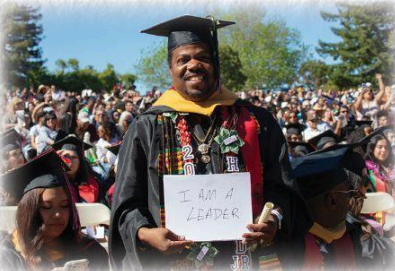




REPORT OF CALIFORNIA STATE UNIVERSITY, EAST BAY

For Reaffirmation of Accreditation

Date of Visit: March 19-21, 2025



AUGUST 2024

Table of Contents

Section A – Institutional Context and Response to Previous Commission Actions

Description of Institution	1
Preparation for Reaffirmation	9
Response to Previous Commission Requirements	10
Implications	11

Section B – Institutional Essays

Standard 1 – Defining Institutional Mission and Acting with Integrity	13
Institutional Purposes (CFRs 1.1, 1.2, 2.10, 3.11)	16
Structures Informing Campus Transparency & Integrity (CFRs 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.6)	20
Implications	20
Standard 2 – Achieving Educational Objectives and Student Success	
Introduction	21
Degree Programs (CFRs 2.1, 2.2, 2.3 2.4, 2.5 2.7, 2.10)	21
Faculty (CFRs 2.5, 2.6, 2.7, 2.8)	28
Student Learning and Performance (CFRs 2.7, 2.9, 2.10, 2.11, 4.1, 4.2, 4.5, 4.6)	32
Student Support (CFRs 2.12, 2.13, 2.14, 4.1, 4.2, 4.5)	36
Implications	44
Standard 3 – Assuring Resources and Organizational Structures	
Introduction	46
Organizational Structures & Decision-Making Processes (CFRs, 3.4, 3.7, 3.8, 3.9, 3.10, 3.11)	46
Faculty, Staff, and Administrators (CFRs 3.1, 3.2, 3.3)	50
Fiscal, Physical, Technology, and Information Resources (CFRs 1.3, 1.7, 3.4, 3.5, 3.6, 4.1)	54
Implications	61
Standard 4 – Creating an Institution Committed to Quality Assurance and Improvement	
Introduction	63
CSU Chancellor’s Office Quality Assurance and Improvement (CFRs 4.1, 4.5, 4.6, 4.7)	63
University-Wide Quality Assurance and Improvement (CFRs 4.1, 4.2, 4.3, 4.4, 4.5)	64
Academic Quality Assurance and Improvement (CFRs 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8)	65
Co-Academic Quality Assurance and Improvement (CFRs 4.1, 4.2, 4.5, 4.8)	67
Administration and Finance Quality Assurance and Improvement (CFRs 4.1, 4.2, 4.5, 4.8)	68
Implications	69
Section C – Reflections	
Synthesis of Insights as a Result of the Reaffirmation Process	71

Appendices

Appendix I: Compliance with WSCUC Standards Worksheet

Appendix II: Federal Compliance Forms

Credit Hour and Program Length Review Form

Marketing and Recruitment Review Form

Student Complaints Review Form

Transfer Credit Review Form

Appendix III: Institutional Exhibits

[Institutional Exhibit #1: Glossary of Terms](#)

[Institutional Exhibit #2: Institutional Effectiveness & Research](#)

[Institutional Exhibit #3: Student Affairs Assessment Design](#)

[Institutional Exhibit #4: Institutional Learning Outcomes Integrated Assessment](#)

[Institutional Exhibit #5: External Funding Efforts](#)

[Institutional Exhibit #6: Faculty Engagement & Student Learning](#)

[Institutional Exhibit #7: Student Initiatives](#)

[Institutional Exhibit #8: Student Equity & Access Program](#)

Section A – Institutional Context and Response to Previous Commission Actions

To be a catalyst for student equity, life-long learning, innovation, and educational success that amplifies upward mobility for all communities.

–Cal State East Bay’s Vision Statement, President Cathy Sandeen

Description of Institution

Located in the Hayward hills between San Francisco and Silicon Valley, California State University, East Bay (CSUEB) is one of 23 campuses in a public university system first established in 1862. Aligned with the California Master Plan for Higher Education, the California State University (CSU) provides access to undergraduate and graduate education, and teacher preparation through the master’s and EdD levels for the top third of California students. As a public institution, the CSU is committed to generational transformation and contributes to the economy, culture, and knowledge base of California and the nation.

As one of the most diverse comprehensive, regional universities in the nation, CSUEB contributes to the larger transformational mission of the CSU by serving Alameda and Contra Costa counties, the broader Bay Area region, and beyond. It maintains three facilities: the main campus in Hayward (founded 1957), the Oakland Center (founded 2002 with a non-renewal of the lease planned for in 2025), and the Concord Center (founded 1992). Prior to the COVID-19 pandemic, CSUEB had a strong online presence, which has continued to grow with more departments offering online and hybrid courses and programs. Whether in person or online, CSUEB is committed to continuous improvement and our responsibilities as a public institution to serve a diverse student population by providing access to affordable, high-quality, equitable education at all levels.

