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

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

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

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

outcomes for each major

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 effectivae,

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-

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 fo TfPrrt31(t31(t31)7t-730 0 12 234.84 334.08 Tm [(k)3(

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

-

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.

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

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 development process was initiated by a charge from the Academic Senate to the Committee Review (outlined in 2010-11 CAPR 1 revised), which in turn the ILO Subcommittee to formulate and implement

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

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 upperacross 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.

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

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

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;

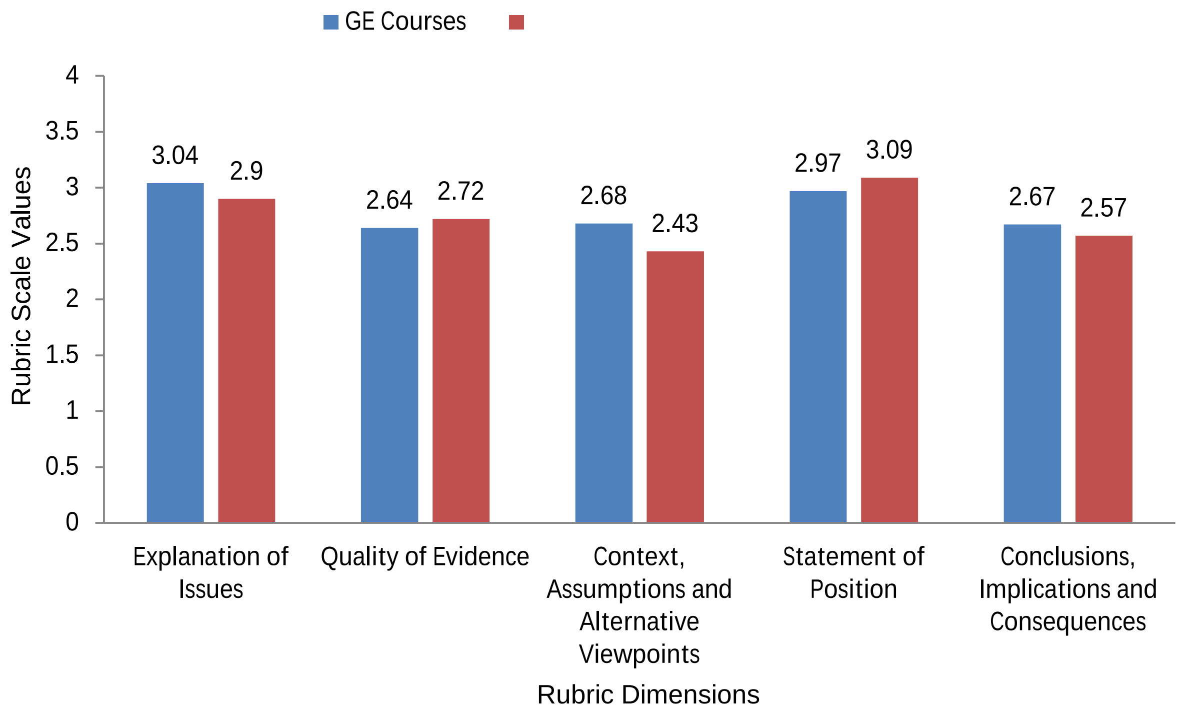
To date, the main evidence of achievement of our ILOs and the WASC core competencies comes from the assessment work on critical thinking, though it should be noted that CSUEB's library faculty assess information literacy in their lower-division library class annually and cross-disciplinary faculty assess 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

Figure 1: Critical Thinking Assessment Results



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

Institutional Commitment to Transformative Pedagogy [CFRs 2.8, 2.9, 4.1-4.3]

