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I. List of Topics or Concerns Addressed in Report

Summary of Commission Topics or Concerns

Instructions: Please list the topics identified in the action letter(s) and that are addressed in this report.

LIST OF ISSUES IDENTIFIED BY THE COMMISSION AND VISITING TEAM

- Strategic Directions and Regional Stewardship: Actions and Analysis of Outcomes
- Program Review in All Academic Units
- Faculty Hiring and Workload Concerns
- Assessment of Multicultural Initiatives
- General Education, the Majors, and Regional Stewardship
- Update on Ed.D. in Educational Leadership for Social Justice

II. Institutional Context

Institutional Context

Instructions: The purpose of this section is to describe the institution so that the Interim Report Committee can understand the issues discussed in the report in context.

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information.

Institutional Context

Located along the eastern edge of the San Francisco Bay Area, California State University, East Bay (CSUEB) serves Alameda and Contra Costa counties and 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 2008, the university added an online campus that has been called the California State University system's e-learning leader. Whether in person or online, CSUEB's mission is "to provide an academically rich, multicultural learning experience that prepares all of its students to realize their goals, to pursue meaningful life work, and to be socially responsible contributors to their communities, locally and globally."

CSUEB is made up of four colleges: College of Letters, Arts, and Social Sciences; College of Business and Economics; College of Education and Allied Studies; and College of Science. The university offers 52 baccalaureate degrees and 62 minors as well as 39 master's degrees and a doctoral program in educational leadership.

CSUEB is part of a national and CSU-system effort to meet the high demand for educators and other professionals in STEM (science, technology, engineering, and mathematics) disciplines in the coming decades. Guided by CSUEB's strategic planning process as well as forums with community and business leaders, outgoing president, Dr. Mohammad Qayoumi, has laid the foundations for a STEM-centered university to serve the needs of our diverse student body, local East Bay communities, and the regional economy. According to CSU economic impact data from 2010, CSU East Bay already leads the CSU system in producing credentialed math and science teachers. With a number of recent competitive grant awards, including a \$12 million NSF STEM education grant in conjunction with the Alameda County Office of Education, and ongoing STEM initiatives with 34 K-12 school districts in five Bay Area counties, CSUEB is poised to broaden and deepen its role as a key regional steward in STEM education.

CSUEB's commitment to regional stewardship and transformation through education encompasses more than just STEM, however. CSUEB has been named a "Best in the West" and a "Best Business School" by the *Princeton Review*. Its freshman year experience has been nationally recognized by the Lumina Foundation and Syracuse University for its success with first-generation college students of diverse ethnic and linguistic backgrounds. The arts community on campus regularly presents critically acclaimed theater, dance, and music performances as well as readings by well-known authors for the campus and surrounding communities. The Hayward campus is also home to two active museums, one focused on visual arts, 90 student clubs and organizations, and more than a dozen departments that include service learning in their curriculum. In short, CSUEB is a

university that provides multiple and varied opportunities for connecting classroom and online learning to the interests, needs, and goals of our students and the larger communities we serve.

Leadership and Organizational Changes

Since CSUEB received the WASC Commission action letter in March 2008, there have been a number of important changes in leadership. The changes most relevant to this interim report are mentioned here. Dr. Susan Opp, formerly a professor in the College of Science and Academic Senate Chair, became the Associate Vice President for Academic Programs and Graduate Studies and the accreditation liaison officer when AVP and ALO Dr. Carl Bellone retired in December 2009. Dr. James Houppis, formerly the dean of the College of Natural Sciences at CSU Chico, joined CSUEB in March 2010 as Provost and Vice President of Academic Affairs, replacing Dr. Michael Mahoney. On July 1, 2011, CSUEB's current president, Dr. Qayoumi, will leave CSUEB to become the president of San Jose State University. Dr. Leroy Morishita, Executive Vice President for Administration and Finance and Chief Financial Officer at San Francisco State, has been named Interim President. It is also important to note that the University reduced the number of cabinet-level divisions by one, redistributing the units formerly within the Division of Student Affairs to the Divisions of Academic Affairs, of Administration and Finance, and of Planning Enrollment Management and Student Affairs.

Financial Resources

CSUEB shares significant budgetary concerns with the rest of the California State University system. In the 2009-2010 academic year, faculty, staff, and administrators were furloughed at a rate of 10% of their base time. Many lecturers across campus were not rehired or had their teaching assignments reduced in 2010. Students experienced cuts to course offerings and tuition increases of more than 35% between 2008 and 2010. In summer 2010, courses were offered through self-support. While this meant the addition of \$60 per unit fees for students, it did not reduce the summer enrollment compared to 2009, and allowed students to make progress toward graduation while providing revenue for individual colleges and departments. Estimates for undergraduate fees in 2011-2012 are \$5,091 for

residents, \$14,091 for non-residents, and \$7,206 for students qualifying for Western State Exchange fees. The current financial situation in California is dire, with the CSU system expecting funding cuts at a minimum level of \$500 million. CSUEB leadership has developed strategies to protect students and other members of the campus community from the negative impacts of the cuts while acknowledging the possibility of reductions in course offerings and larger class sizes in the coming academic year. For the most part, however, if funding cuts to CSU do not exceed the current \$500 million, CSUEB is expecting to weather the current financial storm in relatively good shape while maintaining academic quality and access for our students.

III. Statement on Report Preparation

Statement on Report Preparation

Instructions: Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WASC, and such reviews should be indicated in this statement.

Report Preparation

The preparation of the interim report began in fall 2009 under the leadership of Associate Vice President for Academic Programs and Graduate Studies and ALO, Dr. Carl Bellone. When AVP Bellone retired, Dr. Susan Opp replaced him and assumed the oversight for the preparation of the report. Given the nature of the issues raised in the Commission action letter, AVP Bellone assembled a team of appropriate administrators and faculty, which continued its work under Dr. Opp. The content team included Dr. Linda Dalton, Vice President of Planning, Enrollment Management, and Student Affairs; Ms. Linda Dobb, Vice President of Academic Affairs and Interim Associate Provost; Dr. Sally Murphy, Director of General Education and Professor of Communication; Dr. Sharon Green, Faculty Administrative Fellow for

Assessment and Associate Professor of Management; Dr. José Lopez, Doctoral Program Director and Professor of Educational Leadership; and Ms. Andrea Lum, Special Assistant to the AVP. The report editor was Dr. Sarah Nielsen, Associate Professor of English.

During the 2009 academic year, meetings were held with the ALO, content team, and report editor to discuss the responses required by the Commission action letter and to establish a time line for implementing changes, collecting data, conducting analyses, and developing the interim report. Follow-up meetings were held in fall 2010 with data collection and analysis continuing into winter 2011. A partial draft was circulated in February 2011, and the final report was drafted, reviewed, and revised during April and early May 2011 before being sent to the President's Cabinet for final review and approval

IV. Response to Issues Identified by the Commission

Response to Issues Identified by the Commission

Instructions: This main section of the Report should address the issues identified by the Commission in its action letter as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes.

Strategic Directions and Regional Stewardship: Actions and Analysis of Outcomes

The first two recommendations of the WASC Educational Effectiveness Report ask CSU East Bay to discuss:

- Actions taken to implement current strategic directions, including those suggested by the University's interaction with local community and business leaders toward a fuller understanding of the institution's regional stewardship;
- Analysis of data documenting the outcomes of these actions for the entire university, including the Oakland and Concord campuses. (Commission action letter p. 4)

The primary action taken by the University with respect to regional stewardship has been to focus on a broad definition of STEM education (education in science, technology, engineering, and mathematics). President Qayoumi has articulated STEM education to apply across all disciplines in the University, as reflected in several of his communications to the University community. (See STEM at Cal State East Bay: Our STEM education initiative takes shape, December 1, 2010 – on the Web at <http://www20.csueastbay.edu/news/2010/12/presidents-view-120110.html>.) This emphasis derives not only from an understanding of the growing labor shortages in STEM fields and also weak academic preparation in STEM-related fields in the U.S. in general, but also from the nature of the East Bay regional economy, which is and will increasingly continue to be based in STEM fields including the training of STEM teachers for K-12 districts in our service area.

Thus, CSUEB's regional STEM initiative includes an intense emphasis on preparing young students and their families for STEM careers and STEM-related fields (e.g. health sciences). One central focus is the development of the Gateways P-20 Partnership, funded in part by Living Cities starting in 2009-10 (<http://www20.csueastbay.edu/gateways/>). Because this partnership has just completed its planning year, outcomes to date include identification of specific programs and projects, along with benchmarks and measures of achievement. A second program that seeks to ensure all children receive a high quality education, graduate from high school, go on to college or get other advanced training, and have successful careers is the federally funded Hayward Promise Neighborhoods program headed by CSUEB. These projects that focus on providing the leadership needed to strengthen neighborhoods in collaboration with other groups, including residents, are exciting new developments for CSUEB.

Additional evidence of actions taken to implement CSUEB's current strategic directions include the commencement of work with area community colleges to create better transfer pathways and coordinate

outreach to area populations in compliance with SB 1440 and an expansion of the number of certificates available for workforce training including, but not limited to, the fields of engineering, construction management and health sciences. In addition, in 2010-2011, CSUEB received a planning grant for the Promise Neighborhoods Project mentioned above which will coordinate various educational and social service efforts within the Jackson Triangle of Hayward. CSUEB has also begun work with Lawrence Livermore National Lab regarding commercialization of research. University faculty and students will identify LLNL research that should reach broader audiences. The online university programs saw the planning and submission of an online master's program in health care administration intended to provide ongoing education for area public administrators in various social service and health care agencies (currently under review by the CSU Chancellor's Office prior to submission for WASC Substantive Change review).

New partnerships with Bechtel, Cisco, Hearst, Bayer, Leshar Foundation and Chevron have also been established to promote STEM education at CSUEB and throughout the region, resulting in over \$1.7 million in pledges and gifts for STEM initiatives, and over \$3.2 million in pledges and gifts toward an Academic Excellence fundraising campaign. Included in this was a pledge of endowment support for three professorships in the College of Business and Economics. Finally, there has been an expansion of math academies and ongoing dialog to improve STEM teaching in K-12 through the existing programs with 34 K-12 school districts in the Bay Area.

Across the university, the emphasis on STEM Education has led to the formation of a Center for STEM Education, designation of a site for a STEM Education building in the Hayward campus master plan (<http://www.aba.csueastbay.edu/FACPLAN/>), and a comprehensive campaign priority to fund both the building and the center (<http://www20.csueastbay.edu/giving/possibilities/priorities/distinction.html>).

In order to respond to workforce needs in Contra Costa county, a new cohort-based pre-nursing/health sciences program leading to a BSN began in 2008 at the Concord campus. Although a first-year cohort did not begin in 2010, we expect a new one to start in 2011. In fact, some of the most popular undergraduate programs students can complete at the Concord campus focus on STEM fields and preparation for entering credential programs. In addition, Concord offers credentials for K-12 and adult education and a paralegal certificate. Each of these

programs supports the University's regional stewardship initiatives, especially in the areas of nursing and teacher preparation.

During the past three years as a result of resource constraints and staff reductions, however, overall course offerings at the Concord campus have been limited. As a consequence, enrollment has declined. A smaller number of programs can now be completed at Concord, and it is clear that we need to take a more focused and strategic approach to planning in the current fiscal environment. In recognition of these ongoing issues, the 2009-2010 Academic Senate voted to designate a representative from each standing committee to be a member of the Concord Campus Advisory Committee, a group of campus stakeholders who meet regularly to address issues of enrollment, faculty responsibilities, budget issues, and strategies for the campus.

Further planning for the Concord campus is underway. A Concord Campus Strategic Plan Task Force has been convened by Provost Houpis to review, update and align the existing Concord Campus Strategic Plan with the University Academic Plan, including developing a timeline for growth of the campus. The task force includes faculty with an intimate knowledge of the Concord campus, from activities such as teaching, advising students, coordinating programs on the campus to engaging in community activities that provide understanding of the issues and the role of the campus in the county. The task force is scheduled to complete its work by the end of summer quarter 2011.

The goal of the Oakland Professional Development and Conference Center of CSUEB is to provide lifelong learning programs that meet the needs of working adults and professionals. The Center offers education, training, meeting and conferencing facilities as well as programs for corporations, non-profits, and students. A number of both academic and non-academic certificate programs, administered by the University's Division of Continuing and International Education, are also offered at the Center, including programs in paralegal studies, human resource management, construction management, and project management. Finally, the Center offers two master's degree programs: an accelerated, 12 month AACSB-accredited MBA program and a three-year, part-time, CSWE-accredited MSW (master of social work) program designed for working professionals.

In short, all three of CSUEB's physical campuses and its online university have made important progress on implementing current strategic directions as they relate to STEM education and other aspects

of regional stewardship. Additional information about strategic planning at the University from 2006 to 2011 can be found in CSUEB's Five-Year Report (included in Appendix H) and in CSUEB's Mission Continuity Planning document (included in Appendix I).

Program Review in All Campus Units

The third issue that the Commission asks CSU East Bay to address is "the institutionalization of program review in all campus units" (Commission action letter p. 4).

Academic programs at CSUEB are reviewed at five-year intervals by the Committee on Academic Planning and Review (CAPR), a standing committee of the Academic Senate. (Academic program review was suspended in 2009-2010 because of faculty furloughs, but is in operation again.) The Commission noted that this program review process, referred to as CAPR 9, was "exemplary," but did not extend to non-academic campus units. To address this concern, CSUEB has implemented program review for the University's non-instructional units through its annual strategic planning updates. Shortly after the close of each fiscal year, each division prepares an update that indicates progress toward accomplishing the division's strategic goals as well as each of the seven University mandates for which it has some responsibility. The Cabinet then reviews these documents and the President shares the highlights in his fall convocation address to the University community. Further, the University Planning, Assessment, and Budget Committee is charged with reviewing progress toward achieving the University's seven mandates. The summary for 2010 was completed after review by UPABC in December 2010. Complete documentation can be accessed through the University's Web site: <http://www20.csueastbay.edu/about/strategic-planning/index.html>

As the division plans were prepared initially in 2007, we now have three consecutive annual reports. It is important to reiterate that the University reduced the number of cabinet-level divisions by one, redistributing the units formerly within the Division of Student Affairs to Academic Affairs, Administration and Finance, and Planning and Enrollment Management (Planning and Enrollment Management became Planning, Enrollment Management and Student Affairs, or PEMSA.) As a result, the integration of functions from Student Affairs is an accomplishment of each of the three "receiving" divisions during

the 2009-10 fiscal year. The University also experienced deep budget reductions during the 2009-10 year, requiring extensive budget and enrollment planning as well as furloughs of faculty, staff and administrators, and layoffs of some staff.

The excerpts in Appendix A represent key accomplishments from the 2010 division reports. In addition to the annual snapshots of progress provided in the division reports, the President's Cabinet in spring 2011 prepared and circulated a rough discussion draft of CSUEB's University Dashboard Indicators (UDI) based on the University's mission, mandates, and other strategic planning documents. The purpose of the UDI is to find ways to monitor progress toward achieving our mandates, especially through the use of "dashboard" measures that we can track regularly. A copy of the UDI draft presented to the Executive Committee of the Academic Senate is included in Appendix B. Based on comments received, an updated draft will be submitted to the University Planning, Assessment, and Budget Committee by the end of spring quarter 2011.

The annual division reports and the development of dashboard indicators demonstrate CSUEB's progress on institutionalizing program review in all campus units and highlight the connections between the University's seven mandates and the ongoing efforts to fulfill those mandates.

Faculty Hiring and Workloads

The Commission action letter raised concerns about the policies relating to probationary faculty and directed CSUEB to report on the "progress made on faculty hiring and on the reconsideration of workloads and assignments" (p. 4). The Commission action letter indicated that "Faculty development opportunities, work plans, limits on service obligations, leave policies, and performance expectations as they relate to this group require reconsideration" (p. 2). CSUEB has made some important progress in faculty hiring and in providing support for probationary faculty, but budget constraints have not allowed the University to advance as much as it would like in this regard, although efforts are ongoing. Nevertheless, with the development by Provost Houppis of a funding model for Academic Affairs, implemented in 2010-2011, which includes direct funding for the colleges for faculty development as well as assessment of learning outcomes, we have seen progress in these areas.

A total of 45 new tenure-track faculty were hired between fall 2008 and fall 2009. The faculty hiring chart in Appendix C provides additional details about recently hired faculty. In 2010, the University was unable to hire any new tenure-track faculty, but in 2011, two tenure-track searches were conducted. We anticipate that in 2011-12 approximately 20 new tenure-track faculty searches will be conducted.

Two important programs that support probationary faculty are CSU RSCA (research, scholarship, and creative activity) funding and FLCs (faculty learning communities). As the call for RSCA proposals document indicates, the grants are intended to promote research and demonstration projects by faculty; encourage publication and other forms of scholarly dissemination; stimulate scholarship which may generate future funding from other sources; foster curriculum development and teaching enhancement; and help junior faculty meet the qualifications for tenure and promotion. CSUEB received \$82,012 in RSCA funding from the CSU Chancellor's Office to support faculty hired between fall 2008 and winter 2011. Calls for proposals to be funded in 2011-2012 went out in early February 2011, and the Committee on Research is currently reviewing the proposals submitted in late March 2011. A copy of the RSCA call for proposals is included in Appendix D. In addition to RSCA and FLCs, the University's academic excellence fundraising campaign received \$56,000 for a faculty research fund in the College of Science. Some of these funds may be used to support the research of probationary faculty.

The Office of Faculty Development (OFD) is also an important resource for probationary faculty in particular, and for all faculty members in general. OFD offers a full range of workshops focused on faculty needs. Recent workshop titles include "Introduction to Hybrid Learning," "Dossier Workshop for First and Second Year Retention," and "Teaching First-Year Students." Please see <http://www20.csueastbay.edu/faculty/ofd/workshops-events/index.html> for additional examples. The Office of Faculty Development also funds FLCs (faculty learning communities) as a way to expand expertise in areas of particular importance to the campus: community-based and service learning; diversity and multicultural learning; learning outcomes assessment; peer observation/enhancing classroom teaching; and the scholarship of teaching. Although FLCs are not exclusively for probationary faculty, they constitute an important mechanism for creating an inclusionary, supportive, and engaged intellectual community on campus by bringing together faculty from across campus to work together in support of the University's mission.

In addition, in January 2011, to improve faculty support, a campus reorganization took place that transferred the Media and Academic Technology Services (MATS) Center and the Online and Hybrid Support Center (OHSC) to Academic Affairs. MATS and OHSC provide technical assistance for faculty both inside and outside of the classroom. The OHSC provides training and workshops, one-on-one support, and tutorials to assist faculty in the design, development, and assessment of online and hybrid courses and the creation of accessible course content. With a recent redesign of space, the Office of Faculty Development, MATS and OHSC are now co-located within the Library Annex further facilitating the collaborative working relationships of these groups in support of faculty teaching and learning.

Along with the faculty support discussed above, the Academic Senate is considering adopting departmental guidelines for professional development to ensure that probationary faculty have time and financial support for their scholarship or creative work. There are colleges and departments on campus such as the College of Business and Economics (CBE) that have developed an effective assigned time arrangement as well as a mechanism for communicating retention, tenure and promotion expectations for probationary faculty. The CBE's model is being considered for replication across campus.

During the last visit, the visiting team noted the unusually high number of probationary faculty who were serving as department chairs. Provost Houpis has deemed this practice as counterproductive to the development of tenure-track faculty, and only under special circumstances will it be allowed. At the current time, two untenured faculty members serve as chairs due to the size of their department. The college deans are looking into alternatives to help spread service obligations and share tenured leadership. In one case, a department was temporarily chaired by the Associate Dean.

In light of the suggestions contained in the WASC report about the leave policy, CSUEB has created a very generous policy on granting personal leave and explaining to faculty how to manage their time. The University has been granting extensions of time toward tenure, if requested by the faculty member. The Office of Academic Affairs has been working with campus Human Resources to help faculty stretch the amount of time they have available on maternity/paternity leave including FMLA, sick leave, the 30 days of paid leave, and other options.

With the current California state and CSU budget situations, addressing some of the Commission's concerns about faculty workloads and assignments has become an even greater challenge. But given (1) the recent focus of the Provost's funding model on provisions for faculty development and learning outcomes assessment support, (2) the addition of 45 new tenure-track faculty members since fall 2008, and (3) RSCA and FLC funding, we feel the University's commitment to creating a sustainable and enriching working environment for these faculty members is clearly evident.

Assessment of Multicultural Initiatives

The educational effectiveness team report and the Commission action letter expressed concern that CSUEB "has not yet clarified its commitment to multiculturalism." More specifically, the Commission requests a discussion of "the assessment of initiatives that make manifest the University's commitment to multiculturalism, including the connections, conceptual and practical, among these initiatives" (Commission action letter p. 4).

CSUEB has made progress in clarifying its commitment to multiculturalism and in laying the necessary foundations for the assessment of its current and future multicultural initiatives, moving the institution closer to its goal of more fully integrating diversity and inclusive excellence into teaching and learning, the University's work environment, and its governance structures. These issues are discussed in detail in CSUEB's Diversity Plan, Report of Planning and Implementation Process 2009-2011, and University Diversity Action Plan available on the campus Web site (<http://www20.csueastbay.edu/about/strategic-planning/diversity-plan.html>). The 2008 Academic Plan (<http://www20.csueastbay.edu/about/strategic-planning/academic-plan.html>) and the most recent Division Strategic Plans (<http://www20.csueastbay.edu/about/strategic-planning/division-planning.html>) are also key documents in clarifying the University's commitment to multiculturalism. What follows in this section is a summary of actions taken to address the Commission's concerns.

Conceptually, CSUEB's commitment to multiculturalism is manifest in two important documents that were created through a collaborative process with administrators, faculty, staff, and students. First, CSUEB's mission statement provides a clear goal for the campus to

strive for: “provide an academically rich, multicultural learning experience.” Second, in February 2007, CSUEB established seven mandates, each of which underscores the importance of diversity and inclusiveness to the life of the institution, as is shown in the chart below.

MANDATES FOR STRATEGIC IMPLEMENTATION	RELEVANCE TO MULTICULTURAL VALUES OF DIVERSITY & INCLUSIVE EXCELLENCE
A tradition of teaching, learning, and academic quality	Academic quality is in part a result of teaching and learning practices that acknowledge and draw on the multiple diversities of students and faculty as well as the experiences and knowledge they bring to and further develop at the University.
An inclusive campus climate that values students, faculty, and staff, and fosters multicultural learning	When the diversity of the campus community is central to its successes and ongoing development, community members feel valued and have more opportunities to understand multiple perspectives and learn from each other.
Strong growth and full enrollment with personalized learning and expanded access	When students’ learning styles and needs are understood, fully integrated with instructional practices, and supported by multiple models for access, strong growth toward full enrollment will result.
Vibrant University villages	Vibrant University villages create physical and intellectual spaces on a campus that encourage engagement among and between the diverse groups that make up the CSUEB community.
An efficient, well-run University with a culture of accountability	Our diversity as an institution and our commitment to inclusive excellence in all units and divisions can be leveraged to achieve this mandate.

A quest for distinction realized	An important mark of distinction for CSUEB is its culture that values multiple diversities and that strives for inclusive excellence in its practices across campus.
A University of choice through regional stewardship	Regional stewardship takes into account the multiple perspectives, experiences, practices, and needs of all University stakeholders.

It is important to note that both CSUEB's mission statement and seven mandates for strategic implementation provide a clear articulation of multicultural values and a conceptual framework for turning these values into institutional practices. Notably, they were created through a collaborative process, which itself demonstrates CSUEB's commitment to diversity and inclusive excellence through the institutional practices it enacts.

Using a collaborative, inclusive process, the Academic Senate's Faculty Diversity and Equity Committee (FDEC) led the campus in the development of the University Diversity Plan which was approved by the Academic Senate in May 2010 <http://www20.csueastbay.edu/faculty/senate/files/documents/09-10/09-10FDECdiversity%20plan.pdf>. In March 2008, FDEC sponsored the Symposium on Diversity and Inclusive Excellence, an important campus event attended by more than 150 administrators, staff, and faculty. The symposium was organized around the University's seven mandates and engaged participants from across campus in multiple small group discussions of how each of the mandates could be used to create practices that leverage diversity and move the University further toward inclusive excellence.

A team made up of FDEC members and division liaisons later gathered to review and analyze the ideas generated at the symposium. This team presented their findings at the May 29, 2008 Diversity Forum. At the Diversity Forum, participants also worked in division and unit groups to begin formulating division and unit plans which would include explicit mechanisms for setting, implementing, and evaluating progress on diversity and inclusiveness goals on an ongoing basis. These plans, which are currently at various stages of development and implementation, demonstrate that CSUEB is moving away from simply valuing multiculturalism as an abstract goal and is becoming an institution that strives to infuse all its practices with the values of diversity and inclusionary excellence and that regularly assesses these

practices in order to build on successes and learn from challenges. The process used to create the initial division and unit diversity plans did not result in a one-size-fits all model, but rather respected the expertise and unique contributions of each division and unit to the University's mission.

A number of shared commitments to multicultural values did emerge from the division and units plans and are detailed in the University Diversity Plan. The commitments focus on the broad categories of campus climate, multicultural learning, and transparency and accountability. The President's Cabinet used the plan as a basis for the recommendations made in the University Diversity Action Plan from September 17, 2010. The action plan is organized around the five principles that guide the University Diversity Plan, and an added a sixth principle, inclusiveness. The chart below highlights some of the actions planned and taken.

Guiding Principles (University Diversity Plan p. 11)	Actions Planned/Taken (University Diversity Action Plan/Cabinet Recommendations pp. 3-5)
Inclusiveness: Honor diversity in all its manifestations.	CalState East Bay's commitment to an inclusive campus climate involves providing a welcoming environment that engages all students, faculty and staff in the university community.
Community: Education, to be meaningful, must recognize and address the diversity of the populations and communities it is mandated to serve.	The charge of the University-Wide Planning, Assessment, and Budget Committee has been expanded and now explicitly includes a focus on ongoing assessment of diversity initiatives across campus. The membership of UPABC has also been restructured to be more inclusive.
Accountability: All units and divisions of the university should have clear and effective mechanisms for achieving and measuring their diversity goals.	PEMSA and UPABC will monitor and publish the results of planning efforts and campus climate surveys in coordination with the Academic Senate and Academic Affairs at regular intervals for both internal and external reviews of

	multicultural initiatives.
<p>Recognition and Reward: Activities and processes should be in place to celebrate diversity and reward individuals who have advanced inclusion on our campus and in our community.</p>	<p>A wide-range of sponsored lectures and events, which regularly take place on campus, encompass diversity and are led by student organizations and the colleges. An important new annual event along these lines is Diversity Day, which was celebrated in May 2010 and again in May 2011.</p>
<p>Responsibility: The University plan, like ripples in a pond, should spiral outward to every unit in the university. As such, there is no one diversity plan, but each unit should have a plan for the development, maintenance, and expansion of our diversity learning outcomes and goals.</p>	<p>Program review in all campus units now includes evaluation of outcomes related to multiculturalism. Actions taken and progress made toward inclusive excellence will now be monitored annually through events coordinated through FDEC.</p>

The six principles from the University Diversity Plan are not only important in guiding the planning and actions of the University, but they also serve as the basis for creating rubrics for ongoing assessment of current and future multicultural initiatives at CSUEB. In addition, as mentioned in the section above, the President’s Cabinet has developed and is circulating a draft of CSUEB’s University Dashboard Indicators, which includes a diversity component (included in Appendix B).

Other new developments in integrating multicultural values into campus life include CSUEB’s Diversity Center, a drop-in center run by student leaders who promote diversity awareness, advocacy, and education. In addition, the campus celebrated its second annual Diversity Day on May 6, 2011. Twenty-five exhibitors from campus centers, programs, clubs, and departments from all four colleges shared their commitment to multiculturalism with the campus community. These exhibits demonstrate the various ways that the multicultural values of diversity and inclusive excellence are infused throughout the practices of the university. Exhibits ranged from faculty research with an explicit focus on diversity and course offerings that include assignments intended to raise students’ awareness about diversity issues to student projects that connect university

departments to surrounding communities and campus services that use various strategies to meet the needs of the diverse University community. Examples of ongoing projects are highlighted in Appendix J. In addition to the exhibits, Diversity Day always includes awards for student essays and campus units, panel discussions on diversity issues, and performances from campus groups that represent a cross-section of the campus community.

In summary, CSUEB's Diversity Plan, Diversity Action Plan, the multicultural component of the University Dashboard Indicators, and events like Diversity Day demonstrate the University is making progress on integrating the multicultural values of diversity and inclusive excellence into its institutional practices.

General Education, the Majors, and Regional Stewardship

The Commission action letter notes that "the University has made good strides in the continued improvement of general education" (p. 3). For the interim report, the Commission requests that CSUEB complete a "description and evaluation of the linkage between general education and the rest of the curriculum, and in particular, the majors" (ibid p. 4) and also "an indication of how both general education and major programs are connected to the demands of regional stewardship" (ibid p. 4).

As documented in the report prepared for the WASC visit in October 2007, CSUEB established general education learning outcomes for oral communication, written communication, critical thinking, quantitative reasoning, humanities, natural science, social science, and cultural groups/women. Taken as a group, the GE learning outcomes articulate the approaches, knowledge, and skills that support student success in their major courses and encourage the development of the tools and knowledge needed to be engaged citizens capable of contributing to local and global communities. The GE learning outcomes support student success in the majors and engaged citizenship by strengthening students' abilities as academic readers, writers, and thinkers; providing methods for understanding, analyzing, and explaining issues in quantitative and scientific terms; broadening students' understanding of ideas, theories, and methods used in human inquiry and creative endeavors; and promoting the development of multicultural values and practices as well as

information competency. More specific information about the GE program at CSUEB can be found at <http://www.csueastbay.edu/ge/index.htm>.

For those who enter CSUEB as first-year students, general education in oral communication, reading and composition, and mathematics are linked to other general education courses that are thematically related. Students choose a thematic cluster that interests them, or in some cases like the pre-nursing program, are directed to a particular cluster by major. Each cluster also includes GS (general studies) classes that focus on understanding college expectations, study strategies, time management, information competency, 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. For example, a national study conducted by Dr. Engstrom and Dr. Tinto at Syracuse University reported that developmental writers at CSUEB who participated in the GE cluster learning communities showed significant macro-level gains compared to similar student populations in their national sample. These macro-level gains for CSUEB basic writers included the following.

- higher retention and graduation rates compared to students at similar institutions
- high pass rates on the local writing exam required for graduation
- more awareness of the expectations of academic audiences compared to students at similar institutions
- more writing experience compared to students at similar institutions

In focus group interviews, CSUEB's developmental writers commented repeatedly on the value of the GE cluster system in general, and their GS and composition classes in particular, in connecting them to academic and other support systems on campus. These students felt strongly that these connections made an important contribution to their academic success.

An internal CSUEB study conducted by the English department chair in 2009-2010 similarly showed that developmental writers at the University were more likely to persist, pass the graduation writing requirement, and graduate with a BA or BS when compared to other groups of CSUEB students. (Please see Appendix E for a fuller report on the internal study.) In addition, CSUEB participates in the national College Student Experience Questionnaire (CSEQ) assessment

program. CSEQ exit survey data suggest that compared to similar institutions, CSUEB students perceive a great deal of academic growth in themselves, especially in the areas of writing as communication and diversity as a value that informs their practices. These studies strongly suggest that the GE cluster learning communities play an important role in helping students build the skills and knowledge base necessary to be successful in their major classes.

To further strengthen the connection between GE and the majors from students' perspectives, the curriculum for the general studies classes in the first-year GE cluster learning communities includes a two-week unit built around one-hour presentations from faculty representing departments across campus. Only two departments in the entire campus did not participate in this curricular initiative. Not only did department representatives talk about the ways critical thinking, oral and written communication, information literacy, and discipline-specific perspectives and methods are important for success in the majors offered in their departments, they also provided valuable information for students who have not yet declared their majors. In addition to the curriculum in the general studies classes, the Director of General Education has been exploring options for creating an online portfolio assessment for first-year GE outcomes. When fully implemented, this portfolio could include students' reflections on the relationship between GE and their majors.

The Director of General Education has also implemented the Peer Mentor Program, which links first-year students with sophomore students. The sophomore students act as guides and resources for first-year students as they learn to navigate and become full members of the University community. The Peer Mentor Program provides another opportunity for connections between these parts of the curriculum to be made through student-to-student interactions. In 2011-2012, the third year of the program, as many as 55 mentors are expected to participate. Focus groups are planned for Peer Mentor Program participants so that an evaluation can take place and provide insights for further developing this program.

As first steps in conducting a more focused analysis and evaluation of the links between GE and majors at an institutional level, the Director of General Studies oversaw an analysis of GE-related outcomes in 32 of the 52 baccalaureate degrees offered by CSUEB in winter 2011. Student learning outcomes for each major were reviewed to identify those that were substantially similar to general education student learning outcomes. The 32 degree programs featured in the analysis

represent programs in all four colleges and showed strong connections between outcomes for the majors and GE outcomes in oral and written communication (GE Area A), humanities (GE Area C), and natural science (GE Area B); fewer connections between GE social science outcomes (GE Area D) and major outcomes were found. In a related analysis, based on catalog course descriptions of major courses in the 32 focal degree programs, strong connections between individual courses and the GE areas of natural sciences (Area B), humanities (Area C), and social sciences (GE Area D) were found, but fewer connections to GE Area A, written and oral communication and critical thinking. (Please see Appendix F for the more detailed analyses.) This initial analysis now needs to be shared more widely across campus in order to determine further steps for linking GE and the majors.

What the analyses summarized above do not reveal, however, is the decade-long discussion about this very issue of the relationship between GE and the majors. There is lack of consensus among faculty and other campus constituencies about the role of GE in university education. Some feel that the national trend toward university study as mainly focused on career preparation is one that CSUEB should follow. In this view, GE offerings should be limited to those that have a very direct and explicit connection to the student's chosen career path. Others feel that university education is not only about career preparation, but also about preparing students for civic engagement, creative activities, and personal development in broad and general ways. In this view, GE offerings should be as rich and varied as possible in order to build the foundations necessary for academic success in the majors and develop the general habits of mind and multiple perspectives in students that are crucial to understanding and making change in a very complex world.

Although the Academic Senate has not reached agreement on guiding principles or a model for linking GE to the majors on the institutional level, a number of programs have developed required GE sequences to support the needs of their particular major. Students in most high-unit majors have a GE cluster learning community designed specifically for their disciplines. More information on these GE sequences can be found at <http://www.csueastbay.edu/ge/0409requirements/firstyearclusters.htm>.

The engineering and nursing programs serve as examples of the coherent integration of GE and major requirements. Both are high-unit majors with sequenced curricula. Ten additional undergraduate majors

require or recommend general education courses for their majors. These programs are additional examples that are being used for the ongoing efforts to integrate GE and major requirements.