CSUEB’s diverse student population consists of students who balance school, work, and family responsibilities. The campus has a strong commitment to meeting students where they are and valuing

the knowledge and experience they bring with them. Our student body represents [over 62 ethnic backgrounds](#) and this [diversity](#) extends across multiple dimensions: 78% identify as Black, Indigenous, and other people of color (BIPOC), including 45% of all students and 50% of undergraduates who are underrepresented minorities (URM). The gender distribution is 59% female, 40% male, and less than 1% non-binary. Economic diversity is evident, with 47% of undergraduates and 4% of graduate students coming from low-income backgrounds. Two-thirds (64%) of undergraduates and 34% of graduates are first in their families to earn college degrees. Our student population represents non-traditional aged students, with an average undergraduate age of 25 and average graduate age of 31. On average, 1,000 students per semester receive academic accommodations through Accessibility Services. International students constitute 8% of our campus community. These statistics offer a glimpse into our student diversity, but do not fully reflect the rich intersectionality of their identities.

CSUEB's student population reflects the complex histories and intersectional identities of the communities we serve. This has required our campus to approach diversity, equity, inclusion, and belonging in ways that elevate diversity of thought, diversity of experiences, and multiple inclusive pathways towards student success that meet the complex needs and strengths of our students. The [2023 Facts](#) page provides a snapshot of campus impact including being recognized as a top university for social mobility (#75) in the 2022 *US News and World Report* rankings and for our diverse environment (#8) in 2021 by the *Wall Street Journal*. In many of the WSCUC's Key Indicators Dashboard (KID) metrics, CSUEB outperforms peer institutions (see Standards 1 & 2). The 2022 My Story, My Truth climate [survey results](#) suggested high levels of general comfort with campus climate among most student respondents, though the campus recognizes the ongoing work required to ensure that all students experience a welcoming, inclusive environment and develop a sense of belonging.

CSUEB consists of the University Libraries and four colleges, Business and Economics; Education and Allied Studies; Letters, Arts, and Social Sciences; and Science. The College of Health, a reorganization

of existing programs, is scheduled to open in fall 2025. The university offers 49 baccalaureate degrees, 57 minors, 28 credentials and certificates, 34 master's degrees, and a doctoral program in educational leadership. Since 2015, CSUEB has discontinued 10 academic programs and added 14 new degree and certificate programs to adjust to changing student demand, workforce needs, and budget realities. The most recent additions to our degree portfolio include three new undergraduate degrees (BS Civil Engineering, BS History-Social Science Teacher Preparation for Middle and High School, BS Business Analytics) and one new graduate degree (MS Marketing Analytics). The campus also added three new credit-bearing certificate programs in the Department of Hospitality, Recreation, and Tourism. The Academic Senate guarantees the excellence of both new and existing academic programs, which are further enhanced by comprehensive student support programs and services.

In the last ten years, CSUEB has undergone multiple metamorphoses, some expected like semester conversion and others unexpected like the COVID-19 pandemic. The sections below highlight the most significant campus transformations over the last decade, describe the process used to prepare for reaffirmation, and summarize the campus response to previous commission actions.

COVID-19 & Racial Reckoning

The campus COVID-19 response was led by two campus presidents, both of whom emphasized continued learning in a safe environment while following local, state, and federal requirements for remote learning. In the early days of the pandemic, Faculty Affairs, University Libraries, Online Campus, Student Affairs, and Information Technology Services collaborated to ensure that students, faculty, and staff had access to needed technology and services during shelter in place mandates and the hybrid modalities that emerged later. Special attention was paid to providing remote, proactive, relational advising as well as addressing students' [basic needs](#) and [well being](#). Departments implemented safety

plans for in-person work, all modalities of instruction, and campus activities under the guidance of Environmental Health and Safety.

A number of formal and informal campus groups formed during the pandemic—with significant support by the Office of Diversity, Academic Senate, Office of Faculty Development, labor unions, and faculty-staff affinity associations—to hold space for processing particular instances of racial violence as well as the more general racial reckoning sparked by the murder of George Floyd and other Black people. Faculty and staff designed and led training on anti-racist liberatory pedagogy, culturally-sustaining practices, and found meaningful ways to take action within their spheres of influence. The Academic Senate took specific actions in support of students including a change to more [equitable grading policies](#). The president instituted affinity-based student success and resource centers. Three pandemic-era administrative innovations remaining include an employee telecommuting policy; improved online forms and approval processes; and Zoom options for campus business.

Impacts of CSU System-wide Initiatives

The most significant structural change at CSUEB since 2015 was our quarter-to-semester system conversion to align with other CSUs and California Community Colleges. Faculty, staff, administrators, and student leaders worked diligently over a three-year period to complete this transformation. Between 2015-2018, all academic programs and policies underwent systematic review and revision. All semester-based courses and programs were certified through established shared governance mechanisms. Departments developed quarter-to-semester crosswalks as resources for academic advisors to help students meet requirements without extending their time to graduation. In the year prior to semester conversion, CSUEB saw our strongest graduation rates as the campus community proactively supported students to graduate.

Simultaneously, the CSU system revised general education requirements in 2017 to improve degree completion (Executive Order 1100). The Chancellor's Office (CO) also replaced remedial courses in math and written communication with baccalaureate-level courses and a multiple measures placement system (Executive Order 1110). CSUEB expanded these foundational courses to include additional formats, like the "stretch" two-course sequence and supplemental one-unit labs, assisting students to meet their lower-division general education math and written communication requirements within their first year. