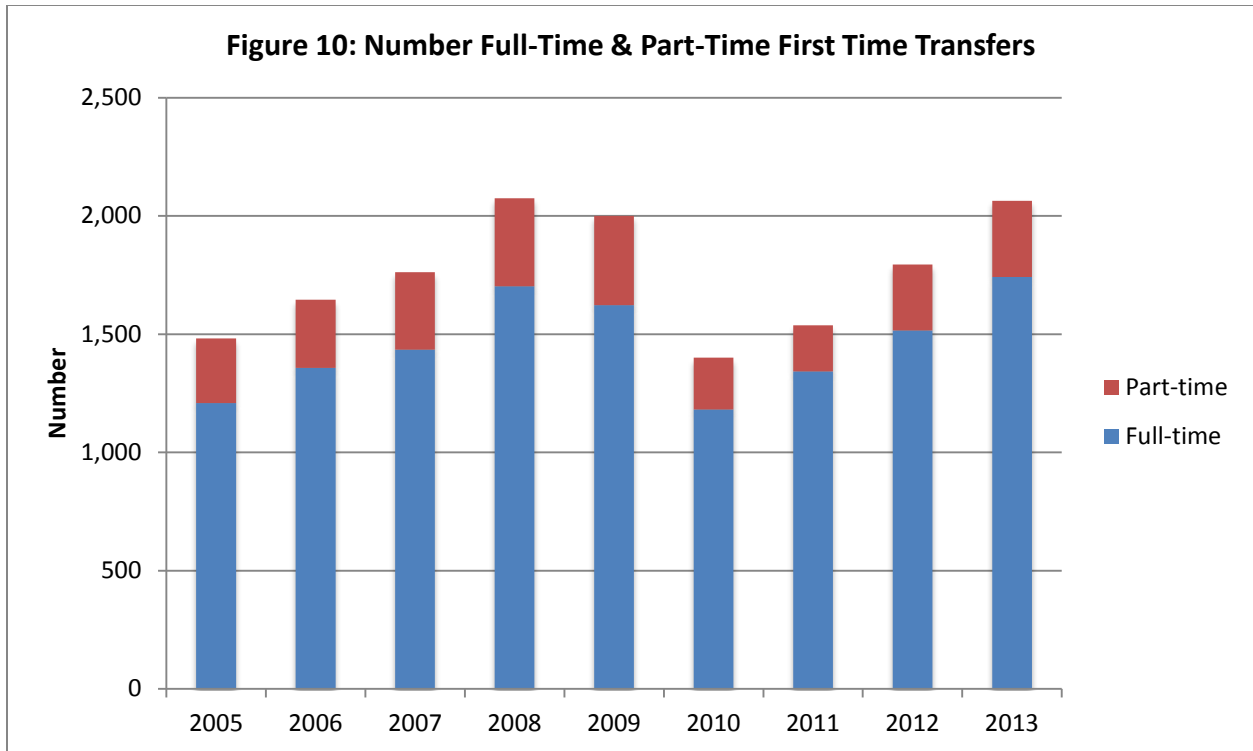
First year retention of full-time transfer students has averaged about 80% each year, with a low of 77% in 2008 and a high of 84% in 2010 (Figure 11). Efforts to improve support services and engagement opportunities for transfer students have paid off, notably a number of high impact practices such as service learning, opportunities for research with faculty, transfer orientation and advisement sessions, and individual college-based student services centers, which are discussed in more detail later in this essay.

**Figure 11: Full Time Transfers - First Year Retention**
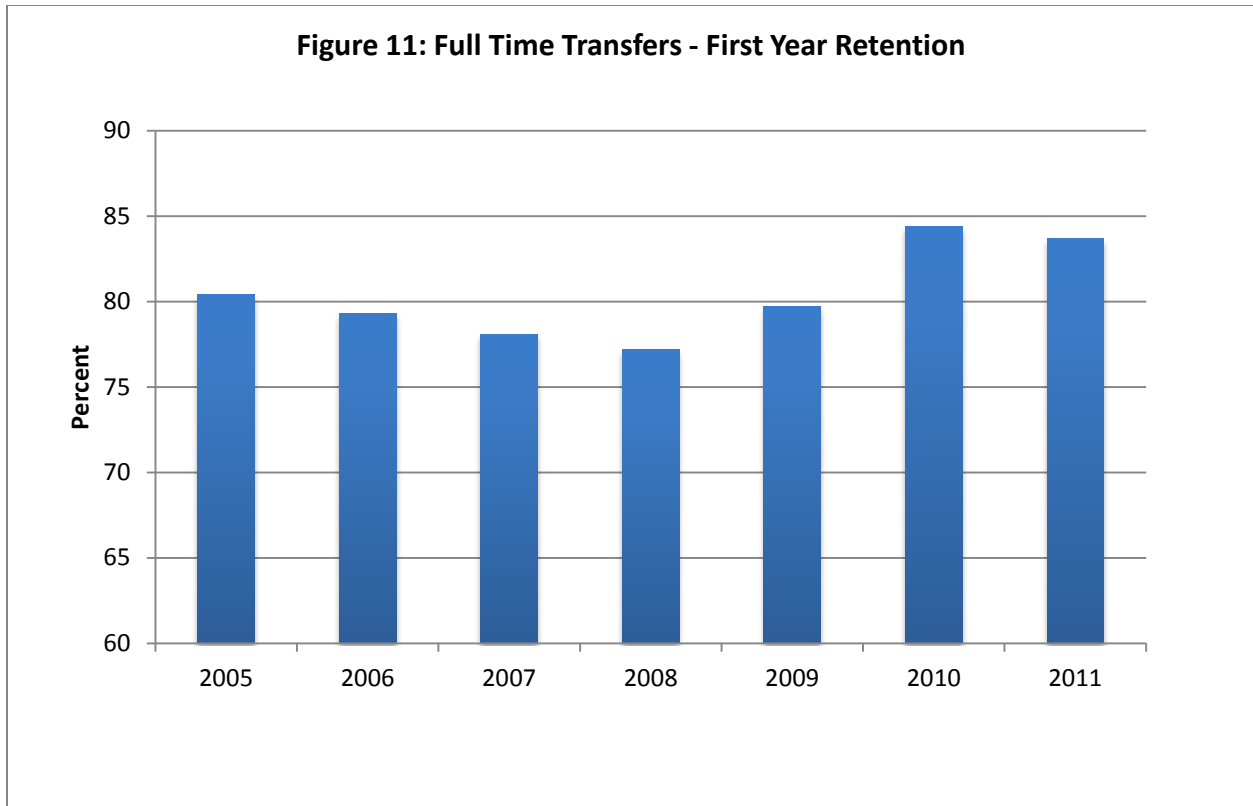
Two-year and three-year graduation rates for transfer students have been increasing since the 2008 cohort which had 29% two-year and 55% three-year graduation rates (Figure 12). The 2009 cohort, by comparison, showed a 13% increase in two-year and 14% increase in three-year graduation rates compared to 2008. The 2010 cohort had a 33% increase in two-year graduation rate relative to the 2008 cohort, with a total two-year graduation rate of 39%, and a total three-year graduation rate of 71%. While the two-year graduation rate is lower than we would like, the retention and graduation rates of first-time, full-time transfer students continue to increase.

Figure 12: Graduation Rate - Full-Time Transfers with >90 Transfer Units
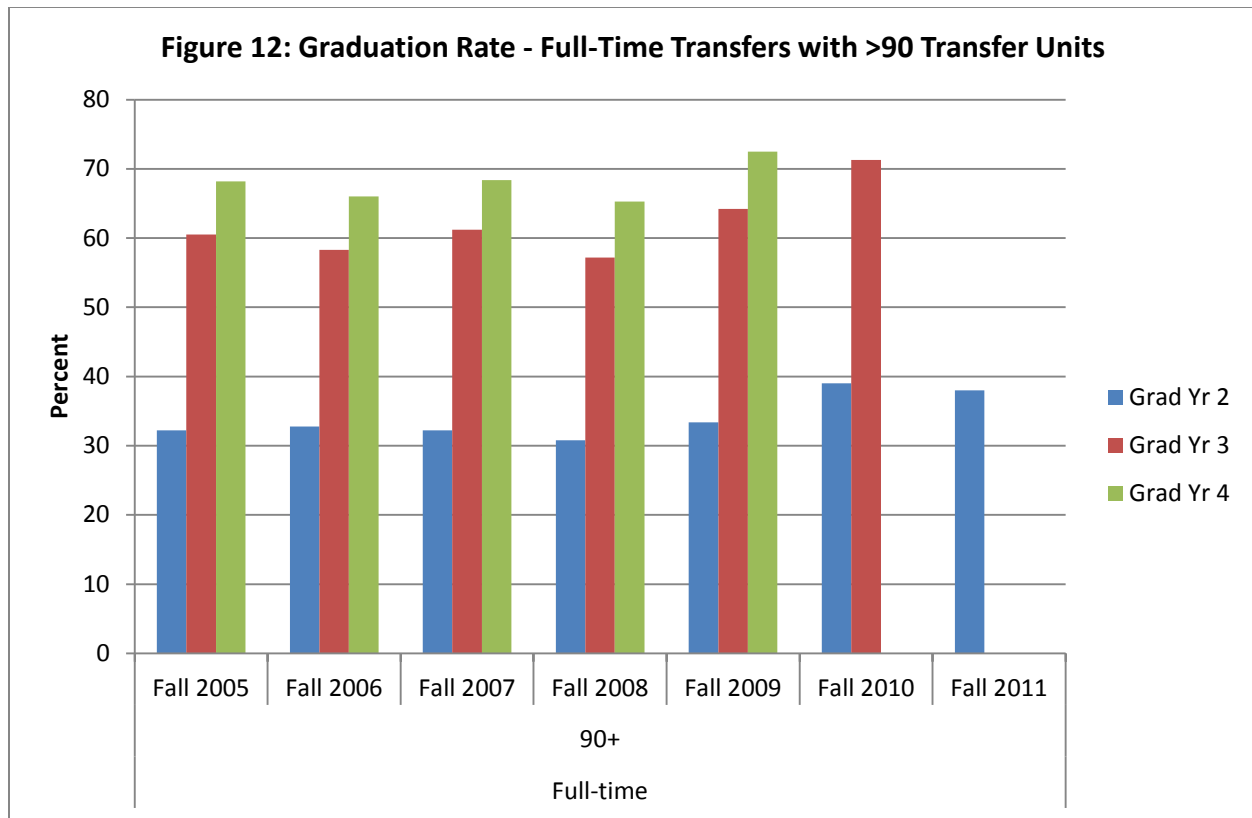
Typical transfer student metrics (e.g., Figure 12), which only consider full-time transfer students who start in Fall and those who transfer with at least 90 quarter units (i.e., as upper-division transfers), tell an incomplete story about the students transferring to CSUEB. For example, in 2009, 19% of the first-time transfer students (375 out of 1,997) were part-time students, and over 30% of the new transfer students in the 2013-14 academic year started in a quarter other than Fall. While transfer students who started in Fall 2009 as full-time had a 60% three-year graduation rate, part-time transfers had only a 36% three-year graduation rate, yielding an overall three-year graduation rate of 56% for that cohort. Similarly, for the Fall 2010 cohort, full-time transfers had a 71% three-year graduation rate while part-time transfers had only a 46% three-year graduation rate. This is not an unexpected outcome given the fact that a majority of part-time transfer students are working adults with professional and family commitments that they must balance with school requirements and cannot afford full time

schooling. It is important to note that CSUEB transfer and freshman students do, in fact, persist and complete their degrees beyond four years at higher rates than our IPEDS comparison institutions (IPEDS Data Feedback Report 2012), suggesting that traditional definitions of student success as measured by four year or even six year graduation rates need to be expanded to capture the impact of an institution like ours on the successes of our students (see also Understanding Graduation Rates at CSUEB).

Disaggregating transfer student data by ethnicity tells even more of the CSUEB story. With the exception of African American students, the numbers of students from the major ethnic groups generally have been increasing, except for the entering class of 2010 in which numbers of students in all ethnic groups declined (Figure 13).


Figure 13: First-time Full-time Transfer Students
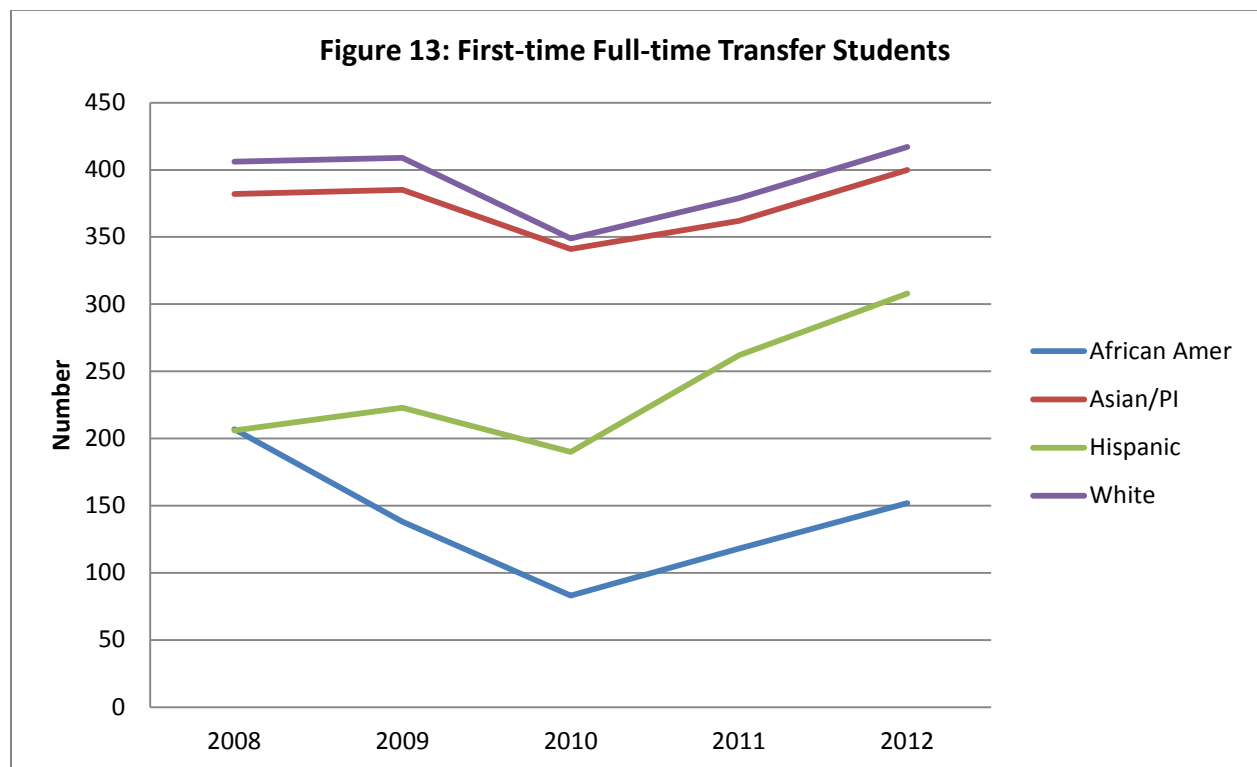
In general, since 2008 students of all ethnic groups have demonstrated fairly steady increases in first-year retention rates, except African American and white students for which retention decreased somewhat for the 2011 cohort (Figure 14). Hispanic student success began a

trend upward in 2009 which continues to this day and is the primary focus of a transfer student success program called GANAS (Gaining Access 'N Academic Success). Efforts to retain African American transfer students and support their academic success are being mounted through the development of a Sankofa Scholars Program (SSP). Both programs are discussed in the final section of this essay.

Figure 14: First-time Full-time Transfer Student Retention
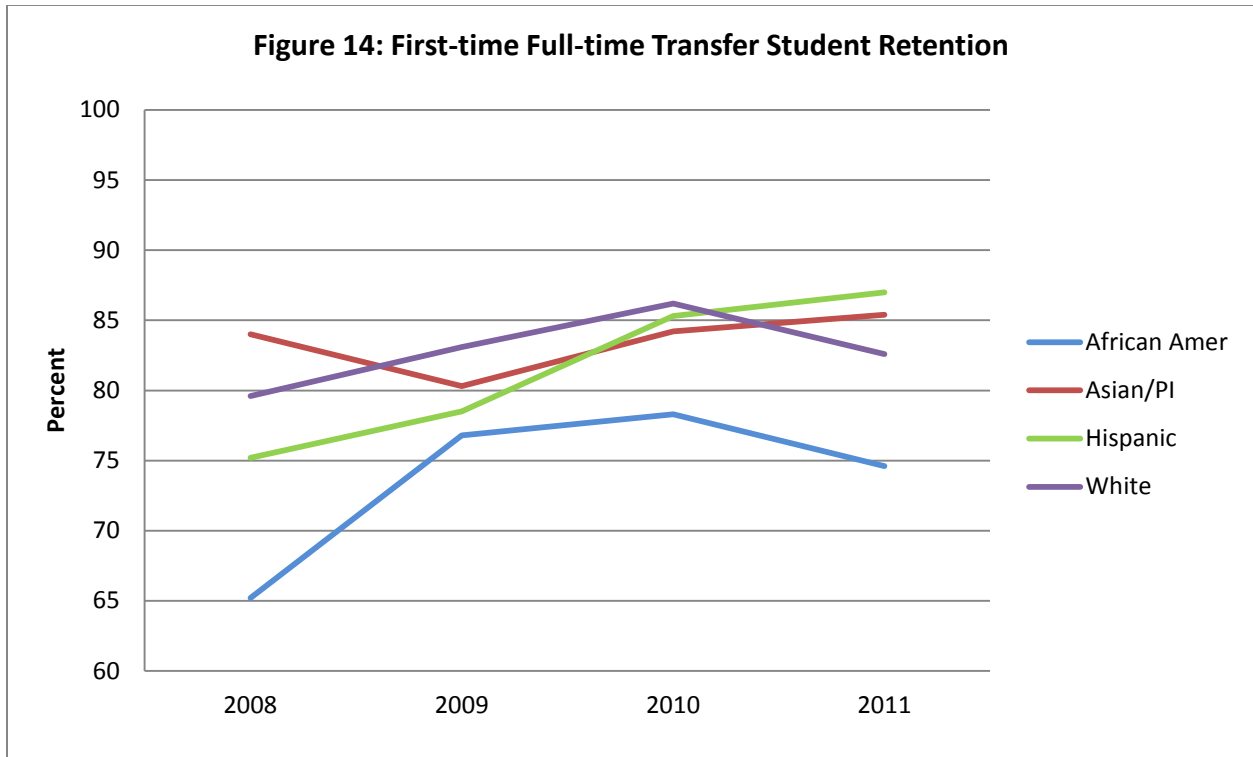
Graduate Students. The average age of master's students at Cal State East Bay is 30. Since 2007, the proportion of post-baccalaureate students relative to total CSUEB enrollment in state-supported degree programs has declined (Figure 15). This decline was due in part to changes in CSU policy which prohibited admission of undeclared post-baccalaureate students, which had provided entre for many students into master's programs. In addition, a number of graduate programs also began to offer their degrees through University Extension because of the needs of part-time and working students and because of state budget cuts. This led to a shift in enrollment,

as self-support graduate programs grew and more traditional state-support programs declined (Figure 16). Total graduate enrollments have remained relatively stable since 2008.

Figure 15. Post-baccalaureate Students as Proportion of Total State-Support Enrollment