Because STEM education is a major area of focus for CSUEB's recent regional stewardship initiatives, two STEM-related programs, pre-nursing and engineering, are good examples of the relationship between GE, the majors, and regional stewardship. Other ways in which CSUEB connects regional stewardship to GE and majors is through its Service Learning Program, which links GE and major classes to work with community organizations and other institutions. Over a dozen departments include service learning in their major and/or GE classes. More information about the Service Learning Program can be found at <http://www20.csueastbay.edu/faculty/ofd/service-learning/>.

Under the leadership of CSUEB's Provost, GE and major programs will be developing service learning courses to be required of all students. In 2010-2011, one first-year learning community designed a service learning requirement for all the students in its GE cluster. In 2011-2012, all freshman learning communities will have a service learning component. In addition, the Provost envisions (1) a sophomore-year GE requirement in which all students take a GE course that includes service learning and (2) a minimum of one required course in every major that has a designated service learning component. It is hoped that adding this type of high impact program in the sophomore year will result in an increase in retention of students moving into their junior year. It should be noted that these proposed changes in GE to accommodate a service learning requirement will not result in an increase in the number of required units for GE. We will work on these curricular changes over the next two years.

Currently, the University is also working on developing ILOs (institutional learning outcomes). We hope to have agreement on the ILOs no later than fall of 2011. Once in place, the GE program will take the current GE student learning outcomes and map them to the ILOs, refining and re-articulating outcomes that are not supportive of the ILOs. The ILOs under consideration already speak to learning that is articulated in the GE student learning outcomes. We anticipate that any needed revisions will be in place by the end of the 2011-12 academic year.

Recognizing that our largest undergraduate population consists of transfer students, the General Education Subcommittee is discussing

the value of requiring a course for transfer students that orients them to the University. Many of our transfer students are adults returning to the campus to complete a degree. Those joining us directly from the community college are equally in need of understanding how to be a successful student in the CSU. Transfer students, like our first-year students, need to be aware of the quick pace of the quarter system, the curricular changes that have occurred during their absence, and university technology that is integral to all courses offered at CSUEB. Moreover, as with the first-year students, it is important to support the social connections students need to persist until they graduate. While a decision will not be made on this proposal until sometime in 2011-12, the subcommittee members are debating the cost of such a program and trying to make an informed decision which is financially viable for both the university and the students.

In short, the description and evaluation of the links between GE, the majors, and regional stewardship included in this section document CSUEB's most recent efforts to create a relevant and coherent academic experience for students with more important initiatives in the planning and implementation phases.

Update on Ed.D. in Educational Leadership for Social Justice

The Ed.D. in educational leadership for social justice (ELSJ) completed a progress report in fall 2010 that included updates requested by the Commission after program approval on June 22, 2008. The full report is included in Appendix G. What follows is a brief summary of that report.

Description of Students. Three cohorts have entered the ELSJ program since its opening in June 2008. Fewer students than anticipated enrolled in the 2008 cohort, but enrollment grew in 2009 and 2010. The 2010 cohort exceeded its operating goal of 17 students, enrolling 21 students. Demographic data on gender and ethnicity indicate a diverse student population, with women and African Americans making up the largest groups across the three cohorts. The average loan debt for students in the program is \$14,487.

Financial Support. ELSJ has been impacted by the California state budget crisis and by small cohorts in 2008 and 2009, but is optimistic about the program's fiscal outlook because of the size of the 2010 cohort. Two current faculty positions have been dedicated to the Ed.D.

program. Some changes were made to the WASC-approved five-year budget, but reimbursements for units taught are expected to return to the original levels specified in the budget in 2011-2012.

Faculty Recruitment. Starting in summer 2010, all Department of Educational Leadership faculty became core faculty in the Ed.D. program. Affiliated faculty from PK-16 settings work in various instructional and supervisory roles in the program, and additional qualified faculty will be recruited to meet the needs of the large 2010 cohort.

Program Evaluation Plan. Guiding questions for program evaluation and a data collection framework have been established. The program has developed assessment rubrics for major student events and activities. Core faculty document scholarship and service activity. Release time is provided for ongoing course evaluation and improvement to the curriculum.

Data Collection and Analysis to Improve Student Learning. Data are being collected in the three broad areas on an ongoing basis: individual student learning, course effectiveness, program coherence. Rubrics have been developed for both qualifying exams, the proposal presentation, and the dissertation defense.

Social Justice Defined. ELSJ program faculty have presented three national conference papers addressing the meaning of social justice and the ways in which ELSJ program's focus on social justice has been woven into the curriculum and other program experiences. These papers discuss the use of social justice principles as a foundation for doctoral work in educational leadership and as a guide for scholar-practitioner research. At the heart of this work is the idea that educational leadership plays a critical role in creating a more equitable and just world.

V. Identification of Other Changes and Issues Currently Facing the Institution

Identification of Other Changes and Issues Currently Facing the Institution

Instructions: This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

Other Changes/Developments

As mentioned earlier, during the 2010-2011 academic year, a subcommittee of the Committee on Academic Planning and Review (CAPR) began the development of ILOs (institutional learning outcomes) for CSUEB. Based on a thorough review of existing program and student learning outcomes as well as the University's mission, vision, and values, the CAPR ILO Subcommittee drafted a preliminary set of ILOs. During spring 2011, members of the campus community, including administrators, faculty, staff and students, participated in defining and refining the ILOs in preparation for campus-wide review and adoption during the fall quarter 2011.

In January 2011, a Faculty Administrative Fellow for Assessment (FAFA) was instituted to determine assessment needs, create campus-wide assessment awareness and expertise, and develop a culture and practice of assessment at CSUEB. Work is under way to survey current assessment needs and practices, build an assessment Web site, and develop tools to assist faculty and staff in assessing student learning outcomes and co-curricular activities. This year's FAFA, Dr. Sharon Green, was accepted to the 2011-2012 WASC Assessment Leadership Academy, and will bring assessment expertise and programs back to the CSUEB community.

Fifteen members of the CSUEB community representing administration, faculty, and staff attended the 2011 WASC ARC conference in San Francisco. Follow-up meetings were held to share lessons learned and ideas for future development. A WASC Process Group was formed to plan, develop capacity, and communicate new initiatives across campus.

VI. Concluding Statement

Concluding Statement

Instructions: Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

Concluding Statements

CSUEB understands and supports the WASC recommendations; they are intended to make us a stronger institution, better able to meet the needs of our students and the larger communities we serve. Since the Commission action letter from March 2008, CSUEB has experienced a number of significant challenges including leadership changes, structural reorganization, and budget cuts. CSUEB has met these challenges with success, and has made progress in its regional stewardship initiatives, in expanding program review to non-academic campus units, in hiring and supporting probationary faculty, in integrating multicultural values and practices into the day-to-day workings of the University, and in clarifying the relationships between GE, majors, and regional stewardship. CSUEB looks forward to making the continued progress necessary in order to meet our commitment to providing outstanding academic programs to serve the educational goals of our students and prepare them to be productive, contributing members of their communities.

VII. Required Documents for all Interim Reports

Required Documents

Instructions. Attach the following documents:

1. Current catalog(s) [.pdf or link to web-based catalog]

<http://www.csueastbay.edu/ecat/current/index.html>

2. [Summary Data Form](http://www.wascenior.org/interimreport) (available at www.wascenior.org/interimreport)
3. [Complete set of Required Data Exhibits](#) (available at

www.wascsenior.org/interimreport)

4. Most recent audited financial statements by an independent certified public accountant or, if a public institution, by the appropriate state agency; management letters, if any.

Please note that our financial statements are audited every other year and last year we didn't have one. The Audited Financial Statement, Management Letter, and Description of Material Weakness are related to the FY08/09 audits. The A133 audit report is issued as the CSU level and had no findings related to CSU East Bay.

5. Organization charts or tables, both administrative and academic, highlighting any major changes since the last visit.

See attached University Organization chart 2011.

WASC INTERIM REPORT FOR CSUEB

APPENDIX A: 2010 DIVISION REPORT EXCERPTS: KEY ACCOMPLISHMENTS

This appendix includes a few key accomplishments from the 2010 division reports with indications of the relevant seven mandates that were addressed by each unit.

Academic Affairs (mandates: Academic Quality, Student Access and Success, and Regional Stewardship)

- A new model of funding for Academic Affairs was developed by Provost Houpis to sustain and enhance the quality the University's programs, faculty, and services and ensure the academic success of our students.
- The Student Success Assessment Committee (SSAC), a committee that includes faculty, staff and administrators from Academic Affairs, PEMSA, and Administration and Finance, meets on a regular basis to review data regarding student retention and graduation rates, examine ways of narrowing the gaps that may exist in the graduation rate for various segments of our undergraduate population, and serve as an enrollment management committee.
- A vision statement has been written detailing the future of STEM education at CSU East Bay.
- The Provost has re-named the Provost's Council as the Academic Affairs Leadership Team to emphasize the collaborative responsibility of the deans, associate vice-presidents, and senior directors in Academic Affairs, a group that meets regularly.
- Academic Affairs also successfully integrated designated advising units from the former division of Student Affairs and is not focusing on development of an action plan to improve advising in light of decreasing resources.

Administration and Finance (mandate: Accountability)

- Meeting audit requirements and closing deadlines
 - Legal year end close for 2009-2010 was accomplished in 5 business days.
- Administrative applications
 - Bay Card, a combination campus ID card, library card, and entry card for some buildings, with the option of also being used as a debit card connected to Wells Fargo, was implemented.
 - Self-service 1098T delivery was implemented.
 - An interface between PeopleSoft and Compliance Assistant (athletics) was implemented.
 - Electronic self-service absence management for all employees was implemented.
 - eBenefits for all employees was implemented allowing employees electronic, self-service access to benefits information.
- Cal State East Bay closed the year 2009-10 in the black, following a multi-year process to close out a base budget deficit inherited from prior leadership.
- Administration and Finance also successfully integrated designated units from the former division of Student Affairs, including housing and student health.

Information Technology Services (support for all mandates)

- Server consolidation and virtualization were continued to reduce hardware, software, energy, and staff support costs.
- A comprehensive information security risk assessment for central IT systems was completed.
- The Service Desk ticketing system was enhanced to streamline ways to request and receive support with automated assignment of tickets to technicians, thereby reducing time-to-service.
- ITS also provided leadership in the CSU system to increase efficiency and reduce expenditures through synergy projects across campuses.

Planning, Enrollment Management, and Student Affairs (mandates: Student Access and Success, Inclusive Campus Climate, and Vibrant University Villages, and overall support for university strategic planning)

- The budget and enrollment planning process for 2010-11 referred to long-term considerations and adopted strategic planning priorities.
- A survey of non-returning students and analysis of findings was completed in conjunction with SSAC.
- The Academic Senate adopted procedures to move high unit seniors toward degree completion following PEMSA and SSAC suggestions.
- A Diversity Center in the New University Union was opened by Associated Students Inc.
- Monitoring of phone call activity has enabled the adjustment of Call Center times to better serve the needs of students.
- Enforcement of document deadlines expedited aid delivery to student filing early Financial Aid requests.
- The backlog for evaluating transcripts for transfer students was greatly reduced.
- PEMSA also successfully integrated the former division of Planning and Enrollment Management with designated student life and leadership units from the former division of Student Affairs.

University Advancement (mandate: Regional Stewardship)

- The Alumni Association board of directors was re-energized, and a significantly more active alumni relations program that is supportive of outreach and is engagement-focused was instituted.
- The first e-solicitation for CSUEB was created.
- The University raised \$5.1 million in private support in 2009-10 (vs. \$1.5 million and \$2.8 million in 2007-08 and 2008-09, respectively).
- Leadership commitments for proposed campaign priorities were secured.
- The number of CSUEB news stories in regional media was increased, and faculty were proactively connected with news media sources.

Please read and comment on the attached pages with the following definitions in mind. The Cabinet has prepared this rough discussion draft from the University's mission, mandates, and other strategic planning documents. The purpose is to find ways to monitor progress toward achieving our mandates, especially through the use of "dashboard" measures that we can track regularly. The Cabinet looks forward to receiving advice from the University community regarding whether suggested measures listed below capture the essence of the University's character, what other measures might be added, and whether some should be deleted as less relevant (or less practical).

For related documents, see <http://www20.csueastbay.edu/about/strategic-planning/index.html>

What Are Executive Dashboards?

Think about the metaphor – what is the function of a dashboard or an instrument panel in an aircraft or ship? They provide information on the status and direction of a system.

- 1 The instruments monitor performance and provide advance warning about an equipment function (engine heat is increasing, fuel is getting low) – they are not “idiot lights” that don't show until something is already wrong; or 50,000 mile check-ups that catch wear and tear.
 - Some have “absolute” ranges – e.g., empty fuel tank
 - Some are relative – speeding is related to external conditions and speed limits rather than engine capacity
 - Some are tailored to specific measures – altimeter and compass.
 - Some are tailored to specific maneuvers – e.g., back-up warning sounds.
 - Others are related to performance expectations – e.g., a race car needs a tachometer, but most of us with automatic shifting really do not.

- 2 You watch the dashboard instruments in order to make decisions in real time. Relatively simple measures can tell you what you need to do, such as
 - Add fuel, oil, or coolant
 - Adjust speed or acceleration
 - Inflate tires
 - Change direction or altitude
 - Arrange for service

However, the dashboard can't always tell you the cause of the problem, or explain the situation – and doesn't need to so long as it alerts you to investigate the underlying situation. So, for example, a dial can show you that the engine heat is rising, but you may have to take your car into the shop to determine what needs to be done.

- 3 The visually central instruments are the most important and meaningful – and related to safety or other critical performance measures. In other words, we need to be able to identify the “vital few” indicators that we need to watch regularly and respond to any negative indications.
- 4 The number (and design) of instruments is also limited by how many the human brain can watch and still otherwise navigate without being distracted. Moving vehicles and equipment that require more instruments and where risk is higher typically have multiple operators (e.g., pilot and co-pilot) and/or a rotation for reviewing the instruments (e.g., nuclear power plant).
- 5 Dashboards do very well with objective, quantitative measures, but less well where values or other judgments are involved, like air temperature as compared to engine temperature.

Thus, dashboards are different from goals, outcomes, report cards, and benchmarks because

Goals establish a desired level of performance – I want a car that gets at least XX miles per gallon in the city; and

Outcomes are results and report cards display them – my car got YY miles per gallon on the last tank full.

Benchmarks compare performance with a reference point or standard – my car gets better gas mileage than yours, or beats the industry standard of ZZ miles per gallon.

A dashboard indicator monitors gas mileage so if it decreases you know that you need a tune up or some other kind of service – or perhaps change your driving habits.

Key Performance Indicators (KPIs) can be used to monitor progress on a dashboard as well as to measure outcomes or results.

So, translating to university management:

First, we need to be clear on the goals and outcomes we seek – and how to measure them.

Then, we should ask what indicators do each Cabinet officer and the President, the deans, and other decision-makers need to watch, and at what interval (e.g., daily, weekly, monthly, quarterly, annual) – in order to make changes before it is too late to make any difference?

How can we include more relative and qualitative information as well as quantitative? Customer satisfaction surveys, rating and ranking techniques can be used to measure results, but are harder to use for short-term monitoring.

Another distinction to keep in mind, is between trailing and leading indicators or measures.

Trailing indicators tell us about what has already happened - such as accreditation achieved, SCUs or FTES taught, or graduation rates

Leading indicators help us to make adjustments in "real time" by monitoring activity as it goes - such as monthly budget reports, registration through the end of the first or second registration period, first-year retention rates



CAL STATE EAST BAY - University Dashboard Indicators, Diversity Component - Working Draft, April 2011

Demographics	Curriculum	Learning	Scholarship	Access, Success	Support	Programs	Climate	Topic	Division	Indicator or Measure [All diversity measures are subject to the following limitations: (1) definitions continue to evolve - e.g., multiple options for ethnic origin, (2) many characteristics are not immediately visible, (3) most data is based on voluntary, self-reported information and (4) the range of possible actions is limited legally -e.g., by Proposition 209. Nonetheless, we can compare changes in the measures that are available so long as we explain the limitations.]	Data Source	Benchmark for Distinction*	Interval	Report Date
3 Inclusive Campus Climate														
X	X	X	X	X	X	X	X	Excellence through inclusion	All	See above under Distinction				
X	X	X	X	X	X	X	X	Centrality, Community*: University diversity	UPABC (DAP)	Fulfillment of division diversity plans - Link to detail posted on University Strategic Planning and Academic Senate FDEC websites; summary outlined below	Annual updates	Measurable results (not just activities)	Annual	
X	X	X	X	X	X	X	X	Accountability: Diversity in University strategic planning	PEMSA (DAP)		Annual updates		Annual	
X								Diverse workforce	A & F	Staff and administration profile (by level, division, department) compared with student and regional populations	Human Resources	Equivalent to region	Annual	
X								Faculty diversity	AA	Faculty profile (by rank, college, department) compared with student and regional populations	Human Resources	Equivalent to region	Annual	
X								Diverse student population	PEMSA	Student profile (by college, level, etc.)	PEMSA	Equivalent to region	Annual	
X								and in specific programs such as STEM education, Honors, Teacher Ed, EdD; and athletics, student leadership activities	PEMSA	Student profile	PEMSA	Equivalent to university as a whole by level	Annual	
	X							Academic Responsibility: Awareness of diversity infused throughout the curriculum	All colleges	Inclusion and measurement among Student Learning Outcomes	Assessment		WASC	
	X							and in specific programs such as General Studies, Honors	AA	Inclusion and measurement among Student Learning Outcomes	Assessment		WASC	
	X				X			Social justice and equity	CEAS	Evidence in CEAS programs and services				
	X							Academic programs that attract diverse students and serve economic and workforce needs	All colleges, DCIE	Evidence in program content and participants				
		X						Recognition of how the learning environment is enriched by faculty and students from diverse backgrounds						
		X						Faculty teaching competence re diversity, equity issues, etc.	Fac Devel	Involvement in faculty support programs				
		X						Pedagogy accommodating diverse learning styles	All colleges	Evidence of best practices; participation in workshops and mentoring programs				
		X		X				Support, advising and mentoring	All colleges	Success in gateway classes				
			X					Research, scholarship, creative activity inclusive of diversity issues	ORSP, Fac Devel	Increase in related faculty research				
			X					Research, scholarship, creative activity inclusive of diversity issues	ORSP, APGS	Increase in student involvement				
				X				Outreach to and on-going involvement with under-served communities	PEMSA	Increase in students prepared for college				
				X				Outreach to and on-going involvement with under-served communities	PEMSA	Increase in enrollment of diverse students				
				X				Outreach to and on-going involvement with under-served communities	PEMSA	Increase in FA knowledge and use				
				X				Need and merit based scholarships and programs	UA	Designated resources				
				X				Orientation geared to different populations including re-entry students	esp. Concord	Evaluation of orientation programs				
				X				Support, advising and mentoring	AACE, colleges	Increased enrollment, retention and graduation by ethnic group and other diverse populations, including international students				
				X				and in specific programs such as STEM education, Honors, Teacher Ed, EdD		Increased enrollment, retention and graduation by ethnic group and other diverse populations				
					X			Reasonable accommodation per ADA	A & F	Students, faculty and staff served by Accessibility Services				

*Benchmarks for Distinction require much more discussion. The baseline year for all data is 2005-06, or the earliest year after that for which data is available.

CAL STATE EAST BAY - University Dashboard Indicators, Diversity Component - Working Draft, April 2011

Demographics	Curriculum	Learning	Scholarship	Access, Success	Support	Programs	Climate	Topic	Division	Indicator or Measure [All diversity measures are subject to the following limitations: (1) definitions continue to evolve - e.g., multiple options for ethnic origin, (2) many characteristics are not immediately visible, (3) most data is based on voluntary, self-reported information and (4) the range of possible actions is limited legally -e.g., by Proposition 209. Nonetheless, we can compare changes in the measures that are available so long as we explain the limitations.]	Data Source	Benchmark for Distinction*	Interval	Report Date	
3 Inclusive Campus Climate								All divisions							
					X			Reasonable accommodation per ADA	ITS	ADA needs accommodated	Compliance with TII				
					X	X		Responsiveness to different languages	PEMSA	Multi-lingual staff and materials to reach families					
					X	X		Food reflective of different cultures and lifestyles	EO	Food service options - variety, price, location, hours					
						X		Rewards and Recognition	UPABC (DAP)	Events celebrating diversity and honoring actions as well as commitments					
						X		Campus and college events raising awareness and celebrating diversity, traditions, cultures, including Concord	AA, A&F, PEMSAs	Schedule and materials; level of participation					
						X		Co-curricular services and programs	PEMSA	Evidence of contribution to learning					
						X		Responsiveness to campus community	PEMSA	Diversity Center					
						X	X	Alumni	UA	Diverse, distinguished alumni					
							X	Inclusiveness: Accountability for how words, actions, and deeds affect other people	(DAP)	Student, faculty and staff awareness					
							X	Campus climate	UPABC (DAP)	Community and culture of inclusion	Periodic survey		WASC		
		X					X	Faculty awareness, esp. with respect to how students learn, receive advising, mentoring, etc.	All colleges	Welcoming learning environment					
							X	Staff awareness and customer service	PEMSA	Customer service inclusive of diverse backgrounds in position descriptions, orientation					
							X	Respect for diversity in workplace	All divisions	Welcoming workplace					
							X	Student awareness	PEMSA	Awareness among student leaders, including clubs and organizations					
							X	Intergroup communications (ethnic, racial, sexual orientation, etc.)	CLASS	Evidence of programs and participation					
							X	Appropriate interior and exterior spaces to support activities of diverse groups	A & F, ASI	E.g., non-denominational space for worship					
PEMSA							X	Increased campus awareness of and personal willingness for members of the campus community to hold themselves accountable for how words, actions and deeds affect other people	All divisions	Publications, events, etc. that address these issues and how individuals can/should respond - exposure to and participation by all groups in campus community			Annual		

* Principles from the University's Diversity Action Plan are highlighted in **Bold** letters

CAL STATE EAST BAY - University Dashboard Indicators - Working Draft, April 2011

	Topic	Division	Indicator or Measure	Data Source	Benchmark for Distinction*	Interval	Report Date
	Distinction, Realized and Recognized	All					
	Note: derived from the following six mandates						
	Overall						
	<u>Innovator and leader in higher education</u>	UA	Awareness and reputation	Media coverage		Annual	
		UA	Awareness and reputation	Survey		Periodic	
		UA	President's C-level Blog posts and comments	UComm Report		Annual	
	Academic Quality						
UPABC	<u>STEM-centeredness</u>	AA	% of student majors in STEM related fields	Data warehouse	e.g., Cal Poly SLO	Annual	Fall census
			# of scu in STEM related courses/sections			Annual	
	<u>Faculty Quality</u>	AA	# of T/TT faculty who have terminal degrees	Data warehouse		Annual	Fall census
			% of faculty that are T/TT			Annual	
	<u>Library Use</u>	AA	# of faculty who are consulted as experts by the media			Annual	
			# of students who use the library each month			Annual	
			# of users who access the libraries catalog and databases each month			Annual	
	<u>Research and Creative Activities</u>	AA	# of Faculty grants and contracts			Annual	
			# of faculty publications, and other scholarship			Annual	
	Student Access and Success						
	<u>Excellence through inclusion</u>	AA, A&F, PEMSA	% of students, faculty, staff, and administrators; and graduates by race/ethnic origin, sex and first generatop	Data warehouse	"majority minority"	Annual	Fall census
	<u>Student Retention as a leading indicator for graduation</u>	AA	# of participants in high impact graduation gap initiatives such as EXCEL, EOP/SAS, McNair Scholars			Annual	
UPABC	<u>Student Graduation</u>	AA	Time to degree as well as graduation rates, esp. in STEM fields				
PEMSA	<u>Student Leadership</u>	PEMSA	# or % of students who serve in state or national student leadership roles that extend beyond the campus while at CSUEB				
UPABC	<u>Successful alumni</u> - Note, need to review alumni success measures	UA	Number of alumni in civic, corporate, institutional and cultural leadership positions	ResearchPoint Query (30k top prospects only; static pop. until we do a new wealth screen)		Periodic	
UPABC		UA	% of employees in selected STEM fields in the Bay area from CSUEB			Periodic	
			e.g., % of science and math teachers in East Bay who earned credentials at CSUEB; e.g., share of nursing and other health care employees who earned degrees at CSUEB			Periodic	
	Inclusive Campus Climate						
PEMSA	<u>Excellence through inclusion</u>	AA, A&F, PEMSA	perception of Cal State East Bay as a welcoming university for students, faculty and staff from all backgrounds	Survey, testimony		Periodic	
	Vibrant University Villages						
	Images of Hayward, Concord, Oakland, online campuses as "places to be" – both physically and socially	PEMSA	% of freshmen for whom CSUEB is first choice	Survey; FAFSA for financial aid applicants		Periodic	
PEMSA		PEMSA	% of events sponsored by campus organizations actually held on campus (Hayward or Concord)				
	Accountability						

*Benchmarks for Distinction require much more discussion. The baseline year for all data is 2005-06, or the earliest year after that for which data is available.

CAL STATE EAST BAY - University Dashboard Indicators - Working Draft, April 2011

<u>Topic</u>	<u>Division</u>	<u>Indicator or Measure</u>	<u>Data Source</u>	<u>Benchmark for Distinction*</u>	<u>Interval</u>	<u>Report Date</u>
Strategic decision-making	All	WASC accreditation	WASC letter		Periodic	
<i>Regional Stewardship</i>						
"The" university engaged in our region	UA	Regional awareness and reputation; visibility of CSUEB leadership at regional events	Media coverage		Annual	
	AA	Regional awareness and reputation	Grant reports (Promise Neighborhoods, etc.)		Periodic	
	AA	# of Faculty grants and contracts involving regional stewardship				
	AA	Research, Scholarship and Creative Events				

*Benchmarks for Distinction require much more discussion. The baseline year for all data is 2005-06, or the earliest year after that for which data is available.

WASC INTERIM REPORT FOR CSUEB

APPENDIX C: Faculty Hiring Chart

COLLEGE	DEPARTMENT	RANK	APPT. DATE	NO. of APPTS.
CBE	Accounting and Finance	Assistant	Fall 2008	4
CBE	Economics	Assistant	Fall 2008	1
CBE	Management	Assistant	Fall 2008	3
CBE	Management	Associate	Fall 2008	2
CBE	Marketing and Entrepreneurship	Assistant	Fall 2008	1
CEAS	Educational Leadership	Associate	Fall 2008	2
CEAS	Leadership in Hospitality and Leisure Services	Assistant	Fall 2008	1
CEAS	Hospitality and Leisure Services	Associate	Fall 2008	1
CEAS	Kinesiology and Physical Education	Assistant	Fall 2008	1
CEAS	Kinesiology and Physical Education	Associate	Fall 2008	1
CEAS	Teacher Education	Associate	Fall 2008	2
CEAS	Teacher Education	Associate	Fall 2009	1
CS	Biological Sciences	Assistant	Fall 2008	1
CS	Engineering	Assistant	Fall 2009	1
CS	Chemistry and Biochemistry	Assistant	Fall 2008	1
CS	Earth and Environmental Sciences	Assistant	Fall 2008	1
CS	Nursing and Health Sciences	Assistant	Fall 2008	2
CS	Nursing and Health Sciences	Associate	Fall 2008	2
CS	Physics	Assistant	Fall 2008	1
CS	Psychology	Assistant	Winter 2009	1
CLASS	Criminal Justice Administration	Assistant	Fall 2008	1
CLASS	Ethnic Studies	Assistant	Fall 2008	2

CLASS	Human Development	Assistant	Fall 2008	2
CLASS	Modern Language and Literature	Assistant	Fall 2008	1
CLASS	Philosophy	Assistant	Fall 2008	1
CLASS	Political Science	Assistant	Fall 2008	2
CLASS	Social Work	Assistant	Fall 2008	1
	Sociology and Social Services	Assistant	Fall 2008	1
CLASS	Music	Assistant	Fall 2009	
CLASS	Communicative Sciences and Disorders	Assistant	Fall 2009	1
CLASS		Assistant	Fall 2009	1
Univ. Library		Sr. Assistant Librarian	Summer 2008	2



Office of Research and Professional Development

CALIFORNIA STATE UNIVERSITY, EAST BAY

25800 Carlos Bee Boulevard, Hayward, California 94542

Telephone: (510) 885-4211 Fax: (510) 885-4618

Email: rhea.williamson@csueastbay.edu

Date: February 5, 2011
To: Unit 3 CSU East Bay Faculty
From: Rhea Williamson, AVP, Office of Research and Professional Development

**CSU Research, Scholarly, and Creative Activity (RSCA)
Funding Opportunity
for Unit 3 FACULTY
2011 - 2012 Call for Proposals
DEADLINE: 4:30 PM, Wednesday, March 23, 2011**

I. PURPOSE

The Research, Scholarship and Creative Activity (RSCA) funding opportunity is a single competition for funding made available by the CSU Chancellor's Office. The 2010-2011 allocation for CSU East Bay totals \$82,012; this amount is based on the number of full-time equivalent faculty (FTEF) employed in Fall 2009 (480 FTEF). The grants are intended to:

- promote research and demonstration projects by faculty;
- encourage publication and other forms of scholarly dissemination;
- stimulate scholarship which may generate future funding from other sources;
- foster curriculum development and teaching enhancement;
- help junior faculty meet the qualifications for tenure and promotion.

REVISED ELIGIBILITY LANGUAGE

These funds are limited to Unit 3 faculty who were hired by CSU East Bay with a start date in the winter, spring, summer or fall quarters of 2008-2011.

Priority consideration will be given to un-tenured tenure track faculty.

III. AWARD CATEGORY

Awards will be made in the form of mini-grants to support the purchase of equipment, supplies, computer time, wages of student assistants, and travel directly related to conducting the project or disseminating its results. Equipment requests involving shared use by other faculty are encouraged. The proposal request should not exceed \$5,000. The committee may, at its discretion, fund less than the requested amount. Please note that funds are available for a maximum of 16 awards in the amount of \$5000. Funds must be expended no later than December 30, 2011.

Please be aware that no-cost extensions do not apply to these funds. Funds not expended by the December 30, 2011 deadline will be rescinded and applied to other research activities or returned to the Chancellor's Office.

IV EVALUATION CRITERIA

Each project, whatever its focus, should contribute to the faculty member's career development. For example, a curriculum development project should be of a magnitude or significance above and beyond usual departmental and college curricular revision and enhancement; it should contribute to the professional stature of the faculty member by being suitable for presentation or publication. In funding the RSCA program, the legislature reaffirmed the instructional mission of the CSU System. Where appropriate, proposals should describe the direct involvement of students (undergraduate and/or graduate) in the scholarly or creative process and address the educational impact of the project on students.

V. REPORTING REQUIREMENTS

Recipients of awards will be expected to report the results of the work supported by this program to the Office of Research and Professional Development no later than February 15, 2012. The report shall include, as appropriate, publication or expectation of publication, exhibition or performance; analysis of the impact of the project on specific courses or curricula; a description of the nature and extent of student involvement in the project; and the likely effect of state funding on the acquisition of external funding to support further work. Guidelines for the specific report form will be sent electronically to all awardees. Failure to comply with this provision will disqualify the awardee from receiving future RSCA funds.

VI. HUMAN AND ANIMAL SUBJECTS AND BIOSAFETY APPROVALS

- Funding of research projects dealing with human subjects must be approved by the Institutional Review Board (IRB). Compliance procedures are available on the Office of Research and Professional Development Website (www.csueastbay.edu/ORSP) or from Anne Wing, LI2310, ext. 5-4212.
- Projects utilizing vertebrate animals must be approved by the Institutional Animal Care and Use Committee (IACUC). Compliance procedures are available on the Office of Research and Sponsored Programs Website (www.csueastbay.edu/ORSP) or from Anne Wing, LI2310, ext. 5-4212.
- Projects involving recombinant DNA molecules or use of biohazardous materials must be approved by the Institutional Biosafety Committee (IBC) (Contact Donna Placzek, Director of Environmental Health and Safety, at 5-2395).

You may submit an application to the Faculty Support Grant program before a protocol has been submitted to any of the above committees. However, should you be awarded, you may not commence your project until the appropriate committee(s) have approved your protocol(s). We therefore encourage you to submit a protocol at least a month in advance of the start date for your project.

VII. APPLICATION INSTRUCTIONS:

You MUST use the Word template, available at <http://www.csueastbay.edu/ORSP/FSGInfoMenu.html>. A complete application consists of the following items:

- A completed Application Cover Page. The applicant must sign. Signatures of both your Department Chair and College Dean/University Librarian are required.
- Narrative (Sections A-E) MUST NOT EXCEED 5 PAGES. **The following formatting is REQUIRED: Font – Times New Roman, 12 point, double-spaced, 1" margins.** *If you paste text into the Word template from another document, make absolutely sure that you apply the above formatting to the pasted text.*
 - A. Summary Description (30 points): **In words understandable to colleagues in other fields**, provide a summary description of the proposed project indicating the significance of the project to your field, the University, and society.
 - B. Description of the methods and procedures to be employed (30 points). If appropriate, explain how students will be involved in the project and/or the educational impact of the project on students.
 - C. Timetable for the project (5 points).
 - D. If applicable, the status of IRB (human subjects), IACUC (vertebrate animals) or IBC (recombinant DNA/biohazardous materials) approval of the project. If none of these pertain, check N/A.
 - E. Relationship of the project to prior work and anticipated future work, including prior, present and future funding of such work (10 points).
- Completed budget form (20 points). Please do not exceed 2 pages:
 - Provide detailed information on specific expenses (e.g., student assistants for n hours @ \$___ per hour, \$_____ airfare between x and y; hotel for n days @ \$___ per day, per diem for n days @ \$55/day, \$_____ for conference registration)
 - If the award is intended to cover only a portion of your project costs, explain how this portion fits into a plan for completion of the whole project. What other sources of funding will cover the additional costs? Include Dean or Chair commitment letter for other sources.
- Graphics/Tables. OPTIONAL – not part of the review criteria. No page limit. May be single-spaced and any font, font size and margins.
- References. OPTIONAL – not part of the review criteria. No page limit. May be single-spaced and any font, font size and margins.
- Resume/Curriculum Vitae (5 points). REQUIRED. List items of relevance to the proposed project, including publications. **Maximum 5 pages.** May be single-spaced and any font, font size and margins.

VIII. APPLICATION PROCESS:

NOTE: The Word template available at the below link **MUST be used:**
<http://www.csueastbay.edu/ORSP/FSGInfoMenu.html>

- Complete the application using the Word template.
- When it is complete, print out the proposal for your Chair and Dean to review and obtain their signatures on the Cover Page.
- Email the completed Word template to rhea.williamson@csueastbay.edu.
- Bring the proposal packet, including the original, signed cover page, proposal, budget and resume/CV to the Office of Research and Professional Development, LI2310 by the deadline: **4:30 P.M., Wednesday, March 23, 2011.**

VIV. PROCESS/TIMELINE

The Academic Senate Committee on Research will review proposals for these awards. The most meritorious proposals will be funded. There are no pre-set allocation quotas by college. Applicants are urged to make use of all existing resources when writing proposals, including faculty colleagues.