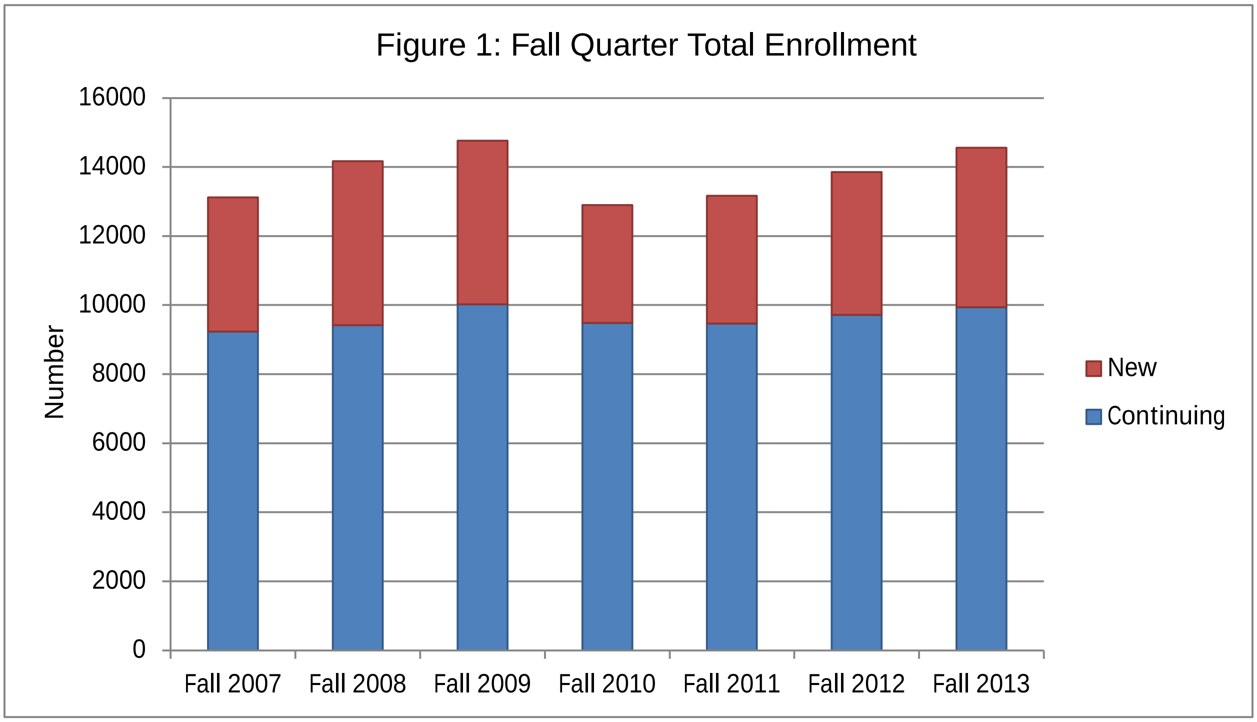
There are a number of initiatives at CSUEB that provide evidence of our institutional commitment to learning-centeredness. PEIL grants are an example of the institutional commitment to innovation in teaching to better serve our students. The broad goals of PEIL grants are to provide faculty release time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

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

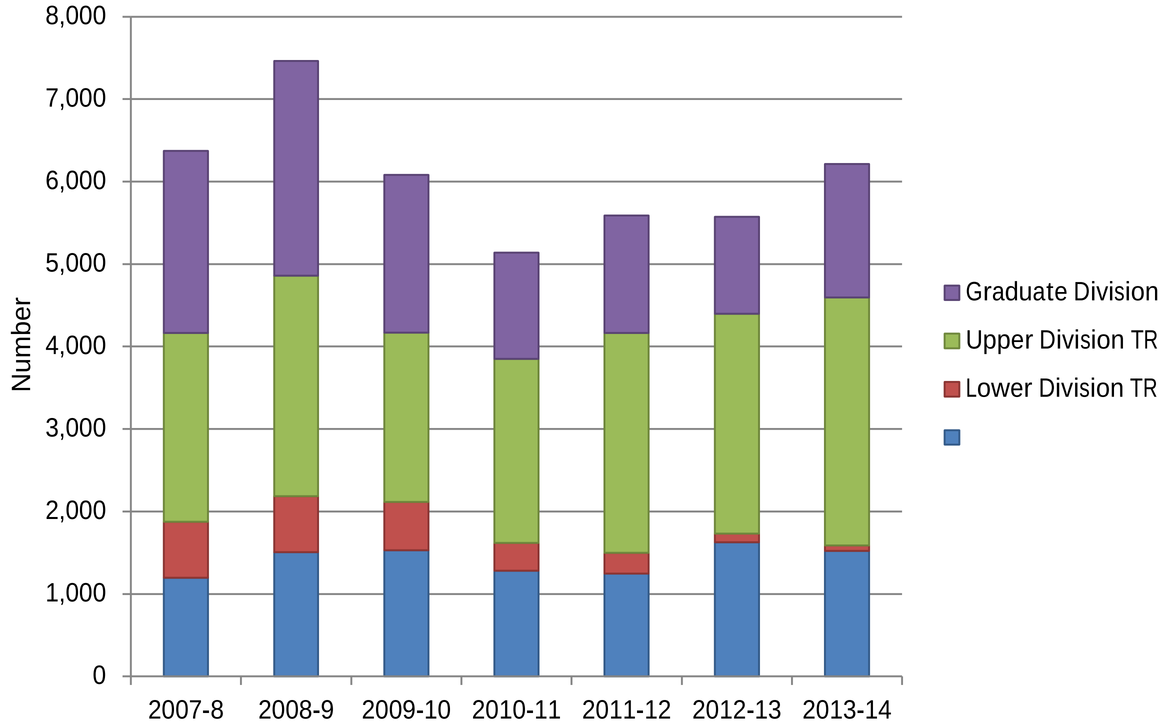
ESSAY 5

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.