Figure 16: Master's Program Headcount Enrollment Trends
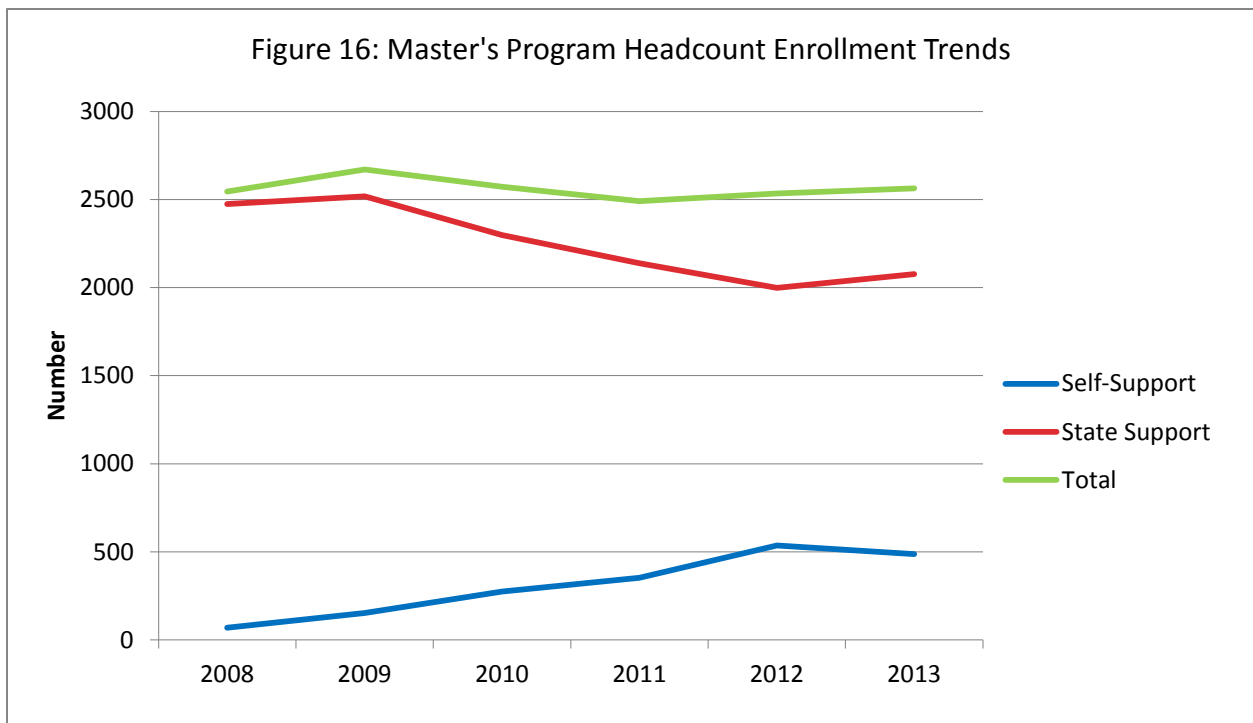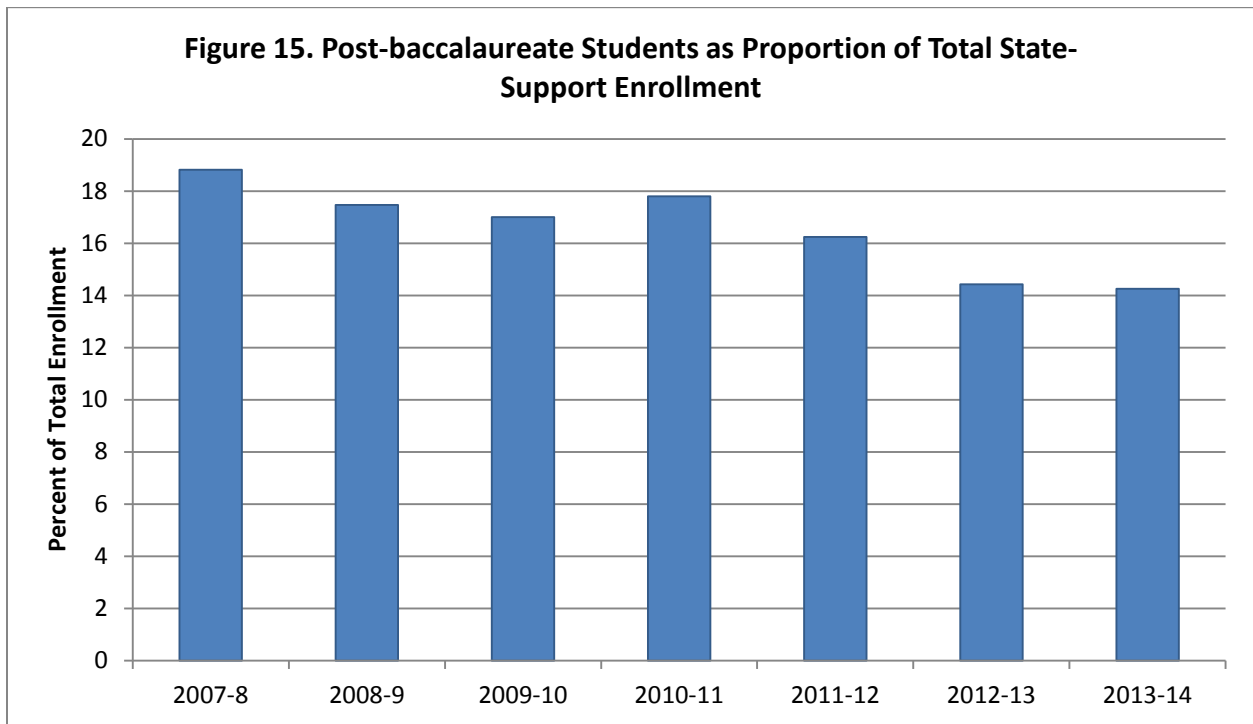
While the diversity of master's students differs from undergraduates, with a much greater proportion of non-resident alien and white students in the graduate than in the undergraduate population (Figure 17), it is still a highly diverse group. In Spring 2014, 38% of graduate students self-identified as the first in their family to receive a 4-year degree, compared to 57% of undergraduates.

Figure 17: First-Time Masters Students by Ethnicity/Origin
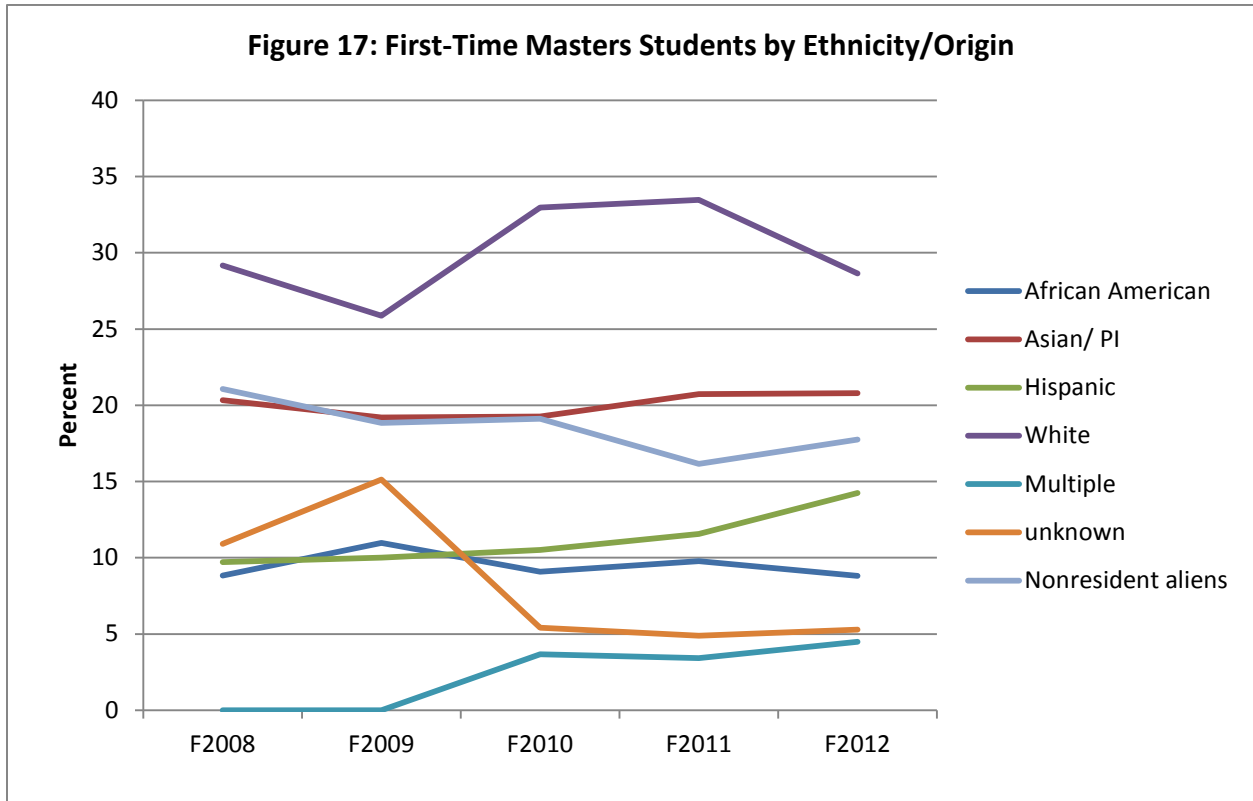
Overall, the graduation rate of students in master's programs is very high, although few students graduate within two years, and fewer than half graduate within three years (Figure 18). Compared to many other institutions with graduate programs, at Cal State East Bay, most master's students are not so-called traditional graduate students. They tend to be working adults with families, rather than full-time students devoting their full focus to academic work. Time and monetary constraints make faster degree completion unrealistic for them. A closer examination

of the data for master's students between 2005 and 2010 reveals that our master's students continue to graduate six and seven years after they begin their degrees (Figure 18).

Figure 18. Graduation Rate of Master's Students
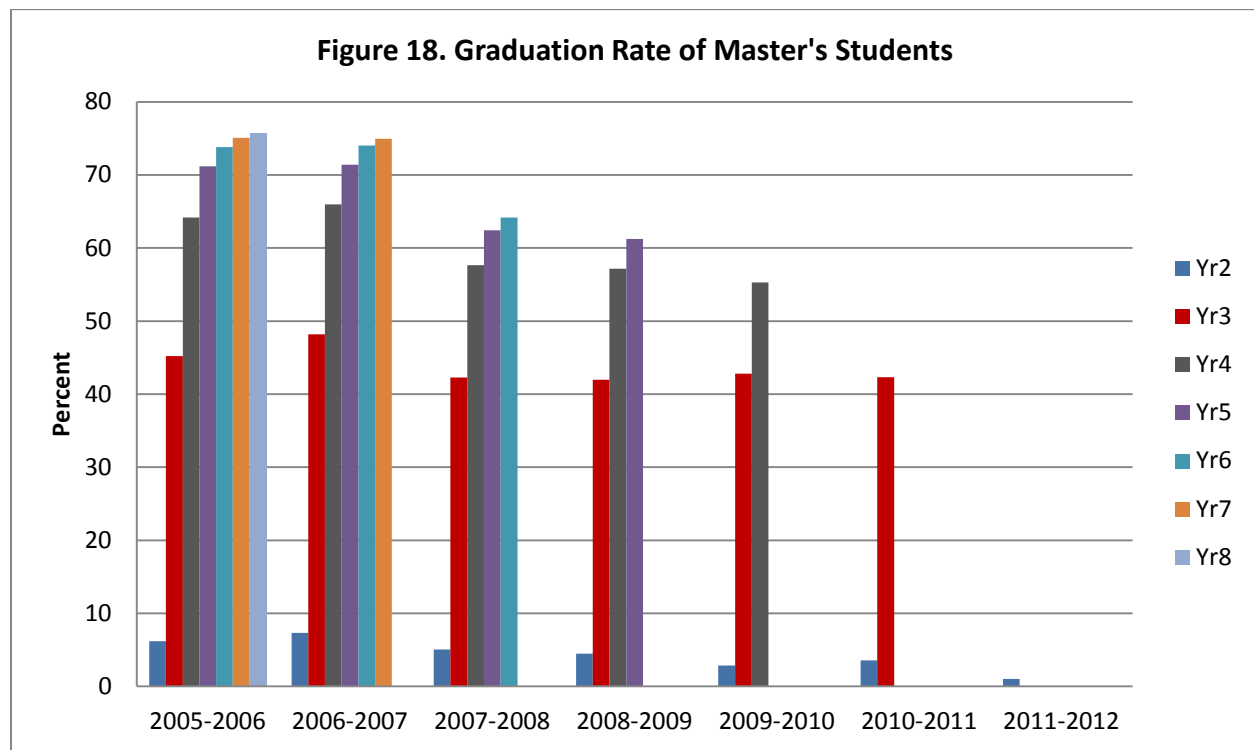
Our graduate programs typically fall into two main groups which may be differentiated by the type of culminating experience required, i.e., the professional programs with comprehensive examinations or short-term projects vs. the traditional research programs with University theses. We are interested in determining if graduation rates differ depending on the types of programs, and plan to examine graduation rates of individual programs in 2014-15.