February 11, 2011	Call letter for proposals transmitted to faculty
February 23, 2011	ORSP workshop on the development of RSCA proposals
March 23, 2011	Deadline for receipt of proposals. Late proposals not accepted.
DATE	Review by Committee on Research
DATE	Awardees announced
June 30, 2011	Deadline for all funds to be encumbered
December 30, 2011	Deadline for expending all funds
February 15, 2012	Project report due to ORPD
March 1, 2012	Campus report due to Chancellor's Office

SORRY, BUT LATE APPLICATIONS WILL NOT BE ACCEPTED

*If you have any questions, please contact:
Rhea Williamson
Associate Vice President
Office of Research and Professional Development
510.885.4211
rhea.williamson@csueastbay.edu*

MEMORANDUM

October 20, 2010

TO: Dennis Chester, Chair, Department of English
Kathleen Rountree, Interim Dean, College of Letters, Arts, and Social Sciences
Sally Murphy, Director, General Education Program

FROM: E. J. Murphy, Professor and Former Chair, Department of English

SUBJECT: Six Years Out: A Report on the Graduation and Retention Rates for the Incoming Freshman Class of Fall Quarter 2004

The following report gives a brief account of the graduation and retention rates of students who came into the English composition program in the fall quarter of 2004 as “first-time” freshmen/women. It is a response to questions and doubts raised, in various settings, about the effectiveness of the current composition program for first-year students, particularly the effectiveness of the current year-long remedial (non-baccalaureate credit) sequence, ENGL 801/802/803. These questions and doubts have become more pressing, in the past two years, in our ever-more-constrained budget circumstances. We are also seeing initiatives from off-campus to restructure our basic writing skills curriculum. While the numbers and percentages presented below cannot prove the effectiveness of our current remedial program, in a strictly scientific way, they can establish a ‘benchmark’ against which to judge future attempts to reduce the amount of basic-writing instruction or to render it more efficient.

- I. In the fall of 2004, 276 incoming freshmen/women enrolled in ENGL 801, Intensive Learning Experience in Writing I, the first of the three-quarter sequence of remedial-writing courses designed for students who scored 141 or lower on the English Placement Test. (The average class size was 16 per class.)

Of these students, 125 had graduated by spring 2010, the end of their sixth year on campus. This number represents 45.3% of the whole group. An additional 34 students were still actively pursuing their degrees as of spring 2010, 12/3% of the total. Combined, these two groups account for a 57.6% “success” rate for this population of lowest-quartile performers on the E.P.T.

II. In the fall of 2004, 160 incoming freshmen/women enrolled in ENGL 910, a one-quarter remedial-writing course designed for students who scored between 142-146 on the E.P.T. (The average class size was 16 per class.)

Of these students, 60 had graduated by spring 2010, 37.5% of the whole group. Another 17 students were still actively pursuing their degrees as of spring 2010, 10.6% of the total. Combined, these two groups account for a 48.1% “success” rate for this population.

III. In the fall of 2004, 126 incoming freshmen/women enrolled in ENGL 989 (and ENGL 1001). ENGL 989 was a 2-unit adjunct to the regular freshman course, designed for students who scored between 147-150 on the E.P.T. (The average class size was 14 per class.)

Of these students, 57 had graduated by spring 2010, 45.2% of the whole group. Another 15 students were still actively pursuing their degrees as of spring 2010, 11.5% of the total. Combined, these two groups account for a 56.7% “success” rate for this population.

IV. In fall, winter, and spring of 2004-2005, 249 incoming freshmen/women enrolled in ENGL 1001 (without the ENGL 989 adjunct). [Incoming freshmen/women who score 151 or higher on the E.P.T. distribute themselves over the three quarters within the freshman learning community “cluster” system.]

Of these students, 112 had graduated by spring 2010, 44.9% of the whole group. Another 27 students were still actively pursuing their degrees as of spring 2010, 10.8% of the total. Combined, these two groups account for a 55.7% “success” rate for this population.

V. SUMMARY: In 2004-2005, 811 incoming freshmen/women enrolled in ENGL 801, ENGL 910, ENGL 989, and ENGL 1001.

Of these, 354 had graduated by spring 2010, 43.6% of the whole group. Another 93 were still actively pursuing their degrees, 11.4% of the total. Combined, these two groups account for a 55.1% “success” rate for this population.

TABULAR SUMMARY:

<i>COURSE</i>	<i># STUDENTS</i>	<i># GRADS</i>	<i>% GRADS</i>	<i># ACTIVE</i>	<i>% ACTIVE</i>	<i>% "SUCCESS"</i>
ENGL 801	276	125	45.30%	34	12.30%	57.60%
ENGL 910	160	60	37.50%	17	10.60%	48.10%
ENGL 989 (+ 1001)	126	57	45.20%	15	11.50%	56.70%
ENGL 1001	249	112	44.90%	27	10.80%	55.70%
<i>TOTALS</i>	811	354	43.60%	93	11.40%	55.10%

COMMENTS:

The most striking bit of information, here, is the relatively high graduation rate for the lowest quartile performers on the E.P.T. They outperform every other group, in both graduation rate and continuing-pursuit-of-degree rate ('active' in the chart above), hence, in the total "success" rate. This suggests that the year-long sequence of remedial-writing courses, ENGL 801/802/803 is somehow compensating—and more than compensating—for the initial deficiencies in this group. (Indeed, the relatively poor performance of the ENGL 910 group may suggest an inadequacy in the amount of developmental writing currently being required of this group—only one developmental course before being passed on to ENGL 1001.)

[Credit is also due, no doubt, to the positive effects of the year-long freshman learning-community experience that all of these students participate in. But any effect of this program would apply to the whole group of incoming freshmen/women. Comparative rates among the sub-groups is likely more attributable to the specific work in basic reading and writing, the most relevant variable.]

While comparable graduation/continuation rates for the various E.P.T. score sub-groups at sister institutions are not available—each campus has its own, unique system for placing and instructing incoming freshman/women who score below 151 on the E.P.T.—performance scores for entire freshman cohorts are available from the Consortium for Student Retention Data Exchange. The latest cohort for which six-year graduation/continuation rates have been posted is the entering first-time, full-time freshman class of 2003. These gross comparisons give some perspective on our own performance.

<i>INSTITUTION</i>	<i>6-YEAR GRAD. RATE</i>	<i>6-YEAR CONT. RATE</i>	<i>(2003-2009)</i>
CSUEB	47.6%	5.4%	
SAN JOSE	46.4%	12.5%	
SAN FRANCISCO	47.5%	9%	
SONOMA	52.9%	2.2%	
SACRAMENTO	43.9%	11.4%	
SYSTEMWIDE	51.3%	7.7%	

In the light of these statistics, the six-year performance of the lowest-quartile entrants of 2004—45.3% graduated; 12.3% continuing—is something that the English department and the composition program administrators can be rightly proud of. It is a record against which any future initiative to deal with incoming remedial students must be prepared to be judged.

CC: Margaret Rustick, Composition Coordinator, Department of English
 Sue Opp, Associate Vice President for Academic Programs and Graduate Studies
 Linda Dalton, Vice President, Planning and Enrollment Management
 Linda Dobb, Interim Associate Provost
 Monique Beeler, Associate Director, Public Relations

GE Related Learning Outcome

Have an awareness of contemporary and historical art, and an awareness of contemporary issues and context for their work. (C1)

Apply methods of scientific inquiry- specifically, students will be able to formulate testable hypotheses; to effectively collect, analyze, and present data... (B1-3)

Each student can communicate in a variety of domains that include writing, speaking listening, reading, and the impact of technology in a variety of communication situations. (A1, A2)

...a strong background in lower division advanced mathematics, physics, and computers. (B1, B4) ...a strong background in Chemistry laboratory methods and procedures...(B3)

Create, analyze, edit, and respond to written, spoken, and visual messages in multiple formats and contexts. (A1, A2)

Students possess a fundamental understanding of Computer Science theory including: 1)

Mathematical problem solving skills...(B4) ...can communicate effectively, both in written and oral form. (A1, A2)

...have the ability to communicate effectively. (A1, A2)

...certain skills relevant to criminal justice administration, including effective communication skills...(A1, A2) ...statistical analysis...(B4)...ability to synthesize material from two or more domains to find solutions to practical, theoretical, or ethical questions, or to apply material to novel situations (i.e., critical thinking). (A3)

...use appropriate computer technologies to develop research problems and present written and oral economic arguments (A1, A2)

Ability to apply knowledge of mathematics, science, and engineering. (B1-B4) Ability to communicate effectively. (A1, A2)

...be able to express their understandings in clear and cogent prose. (A2) ... demonstrate knowledge of key English language texts in their options...(C2)

...demonstrate literacy of the principles of form, function and organization of organisms, populations, communities, and ecosystems...fundamental principles of chemistry... (B1, B2)

...presentation of results in written and oral form. (A1, A2)

...basic knowledge of politics, law, economics, biology, chemistry, geography, and geology. (B1, B2)... the ability to communicate orally and in writing... (A1, A2)... the ability to solve basic quantitative problems...(B4)

...have the ability to communicate orally and in writing. (A1, A2)

...communicate geologic concepts. (A1, A2)

Students will integrate knowledge from general education courses and will synthesize knowledge from biological, physical, social, and health sciences...(B1-3, D) Students will apply management and communication skills to work effectively in teams... (A1, A2)

...be able to write and speak clearly and persuasively about historical themes and topics...(A1, A2)

...be able to clearly articulate (speak and write), ethical, philosophical, historical, current best practices and administrative functions of our profession. (A1, A2)

...demonstrate critical thinking ability to identify similarities, differences, and connections among human development perspectives. (A3)

...ability to speak clearly and easily about international affairs in general and about topics of specialized student in particular...strong undergraduate writing and research skills on relevant international topics...(A1, A2)

Students will demonstrate critical thinking, writing, reading, oral communication and information management skills to physical activity related questions...Students will be able to articulate the importance of a commitment to life-long physical activity. (A1, A2, A3, F)

...demonstrate articulate communication (written and oral) skill (A1, A2)

...possess technical competence including uses of calculus, linear systems, differential equations...

communicate effectively, both in written and oral form. (B4, A1, A2)

...be able to express themselves in the written language with a fair amount of sophistication...to give oral presentations appropriate to the undergraduate level...be familiar with the major writers periods, and genres... (A1, A2, C2)

...an awareness of historical context and references as well as an increased awareness and knowledge of the literature (C1, C2)

...synthesize knowledge from the natural, behavioral sciences and the humanities with current nursing knowledge and theory to deliver nursing care...use critical thinking and communication skills to develop partnerships with clients and other health care professional...(A1-A3, B, C, D)

...be able to read and comprehend complex philosophical texts... be able to construct their own philosophical positions and present them persuasively to others in dialogue and/or writing... (A1, A2, A3)

...the ability to do advanced calculations and solve technical problems in experimental physics...the habit of critical thinking. (B1, B4, A3)

...be able to write knowledgeably, correctly, clearly, and logically. (A2, A3)

...have developed scientific thinking and methodological skills (B)

...be able to write a clear and concise sociological analysis of a social event, topic, issue, or problem...(A2)

...students will possess a foundational knowledge of dramatic literature and/or dance performance, including the key developments of dramatic literature, theatre, and/or dance in the U.S. ...students will develop means of expression, including written, oral, visual, and performance, to present their ideas...(A1, A2, C)

Major	A1-3	B1-6	C1-4	D1-4	F
Anthropology		Anth 1100, 3100, 3101		Anth 1200, 1300, 3110, 3250, 3400,3410, 3720, 3745, 3750, 3785, 3800, 3840	
Art					Art: 1020, 1112-13-14-15-16, 1121,1313, 2025, 2350, 2630, 2700, 2701, 2805, 2810, 2830, 3121, 3141, 3142, 3144, 3212-13-15, 3300, 3311-16-17, 3330, 3340, 3370, 3420, 3500, 3512-13, 3600, 3630, 3640, 3650, 3654, 3655, 3660, 3661, 3670-71, 3701, 3800, 3810, 3815, 3820, 3825, 3828, 3830, 3840, 3855, 3860, 3870, 3880, 3890, 4143, 4200, 4210, 4220, 4230, 4235, 4302, 4370, 4600, 4857
Biology		Chem: 1101-03 Math: 1300, 1304 Phys: 1700, 2701-03 Biol: 1401-03			
Business Administration		Math 1810 Stat 2010		Econ: 2301-02, 3107, 3551	
Chemistry		Chem 1101-03 Biol 1401-03, Phys 2701-03			
Communication	Comm 1000, 1004				Comm 2200, 3010, 3220, 3232,
Computer Science		Math 1304-05, 2101, 2150			
Construction Management		Chem 1601, Math 1130, 1300, Phys 2701-02 Psyc 1000 Stat 1000		Econ 2301	
Criminal Justice Administration		Psyc 1000, 4610 Stat 1000	Phil 3417, 3503, 3510	Soc 1000, 3750 PUAD 4800	
Economics		Math 1810, Stat 2010	Hist 3017, 3417, 3550,	Econ 2301-02, 3310 Posc 3418, 3419, 3470, 3500, 3520, 3521, 3800, 4861 Soc 3420, 4720	
Engineering		Chem 1101 Math 1304-05, 2101, 2304, 2150, Phys 1001-03		Econ 2301	
English	1001		Engl 4251		Engl: 2030, 2040, 2050, 2070, 2075, 3691, 3692,

Major	A1-3	B1-6	C1-4	D1-4	F
Environmental Science		Biol 1402-03, ENSC 2800, Geol 2101-02 Geol/Geog	Hist 3505, Phil 3151		
Environmental Studies		Chem 1100, Geog 2100 Stat 1000		Econ 2301, Evt 2000	
Ethnic Studies			ES 3430, 3567, 3691	ES 1001, 2100, 3165, 3551, 3710, 3805	
Geography		Geog 2100, 3115, 4320		Geog 2300, 2310, 3000, 3115, 3320,	
Geology		Chem 1101-03 Geol 2101, Math 1304-05 Phys 1001-03 or 2701-03			
Health Sciences	Comm 1000	Biol 1001, 2010, 2020, 2025 Psc 1000, Stat 1000		Anth 1000, Econ 2301, Soc 1000	
History			Hist 1014-16, 3411-17, 3005, 3017, 3107-08, 3123, 3127-28, 3130, 3150, 3160, 3170, 3223, 3340, 3545, 3500, 3505, 3511, 3515, 3517, 3530, 3553, 3567-68, 3570-72, 3575		
Hospitality/Recreation				Rec 1000, 3200, 3202	Rec 3010, 3305,
Human Development				HDEV 3800, Wost 3545	
International Studies			Hist 3010, Phil 3321,	Anth 1300, 3000 Econ 1000, 2301-02, Geog 2310	
Kinesiology		Biol 1001, 2010, 1625 Chem 1100 Kin 4615 Phys 2701-03	Kin 3700	Kin 3750	
Liberal Studies		Biol 1000, Chem 1100, Geol 1000, HSC 1100, Phys 1700, 1800	Hist 1014, 10153400, 3017, Mus 3002, Thea 3225 Geog 2300, 3505	Anth 3000, 3800 Posc 1000, Soc 1000	Art 1020, Danc 3021, English 2030-40-50
Mathematics		(All Math courses)			
Modern Languages & Literatures			(All language courses)	Anth 3545, 3800, ES 3551-52, 3555, Geog 3540 Hist 3311-13, Phil 3403, Posc 3201, 3333, 3418, 3470	

Major	A1-3	B1-6	C1-4	D1-4	F
Music			Mus 1155		Mus 1027-29, 1210-70, 1314-16
Nursing	Comm 1000, Engl 1001	Biol 2010, 2020, 2025, Chem 1601-02 Stat 1000 Psyc 4420	Hist 4710	Anth 1000 or 1300, Soc 1000 HDEV 3800 Psyc 1000	
Philosophy			Phil 3100, 3151-53, 3230, 3301, 3305, 3311, 3335, 3400-01, 3403, 3410, 3411, 3417,		
Physics		Chem 1101, Math 1304-1305, 2304, 2101 Phys 1001-03			
Political Science		Stat 1000 or 2010	Posc 3410	Econ 2301-02 Posc 3418, 3470	
Psychology		Biol 1001-02, Psyc 1000, 4310, 4220, 4320, Stat 1000			
Sociology				Soc 1000, 3310, 3420, 3425, 3520, 3710,	
Theatre					Thea 1141-43, 1191-93, 2031-33 , 2421-24, 3524-57

CALIFORNIA STATE UNIVERSITY, EAST BAY
Educational Leadership for Social Justice
Doctor of Education Program
WASC Interim Report
Fall 2010

The WASC Commission approved the offering of the Ed.D. in Educational Leadership for K-12 education on June 22, 2008. In the letter to CSUEB president, the university was instructed to provide an interim report. This report addresses the areas listed in that correspondence.

Description of Students

The Educational Leadership for Social Justice (ELSJ) program started offering classes on June 30, 2008. As of fall 2010, the ELSJ had admitted three cohorts of students. The table that follows indicates the enrollment figures and demographic information by cohort.

2008-2010 Admission/Enrollment by Cohort

Year/ Cohort	Admitted	Enrolled	Fall 2010 Enrollment
2008	13	10	10
2009	16	10	7
2010	23	21	21
Total Students	50	41	38

Fall 2010 Enrollment by Gender/Race

Year/Cohort	Female	Male	Af Am	Latino	White	Asian	Other/ Declined to List
2008	7	3	5	2	3		
2009	4	3	4		2		1
2010	13	8	11	3	3	3	1
Totals	24	14	20	5	8	3	2

Student Loan Debt

Year Cohort Entered	2008-09
# of Ed.D. Students in entering cohort	10
# of Ed.D. Students with loans through Spring 2010 for cohort	5
Total Amount of Ed.D. loans through Spring 2010 for Cohort	\$144,867
Average Loan per Ed.D. Student in Cohort	\$ 14,487

Financial Support

The CSU system and CSUEB have contended with unprecedented budgetary shortfalls since the inception of the program. The University financial support has been affected by the current economic conditions.

In a letter to the WASC [Commission](#), the CSUEB President indicated the financial support to the ELSJ. Two faculty positions have been dedicated to the doctoral program. The president

committed two forms of continuing financial support to the program. Student fees (tuition) and the marginal costs that the University receives from the CSU system office were to be allocated to the ELSJ.

In addition to the state’s economic situation, the fewer than expected number of students in the program has affected the ELSJ budget. Recruitment goals in each of the first two years were not reached. The third year recruitment exceeded its operating goal of 17 students. Twenty-one students enrolled in the third cohort.

The ELSJ is housed in The College of Education and Allied Studies (CEAS). CEAS is also the fiscal agent for the doctoral program. The fiscal model calls for doctoral funds to be allocated to CEAS and in turn budgeted for program expenses. However, funds are not earmarked but rather a lump sum is allocated to CEAS for operation of the doctoral program.

CEAS received first year funding for the ELSJ in the amount of \$175,000. Second year funding was \$220,000. The CSUEB budget director indicated that the CSUEB has not received any marginal costs reimbursement from the CSU Chancellor’s office for the doctoral program.

Student Fees Collected

2008-09	2009-10	2010 (Summer & Fall)
\$111,104	\$248,147	\$247,803 (2 qtrs. only)

It can be seen from the fees collected that in the first year of operation, the University provided funding beyond the tuition income. In the second year of operation, the University collected \$248,147 and provided \$220,000 in funding to CEAS for the ELSJ operations. The fiscal outlook for the third year is optimistic due to the size of the third cohort.

These situations have created a need to make adjustments in the WASC approved five-year budget. The ELSJ financial model calls for reimbursement to departments for the faculty that teach in the program. The initial budget called for a department reimbursement of \$2000 per unit taught. The CEAS Dean changed the rate for the first three years to \$1500. This figure is higher than the current University reimbursement rate of \$1100 per unit. We anticipate increasing the rate to its original amount in the 2011-2012 academic year. Additional reductions were made in several individual areas such a \$15,000 reduction to the library and decrease of assigned time and travel expenses. The program secured two external grants in the amount of \$42,000 that were used to supplement program expenses and provide student fellowships.

Below are program expenses submitted to the CSU in June 2010. This report covers the period from 2008 to 2010.

Expense Categories	2008-2009	2009-2010
Instruction and Coordination	56,275	108,775
Course Development	8,000	25,500
P-16 Mentors/Advisers	7,500	8,700
Supplies & Services	10,166	3,094
Library, Research & Technology	17,195	35,000
Faculty Travel	1,156	1,746
Program Staff Salary	33,832	32,118

Yearly Expenditures Totals	90,126	182,815
Number of Students Enrolled (Headcount)	10	21
Program Expenditures by Student	9,012.60	8,705.48

Faculty Recruitment

As of Summer 2010, all Department of Educational Leadership faculty became core faculty in the Ed.D. program. Affiliated faculty from other universities and PK-14 settings have been recruited to serve as co-instructors, residency advisors, and dissertation committee members. Research sequence faculty commit to two-quarter course sequence to strengthen coherence. Additional qualified faculty will continue to be engaged throughout the addition of the third cohort.

Program Evaluation Plan

A data collection framework has been established for student work, faculty scholarship, governance, and program alignment with state requirements. “Signature assignments” are Qualifying Exams 1 and 2, Proposal, and Dissertation.

The program has created assessment rubrics for major student events and activities. These include Qualifying Exams, Dissertation proposal and Dissertation. The documents and completed rubrics are stored in SharePoint.

Core faculty document scholarship activity and service are documented. Core and affiliated faculty submit complete C.Vs and syllabi. The committee structures include a policy committee, a curriculum committee, and a sub-committee for research.

One course-based assignment is also collected each quarter for use by instructors to evaluate the course, refine the course sequence, assess student writing/scholarship, to use as exemplars for students, and for other faculty research.

The main questions guiding program evaluation are:

Does the program meet the requirements outlined in the CSU mandate? For example: Admissions, accessibility to full-time practitioners, rigor, and applied research in schools/districts.

A sub-area of accountability is faculty qualifications and doctoral culture. Program evaluation data include faculty qualifications, course-load, productivity, academic and administrative support for faculty development. A faculty mentoring process supports affiliated faculty through team-teaching, turn teaching, co-design of syllabi and course assessments.

A third area to be assessed: does the applied doctoral research (action-research assignments, dissertation) reflect the program’s mission that doctoral research, both faculty- and student-generated, serve the public good?

Data collection and analysis to improve student learning

- Individual (successful course completion, writing skill development, alignment of applied work to workplace demands, ongoing enrollment and course completion)

- Course (alignment of syllabi with program standards, student completion of work that meets the standard, student evaluations of instructors, and instructor feedback to program leaders.
- Program (see above). The leadership team is aligning two two-quarter research course sequences to more tightly fit with requirements for the Qualifying exams.

Rubrics have been developed and used for Qualifying Exam 1, Qualifying Exam 2, and the Dissertation Proposal. There is a rubric in place for the Dissertation Defense. Faculty meet monthly in a Curriculum and Assessment sub-committee to evaluate course syllabi against program standards, review student work against program standards, and to refine the scope and sequence of coursework and evaluation processes within each term and across terms (horizontal and vertical coherence).

Cohort	Qualifying Exam 1	Qualifying Exam 2	Proposal Presentation	Dissertation Defense
One	10/10 passed	8/10 passed 2 re-submitted and passed	7 students presented 1/6 was asked to revise	N/A
Two	5/8 passed 3 resubmitted and passed	Planned for Winter 2011		
Three	Planned for winter 2012			

Social Justice

The WASC letter of program approval requested a “Description of the meaning of social justice and how the social justice orientation of the program has been implemented in courses and other program experiences.”

Two papers presented at the University Professors of Educational Administration Conference, November, San Diego in 2009 address this point. The first paper gives context about the development of social justice principles and their use in the program design. The second paper addresses assessment of evidence that program participants understand, engage with, and apply the six principles within each stage of the program as well as with the focus of dissertation research. A third paper has been submitted to and accepted by the American Educational Research Association for presentation Spring, 2011.

Below are descriptions and abstracts of those papers that respond to this question.

Recent studies identify the essential role of social justice in the development of a new generation of leaders (Anderson, 2009; Brown, 2006; Murphy, 2002). What is pedagogy for social justice and how do leaders articulate those values in their scholarship? Scholar-practitioners are asked to demonstrate ways their practice is grounded in social justice values through a series of applied studies. Scholar-practitioners draw from personal experience, theoretical knowledge, and critical race theory. Socially just leadership can be developed through systematic use of relevant principles, critical reflection on actions of self and others, and inquiry about inequity. Critical social theory and methodology are a foundation for the study of leadership for social justice and provide a framework for analysis.

Lopez, J. & Collay, M. (2009). Using social justice principles as a foundation for educational

leadership doctoral education. Presented in the Symposium: The New California State University Ed.D. Programs in Educational Leadership: Continuity or Change?

Using social justice principles as a foundation for educational leadership doctoral education

The Educational Leadership for Social Justice program began in summer, 2008 at a CSU campus in the Bay area of northern California. The design of the program articulates a curriculum that supports faculty and students in applying social justice principles through university- and field-based learning and scholarship. The program standards reflect a commitment to improving learning outcomes for underserved students in urban schools. Faculty who teach in educational leadership programs grapple with ways to connect educational theory and practice, compel greater societal commitment by school leaders, and resolve seemingly intractable social inequity. When challenging problems are rooted in institutional racism, language discrimination, and generational poverty, a social justice dimension of curriculum philosophy must also be fully developed.

Social justice principles were designed within an interdisciplinary cross-campus faculty forum and ground the philosophy of the program. Faculty with expertise in social justice pedagogy and research synthesized six working principles for faculty, doctoral students, and their schools and communities. Faculty provide ongoing, systematic engagement with the values, purposes and applications of social justice for leaders by integrating social justice principles throughout the doctoral program curriculum, applied research and assessment. This curriculum is designed to acknowledge, fully engage, and sustain the values of equity and social justice for urban, immigrant communities through the education of school leaders. These values are particularly informed by the work of critical race theory as defined by Parker and Villalpando (2007).

Program standards and student outcomes contain systematic use of social justice principles, interwoven with disciplinary knowledge and applied research. Doctoral students demonstrate application of social justice principles in the service of the public good--in this case, obtaining a more equitable education for underserved and marginalized students and their families. Finally, the cohort structure provides technical and emotional support that enables emerging leaders for equity to sustain their courage as they encounter institutional resistance and personally directed racism, sexism and homophobia, among other challenges.

Collay, M. & Lopez, J. (2009). Leading For learning: Scholar-practitioners use social justice principles to guide research.

Leading for learning: Scholar-practitioners use social justice principles to guide research

The California State University system was charged to establish an education doctoral degree in 2005 (SB 724) for the purposes of developing scholar-practitioners to provide innovative educational leadership in districts and other agencies that serve the public good. This initiative was a response to the dearth of practitioner-responsive graduate programs for executive school district leaders and the lack of accessibility of programs to working administrators. Our program, Educational Leadership for Social Justice, began in summer, 2008. This study examines how social justice principles can guide the research of scholar-practitioners.

Faculty who teach in educational leadership programs grapple with ways to connect educational theory and practice, compel greater societal commitment by school leaders, and resolve seemingly intractable social inequities. Transformational pedagogy provides one dimension of this powerful curriculum for leaders faced with the most vexing problems of modern society (Baxter Magolda, 1998; Brooks, 2000; Brown, 2004; Cranton, 2002; Mezirow, 1998). When

challenging problems are rooted in institutional racism, language discrimination, and generational poverty, a second dimension of curriculum must be crafted.

Social justice principles guide applied research

Faculty designed transformative pedagogy that supports leaders in disrupting institutional racism to create greater access to education for least-served students and their families. Brown (2006) reported on a study of curriculum designed to support the development of transformative leaders:

If current and future educational leaders are expected to foster successful, equitable, and socially responsible learning and accountability practices for all students, then substantive changes in educational leadership preparation and professional development programs are required. Although many agree that theory, research, and practice should be intertwined to support the type of schooling (and society) that values, rather than marginalizes, few scholars offer groundbreaking, pragmatic approaches to preparing and developing truly transformative leaders. (p. 705)

This curriculum is designed to acknowledge, fully engage, and sustain the values of equity and social justice for urban, immigrant communities through the education of school leaders. These values are particularly informed by the work of critical race theory (CRT). Parker and Villalpando (2007) introduced a special issue of *Educational Leadership Quarterly* (2007) with a review of five “central themes that define CRT.” The third is:

A Commitment to Social Justice and Praxis. CRT has a fundamental commitment to a social justice agenda that struggles to eliminate all forms of racial, gender, language, generation status, and class subordination (Matsuda, 1996). In higher education, these theoretical frameworks are conceived as a social justice project that attempts to link theory with practice, scholarship with teaching, and the academy with the community (Lynn & Parker, 2006; Solórzano & Yosso, 2002; Villalpando, 2003).

The three-year Education doctorate curriculum is woven around 3 strands: social justice principles, disciplinary study, and applied research skill development. The social justice curriculum theory is presented in another paper.

Six social justice principles guide curriculum, instruction, assessment and research. Principle number 4, for example, is: a sense of agency and efficacy in creating new pathways for transforming our society, and particularly our schools, to be more equitable and just places.

Disciplinary study includes leadership for equity, accountability, sustainability, organizational theory, policy, governance, law, program planning, curriculum, and resource management.

Applied research that leads to more equitable outcomes for students and families is expected of each student. Individuals and teams select topics that address inequitable outcomes for students, identify focal questions, and collaborate to address concerns identified by members of their communities. Students work with field-based mentors to explore and evaluate factors preventing children and young people from attaining an adequate and equitable education.



Strategic Planning at Cal State East Bay, 2006-11 Initiatives and Accomplishments

May 6, 2011

Fulfilling the Seven Mandates

University Mission (2005)

To provide an academically rich, multicultural learning experience that prepares all its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally.

Cal State East Bay offers a choice of learning communities to serve different students at its multiple campuses. By sharing a common vision and a common administration, the University's several locations and wide variety of programmatic offerings strengthen each other in order to serve better the educational needs of California and the East Bay.

Introduction¹

President Mo Qayoumi initiated a collaborative process in Fall 2006 with extensive participation by students, faculty, staff, administrators, and government and community leaders in the East Bay region. The mandates emerging from this process became the University's *Framework for the Future*. They inspired the development of the University's Academic Plan as well as planning by the other University divisions.

The following pages summarize five years of accomplishments with respect to each mandate. It begins with several activities that pre-date the adoption of the seven mandates to show continuity in strategic thinking over the past five years.

The summary concludes with a diagram showing continuing initiatives at the end of the 2010-11 academic year in the form of the Cabinet's *Mission Continuity Plan*. This document illustrates how the university's priorities have matured from the 2005 mission statement to the seven mandates in 2007, to reach a set of distinctive accomplishments through the 2011-11 year. The diagram then focuses on the continuing initiatives that carry each mandate forward into the future.

¹ Please visit <http://www20.csueastbay.edu/about/strategic-planning/index.html> for Cal State East Bay's strategic planning documents.

Framework for the Future – Articulating and Fulfilling Seven Strategic Mandates

Five-Year Summary

Strategic planning at Cal State East Bay has gone through several phases in the past five years. The seven university-wide mandates established the University’s *Framework for the Future*. Then, the University built on these mandates to shape the Educational Effectiveness report for review by the Western Association of Schools and Colleges in Fall 2007. This process enabled the University to overcome criticisms from the earlier Capacity review, and to receive seven years of reaccreditation before its next review. In the words of the team leader, “they have never seen such a dramatic improvement in any university over such a short period.” Over the next several years, Cal State East Bay completed its first Academic Plan and physical master plan for the Hayward campus since the 1960s, initiated a comprehensive campaign, and established a diversity action plan. In the past year, the University has also moved from a more qualitative statement of the outcomes for the mandates toward dashboard measures to monitor progress.

2004-05 (Precursors to the Seven Mandates)

- Changed name to Cal State East Bay from Cal State Hayward.
- Adopted University Mission Statement, including Values and Vision.

2006-07

- Announced initial Presidential Priorities (September):
 - Hire more tenure-track faculty;
 - Improve the physical appearance of the Hayward campus;
 - Increase enrollment; and
 - Balance the budget.
- Held “Town Hall” meetings with the University community (students, faculty, staff, alumni, and community partners) (Fall).
- Established University Planning, Assessment and Budget Committee with faculty, staff, student, and administrative representatives (December).
- Published the *Framework for the Future*, summarizing the “town hall” meetings and articulating seven strategic mandates (February).
- Realigned the Cabinet structure to support the University’s strategic mandates and assignment of each division to a lead or support role for each:

A tradition of teaching, learning and academic quality – emphasized and reinforced through the knowledge and skills required to meet future educational needs	Academic Affairs
Strong growth and full enrollment with personalized learning and expanded access – supported at multiple locations (later rephrased as student access and success)	Academic Affairs; Planning and Enrollment Management*
An inclusive campus climate that values student, faculty and staff, and fosters multicultural learning and competence – supported by academic and co-curricular programs	Academic Affairs; Administration and Finance; Student Affairs*
Vibrant university villages – enhanced by student housing	Administration and

and student life programs to support the range of student needs at all locations	Finance; Student Affairs*
An efficient, well-run university with a culture of accountability – represented by a commitment to garnering, allocating and managing public and private resources in support of the academic directions of the plan	Administration and Finance
A university of choice through regional stewardship – expressed through continuing interaction between the University’s academic and intellectual activities and the societal and economic health of the Bay Area	Administration and Finance; University Advancement
A quest for distinction realized – emphasized by the University’s common mission as well as the particular identities of each location (later rephrased as distinction, realized and recognized)	University Advancement
<p>Notes:</p> <ul style="list-style-type: none"> ▪ Information Technology Services was assigned to provide support for all seven mandates. ▪ In 2009 Student Affairs was discontinued as a division, with its functions reassigned to Academic Affairs, Administration and Finance, and Planning and Enrollment Management. The latter then became Planning, Enrollment Management, and Student Affairs. 	

- Articulated Cal State East Bay’s mandates with the California State University system strategic planning initiative, “Access to Excellence.”

2007-08

- Developed division-level strategic plans.
- Completed educational effectiveness report for visit by Western Association of Schools and Colleges (WASC) (summer and fall); seven-year reaccreditation.
- Appointed steering committee for Hayward Campus Master Plan.
- Initiated discussions with City of Concord regarding redevelopment of the former Naval Weapons Station site (CNWS).
- Co-sponsored Bay area workforce roundtables (Fall).
- Prepared *Academic Plan* (by faculty and administration task force) (Fall, adopted in February).
- Established priorities for achieving the seven mandates in *Strategic Planning Priorities for Implementation – Turning Vision into Action* (April).
- Selected priorities for the *University of Possibilities* comprehensive campaign.

2008-09

- Completed annual update of division-level strategic plans.
- Introduced lower division pre-Nursing program at Concord.
- Developed budget reduction principles based on the seven mandates.
- Prepared Hayward Campus Master Plan.
- Initiation of University diversity planning under the leadership of the Faculty Diversity and Equity Committee with liaison to all divisions.
- Continued discussions with City of Concord regarding CNWS.

