

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

From: Richard Osborn, WSCUC Vice President, Staff Liaison

Re: WSCUC Response to CSUEB Progress Report

Date: 21 March 2019

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

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

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

sts for new tenure-track lines and in identifying factors that

In addition, the Educational Effectiveness Council which  
del continues to bring greater collaboration between key

groups to improve assessment practices.



## Academic Programs and Services

25800 Carlos Bee Boulevard, Hayward, CA 94542

February 4, 2019

Richard Osborn  
Vice President  
WASC Senior College and University Commission  
985 Atlantic Avenue, Suite 100  
Alameda, CA, 94501

Dear Mr. Osborn,

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

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

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

The institutional impact has been the curricular transformation that updated and modernized degree and credential programs to better serve our students. The transformation also allowed the campus to upgrade and simplify curricular and administrative practices with a two semester per-year pattern versus a three quarter per-year pattern.



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

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

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

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

In 2017, Provost Edward Inch was authorized by President Leroy Morishita to create a second "Associate Provost" position dedicated to overseeing resource allocations and institutional research. This resulted in the position of Associate Provost for Academic Resources and Planning. At the start of the AY 2017-18, the offices of Institutional Research (IR) and Information Technology Services (ITS) were charged by the Provost to work with the new Associate Provost in creating a simplified resource for authoritative institutional data.

Additionally, greater clarity on lines of authority and responsibility between the two offices were established, with their management more clearly understanding each of their office's responsibility to ensure proper data storage and redundancy (ITS), integrity (ITS & IR), its meaningful presentation to the campus in the form of interactive reports and dashboards (IR), and its timely delivery and maintenance (ITS & IR). The end result of this collaboration is Pioneer Insights, a website that makes institutional data widely accessible and provides users the ability to analyze key measures and metrics in a variety of dimensions that comprise the University's mission.

Currently, *Pioneer Insights* is being developed in an iterative fashion, with high-level segments (i.e. enrollment, admissions, student success, etc.) being identified for development and implementation



**4.**



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

## **Summary**

In addition to making steady or marked progres