In 2012, the Office of Institutional Research, at the request of and with the collaboration of the Office of Graduate Studies, administered a graduate student satisfaction survey to gauge graduate students' perception of Cal State East Bay including satisfaction with and importance of different aspects of their graduate experience. The survey specifically looked at factors such as reasons for enrollment at CSUEB, learning outcomes, barriers to academic success, and post-graduation plans. Some of the key findings related to retention and graduation include the

following: affordability and convenience were the two top factors which convinced graduate students to enroll at CSU East Bay, with more than 30% of students estimating no school debt and citing availability of online courses and degree programs as important in meeting their needs; and, high satisfaction with program and advisement factors were moderately associated with increased proficiency in learning outcome factors.

In the open-ended comments section of the survey, respondents consistently noted the high quality and helpfulness of faculty members, administrators, classmates, and library staff at CSUEB. Other comments about program strengths included effective structure of specific programs and the diversity of faculty and students. Areas for improvement cited in both rating-scale and open-response sections of the survey included academic and career guidance, improved course offerings, and improved quality of instruction. (For more results related to the 2012 Graduate Survey, see Essay 4; the full report is available here).

It should be noted that this survey was conducted immediately after several years of State of California budget reductions, which resulted in a number of significant cuts to CSUEB graduate programs as departments attempted to preserve course offerings for the undergraduate population. These cuts included reductions in graduate course offerings, reductions in faculty graduate coordinator assigned time, and reductions in department staff support. As the budget situation has improved, many of these have been restored. For example, in Spring 2013, the Provost issued an Academic Affairs Directive mandating graduate coordinator assigned time, the amount of which is determined by the number of students in a particular graduate program. In addition, in order to address student concerns about the dissatisfaction with post-degree employment options, the Academic Advising and Career Education Office added a career

advisor specifically serving CSUEB graduate students. This position is funded by a CSUEB student success fee called A2E2 (Academic Access, Enhancement and Excellence).

The survey results were also disaggregated at the program level (for the programs with a large enough sample size), and those results were distributed to program coordinators, department chairs and college deans, for follow-up action at the program level.

Online Enrollment. Currently, Cal State East Bay has six undergraduate and five master's programs approved by WASC to be offered as online programs. The first fully online program at Cal State East Bay was the Master's in Education, Option in Online Teaching and Learning that was first offered in 1999. This fully online program has attracted students from all over the world, as a map of its graduates depicts. In addition to students enrolled in fully online programs, many East Bay students not enrolled in online programs take a combination of online and on-ground courses each quarter. As more online courses continue to be offered, online enrollment also continues to grow (Figure 19).

Figure 19: Online Course Enrollment
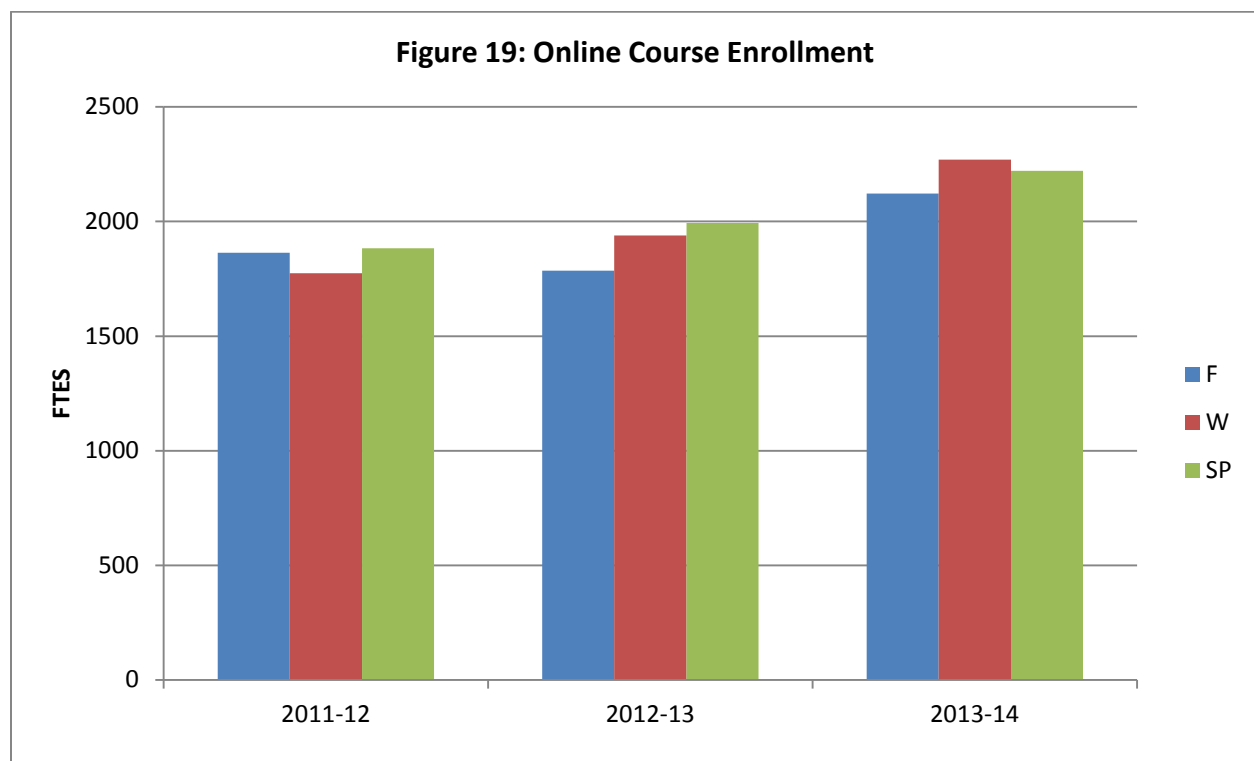
Concord Campus Enrollment. Since the budget crisis which began in 2008, a number of curricular programs have been significantly reduced or ceased to be offered at the Concord Campus as the University retrenched to the main Hayward campus. In particular, the B.S. in Business Administration reduced the number of courses that had been taught at the Concord Campus, and the B.A. in Human Development shifted most of its course offerings to online. All of the master's programs ceased to be offered at the Concord Campus by 2011 (Figure 20). Recently, programs have begun to rebuild at Concord, leading to gradually increasing enrollment. One significant source of growth has been the freshman pre-nursing program. In addition, the following programs have also been or are soon to be reinstated at the Concord Campus:

- Pre-Professional Health Academic Program Certificate (2011)

- B.S. in Business, Option in Corporate Management (Fall 2012)

- B.S. in Business, Option in Marketing (Fall 2013)

- B.S. in Health Sciences Core courses at rate of 2 on ground sections per quarter, supplemented by online (Fall 2013)

- B.S. in Business, Option in Finance (Fall 2014)

Following the development of an extensive report by a Concord Campus Strategic Planning Task Force in 2011-12, facility and access enhancements have occurred and a new Concord Campus leadership team has been appointed. A new strategic direction for the Concord Campus is being developed with a particular focus on the growing population along the California State Route 4 corridor near the campus. Further information about these efforts may be found here.

Figure 20: CSUEB Concord Campus Enrollment
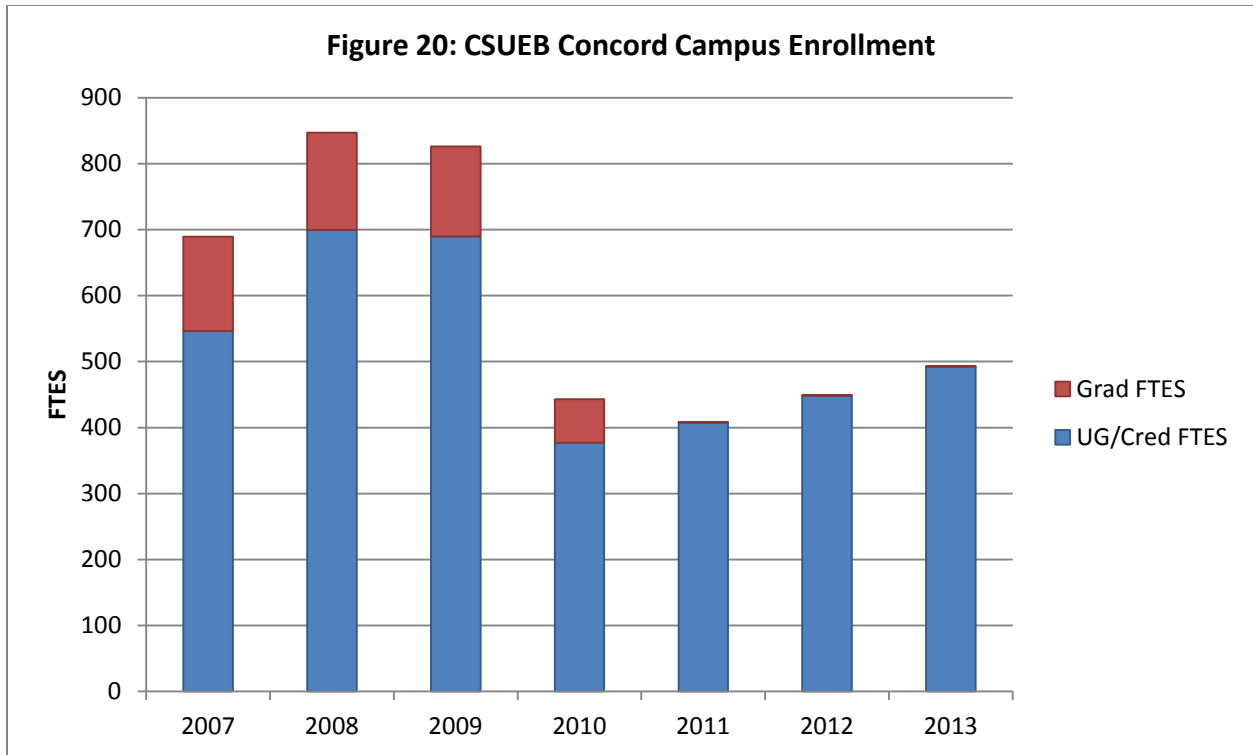
New, Established and Proposed Institutional Structures to Promote Student Success [CFRs 2.3, 2.6, 2.10-2.14]

CSUEB has a number of established, well-developed academic support programs

designed to promote student success. The chart below provides a listing of some of these

programs, links to their home pages, and a brief summary of the students served.