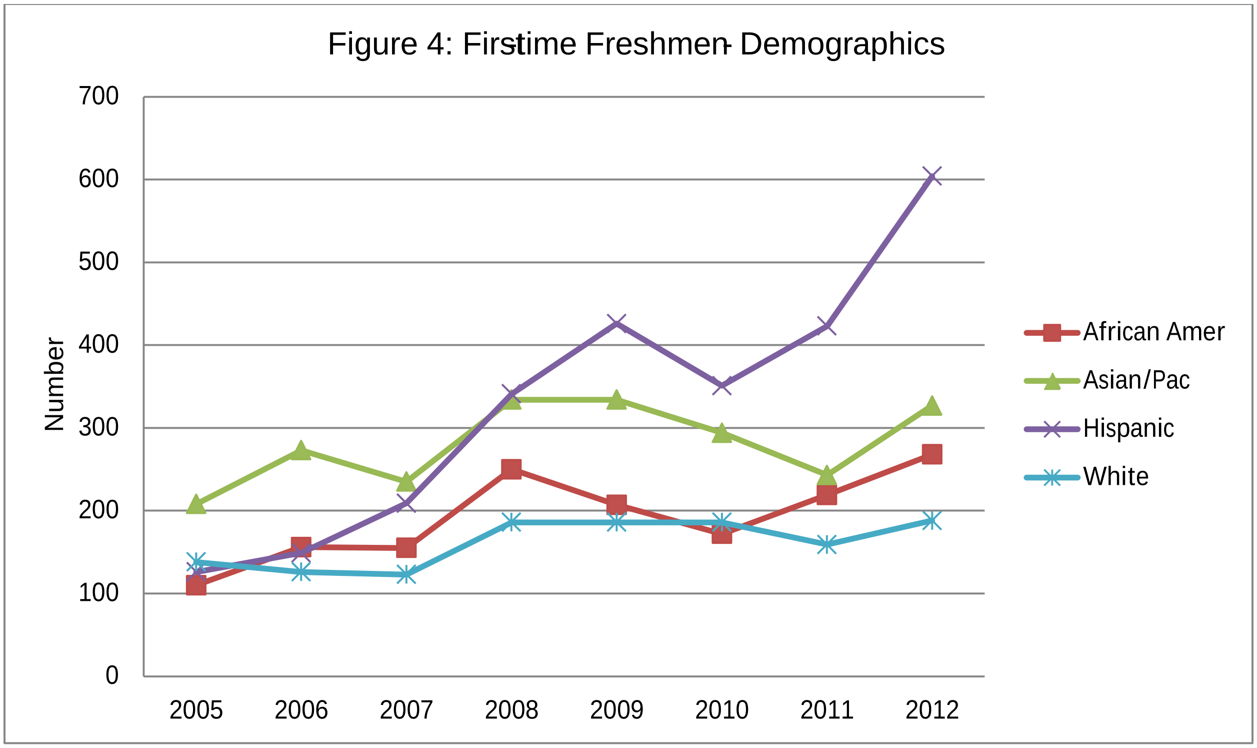
As shown below, the number of new lower-division transfer and graduate students has declined since 2007 due to changes in CSU policy which limited admission of lower-division transfer and second baccalaureate students and also discontinued admission of undeclared post-baccalaureate students (i.e., graduate-level 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



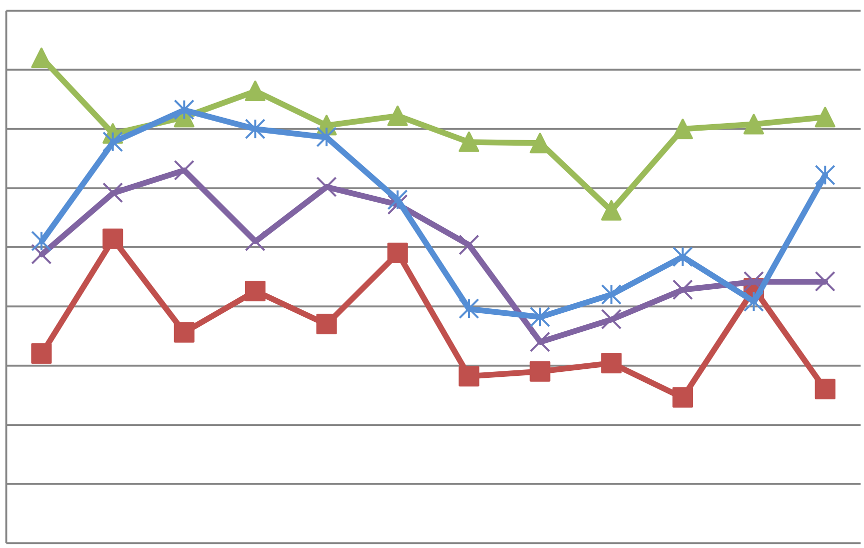
Entering Freshmen. After many years of relative stability in terms of numbers and composition, first-time freshman cohorts during the years 2006-2013 saw rapid growth and change in composition. From 1999 to 2007, the freshman class size hovered around 600 students. Between 2005 and 2009, Cal State East 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).

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,



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.)

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 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.