2009-10

- Completed annual update of division-level strategic plans incorporating diversity commitments.
- Realigned divisions with the retirement of vice president for student affairs.
- Approval of *Hayward Campus Master Plan* by CSU Board of Trustees (September, followed by litigation by the City of Hayward and neighbors).
- Developed *Budget and Enrollment Plan for 2010-11* following principles aligned with the seven mandates.
- Continued discussions with City of Concord regarding CNWS.

2010-11

- Completed annual update of division-level strategic plans.
- Published *University Diversity Action Plan* (Fall).
- Published *Strategic Planning Summary 2010 – Emerging Initiatives and Priorities* (December).
- Continued discussions with City of Concord regarding CNWS.
- Published *The Open Learning Ecosystem: Transforming Education through the Virtual STEM University* (April).
- Began developing “dashboard” measures to monitor progress regarding fulfillment of the seven mandates.
- Developed *Mission Continuity Plan* in preparation for transition from President Mo Qayoumi to interim President Leroy Morishita.

In the University's Quest for Distinction, Realized and Recognized ...

Five-Year Summary

When Cal State East Bay established its seven mandates in 2007, the community felt that the University did not project a clear image to the region that would attract students and garner support. By 2010 the Cabinet recognized that Cal State East Bay's successful strategic planning efforts had satisfied the "quest." Thus, this mandate has been restated as Distinction, Realized and Recognized, stressing the importance of sharing Cal State East Bay's distinguishing characteristics.

Over the past five years Cal State East Bay has become known for its innovation and leadership in higher education, its emerging STEM orientation, its inclusiveness, its investment in campus life, its engagement with the region, and its strategic decision-making. The University community recognizes that each of the seven mandates is necessary to achieve high academic quality, and for CSU East Bay to become a destination campus while continuing to serve regional needs.

The University's academic planning process identified Teacher Preparation, Educational Leadership, and Collaboration with K-12 Education along with Science, Technology, Engineering, and Mathematics (STEM) as two areas of distinction for Cal State East Bay. Subsequently, the University has joined them together, recognizing that STEM Education represents the significant need in the region in general as well as in undergraduate and graduate education. The *University of Possibilities* campaign was designed with the University's vision to become a STEM-centered university in mind. The campaign's objectives also express the University's resolution to redefine academic quality through innovation in teaching and learning, increase access to educational excellence and opportunity, foster student aspiration, ensuring engagement and success, and capitalize upon promising ideas and respond with agility to new needs.

Over the past five years, University Communications has supported the vision of the University with a strategically focused media relations program that has increased media hits, media contacts and pitches, news releases and an increased number of CSUEB news stories in, and faculty connections with, regional media.

2006-07

- Increased University profile in region through president's membership in regional boards.
- Expanded Educational Foundation board.
- Launched alumni on-line community.

2007-08

- Completed Campaign Capacity study and conducted campus-wide dialogue on campaign priorities.
- Expanded Alumni Association board.

- Redesigned and refocused *Cal State East Bay Magazine* with more strategic messaging.
- Launched *eAdvocacy* communications program.

2008-09

- Created campaign communications, tools, and collateral pieces.
- Increased giving/support stories in magazine and on web.
- Established the University's first endowed professorship in the College of Business and Economics.
- Featured in several media articles about innovative uses of "above-college" and "above-campus" IT shared-services to radically reduce cost structures at CSUEB.

2009-10

- Recruited President's Campaign Steering Committee and launched the Leadership (quiet) Phase of the *University of Possibilities* campaign, and completed first campaign year with results above the benchmark for \$50M campaign.
- Created campaign prospectus and a stand-alone case statement for STEM education.
- Created a significantly more active and supportive Alumni Association board of directors focused on an outreach- and engagement-focused alumni relations program.
- Received national recognition through the Kennedy Center for University theater production.
- Introduced "PR 2.0" strategy with a new and robust new media/social media-centric paradigm involving several platforms.
- Launched "Inside CSUEB" News Blog and others news distribution channels into multiple web pages thus encouraging campus-wide content contributions.
- Created web-based *Friends View* e-communications vehicle.
- Recognition as a "model" institution for innovative IT cost reduction strategies – in high demand for consulting and "how-to" presentations.

2010-11

- Began providing direct fundraising support to the colleges and athletics program.
- Completed second campaign year with results above the benchmark for \$50M campaign.
- Awarded first doctorates in Educational Leadership EdD program (June 2011).
- Received 12 million dollar National Science Foundation grant to help improve STEM education in area school districts.
- Established the University's first endowed chair in the College of Letters, Arts, and Social Sciences
- Created the Center for STEM Education.
- Established second endowed professorship in the College of Business and Economics.
- Reinvigorated Oakland Center with new graduate programs in Business and Social Work.
- Heavily courted by top IT industry companies (Cisco, IBM, Apple, etc.) to participate within their small circle of higher education IT product and service innovation sites.

In Enhancing Academic Quality ...

Five Year Summary

During the period 2006-2011, Cal State East Bay has stabilized our academic leadership, increased the number of tenured and tenure-track faculty, and established a model to ensure that adequate resources are in place to continue our most visible symbol of excellence – national accreditation of our programs.

From 2006-2010, 119 new tenure track faculty were hired. Two deans were put into place, a new Provost was installed, and other important academic posts were filled. In addition, accreditations or reaccreditations were achieved for the University, the College of Business and Economics, the College of Education and Allied Studies, and eight fully online degrees (the latter as part of our online campus).

Most significantly, under the University's strategic plan, all areas of the University have recognized that they have a role to play in supporting and improving the academic quality of CSU East Bay.

A high-functioning University with a mission of high academic quality makes a commitment not just to activities in the classroom but also to supporting out-of-classroom learning, service to our community, student access and success, cultivating diversity, promoting a campus culture, connecting to the region, and constantly aiming for distinction, all while keeping an eye on the bottom line. As each year passes, the definition of what it means to be a graduate of CSU East Bay becomes clearer to those who receive our degree, and to those that hire our graduates. That is the lasting legacy of the seven mandates and, in particular, our emphasis on high academic quality.

2006-07

- Participated in CSU Access to Excellence discussions, including sponsorship of a “conversation” at the Hayward campus.
- Hired 43 tenure track faculty in a variety of disciplines.

2007-08

- Hired a permanent Dean for the College of Business and Economics.
- Hired 30 tenure track faculty.

2008-09

- Hired 45 new tenure track faculty in a variety of disciplines.
- Received ongoing accreditation from AACSB for the College of Business and Economics.
- Hired a new Associate Vice President for Research and Sponsored Programs.
- Hired a new University Librarian.

2009-10

- Hired a new Provost.
- Achieved national reaccreditation for departments of Social Work, Computer Science and Music Education.
- Received NCATE accreditation for College of Education and Allied Studies.
- Increased research grants submissions from 96 (2007/08) to 132 (2009/10). Award totals also are on the rise.

2010-11

- Hired a new permanent Dean for the College of Education and Allied Studies.
- Conducted Town-Hall meetings on creating a STEM centered campus at CSU East Bay.
- Reinvigorated the process of 5-year reviews for all academic programs after a 1 year hiatus due to furloughs.
- Began process of updating our WASC accreditation report and hired an Assessment Coordinator to review assessment of student learning in all disciplines.
- Received national reaccreditation Department of Nursing.
- Established Early Start Team to plan for better prepared freshman students.
- Convened ad hoc committee on Research,.
- Convened ad hoc committee on the Concord Campus to provide input on strategic planning on the future of service to Contra Costa County.
- Initiated Instructional and Research Equipment Program and allocated \$2.3M.
- Reformulated procedures for Instructional Related Activities to encourage greater cross-campus involvement.
- Instituted new policies for justifying new Faculty hires, placing increased emphasis on scholarship and community engagement.
- Held first ever Research Poster event to acquaint the campus with the various types of research being performed by faculty at East Bay.
- Developed *Virtual Computing Lab (VCL)* cyber infrastructure for use by faculty at CSUEB (and sister CSU campuses).
- Developed proposal for the Academic Access, Enhancement and Excellence Fee.

In Supporting Student Access and Success ...

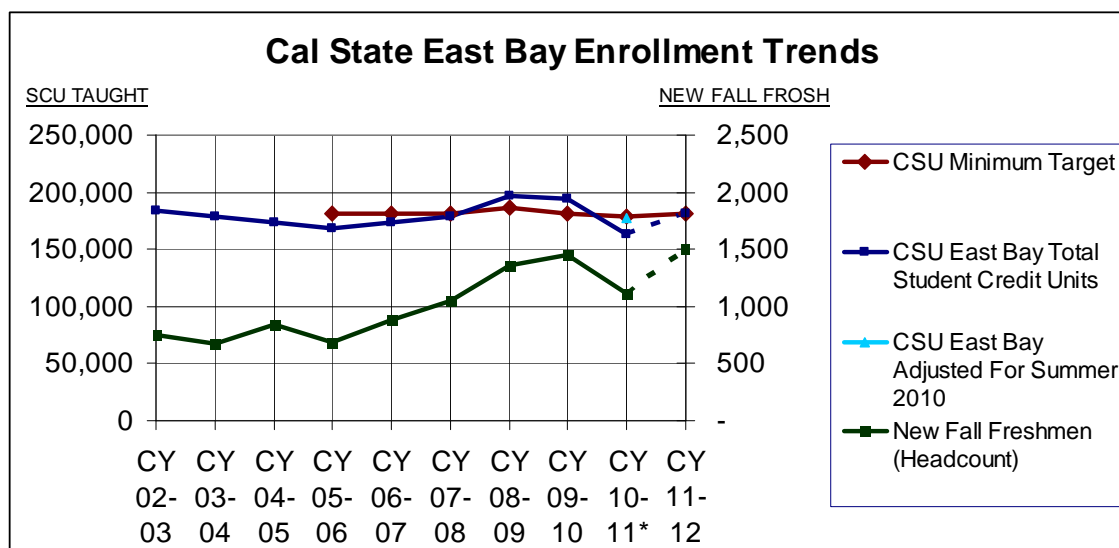
Five-Year Summary

Cal State East Bay has enhanced outreach efforts to underserved communities by annually hosting African American and Latino Education Summits (now combined into a single event reaching over 1,000 community members), and providing leadership in the Super Sunday system wide initiative (increasing CSUEB’s participation from 11 church services in 2006 to 28 in 2011). Cal State East Bay has also developed summer Algebra and Mathematics academies to improve student preparation for college.

Prior to 2006-07 Cal State East Bay’s enrollment had declined to more than 8 percent below the CSU target for the university. Enrollment increased by more than 15 percent from 2005-06 through 2009-10. Then, due to state budget constraints and mandated enrollment reductions, Cal State East Bay decreased enrollment, primarily by converting Summer 2010 enrollments to self-support. If Summer 2010 had remained on state support, the net increase over five years would be 5.5 percent. Cal State East Bay returns to a state-supported summer for 2011 with a new CSU target of 11,300 California resident FTES.

Cal State East Bay also has a goal to increase the number of freshmen on the Hayward campus to 15 percent of the total headcount. In 2005-06 the number of freshmen was under 700 (about 5.5 percent of Fall headcount). By 2009-10 the number had more than doubled (to 1445, representing 9.8 percent of Fall headcount). Consistent with overall enrollment reductions, the number and proportion of new freshman decreased temporarily in 2010-11 (back to 8.6 percent of total Fall headcount), but plans for 2011-12 are to increase the number to 1500 (11 percent of all students).

The chart below shows the overall trend in enrollment as well as the increase in freshmen.



2007-08

- Formed Student Success Assessment Committee (SSAC) comprised of faculty, staff, students, and administrators, which functions as the University's enrollment management advisory committee.
- Redesigned CSUEB website for accessibility – employing “audience-based” (audience-optimized) landing pages for prospective and current students.

2008-09

- Consolidated Undergraduate Advising Center and Career Development Center into Academic Advising and Career Education (AACE) to connect student coursework with workforce preparation.
- Received grant for federal McNair Scholars program. This program helps students from underrepresented backgrounds apply to graduate school.
- Produced enhanced student recruitment publications, ads, marketing collateral, and communications.
- Produced Web-based virtual tour and recruiting DVD and promoted Web inquiries by prospective students.
- Created *University of Possibilities* campaign priorities in support of student access and success, including scholarships and college pathway programs including Mathematics Achievement Academies, and a new or renovated library/learning commons and undergraduate research opportunities.
- Developed and deployed *East Bay Replay* lecture capture system for students within STEM disciplines – transforming the classroom experience and learning outcomes for students, as well as improving retention within STEM disciplines.

2009-10

- Integrated ongoing efforts to improve retention and graduation rates with CSU initiative to decrease the achievement gap between students from historically under-represented communities and more traditional students.
- Developed and deployed *Virtual Computing Lab (VCL)* for students at CSUEB (and sister CSU campuses) – providing 24x7 remote access to advanced academic computing lab software and computer power.

2010-11

- Supported one-time projects and programs to decrease the achievement gap
- Established and saw rapid growth of a Freshman Peer Mentors Program.
- Received three-year renewals for federal programs serving low-income, first-generation students (EXCEL) and students with disabilities (IMPACT).
- Expanded the availability of online library services and online tutoring (through the E-tutoring consortium).
- Expanded the University Honors Program and established an Honors Reading Room in the University Library.
- Developed prototype for the *California Educational Planner (CEP)* in collaboration with CSU and CCC System Offices – designed to provide CCC students with easy access to fully-articulated multi-institutional pathways to upper-division degree completion programs.

In Cultivating an Inclusive University ...

Five-Year Summary

Cal State East Bay continues to have a very diverse student, faculty and staff population. The University's Diversity Action Plan recognizes the broad definition of diversity that includes many attributes that are not highly visible.

Thus, demographic data only reflect those characteristics that are counted in human resources or census data bases. About 60 percent of the tenured and tenure-track faculty are white, and 47 percent female. Women constitute about 60 percent of the lecturers. About 43 of the University's staff members are white and 57 percent female. Asian or Pacific Islanders are the second largest ethnic group for both faculty and staff.

Over the past five years the proportion of students who self-identify as Asian or Pacific Islander proportion has continued to be the largest at about 26 percent; white students represent a slightly smaller share at 25 percent. Latino students have increased from 13 to 17 percent; and African-American students have varied between 10 and 12 percent annually. The undergraduate population is more diverse than post-baccalaureate and graduate students, with the proportion of white students declining from over 24 percent to under 23 percent during the past five years. Over 60 percent of Cal State East Bay's students are women.

University Communications produced publications and Web banners and articles promoting University's multicultural student body, including online virtual tours that promoted CSUEB from the perspective of individual students from diverse backgrounds.

2006-07

- Conducted Campus Climate Survey (findings incorporated in WASC educational effectiveness review).

2007-08

- Began Accessible Technology (ATI) implementation.

2008-09

- Initiated diversity planning process with national speakers to inform and motivate the University's diversity planning process.

2009-10

- Celebrated first annual Diversity Day, noting accomplishments by all divisions and departments across the university.

2010-11

- Published University Diversity Action Plan.
- Increased non-resident international students from 745 (2007) to 1072 (2010).
- Completed Accessible Technology (ATI) reporting effort.

- Expanded Renaissance Scholars Program (for foster youth at CSU East Bay) through the procurement of several grants from the Walter S. Johnson Foundation, the Pottruck Fund, the San Francisco Foundation, the Y & H Soda Foundation, United Way, Kellogg Foundation, and other foundations.
- Expanded American Language Program to over 750 students.
- Participated in *The Chronicle of Higher Education* “great workplaces” survey.
- Participated with CSUEB students in California Forum for Diversity in Graduate Education and made plans for future involvement with the Forum.

In Sustaining Vibrant University Villages ...

Five-Year Summary

In 2006 Cal State East Bay determined that to become a campus of choice it needed to create a more inviting campus and to enhance the student life.

The first step was an ambitious project to improve the look of the Hayward campus. All new signage, done in school colors, was put in place. Landscaping, rather than lawn maintenance, became the focus of our grounds crew bringing a transformational feel to the campus. Both campus entryways were totally replanted. The stadium now has 10,000 red and white rose bushes that are in full bloom at commencement, providing an amazing backdrop for our graduates and the families as they celebrate their accomplishments. Flowers, native plants and trees are now the norm.

In order to enhance our students' college life experience we have concentrated our enrollment growth in the more traditional college going age group. We have more than doubled our freshman class, expanded our housing from fewer than 300 beds to over 1,200 and opened our first Dining Commons with a seating capacity of more than 500. Also, we have moved our Intercollegiate athletic program from Division III to the much more competitive Division II and joined the California Collegiate Athletic Association aligning us with 10 of our sister CSU campuses and creating immediate rivals.

We opened a second University Union building that is home to many student activities and additional eating options. Finally, we recently opened a 54,000 sq. ft. Recreation and Wellness Center that includes 2 full sized basketball courts, fitness center, indoor track, fitness studios, massage therapy, health education classrooms and an outdoor playing field.

2006-07

- Launched the *View* faculty/staff newsletter.
- Opened Pioneer Heights Phase II that included two new buildings with 412 beds.
- Improved landscaping at Hayward campus.
- Consolidated the ASI, Inc., and University Union Board into one entity to improve programming.
- Opened Valley Business and Technology building at Hayward campus.
- Opened new University Union at Hayward campus.

2007-08

- Refurbished all our instructional spaces at both Hayward and Concord and the Library including new carpet and furniture.
- Made additional landscape improvements and installed new signage at Hayward campus.

2008-09

- Opened Pioneer Heights Phase III that included two new buildings with 476 beds.
- Opened the 20,000 sq. ft. Dining Commons with seating capacity in excess of 500.
- Enhanced operations at Concord campus by providing food services and a bookstore.
- Received approval from the NCAA to move our intercollegiate Athletics Program to Division II. We have been accepted into the California Collegiate Athletic Association (CCAA), a conference of primarily CSU institutions.