ACADEMIC SUPPORT PROGRAM	STUDENTS SERVED
Academic Advising and Career Education	All
Student Center for Academic Achievement	All
Accessibility Services	Students with disabilities
Educational Opportunity Program	Low-income college students
EXCEL Program	First-generation, low-income, disabled students
Program for Accelerated College Education	Upper-division working adults
Project IMPACT	Students with disabilities
Renaissance Scholars	Former foster youth
Student Service Operation for Success	Asian American/Pacific Islander students
University Honors Program	Students with GPAs 3.6 and above
Freshman Learning Communities	First-year students
Affordable Learning Solutions	All
Online Student Support	Students in online/hybrid courses or programs
Peer Mentor Program	Freshmen

At the program level, program review through the Academic Senate Committee on Academic Planning and Review (CAPR) is an important mechanism for academic departments and some co-curricular activities such as Athletics to regularly examine their contributions to student success and set goals in this area as well as plan, implement, and assess initiatives to increase student success at the program level. CAPR's role in quality assurance and continuous improvement are discussed in more detail in Essays 3, 4 and 6.

The Student Success and Assessment Committee (SSAC) is another important and long-standing group that plays a significant role in the University's commitment to student success. SSAC is a university-wide advisory committee charged with providing advice and recommendations to the President's Cabinet and other University bodies regarding policies and programs that address the entire student experience, both academic and co-curricular.

In addition to long-standing institutional structures to support student success, the University has undertaken a number of new initiatives since our last reaffirmation of accreditation review. These initiatives are briefly described below.

Re-establishment of Student Affairs. In 2009, the Student Affairs division was eliminated during budget reductions and its functions distributed among the three other University divisions. In September 2013, President Morishita re-organized PEMSA (Planning and Enrollment Management and Student Affairs) into two divisions in order to better support student services and non-academic programs. The re-established Student Affairs division includes the offices of Student Retention Services, Student Life and Leadership, Student Health and Counseling, Student Housing and Residential Life, Parking and Transportation, Accessibility Services, Athletics, and Student Development.

Establishment of Office of Diversity. In July 2013, President Morishita created the Office of University Diversity in order to support the University's commitment to diversity and inclusive excellence. In addition to a full program of diversity activities, this office works closely with EOP, the Diversity Council, Accessibility Services, ASI Diversity Center, and Veteran's Services, among others.

Establishment of the Council for Retention and Graduation. In 2014, the Council, consisting of the University Vice Presidents, Deans of the Colleges, and the Associate Vice President for Academic Programs and Graduate Studies, was formed to provide high level guidance for the University community in the development of plans and strategies to increase retention and graduation rates.

College Student Service Centers. Each academic college has established a Student Service Center based on the successful model that has been in existence for many years in the College of Business and Economics. These service centers provide high level advising and guidance to students majoring in programs in their colleges, and assist students with completing any paperwork needed to for completion of their programs.

GANAS. In the 2012-2013 academic year, the GANAS Program began its efforts to increase graduation and retention rates for transfer students. All transfer students are eligible to apply for this program which focuses on Latino/a and multicultural content and provides a cohort model.

New Centers and Institutes. A number of new centers and institutes have been formed to enhance student educational experiences and provide increased engagement with the University and community. These include the Center for Student Research, the Center for Community Engagement, the Center for Math Education and Research, the Center for Sport and Social Justice and the Center for Financial Literacy.

New SSAC Subcommittees. The long-standing [Student Success and Assessment Committee](#) established two new subcommittees, A2E2-UAP (Academic Access, Enhancement, and Excellence University-wide Activities and Programs) and Student Retention and Graduation. A2E2-UAP's charge is to recommend funding allocation of student fees to university-wide activities and programs that increase retention and graduation rates for students at all levels. The Student Retention and Graduation Subcommittee is charged with the responsibility to propose and review research regarding student retention and graduation; and analyze factors and develop recommendations for policies or interventions to improve student success.

PEIL Grants. Started in 2012-2013, internal, competitive grants are awarded to faculty teams annually through [PEIL](#) (Programmatic Excellence and Innovation in Learning). These grants are intended to improve student success in achieving institutional, program, and course learning outcomes.

Peer Mentor Services. CSUEB has a long-standing and nationally recognized first-year experience program which is organized around GE clusters, thematically related general education courses linked to general studies, English composition, information literacy, and math classes. The [Peer Mentor Services Program](#) was established in 2009 to further support the first-year experience program. Peer mentors are sophomore and junior students who receive special training to assist first-year students in reaching their academic potential by facilitating the transition from high school to college and by providing educational and social support.

Sankofa. The University is exploring the development of a Sankofa Scholars Program (SSP) to further support the academic success of our African American students. Modeled on the Umoja Community affiliate program, and similar to the GANAS model, it would provide a learning community of three upper-division, culturally relevant GE courses, along with peer mentoring,

academic advising and cultural event participation. Sankofa will initially recruit students from community colleges who participated in Umoja affiliated programs.

Writing Skills Test (WST) Enhanced Tutoring. In 2013 the University began to provide writing workshops tailored to help students meet the University Writing Skills Requirement, which had been identified as a barrier to graduation. Students who took the workshops, provided writing samples, and received feedback, were able to pass the WST at rates 10-15% higher than students who did not avail themselves of the workshops.

Exemplary Programs in Retention and Graduation Rates [CFRs 2.6, 2.10, 2.13]

As discussed in Essay 3, Cal State East Bay recently completed a two-year process called Planning for Distinction (PFD). The goal of this planning effort was to find an appropriate balance of programs, allowing the university to maintain the hallmarks of quality at CSU East Bay and pursue those initiatives believed to be most essential to the campus mission and strategic commitments, and the institutional learning outcomes. Although how the results of PFD will be used is still under consideration, the PFD committees on instructional programs and support services 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 programs and services at CSUEB. Three exemplary co-curricular programs, Athletics, EOP, and Pace are discussed below. Exemplary academic programs are identified in Essay 6.

One exemplary co-curricular program at Cal State East Bay is Athletics. As a group, student athletes have one of the highest retention and graduation rates at Cal State East Bay. In 2012, graduation rates were 79%, in 2013, 65%, and in 2014, 67%. Eight of the thirteen CSUEB

teams maintained an average composite GPA over 3.0 in Winter 2014. The remaining teams maintained GPAs between 2.99 and 2.71. In 2012-2013, 113 student athletes received academic honors from the University and/or athletic associations for a particular sport.   Important contributors to these high rates of student success are likely the sense of belonging to a community that many athletes experience as well as the sense of accomplishment that comes from working hard on individual and shared goals. There are also dedicated tutoring and advising services available to student athletes. Current and former student athletes who participated in focus groups sponsored by the ILO Subcommittee of the Academic Senate confirmed the importance of community and shared purpose in making it possible for them to be successful academically despite very demanding training and competition schedules. Regular team meetings, organized social events, community service requirements, and targeted academic support (e.g., evening study halls when most athletes are not practicing or in class) are a few of the ways that Athletics builds a sense of community and shared purpose.

In 2013-14 the Educational Opportunity Program (EOP) served 325 (297 undergraduate, 28 graduate) low-income, first-generation, and underserved college students. First-year retention rates for new freshman participating in EOP from 2007-2012 ranged from a low of 66% to a high of 78%. First-year retention rates for transfer students over the same period ranged from 78% to 98%. Six-year graduation rates for 2004-2006 cohorts reached a high of 54% for CSUEB native students and almost 82% for transfer students. Nearly 40% of EOP undergraduate degree candidates have a GPA 3.0 or better and 66% have GPAs 2.75 or better. Important contributors to these high rates of student success include our Summer Bridge Program for incoming freshman; welcome days for first-year and transfer students; tutoring and counseling services tailored to EOP student needs; regular contact with faculty who have EOP students in their

courses; and the Renaissance Scholars Program. These activities not only help students understand and meet academic outcomes, but also build a sense of community and belonging. As a graduating EOP student commented:

> I am EOP means I am part of the EOP family. I have support, someone to talk to and I am a role model to my family. I am a leader through the success, struggles and push of EOP to be a better me for the next generation. We all have a story to share, similar experiences and together we overcome the hurdles and stereotypes of our people! I AM EOP!

The goal of the Program for Accelerated College Education (PACE) is to support working adults in the completion of bachelor's degrees. PACE students who received Osher Reentry Scholarships have had especially impressive retention and graduation rates. Since 2006, of the 136 scholarship recipients, 107 have graduated, 21 are actively working on their degrees, and only eight have stopped out. Important contributors to the success of PACE students include intensive academic advising, reserved enrollment spaces in major classes, and an accelerated course structure.

Athletics, EOP, and PACE all serve diverse student populations that mirror the diversity of the entire campus. The support services and activities developed by these co-curricular groups can serve as models for academic and other co-curricular programs across campus.

Key Areas for Improvement of Student Success [CFRs 2.6, 4.1-4.6]

In reviewing disaggregated retention and graduation rates, CSUEB has identified key areas requiring increased efforts related to student success.

- Lower success rates of first-time freshmen requiring development math and requiring both developmental math and developmental English.

- Overall lower numbers of and lower retention and graduation rates for African American students compared to other ethnic groups.

- [Lower retention and graduation rates](#) of domestic students coming from outside our service area and outside of California, especially African American and Hispanic students, compared to local area students.

- Examination of graduation rates of individual graduate programs.

- Examination of success rates and issues particular to international students

ESSAY 6: Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

> Program review is extremely important for development of informed decisions about program, faculty and student needs, resource allocation, and management. A successful program review depends upon faculty willingness to engage in an intensive and comprehensive self-study and program plan using both qualitative and quantitative data. It provides an opportunity for all program members to share opinions and to discuss ideas. Professional discourse among colleagues about the educational needs of students, the program and society at-large is essential.
> —CSUEB's CAPR Program Review Procedure Manual

Program Review and Student Learning Assessment [CFRs 2.7, 4.1, 4.3, 4.4]

The California State University (CSU) system requires that all academic programs be reviewed every five years. Cal State East Bay uses both annual reports and five-year program reviews as key mechanisms for ensuring that academic programs address students' needs and support student success. The body responsible for academic program review on our campus is the Committee on Academic Planning and Review (CAPR), a standing committee of the Academic Senate. Unlike some of our sister CSU campuses, where program review is the responsibility of an academic administrative unit, the program review process at CSUEB is a fully faculty-led process (CFR 2.7). CAPR membership, policies, procedures, five-year review reports, and other related documents can be found here.