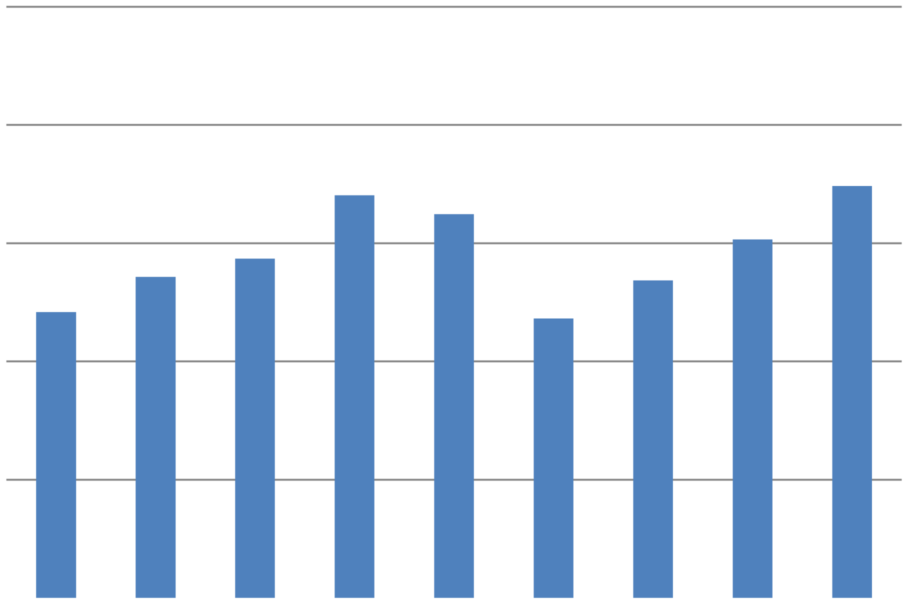


Remediation. Although the percentage of first year students needing developmental coursework in math has remained high since 2007 (ranging from 69% to 79%), the percentage needing developmental coursework in English has declined (from 70% in 2008 to 48% in 2013). In addition, fewer students now need 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

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

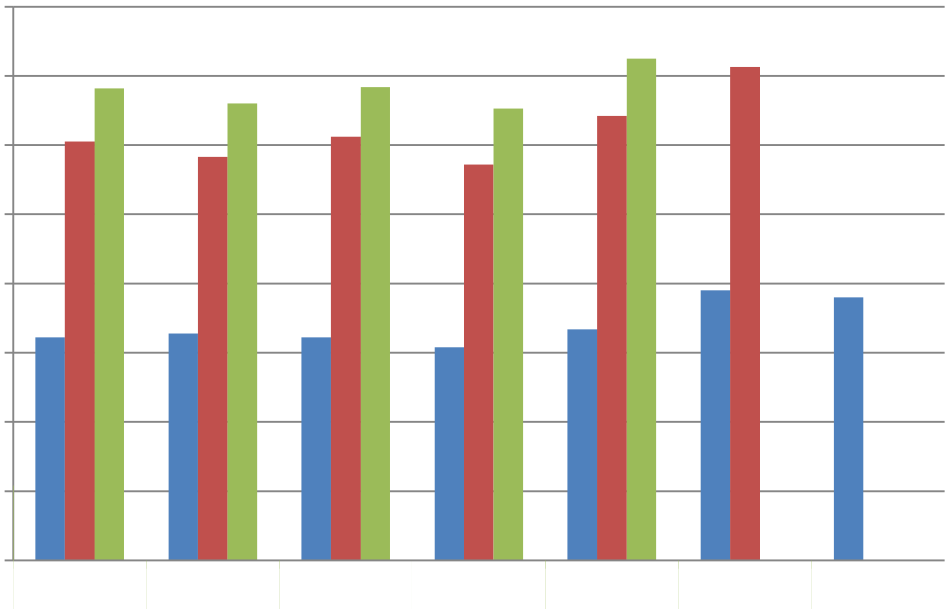
In addition, the CSUEB Provost has funded an initiative starting in 2014-2015 to reinvigorate the first-year freshman learning community curriculum. This initiative provides stipends for faculty to work together over the summer and throughout the academic year to coordinate assignments and share knowledge 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 contio3(or)3(e)4(t)-10(a)4

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.



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.

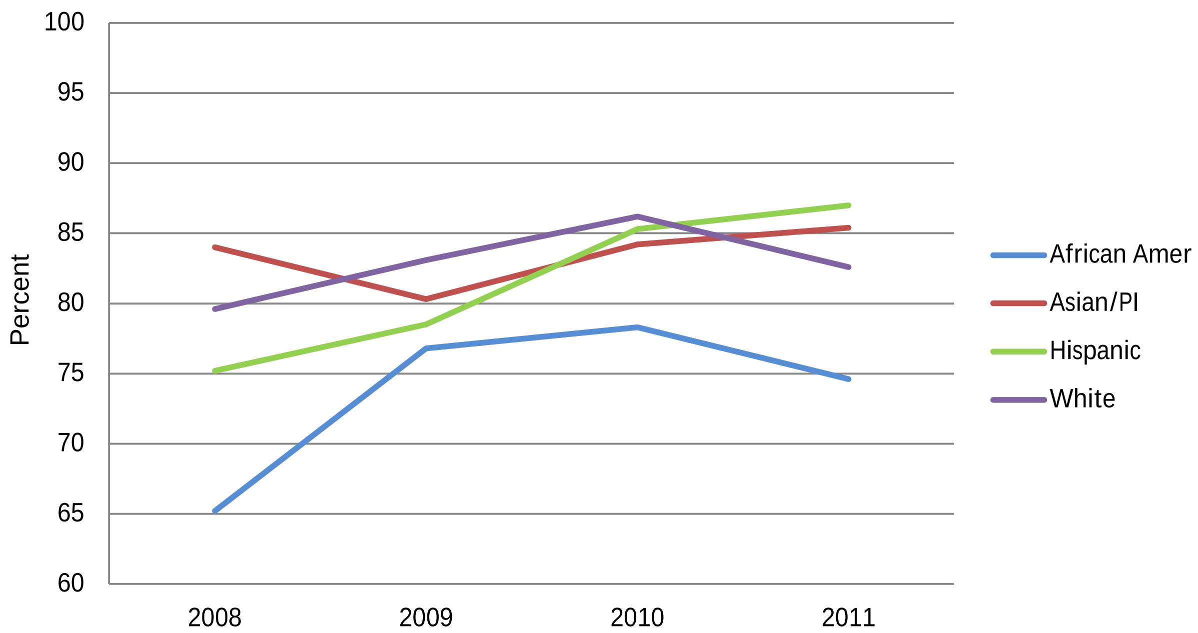
Two-year and three-year graduation rates for transfer students have been increasing since the 2008 cohort which had 29% two-year and 55% three-year graduation rates (Figure 12). The 2009 cohort, by comparison, showed a 13% increase in two-year and 14% increase in three-year graduation rates compared 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.



