REPORT OF THE WSCUC VISITING TEAM ACCREDITATION REVIEW

TO CALIFORNIA STATE UNIVERSITY, EAST BAY
APRIL 8-10, 2015

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

The P*rinceton Review*

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

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

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

In 2005, the Commission received the Capacity and Preparatory Review Report

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

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

B. THE ACCREDITATION VISIT AND CAMPUS PARTICIPATION

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

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

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

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

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

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

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

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

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

Introduction: Institutional Context

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

CSU East Bay's reported Fall 2014 enrollment is 14,823 students, with 2,938 students attending part-time. The university enjoys one of the most diverse student populations in the nation. The institution employs approximately 790 faculty, and fewer than half are tenured or tenure track faculty. Additionally,

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

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

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

The Institution's Reaccreditation Report

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

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

Responses to Issues Raised in Previous Commission Actions and Reviews

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

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

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

administrators engaged in respectful interaction and deliberation to determine the learning outcomes most important for its students in the 21st cent

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

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

STANDARD 2. ACHIEVING EDUCATIONAL OBJECTIVES THROUGH CORE FUNCTIONS

Teaching And Learning

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

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

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

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

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

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

Student Learning and Success

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

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

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

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

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

Faculty and Staff

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

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

The faculty have been less positive in the past about the faculty size and working conditions, noting that past budget reductions had limited hiring. It may also be that the workload required of faculty, particularly in overseeing academic programs and processes, has become burdensome. There is some mention of this perception relating to assessment and program review and evaluation in Essay 3. During the visit, however, it became clear that new faculty lines were becoming available and much needed relief, in some cases,) cee nt2(dut pTj 0.3Tj [(dg)1[2(

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

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

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

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

Fiscal, Physical, and Information Resources

CSU East Bay's self-evaluation indicates no financial management problems. In fact, the leadership of the institution during recent periods of personnel change and financial uncertainty at the system and state legislative levels makes this a point of

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

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

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

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

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

The provision of information resources is less certain. While evaluators praise the Service Desk and Media and Technology Services for their support of faculty and teaching, there is testimony in the report of strains when departments are required to obtain data for program review. A recent survey of campus attitudes toward Institutional

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

Guided by CSU East Bay's strategic planning process, including forums with community and business leaders, the foundation

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

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

The Academic Senate passed a policy

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

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

The Academic Senate's Committee on Academic Planning and Review (CAPR) plays an important role in developing a vision for 21st century education. CAPR conducts five-yteda5-1(s)-5(a)4(5-o5)]TJ -

As mentioned earlier in this report, CSU East Bay's two-year Planning for Distinction (PFD) process, which was completed in spring 2014, resulted in simultaneous evaluations and prioritizations of all academic and support programs on campus. This planning effort to find an appropriate balance of programs to maintain program quality and pursue initiatives is believed to be most essential to CSU East Bay's mission and strategic commitments, as well as to its ILOs. Although the use of the PFD results is still being developed, the PFD committees on instructional programs and support services have

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

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

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

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

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

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

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

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

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

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

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

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

The organizational structures focused on assessment are overlaid by institutional

departments. The process is ongoing, and next steps have not been clearly articulated acros

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

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

CSU East Bay has taken the issue of student success very seriously. Its mission, strategic commitments, an

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

The campus has examined enrollment trends and changes, with focused discussions on retention and graduation rates, and has established new support structures to improve and address its rates. They are not satisfied with their current rates and the President has challenged the CSU East Bay community with increasing the six-year graduation rate for entering freshman from 43% to 60% and the three year graduation rate for transfer students from 51% to 70% by 2020. The Subcommittee is examining and recommending to the Student Success and Assessment Committee (SSAC) the

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- genuine striving to study and explore issues that impact its core commitments to high educational quality, institutional accountability,

- appropriate commitment to and structures for sustainability of efforts beyond those required by the WASC accreditation;
- tangible commitment to enhance the student experience as exemplified by the reestablishment of the Student Affairs Division and student success initiatives;
- strong collaboration in the transition to the semester system;
- faculty who view semester conversion as opportunity for redesigning the curricula to enhance student learning;
- significant effort being employed to address data access and reporting needs;
- presidential leadership in creating a clear vision for the future of the institution with considerable campus buy-in (“W

APPENDICES

FEDERAL COMPLIANCE
1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)

equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated)
Please review at least 1

FEDERAL COMPLIANCE

2 - MARKETING AND RECRUITMENT REVIEWFORM

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

Material Reviewed	**Questions and Comments: Please see findings and recommendations in the comment section of this table.**	**Verified Yes/No**
**Federal regulations	Does the institution follow federal regulations on recruiting students?	Yes
	Comments: In addition to following all federal and state regulations regarding non-discrimination (see http://www.calstate.edu/EO/EO-1097.html, http://www20.csueastbay.edu/af/departments/risk-management/files/docs/titleix.pdf) CSU East Bay is a member of the National Association for College Admission counseling (NACAC), and committed to serving students and maintaining high standards that foster ethical and social responsibility among those involved in the admission transition process, as outlined in the NACAC Statement of Principles of Good Practice (SPGP). As a NCAA Division II University, CSU East Bay follows NCAA rules and regulations pertaining to prospective student-athletes, enrolled student-athletes, and all boosters, donors, and representatives of athletics interests.	
Degree completion and cost		

FEDERAL COMPLIANCE

4 – TRANSFER CREDIT REVIEW

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

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified

OFF-CAMPUS LOCATION REVIEW: CONCORD CAMPUS

Institution: California State University, East Bay
Type of Visit: WASC onsite visit
Name of reviewer/s: Dr. Dorothy Leland & Dr. Amy Liu
Date/s of review: April 9, 2015

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

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

Undergraduate Completion Programs:
Business (Options in Management, Marketinsi-1(i)d , w 1 T6c 0 Tw 2.]TJ -12.69 -1.13.11 0 T2(a)4(pt)-2(i)

Observations and Findings

Lines of Inquiry	Observations and Findings	
Fit with Mission. How does the institution conceive of this and other off-campus sites relative		

•

	the Pre-Health Admissions Program and the Paralegal Program. PHAP students take classes on both the Hayward and Concord Campus, with Concord's 2014-15 enrollments at 42 FTES. The current Paralegal cohort numbers 32 students.	
Student Learning. CPR: How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? *EER*: What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFRs 2.6, 4.3, 4.4)	Student course evaluations and other forms of assessment are similar to those used at the Hayward campus and the results are delivered to the appropriate colleges and academic departments. Results are integrated into overall institutional data.	

OFF-

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

Fit with Mission. How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized?	CSUEB is one institution operating at multiple locations: • three locations in the East Bay allow us to meet the educational needs of more students • The Oakland Center is a self-support entity, planned and operated by University Extension.
Connection to the Institution. How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution?	One institution operating at multiple locations: • e.g. one commencement ceremony for all students • Accessible site for system-wide/departmental meetings
Quality of the Learning Site. How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFRs 1.7, 2.1, 2.5, 3.1, 3.4)	The Oakland Center offers small/intimate learning spaces that foster educational development. Faculty set-up appointments for advising purposes as requested by students. The oversight of the facility is provided by self-support staff, both onsite and at the Hayward campus.
Student Support Services. *CPR:* What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? *EER:* What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.5)	Programs offered at The Oakland Center are designed to provide services necessary to students within the curriculum:

DISTANCE EDUCATION REVIEW-TEAM REPORT

Institution: California State University, East Bay
Name of reviewer: Dr. Amy Liu Date of review: April 8, 2015

1. Programs Reviewed:
   5 fully online baccalaureate programs and 4 fully online masters programs offered:
   - BS in Business Administration
   - BS in Ethnic Studies
   - BS in Hospitality and Tourism
   - BA in Human Development
   - BS in Recreation
   - MS in Education, Option in Online Teaching and Learning
   - MS in Educational Leadership
   - MS in Health Care Administration
   - MS in Recreation and Tourism

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

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

   Percentage growth in distance education offerings and enrollment:

B. 2014 All Online/Hybrid Percentage

	# of students taking at least

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

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

Observations and Findings

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)	Observations and Findings	F o u
Fit with Mission. How does the institution conceive of distance learning relative to its mission, operations, and administrative structure? How are distance education offerings planned, funded, and operationalized?	Online education fits CSUEB mission--*Cal State East Bay welcomes and supports a diverse student body with academically rich, culturally relevant learning experiences which prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society. Through educational programs and activities, the University strives to meet educational needs and contribute to the vitality of the East Bay, the state, the nation, and global communities."* CSUEB Online offers professional degree p	

	dedicated online/hybrid information technology consultants.	
Connection to the Institution. How are distance education students integrated into the life and culture of the institution?		

Curriculum and Delivery. Who designs the distance education programs and courses? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to on-ground offerings? (Submit credit hour report.)

The approval process for online programs is the same as for any other program. It is a two-step process which first addresses whether the new degree is appropriate from a planning perspective, and then a full curricular review.

A new degree is initially proposed by the sponsoring academic department for inclusion on the campus' Academic Master Plan. It then goes through review by the college curriculum committee, and must have the approval of the committee and the college dean. Next, the proposal is sent for review to the Associate Vice President of Academic Programs and Graduate Studies, who forwards it to the Committee on Academic Planning and Review (C4(t)-2(hT(ow)2(a)4(r)-7(e) utRa)4(,(u)-4(ld)-4(d)-4(h)-4(en)-4(-23.9)-4(eg

with other online offerings?	following: • which student learning outcome was assessed • what assessment instrument(s) were used to measure this SLO • what participants were sampled to assess this SLO • what assessment results were obtained, highlighting important findings from the data collected • how the assessment results were (or will be) used, e.g. changes in course content, course sequence, student advising, etc., as well as any revisions to the assessment process the results suggests are needed Currently there are a number of assessment instruments in use on campus. The College of Education and Allied Studies has customized TaskStream to assist with their NCATE accreditation requirements. The College of Business and Economics has an Assurance of Learning program which includes a two year cycle of data collection and evaluation. College curriculum committees are expected to meet regularly to evaluate assessment results in conjunction with preparation of the annual report. In addition, the campus recently adopted Blackboard Outcomes to assess ILOs, and online programs have that available.	