The structure and content of CSUEB's program review process encourage the use of evidence-based decisions to improve student learning within an academic program. Annual reports and five-year program reviews include three main parts. In part 1, academic programs provide a summary of their five-year goals; a plan for meeting those goals; a discussion of progress on meeting the goals; and an evaluation of program changes to date and needs moving forward. (Note that for the five-year review report, a more extensive self-study is required in part 1.) In part 2, programs report their program learning outcomes as well as summarize assessment

procedures, results, and follow-up activities. In part 3, programs use statistical data to discuss issues related to the demographics of majors, student standing in the majors, faculty and academic allocation, and course data. Five-year reviews also require an external reviewer's report and response to that report.

Several excerpts from five-year academic program self-studies exemplify how the review process is used to inform decision making and improve instruction and learning outcomes. Examples of actions taken in response to program review include: making curricular changes, increasing student research opportunities and upgrading laboratory equipment (B.A. physics); making curricular changes and modifying assessment processes (B.A. theatre arts); and incorporating strategies to improve student reading, and include more in-class hands-on practice in theory and methods courses (B.A. sociology).

Program Reviews for Externally Accredited Programs. For programs with external accreditation (see Examples of Programs Reviews and Annual Reports exhibit page 2), the CAPR review process is tied to that accreditation cycle, and programs are only required to submit a short summary of their accreditation report.

Program Reviews for Graduate Programs. While the CAPR program review process is intended to review individual degree programs, many departments combine their program reviews for both undergraduate and graduate programs into one report, often providing less information about their graduate programs. One reason for this is that many statistics provided by Institutional Research are department 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 departments' program reviews (see Examples of Programs Reviews and Annual Reports exhibit page 3).

Annual Reports. In addition to five-year reviews, each program is asked to submit an annual report, reviewing its progress towards the goals identified in the last five-year review and summarizing the year's assessment activities and results. The goal of the annual reports is to help programs track their progress between five-year reviews, thus making those reviews easier to prepare and providing regular opportunities to document accomplishments and challenges. Sample annual reports documenting assessment results and closing the loop activities from departments in our College of Arts, Letters and Social Sciences begin on page 5 of the Examples of Programs Reviews and Annual Reports exhibit.

While CAPR is the main mechanism for program assessment, the Committee on Instruction and Curriculum (CIC), a standing committee of the Academic Senate, also participates in assessment processes at CSUEB. For example, the General Education Subcommittee of CIC developed a plan to assess student learning outcomes in the university-wide general education program (12-13 CIC 6).

Activities and Achievements of CAPR: 2010 – 2014. 08-09 CAPR 23 (revised) was passed by the Academic Senate on May 19, 2009 and offered a comprehensive overhaul of the program review process at CSUEB. Based on its analysis of the initial implementation of the new process in 2010-2011, CAPR concluded that improvements and clarifications to the review process should be made. The following recommendations were passed by the Academic Senate and demonstrate that CAPR has been responsive to faculty and administrative needs and concerns while maintaining faculty ownership of program review.

- Establishment of ILO Subcommittee (10-11 CAPR 1 revised)

- Addition of flowcharts to clarify new process (10-11 CAPR 4)

- Assignment of responsibilities to department chair (10-11 CAPR 6)

- Adaptation of required data set to information available from Institutional Research and the addition of a rubric to be used for review of the annual reports (10-11 CAPR 14)

- Continuation of ILO Subcommittee through academic year 2011-12 (10-11 CAPR 19)

- Amendments made to address compliance with SB 1440 (STAR Act, or Transfer Model Curriculum for Associate Degrees) (11-12 CAPR 9 revised)

- Proposal to Academic Senate to accept the ILOs (11-12 CAPR 12)

- Continuation of ILO Subcommittee through academic year 2012-13 (11-12 CAPR 20)

- Specification of timeline for preparation and submission of annual program report; expectations of development and implementation of the program plan to assess learning outcomes (12-13 CAPR 5 amended)

- Proposed modifications to emphasize the importance of the annual program report (13-14 CAPR 10)

Assessment of the Program Review Process [CFRs 2.7, 4.1, 4.4, 4.6]

As described above, the CSUEB program review process consists of an extensive five-year review of each academic program as well as a brief annual report. Recent CAPR activities have focused on revising both the five-year review and annual report procedures document. The goals of this revision included streamlining the review process to make it less burdensome for programs as well as enhancing the student learning outcomes reporting format to better reflect the central importance of this aspect of program review. The committee has also worked on developing a rubric for evaluating the annual reports and providing feedback to departments and expects to begin using this rubric in the 2014-2015 academic year.

Despite positive changes to the review process and reporting forms, CAPR's self-study revealed that the following improvements should be considered.

- More emphasis on the collaborative nature of the review process within programs so that all faculty, not just department chairs, participate

- Possible inclusion of Planning for Distinction processes in program review (e.g., specific evaluation criteria for programs, the use of more qualitative and quantitative data)

- More meaningful and timely data prepared by the Office of Institutional Research Analysis and Decision Support (IRADS) for program review reports (e.g., longitudinal, case-based reports on issues like retention and graduate rates, movement of students into and out of specific majors)

- More deliberate follow up, ensuring that any recommendations and commitments made in the MOU process at the end of a review cycle be communicated back to faculty and students, and that increased effort be made to tie program review to university decision-making, including resource allocation

As part of its self-review, CAPR also completed a comparison of the CSUEB program review procedure to the WASC Program Review Resource Guide. This analysis showed that our program review process contains most of the elements outlined in the resource guide. However, an analysis of the actual process as conducted by academic departments revealed that assessment of student learning remains a challenge for many of our programs, despite significant improvements in the use of new and existing institutional structures for the assessment of student learning, as discussed in detail in Essays 3 and 4 of this report.

Using the WASC rubric for assessing the integration of student learning assessment into program reviews, the CSUEB program review policies and procedures meet the developed to highly developed standards for each of the rubric criteria, in theory. However, an analysis of recent program reviews showed that actual assessment practices are very inconsistent, ranging

from fairly sophisticated among the externally-accredited programs to minimal in other departments. Recent efforts led by members of the Educational Effectiveness Committee (EEC), discussed in detail in Essays 3 and 4, have resulted in significant improvements in program assessment infrastructure and processes at the department and college levels. EEC's efforts should improve assessment reporting in subsequent program reviews. In addition, CAPR has become much more stringent in its follow-up recommendations for programs with weak assessment data, recommending that the Academic Senate approve the program reviews only with modifications which include more evidence of assessment procedures and results. In these cases, programs will be monitored through the annual report process.

With regard to the planning and budgeting criterion on the WASC program review rubric, CAPR communicates regularly with academic administrators, including the Provost, the Associate Vice President for Academic Program and Graduate Studies as well as the college deans to ensure that programs reviews and annual reports are considered when making resource allocation decisions. 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. CSUEB's weakest rating on the WASC program review rubric was for the student experience criterion. CAPR rated CSUEB as initial to emerging on this criterion. To date, academic programs have not been required to document student involvement in the program review process, and this will be one of the areas of focus for CAPR in the next review cycle.

Learning from Assessment of Student Learning at the Institutional Level [CFRs 4.1-4.7]

At the academic program level, the examples above—from recent annual reports, five-year program reviews for departments without external accreditation, and program reviews for

departments with external accreditation—demonstrate that individual programs have used assessment results to inform decisions related to continuous improvement of instruction, curriculum and student learning and have successfully implemented changes where necessary. At the institutional level, as described in Essays 3 and 4, CAPR and its ILO Subcommittee led the campus through a two-year inclusive, collaborative, and iterative process to develop ILOs and sustainable structures to assess those outcomes.

In addition to the learning patterns and identified needs discussed in Essay 4, the assessment of the critical thinking ILO revealed additional areas that require our attention as an institution. First, programs need more and better data from the Office of Institutional Research. In addition, CAPR program review policies and procedures should be revised to better link PLO assessment with ILO assessment at the program level. A revision of the CAPR Program Review Procedures (13-14 CAPR 10) included a requirement to map PLOs to ILOs. The assessment of ILOs was passed by CAPR and has had its first reading by the Academic Senate with final approval expected in fall 2014. EEC's efforts to engage all academic programs in curriculum mapping of PLOs and ILOs should facilitate this revision to program review.

ESSAY 7 Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment

> After years of budget shortfalls, increasing enrollment demands, and the struggle to keep us affordable and accessible, we finally have a floor beneath our feet. You should be proud of your advocacy on behalf of this campus—and your continued advocacy efforts will be important in 2014 and beyond.
>
> Despite this success, the CSU and Cal State East Bay still confront many financial challenges. The one billion dollars cut from the CSU budget will never fully be restored in the way cuts were made. All new monies will be earmarked for enrollment growth, salary increases, rising benefit costs, mandatory cost increases, and new initiatives.
>
> —President Morishita, 2013 Convocation Speech

Financial Viability [CFRs 3.4, 4.3, 4.6, 4.7]

As President Morishita highlighted in his 2013 address to the University, our financial situation has improved significantly despite ongoing challenges faced by most public universities in California today. Cal State East Bay has successfully emerged from the California state budget crises in a strong financial position that will enable the University to successfully meet the opportunities created by a consistent annual increase in state funding due to a resumption of funded enrollment growth. The California budget crises reduced East Bay's state appropriation by over $22 million, from $89,778,621 in 2008, to $67,147,261 in 2013. Over the same period, tuition and fee revenue increased (net of tuition discounts which include mandatory set-asides for State University Grants), 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 called the Academic Access, Enhancement and Excellence (A2E2) fee.

Cal State East Bay also worked carefully to reduce operational costs and improve its financial effectiveness and efficiency. For fiscal year 2013-14, the campus operating budget of

$165,527,089 ($143,656,189 net of State University Grant tuition discounts), grew six percent over the prior year. Continued strong enrollment demand and a predictable funding model will provide a solid economic foundation for the University to continue to meet the educational needs of our students now and well into the future.

As with other public institutions of higher education, over the past few years the funding profile has changed dramatically for Cal State East Bay. 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, student fees and tuition funded 59% of the operating budget while the state funded the remaining 41% (Figure 1).