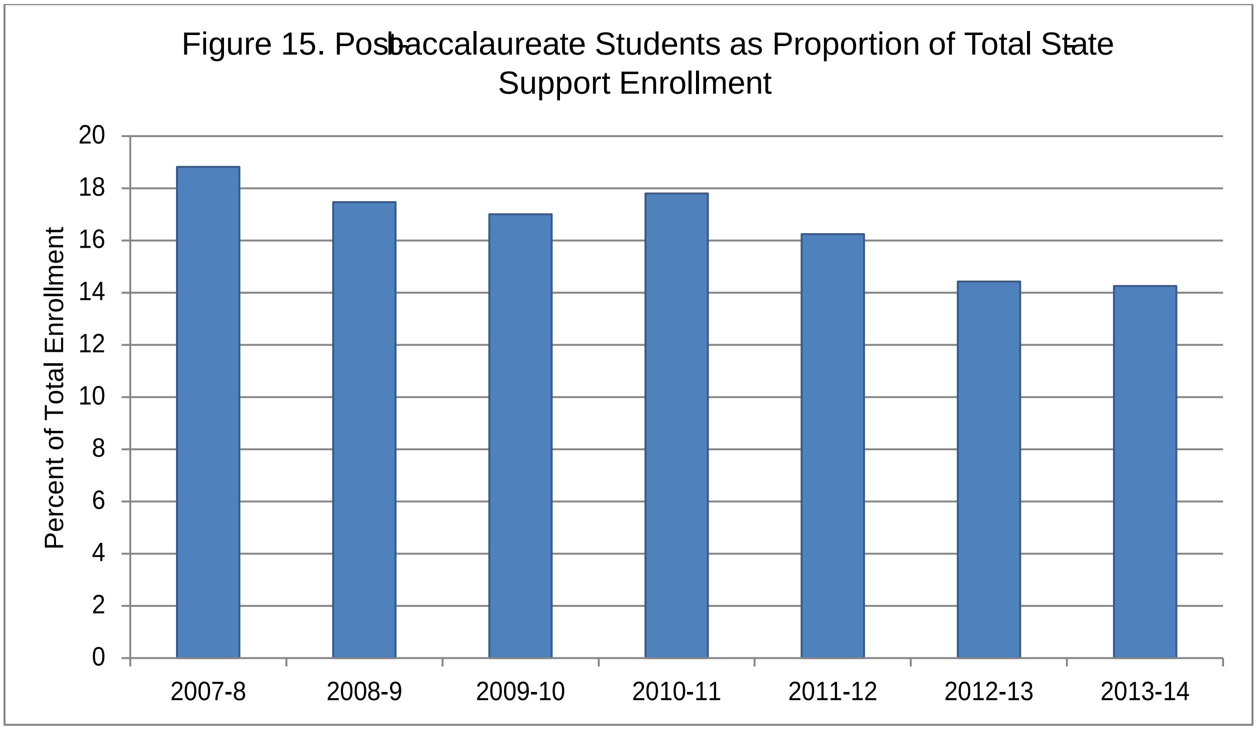
Typical transfer student metrics (e.g., Figure 12), which only consider full-time transfer students who start in Fall and those who transfer with at least 90 quarter units (i.e., as upper-division transfers), tell an incomplete story about the students transferring to CSUEB. For example, in 2009, 19% 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