2009-10

- Held first ever Research Poster event to acquaint the campus with the various types of research being performed by faculty at East Bay.
- Expanded wireless network coverage to nearly all physical spaces – including student residential buildings, union, and athletic/recreational spaces.
- Increased student programming at the Concord campus.

2010-11

- Opened the Student Services and Administration building, combining in one spot many different student services – enrollment information, cashier, financial aid, advising, career services, admissions, etc.
- Opened the 54,000 sq. ft. Recreation and Wellness Center that includes 2 full sized basketball courts, fitness center, indoor track, fitness studios, massage therapy, health education classrooms and an outdoor playing field.
- Completed our final year of transition from NCAA Division III to Division II athletics.
- Opened several new eateries on campus, including a Starbucks coffee shop in the University Library.

In Support of an Efficient, Well-Run University and a Culture of Accountability ...

Five-Year Summary

In 2006-07 Cal State East Bay was forced to come to grips with an ever-worsening financial stability issue. Distrust about where money was, how it was allocated and spent, and how budgetary decisions were being made was running rampant. We set about creating budget transparency. We implemented a financial data warehouse allowing all employees full access to all the data. We strengthened our budget decision making process to include a university wide committee (UPABC). We have consistently held budget forums and made budget presentations to keep the entire campus informed as we create each year's budget. Academic Affairs created a funding model for the colleges that is shared across the campus, informing all about target FTES by college and how the colleges' are funded to teach at those levels. One-time availability of funds is made known and a call for projects is made through each VP and then decided by the Cabinet.

Information Technology is an integral part of every division's ability to perform efficiently. Cal State East Bay created a Cabinet level Steering Committee that determines the priority of the use of our technology dollars. In addition our ITS department has been at the forefront of the move to consolidate and virtualize IT infrastructures and services, adopt sustainability considerations, pilot multi-campus synergy initiatives, and exploit cloud computing technologies.

Analysis of class scheduling patterns and space usage has contributed to more efficient utilization of lecture space, increasing from 65.5 percent in Fall 2007 to 78.9 percent in Fall 2009 at the Hayward campus. Lab utilization has fluctuated more and is subject to additional analysis as part of the planning process for a new STEM Education building.

2006-07

- Reorganized Cabinet and created two new divisions: Information Technology Services to manage IT services more efficiently, and Planning and Enrollment Management to focus on enrollment growth.
- Developed three-year enrollment growth and budget deficit reduction plan.

2007-08

- Developed open and transparent budget practices with increased engagement in the process from the university constituencies.
- Established quarterly meetings with union leadership that has led to improved communications and collaborative operations.
- Implemented first financial data warehouse and web enable department financial reporting.
- Launched the multiyear transition of IT @ CSUEB away from the siloed local-fiefdoms model to shared "above-college" and "above-campus" infrastructures and support services models – reallocating freed-up resources to activities designed to accelerate innovation and realization of our strategic mandates.

- Centralized funding and life-cycle management for servers and desktop computers – reduced procurement costs by 25 percent.

2008-09

- Enhanced Worker's Comp program that has lead to a reduction of over \$1M and closed over 70% of pre-existing claims.
- Developed energy management programs that have reduced annual costs by more than \$250k in real dollars (after covering price increases).
- Developed *IT Sustainability* programs involving server consolidation and virtualization, power and patch management, and cloud-based hosting of student email service – eliminated dozens of servers, reduced power consumption by 26%, and received Computerworld Green IT Award.

2009-10

- Eliminated operational debt of over \$10M accumulated prior to 2007-08.
- Deficit balance in DCIE is reversed from a negative (\$655k in 2007) to positive (542k in 2009/10).
- Successfully managed a difficult lay-off process. The process was open and honest, with many of the Unions working close with us to minimize the impact as best possible.
- Opened the new Student Administration building that provides student with a central place for all their administrative process needs.
- Completed renovation of Pioneer Stadium to include a new track and NCAA regulation sized artificial turf soccer field.
- Developed the *CSU Synergies* white paper – launching the initial wave of pilot IT synergy initiatives – the Virtual Computing Lab (VCL), Virtual Network Operations Center (VNOC), and the Virtual Information Security Center (VISC).
- Developed social media standards and guidelines to promote effective university-wide use of social media.
- Created measurement tools that increased strategic communications messages
- Improved oversight of utilization of restricted donor funds.
- Enhanced availability of donor fund information for benefitting campus units.

2010-11

- Developed Academic Quality funding model for Academic Affairs taking into account various strands that assure delivery as well as support of instruction. This is a vital step in creating transparency in our funding process.
- Approved 11-12 budget that handles CSUEB's share of the \$500 million CSU reduction. Also prepared for an additional \$500 million if the CSU takes another cut based on State actions.
- Transitioned synergy VCL, VNOC, and VISC initiatives from pilot to production for CSUEB (and sister CSU campuses) – received the CENIC 2011 Education Innovation Award for the VCL, and received the Computerworld 2011 Honors Award for the VISC.
- Created “dashboard indicators” to monitor progress and provide timely identification of areas requiring attention to stay on goal.

In Providing Regional Stewardship ...

Five-Year Summary

The University prepared for and launched the *University of Possibilities* campaign, the University's first comprehensive campaign. Its objectives are inspired and informed by the University's strategic plan, as well as an intensive priority-setting effort that involved faculty, students, staff, alumni and friends, and trustees of the Cal State East Bay Educational Foundation.

The campaign has been positioned as a fulfillment of the University's regional stewardship commitments which lie at the heart of its mission and vision. For the University to fully deliver on its bold commitment to higher education that is not only broadly accessible but also cutting-edge and truly transformative, requires greatly increased private support. Thus, the comprehensive campaign represents a unique opportunity for those who share the University's passion for regional stewardship to empower its vision — and to invest *through* it in the solutions and changes that its regional commitments represent.

During this period, we also significantly enhanced inter-segmental cooperation with K-12, community colleges, national labs, and industry partners in our service area.

2006-07

- Stated Cal State East Bay's role in terms of preparing the future workforce, contributing to the economic health of the region, and being part of the health care solution (as a precursor to the regional stewardship mandate).

2007-08

- Co-sponsored a dozen regional CEO Workforce Development Roundtables with governmental, industry, and educational leaders, to secure input and insights for the new Academic Plan.

2008-09

- Wrote grant proposal to establish the Gateways P-20 Partnership and presented it to Living Cities for funding.

2009-10

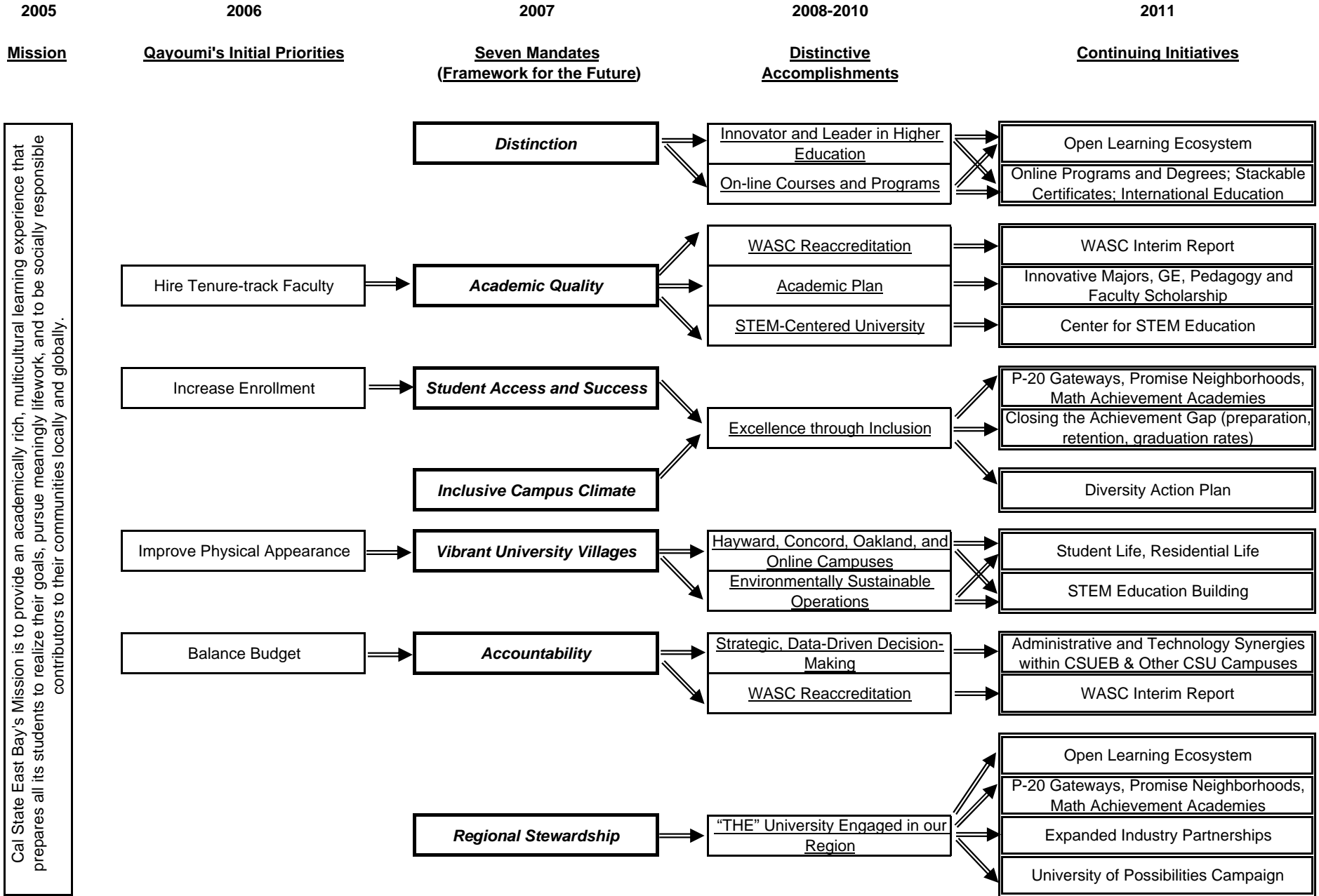
- Established Gateways P-20 Partnership.
- Began work with area Community Colleges to create better transfer pathways and coordinate outreach to area populations.
- Expanded greatly the number of certificates available for workforce training including engineering, health sciences.

2010-11

- Received grant for Promise Neighborhoods Project which will coordinate various educational and social service efforts within the Jackson Triangle of Hayward.

- Began work with Lawrence Livermore National Lab regarding commercialization of research. University faculty and students will identify LLNL research that should reach broader audiences.
- Developed online Masters Program in Health Care Administration to provide ongoing education for area Public Administrators in various social service and government agencies.
- Developed new partnerships with S. D. Bechtel, Jr. Foundation, Cisco, William & Randolph Hearst Foundation, Bayer, and Chevron to promote STEM education at East Bay and throughout the region, to expand our Mathematics Achievement Academies, and to promote an ongoing dialog to improve STEM teaching and learning outcomes across the P20 continuum.

CAL STATE EAST BAY - Mission Continuity Planning, April 2011



Appendix J

Examples of Exhibits from Diversity Day 2011

Faculty Research. Faculty from Communicative Sciences and Disorders presented local community-based research on barriers faced by minority clients when they sought access to speech pathology services. In addition to finding a number of key barriers related to cultural and linguistic background, the research has been used to inform the practices of the on-campus speech clinic and assignments for students which raise their awareness about challenges faced by clients in general and minority clients in particular.

Course Offerings. Faculty from the Department of Hospitality, Recreation, and Tourism presented an experiential assignment from REC 4050, a required course for all majors. The assignment requires students to use a wheelchair for a four-hour period during which they must take public transportation and access consumer services. The purpose of the assignment is to sensitize students who will work in hospitality fields to the challenges faced by clients with disabilities.

Student Projects. Students in the Department of Music have recently started a CSUEB affiliate of the Collegiate Music Educators National Conference. These students work with local high school music programs that have lost their funding in order to ensure that low-income high school students can expand their knowledge of musical cultures around the world.

Campus Service. The McNair Scholars Program, which prepares underrepresented baccalaureate scholars for graduate study, presented the services they provide for students in the program. At CSUEB, this program started in 2008 and links students with research faculty, financial resources, support for graduate school applications, and opportunities for McNair scholars to share their experiences with other students across campus. Between 2008 and 2011, the program has accepted and worked with 75 undergraduate students who plan to pursue graduate studies.

WASC/ACSCU SUMMARY DATA FORM

Institution: California State University, East Bay

Year Founded: 1957

President/CEO: Dr. Mohammad Qayoumi

Date Form Completed: May 10, 2011

Calendar Plan: Semester Quarter Trimester Other _____

Approved Degree-Granting Levels: Associate Bachelors Masters Research Doctorate Professional Doctorate and other

Sponsorship and Control:

- Independent
- Independent, with affiliation _____
- Religiously affiliated _____
- California State University
- University of California
- University of Hawaii
- Public
- Proprietary

FOR UNDERGRADUATE PROGRAMS:

Last Reported IPEDS Data for Enrollment by Ethnicity and Gender. Use IPEDS definitions for students.

IPEDS data reported as of (date) **February 1, 2011**

Table 1

Enrollment by Category	Total FTE of Students*	Total Headcount of Students	Non-Resident Alien Headcount	Black, Non-Hispanic Headcount	Am Indian/Alaska Native Headcount	Asian / Pacific Islander Headcount	Hispanic/Latino Headcount	White/Non-Hispanic Headcount	Ethnicity Unknown Headcount	Total Male Headcount	Total Female Headcount
Undergraduate	8927	10064	836	1093	47	2841	1909	2284	1054	4012	6052
Non-degree	500	530	408	31	1	117	65	219	82	185	345
Total	9427	10594	1244	1124	48	2958	1974	2503	1136	4197	6397

* If institution has used a formula other than $FTE = FT + (PT/3)$, please indicate how calculated FTE. _____

WASC/ACSCU SUMMARY DATA FORM

IPEDS Data for 6-Year Cohort Graduation Rate, Last 3 Years, by Ethnicity and Gender:

Please indicate if the data provided in tables below is for: freshmen only (use Table 2)
 freshmen and transfer students combined (use Tables 2 and 3)

Table 2

Freshman Cohort Year (Entering Fall)	Overall Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/Alaska Native %	Asian / Pacific Islander %	Hispanic/Latino %	White/Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
2003	47.6	36	36	50	51	45	55	46	43.2	50.4
2002	44.4	33	23	25	53	38	51	40	42.9	45.2
2001	39.7	53	27	25	45	40	36	37	35	42.5
3-Year Averages:	43.9%	40.7%	28.7%	33.3%	49.7%	41%	47.3%	41%	40.4%	46%

If institution tracks freshman and transfer graduation rates separately please provide last 3 years data for 6-Year cohort *transfer* graduation rate by ethnicity and gender:

Table 3

Transfer Cohort Year (Entering Fall)	Overall Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/Alaska Native %	Asian / Pacific Islander %	Hispanic %	White/Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
2006	65	72	51	53	65	71	72	65	60	68
2005	67	81	51	30	68	64	74	64	63	69
2004	67	83	50	89	69	59	72	62	63	69
3-Year Averages:	66.3%	78.7%	50.7%	57.3%	67.3%	64.7%	72.7%	63.7%	62%	68.7%

WASC/ACSCU SUMMARY DATA FORM

FOR GRADUATE PROGRAMS:

Last Reported IPEDS Data for Enrollment in each program level by Ethnicity and Gender. Use IPEDS definitions for students.

IPEDS data reported as of (date) February 10, 2011

Table 4

Enrollment by Category	Total FTE of Students*	Total Headcount of Students	Non-Resident Alien Headcount	Black, Non-Hispanic Headcount	Am Indian/Alaska Native Headcount	Asian / Pacific Islander Headcount	Hispanic/Latino Headcount	White/Non-Hispanic Headcount	Ethnicity Unknown Headcount	Total Male Headcount	Total Female Headcount
Masters	1839	2257	408	176	8	411	213	727	314	831	1426
Research Doctorate											
Professional (Masters & Doctorate)	24	38	0	16	1	2	3	7	9	14	24
Total	1863	2295	408	192	9	413	216	734	323	845	1450

Current Faculty: Total FTE of faculty **576.6** as of **January 20, 2010**

Full-time faculty headcount: 366 Non-Caucasian = 42% Male = 51% Female = 39%

Part-time faculty headcount: 454 Non-Caucasian = 35% Male = 40% Female = 60%

FTE Student-to-FTE Faculty Ratio: 32.9 reported for Fall 2008

Institution: California State University, East Bay

WASC/ACSCU SUMMARY DATA FORM

Finances:

- A. Annual Tuition Rate:** Undergraduate Resident Tuition: \$5091 Undergraduate Non-Resident Tuition: \$14,019
Graduate Resident Tuition: \$6075 Graduate Non-Resident Tuition: \$12,027
- B. Total Annual Operating Budget:** 2009-2010--\$143.2 million
- C. Percentage from tuition and fees:** 53.4%
- D. Operating deficit(s) for past 3 years:** No operating deficits
- E. Current Accumulated Deficit:** N/A
- F. Endowment:** June 30, 2009 = \$453,504 (non-expendable/University Only)

Governing Board: A. Size: 25 (CSU Board of Trustees) B. Meetings a year: Six two-day meetings

Off-Campus Locations: A. Number: Four (two awaiting implementation) B. Total Enrollment: (see "B. Distance Education Programs")

Distance Education Programs: (50% or more of program/degree requirements are offered via any technology-mediated delivery system):

A. Number: Eight B. Total off-campus and distance education headcount reported for WASC 2010 Annual Report: 900