Figure 1: Cal State East Bay, Operating Budget
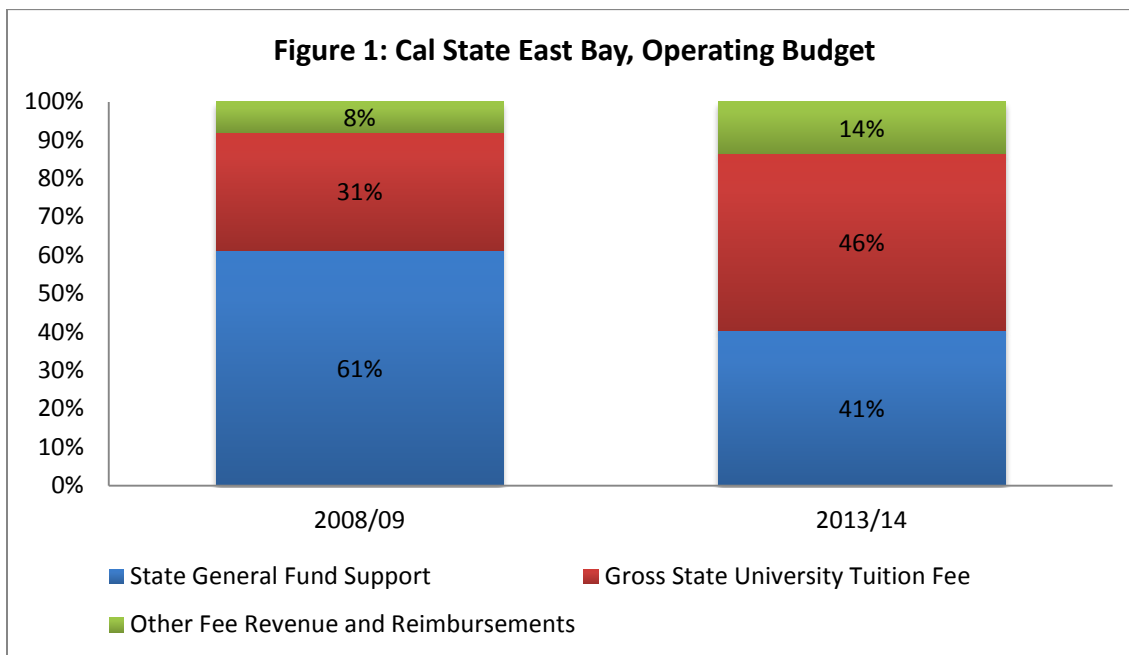
With campus support and upon recommendation of the campus fee advisory committee, in 2011 Cal State East Bay implemented an Academic Access, Enhancement and Excellence (A2E2) fee as a means to increase student retention, graduation, and workforce development. This fee was approved by the CSU Chancellor's Office Executive Order 1066. In 2013-2014, A2E2 funds allowed the campus to invest over $3.2 million to maintain the quality of education in

spite of the significant decline in state support. In addition, Cal State East Bay initiated a "quiet phase" campaign to begin building the endowment, which has grown from $6 million in 2006 to over $15 million in 2014.

In an effort to ensure that resources are strategically directed to the most important programs and services, in 2012 Cal State East Bay initiated Planning for Distinction (PFD), a comprehensive review of all campus instructional and non-instructional programs and services. As discussed throughout this report, the primary goal of PFD was to prioritize programs and services to guide future resource allocations to support initiatives, programs, and services that are most essential to the campus mission and strategic commitments, and the institutional learning outcomes. The PFD process established two task groups—one to review instructional services and one to review support services—both under the oversight of a steering committee with membership drawn from across the campus. The review was completed in spring 2014 and will provide direction for the University to ensure we continue to provide our diverse student population access to high-quality education which prepares them for the complexities and challenges of the 21st century.

In addition to PFD, Cal State East Bay has a number of well-established structures and processes in place that ensure that our institution can sustain its commitment to our students and the larger communities we serve over the long term. With regard to financial priorities, CSUEB's budget process allocates base budget operating funding by division with some costs managed centrally including benefits, insurance, utilities, and a reserve equal to one percent of the operating budget. Divisions retain any year-end operating balances to be used for non-recurring, divisional initiatives. The President retains central year-end operating balances to be used for campus-wide, non-recurring strategic initiatives. Vice presidents address division-level priorities

in accordance with planning priorities. Academic Affairs instructional allocations are distributed among the four colleges and other instructional units by a formula that considers key variables such as: faculty salary; number of students taught; the mode and level of instruction; and related support costs. Deans and other academic administrators have the authority and responsibility to align spending in their areas, consistent with the Academic and University Strategic plans. In 2013-14, non-recurring funding was also provided to Academic Affairs to help fund enrollment in excess of the targeted level.

The campus budget planning process includes consultation with representative bodies including the Committee on Budget and Resource Allocation (COBRA), a standing committee of the Academic Senate, comprised of nine tenured members from the faculty of the University (two from each college and one from the library) and two appointees of the President of the University (one from Academic Affairs and one from Administration & Finance). Formal bi-annual reports of the "all funds budget" report are presented to COBRA in January and September and provide a detailed overview of campus operating and capital revenues as well as expenditures. The reports are published on the Academic Senate Web site. The most recent report can be found here.

In addition to COBRA, campus consultation also occurs through the University Planning, Assessment, and Budget Committee (UPABC), which meets quarterly to consider and recommend budget priorities to the President and Cabinet. Past budget presentations can be found here.

By rigorously reviewing the portfolio of existing programs, processes and services, the University will continue to incrementally improve its operational effectiveness. By carefully reviewing and aligning all new funding requests with the priorities identified by the Planning for

Distinction results as well as the University [mission and strategic commitments](#), Cal State East Bay will remain focused on meeting student needs with an educational model that is financially balanced and sustainable well into the future. Cal State East Bay is well poised to strike a balance between prudent financial management of the University's operations and investing in new and improved services and programs that will allow the University to grow and evolve to meet the needs of our large and diverse student population while retaining and attracting a talented and engaged faculty and staff.

A Learning-Centered University for the 21st Century [CFRs 1.2, 2.2, 2.8, 2.9, 2.11, 3.1-3.10, 4.1-4.7]

As discussed in Essay 3 on the meaning, quality, and integrity of our degree programs, Cal State East Bay used a collaborative, inclusive, and iterative process to identify our institutional learning outcomes (ILOs). During this process, care was taken to ensure that our ILOs were closely connected to our mission and strategic commitments. Our ILOs demonstrate that our institution is dedicated to developing our students into well-educated, engaged citizens prepared for the challenges of a rapidly changing world.

In order to carry out our mission and support student success in realizing our ILOs, Cal State East Bay is committed to providing high-quality, meaningful experiences inside and outside of the classroom. Inside the classroom, faculty are held to high standards through student course evaluations, peer observation, and regular review as specified by Academic Senate policy and by the collective bargaining agreement that governs adjunct and tenure/tenure-track faculty including librarians and coaches. 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 including 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. (See Essays 3, 4, and 5.)

Outside the classroom, Cal State 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 the Educational Opportunity Program (EOP), GANAS Program, EXCEL Program, Project IMPACT, Accessibility Services, Renaissance Scholars Program, Peer Mentor Program, Freshman Learning Communities, Program for Accelerated College Education (PACE), Student Service Operation for Success (SSOS, a program funded by a U.S. Department of Education AANAPISI grant), and University Honors Program. Cal State East Bay also offers a wide range of activities including NCAA Division II athletic teams, Enhanced Instructionally Related Activities (EIRA), University-Wide Activities and Programs (UAP), extensive service learning opportunities through the Center for Community Engagement, Associated Students, Inc. (ASI), the ASI Diversity Center, the Center for Student Research, and over 90 student-led clubs and organizations. (See Essays 3, 4, and 5.)

The Academic Senate's Committee on Academic Planning and Review (CAPR) plays an important role in developing a vision for 21st century education at the program level. CAPR five-

year reviews require all academic and some co-curricular programs to conduct an extensive self-study that includes the setting of and planning for five-year goals. This self-study process encourages the kind of 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.

Since our last re-accreditation, CSUEB has made significant strides to ensure educational effectiveness, though we recognize that developing a fully integrated institutional assessment structure is an ongoing process. Budget allocations for assessment activities reflect our institutional commitment to assessment and ensure that this commitment will be sustained and fully integrated into campus culture.

At the program level, as mentioned above and discussed fully in Essays 3, 4 and 6, CAPR is a well-established faculty committee that requires annual reports and five-year reviews which include assessment of program learning outcomes. A similar structure is needed for co-curricular program assessment. The recently established Educational Effectiveness Council provides course release time to faculty from each of the colleges and the library in order to support the development of stronger program-level assessment and incorporate ILO assessment into their existing program assessment activities. The ILO and GE Subcommittees of the Academic Senate as well as Faculty Learning Communities and the Critical Thinking Assessment Project are additional mechanisms that the University has used over the last several years to measure learning outcomes at graduation. A long-term GE assessment plan was approved by the Academic Senate in 2012. A long-term ILO assessment plan proposal will be considered by CAPR in the 2014-2015 academic year. A fuller discussion of these efforts to continue building a meaningful and sustainable assessment structure is included in Essays 3, 4, 5, and 6.

Preparing for the Changing Landscape of Higher Education [CRFs 3.1, 3.2, 3.3, 4.6, 4.7]

Of the changes taking place globally, nationally, locally, and in higher education, the most important ones for Cal State East Bay in the next seven to ten years are the increasing diversity of our 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 our regional stewardship and community engagement. Each of these areas is discussed below.

An Increasingly Diverse Student Population. Cal State East Bay is one of the most diverse public universities in the nation, and the most diverse campus in the CSU according to U.S. News and World Report. Hispanic/Latino/a students have seen the largest increase in numbers since our last re-accreditation, and we expect this trend to continue. As of Fall 2013, the student population at Cal State East Bay was 27% Hispanic/Latino/a, which enabled us to become eligible for designation as an Hispanic Serving Institution (HSI). Our campus has already taken steps to address this increasing diversity with the creation of the Office of University Diversity, development of the GANAS Program aimed at Latino/a transfer students, submission of a U.S. Department of Education HSI grant proposal in Spring 2014, and the planned Sankofa program (discussed more fully in Essays 4 and 5). Cal State East Bay also has the highest percentage of international students among CSU campuses (9%). To address the needs of our international students, we offer the American Language Program, English classes geared to non-native English speakers, a freshman cluster for international students, and academic tutors who were hired specifically to address their special needs. We also provide a wide variety of services for students with disabilities through Accessibility Services.

Funding Innovative Programs. As discussed in the first section of this essay, CSUEB's operating budget has experienced a 20% decline in state funding since 2008-2009. This creates challenges for the University's efforts to fund innovative programs that support student learning and success in and out of the classroom. The implementation of the A2E2 fee has allowed the University to address this challenge to a large extent (discussed above and in Essay 5).

Expansion of Online and Hybrid Education. Cal State East Bay serves large numbers of working adult students. The expansion of online and hybrid offerings, and institutional support is especially important for addressing the needs of these students who need more flexible academic programs. The campus recently hired a new Director of the Online Campus, which now offers nine online degrees as well as a wide range of individual courses (approximately 25% of our FTES is either online or hybrid). Faculty who teach or will teach in online or hybrid classes or programs have excellent support from MATS, which offers comprehensive faculty support services. In addition, since our last re-accreditation the Office of Faculty Development has sponsored faculty learning communities that focus on technology and education. In Summer 2014, a number of campus units collaborated to offer a two-day institute, Journey to Excellence in Online Teaching, which focused on best practices in online education.