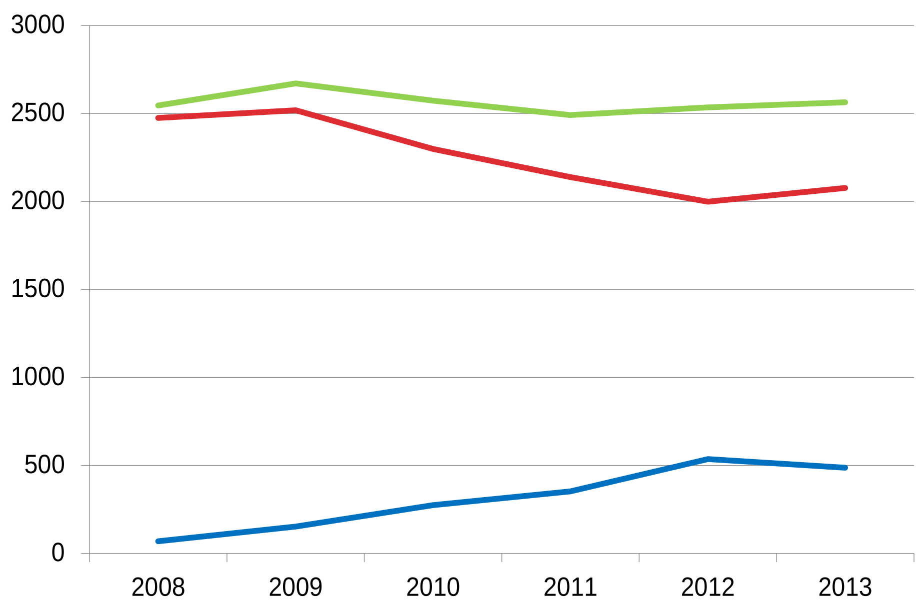
trend upward in 2009 which continues to this day and is the primary focus of a transfer student success program called GANAS (Gaining Access 'N Academic Success). Efforts to retain African American transfer students and support their academic success are being mounted through the development of a Sankofa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

Figure 14: First-time Full-time Transfer Student Retention

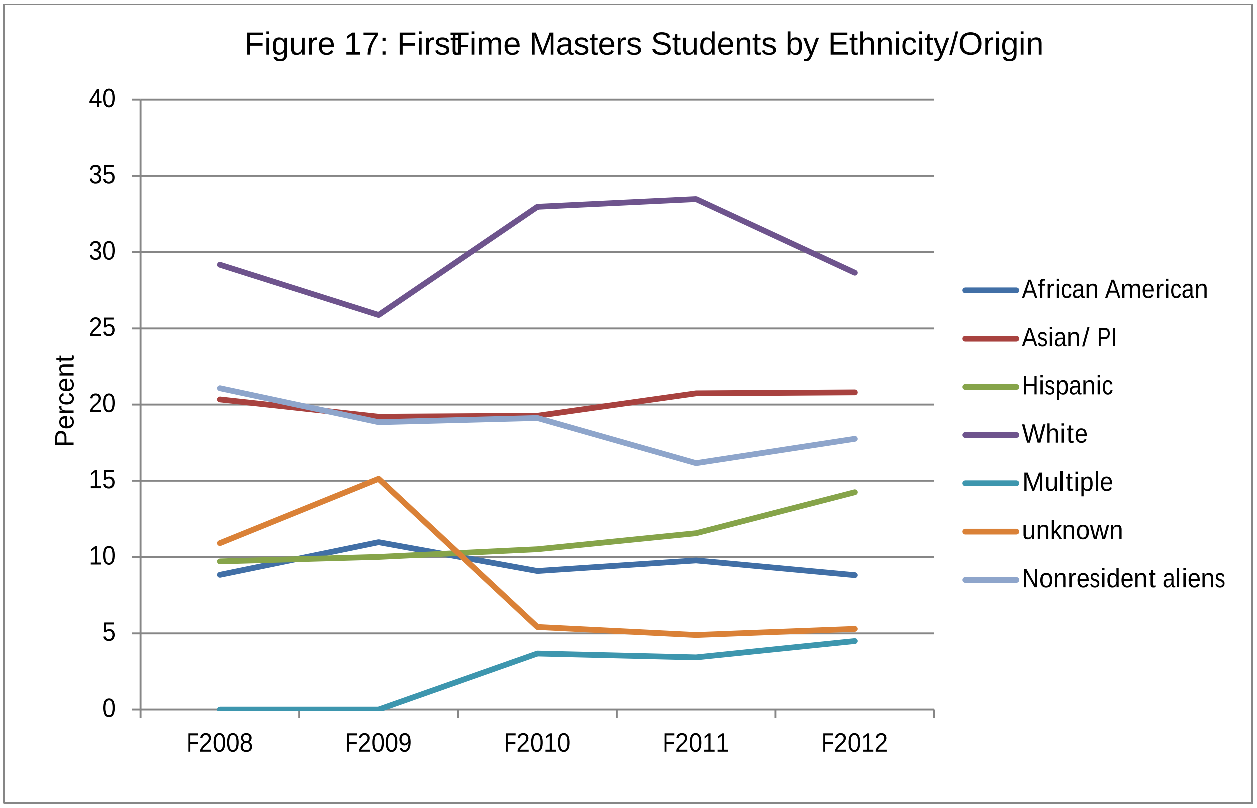


<u>Graduate Students.</u> The average age of master's students at Cal State East Bay is 30. Since 2007, the proportion of post-baccalaureate students relative to total CSUEB enrollment in state-supported degree programs has declined (Figure 15). This decline was due in part to changes in CSU policy which 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.

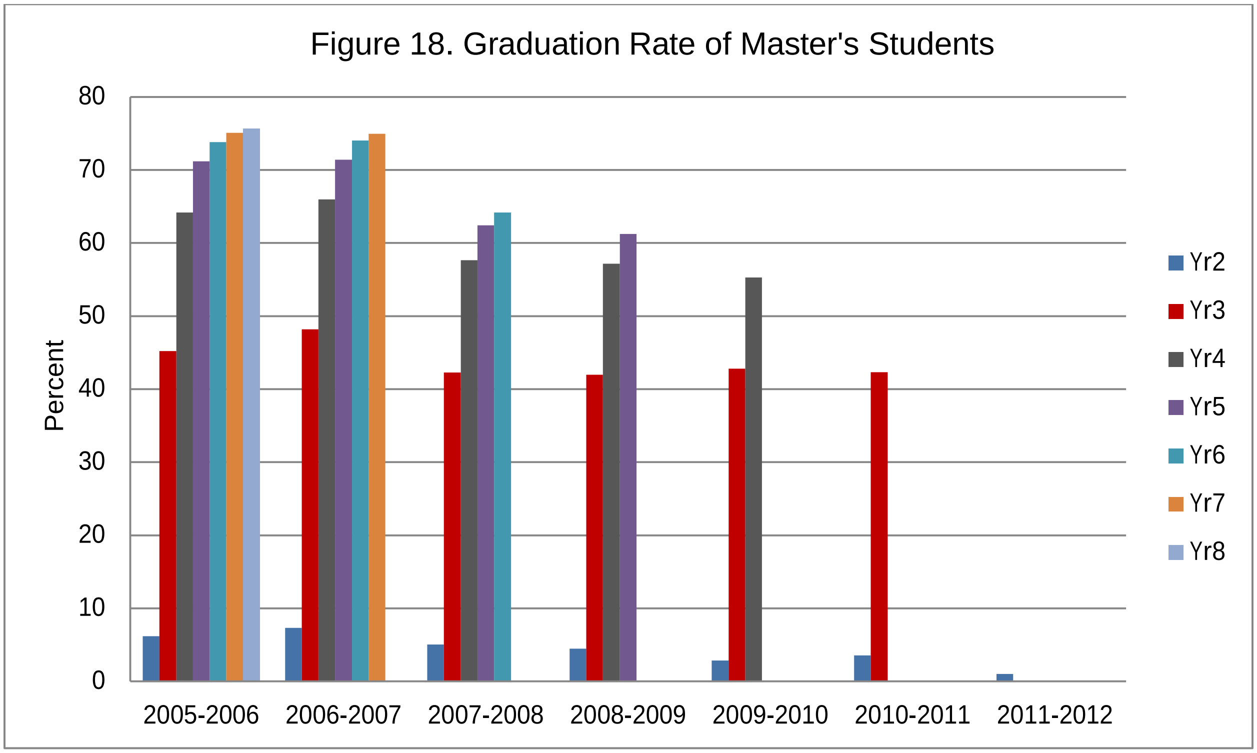




While the diversity of master's students differs from undergraduates, with a much greater proportion of non-resident alien and white students in the graduate than in the undergraduate population (Figure 17), it is still a highly diverse group. In Spring 2014, 38% of graduate students self-identified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



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).



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.

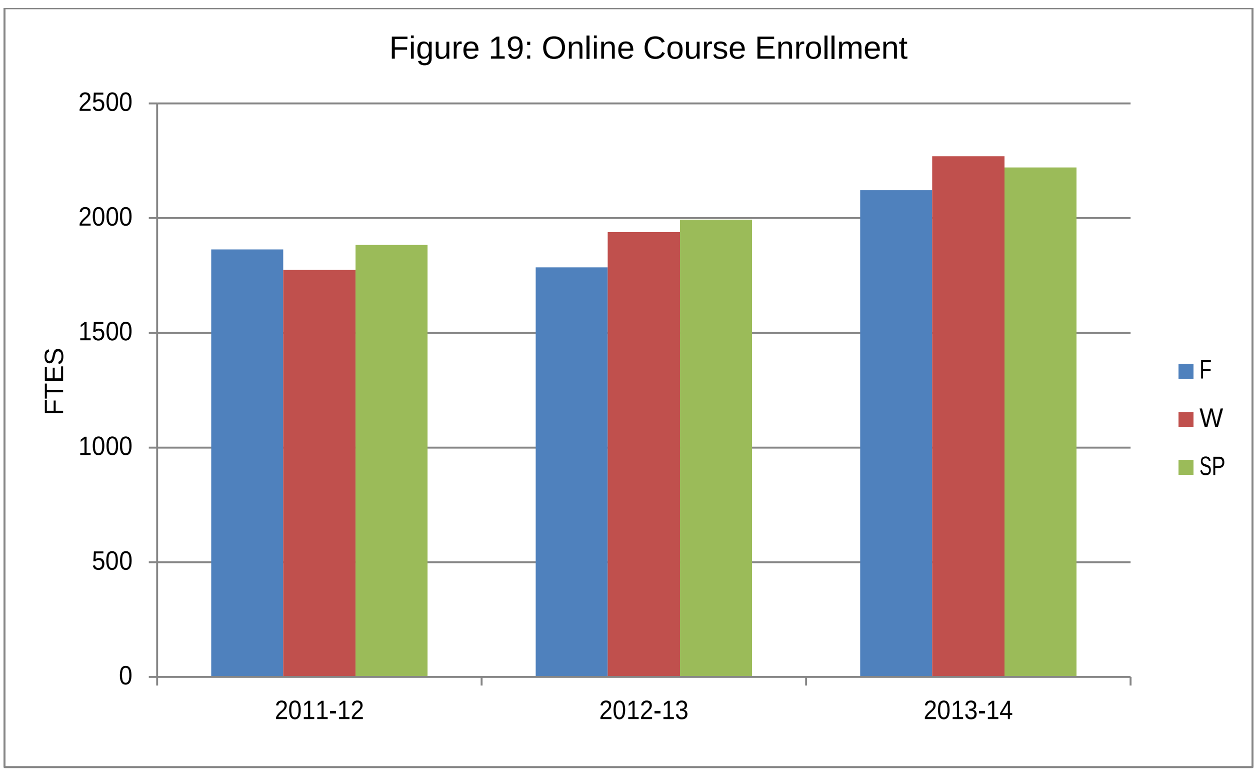
In 2012, the Office of Institutional Research, at the request of and with the collaboration of the Office of Graduate Studies, administered a graduate student satisfaction survey to gauge graduate students' perception of Cal State East Bay including satisfaction with and importance of different aspects 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.