Faculty Development. Faculty composition and workload continue to be a challenge for Cal State East Bay. Our faculty diversity has increased in recent years, but does not yet mirror the diversity of our student population. Faculty search processes were recently modified to increase the focus on enhancing the diversity of applicant pools through the addition of a "diversity advocate" as a member of each search committee.

The University has also taken steps to address faculty workload concerns. In 2010-2011, the campus hired only one tenure-track faculty member. From 2012-2014, tenure-track hiring

increased significantly, with 69 new faculty joining CSUEB over this two year period. Other efforts aimed at addressing faculty workload are discussed below.

In the past four years, the University has sponsored a number of internal opportunities through which faculty may receive release time or extra compensation. These have included research grants to work on collaborative reforms in education (PEIL grants, discussed more fully in Essay 3), and release time to work on two committees that considered institutional change (Planning for Distinction, see Essays 1 and 3). Over 100 faculty members have participated in these efforts. Additionally, over 40 faculty each year are part of learning communities sponsored by our Office of Faculty Development. These learning communities range in topic from teaching diverse student populations, to introducing sustainability into the curriculum, to writing journal articles for publication, and other faculty-chosen interests.

Over the past seven years, the California State University contract with the California Faculty Association has also gotten more liberal and flexible in regards to maternity and paternity leave. Over 25 CSUEB faculty members (male and female) have taken leave, which now can be extended to cover an entire quarter or even longer, depending on the use of sick leave, the 30 days of provided leave, and the use of other mechanisms. CSUEB has also been flexible in allowing faculty to request research leave, leaves of absence without pay, sabbaticals, and difference in pay leaves. As needed, faculty members have also been granted partial leaves of absence. Each year, even during the recession, CSUEB has granted the required number of sabbaticals called for in the Collective Bargaining Agreement.

Most recently, as new faculty have been hired, they have been granted 25% release time over the first two years on the tenure track, and have received average start-up funds of $50K. These resources are intended to help them start their scholarship. Additionally, ten special

First Year Faculty Experience workshops are offered by the Office of Faculty Development to acquaint new faculty with online teaching and learning, serving students with disabilities, assessing student learning, services on campus to assist faculty with research, and other important topics.

Staff Development. In 2010, there were significant staff layoffs which impacted services across campus. As the state budget has stabilized to some degree, Cal State East Bay has begun to hire support staff again in order to address gaps created during the layoffs. In addition, the University has made efforts to provide more opportunities for staff to engage in professional development through the Leadership and Employee Enrichment Program (LEEP).

Sustainability. The United Nations World Commission on Environment and Development (WCED) defines sustainable development (sustainability) as "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs." The principles of sustainability, as defined by the UN, have three components that need to be in balance: economic development; social development; and, environmental protection. CSUEB is an advocate of all three components of sustainability. As a result, in July of 2014, CSU East Bay hired a full-time Director of Sustainability. This is the first position of its kind on campus and is housed in Academic Affairs, with direct reporting to the Provost.

The Director of Sustainability is responsible for managing campus sustainability efforts in conjunction with Facilities Development and Operations, developing a comprehensive sustainability plan, overseeing the establishment of and then directing a Center for Sustainability for the campus, developing and managing a student internship program in sustainability, and interfacing with efforts in community engagement and social justice. The assignment includes responsibility to: develop short and long-term goals for the campus that address the Mission of

the campus and comply with existing and future policy directives from the Chancellor's Office; maintain a formal Greenhouse Gas Inventory and Climate Action Plan; and coordinate activities associated with the campus' membership in the Association for the Advancement of Sustainability in Higher Education (AASHE). The Director is also responsible for coordination and tracking of data related to the program; providing workshops and individual support to faculty seeking to integrate sustainability into course curriculum and co-curricular activities; and providing outreach and guidance to academic programs, administrative units, Associated Students, and the surrounding community on integrating initiatives designed to fulfill the shared strategic commitment on sustainability.

In short, the vision for the Hayward campus is to be a vital, multicultural academic community that by the year 2030 has achieved a sustainable balance that is ecologically friendly, economically viable, and socially responsible. Actions taken to make this vision a reality occur inside and outside the classroom as well as through campus operations, and in the community. For example, through the creation of the PEIL grants, faculty are creating new courses focused on sustainable development that bridge classroom learning with tactical implementation. One class in Geography and Environmental Studies, working with Facilities Development and Operations, landscaped an area adjacent to Robinson Hall with native plants as part of a class project. The Hayward Campus has photovoltaic panels on four buildings which generate at least 6% of our total electrical usage per year; a new ultra clean fuel cell that will produce 1.4 megawatts of electricity and whose heat-recovery system will provide heat for three campus buildings and the water for our two pools; 12 electric car charging stations, a campus recycling program, and two lighting projects on the Hayward campus that are utilizing the latest in fixture technology, plasma and LED, to cut energy costs and better illuminate the campus.

Transformation into a Semester Campus. Cal State East Bay will be part of the CSU system effort to convert the six campuses still on a quarter system to a semester system. Our campus plans to use this as an opportunity to further enhance our efforts to address student needs, increase student learning and success, and assist faculty in curricular transformations. The campus is scheduled to be on semester beginning Fall 2018.

Regional Stewardship. CSUEB has continued its efforts to serve not only our students, but also the larger communities in our service area. For example, the [Hayward Promise Neighborhood](#) initiative involves our 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 our 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 – composed of more than 30 partners from business, education, civic, nonprofit, and philanthropic organizations focused on children in preschool through college – has as its mission to "create a world-class system of education that ensures every student will succeed in 21st century careers."

ESSAY 8: Conclusion: Reflection and Plans for Improvement

> We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win.

> —John F. Kennedy

Our University motto is *"Per Aspera Ad Astra,"* which translated from Latin means through adversity to the stars. Our motto is more than a marketing phrase; it captures the essence of our institutional identity through its recognition of the communities we serve and the aspirations of our students. Many of our students come from low-income households, and 55% of our students are first generation college students. These students are seeking a better life and social mobility. Many of our students seek a place and an education where they can give back to the community, help those in need, and make the world a better place. Our motto reflects these desires and values. We are a place that opens up opportunities for our students by providing educational experiences in and out of the classroom that prepare them to be active, responsible participants in their own lives, in their professions, in their communities and in a rapidly changing and increasingly complex world. We stand as a proud example of the promise of California public higher education to transform the lives of individuals and contribute to the economy, culture, and knowledge base of our state and the nation.

The institutional self-study conducted in preparation for CSUEB's re-accreditation review has helped our campus recognize our strengths in order to build on them and reflect on our challenges in order to address them.

Exemplary Institutional Performance

Identity. President Morishita described the vision for our campus in his 2012 investiture address: "Let us invoke our legacy as Pioneers to create a model for public higher education that

defines regionally-engaged learning in the 21st century. Cal State East Bay will be the University of choice for our students, the University engaged with our regional community – indeed, the University that serves as the intellectual, social, cultural, and economic heart of the East Bay."

Our mission, shared strategic commitments, and institutional learning outcomes present a compelling vision of our purpose as an institution and communicate our expectations to students about what they should know and be able to do upon graduation.

Diversity. The University has demonstrated its commitment to diversity and inclusiveness in multiple ways: the appointment of the first university diversity officer; the creation of the Office of University Diversity and ASI's Diversity Center; the establishment of the Faculty Diversity and Equity Committee as a standing committee of the Academic Senate; and the inclusion of a diversity advocate on faculty search committees. In addition, in 2011, we were designated an Asian American Native American Pacific Islander Serving Institution (AANAPISI), and in 2014, we were designated an Hispanic Serving Institution (HSI). We have secured a U.S. Department of Education AANAPISI grant, and we have applied for an HSI grant.

Innovation. As a learning-centered institution, CSUEB has a strong commitment to ongoing faculty development and excellence in teaching. Examples of this commitment include faculty learning communities, internal grant funding for pedagogical innovations, expanded internal grants to enhance faculty scholarship and creative activities, and professional development opportunities through the Office of Faculty Development, the Office of Research and Sponsored Programs, and Media and Academic Technology Services (MATS).

Assessment. Since our last re-accreditation, Cal State East Bay has made significant progress in developing a sustainable assessment structure for continuous improvement. We have

a well-established program review process which requires annual reports and five-year reviews that include program learning outcome assessment. As a campus, we developed and have begun to assess our ILOs by drawing on existing Academic Senate committees and creating new support structures such as the Educational Effectiveness Council and new subcommittees of the Student Success and Assessment Committee.

Stewardship. Through projects such as Hayward Promise Neighborhoods, Gateways East Bay STEM Network, and the Center for Community Engagement, Cal State East Bay has a positive impact on the communities in our service area. This is exemplified by the over 200,000 hours of service learning that have been contributed to our surrounding communities.

Providing Leadership in STEM Education. CSUEB already is one of the largest producers of credentialed math and science teachers in the CSU system, has a well-developed STEM Institute of Education which supports K-12 partnerships, and provides undergraduate research opportunities for STEM majors through the Center for Student Research. In addition, biology, library and English faculty have been awarded two CSU Chancellor's Office grants to use innovative pedagogy to increase success rates in STEM courses with high failure rates. Cal State East Bay will continue to build on these efforts.

Institutional Challenges and Plans Moving Forward

Increasing Retention and Graduation. Although our retention and graduation rates are on par with similar public universities, President Morishita has challenged the campus to improve those rates. Some programs targeting the specific needs of particular groups of students have already been established (e.g., EOP, GANAS, AANAPISI). Our self-study revealed, however, that there are other groups that need additional support (e.g., African American students, part-time transfer students). Through our university-wide activities and programs, our expanding

high impact practices, our recent AANAPISI grant and our proposed HSI grant, we strive to close the achievement gap.

Maintaining Meaningful Assessment. CSUEB has made much progress in its assessment efforts but there is still work to do. In the 2014-2015 academic year, the Committee on Academic Planning and Review will review and approve a long-term ILO assessment plan for the entire university.

Improving Data Access and Analysis. CSUEB is in the process of searching for a new director of institutional research, and the campus has identified data gathering, analysis and dissemination as an area for improvement. Recent changes have resulted in enhanced data access and use, and improvements in the organization and operations of data support systems are a high priority. In addition, online program portfolios have been created and are being populated so that program information and data are more accessible to on and off-campus stakeholders.

Expanding Faculty and Staff. Since the 2010 California budget crisis which brought devastating staff layoffs and a virtual halt to tenure-track faculty hiring, CSUEB is now in the position to be hiring new faculty and staff. The planned hiring for 2014-2015 will address some of the workload concerns across campus.

Through Adversity to the Stars

First and foremost our mission is to meet the educational needs of our students by preparing them to be socially responsible contributors to society. The self-review, undertaken to evaluate how well we are achieving that mission, has pointed to our successes and shown where we have challenges to address. We are well prepared to take on these challenges and to continue helping our students to reach for the stars.