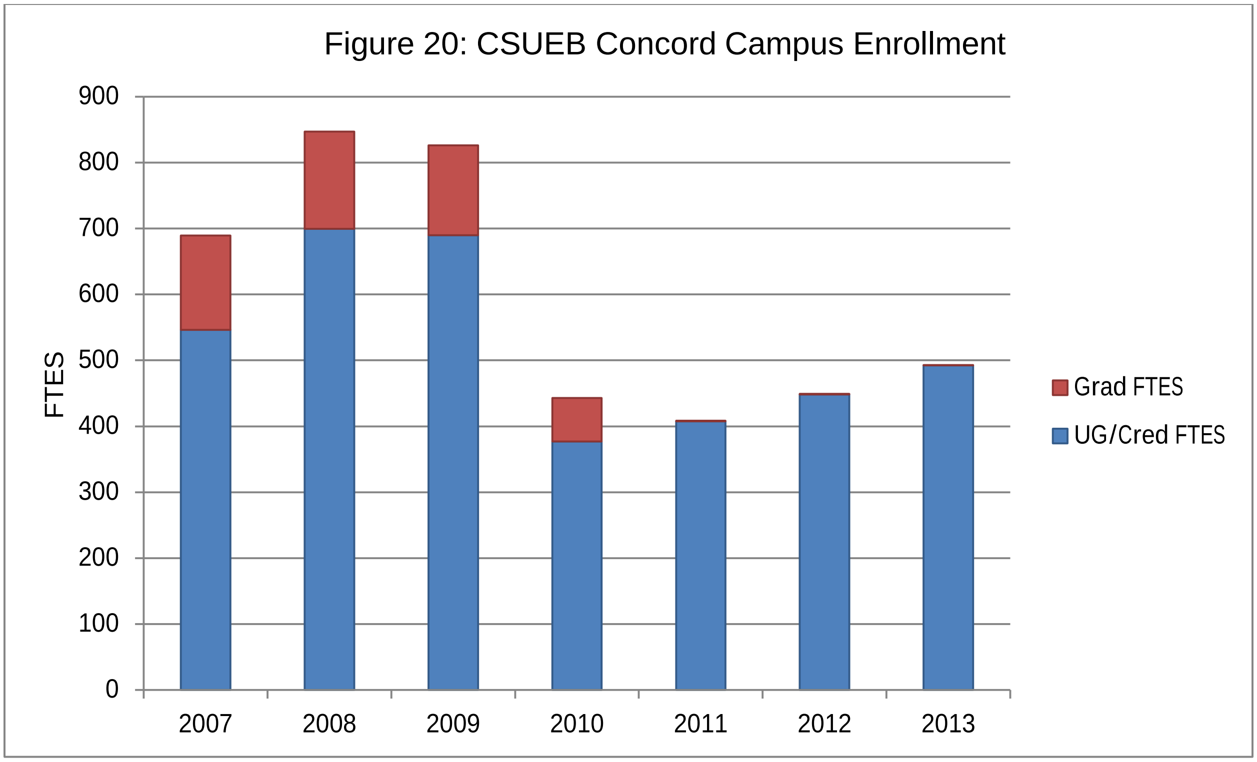
In the open-ended comments section of the survey, respondents consistently noted the high quality and helpfulness of faculty members, administrators, classmates, and library staff at CSUEB. Other comments about program strengths included effective structure of specific programs and the diversity of faculty 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).





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

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

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,

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

- 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

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) d

- 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

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.

$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 sol[illegible]

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

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 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 semest

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, depend ourepn(he)4(c)4(uue)4(s)-1(l)-2(s)-6(c) 6(h)-4(es)]TJ [(s)-1(u)-5(en)-4((a)4(nf)-1(F)2(ao)-6(r)-1(hr)-1(t)-6(em)-6(c(av)-4(i)-6(t)-16en)-4m)-5(.)]TJ 0

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).

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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 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.

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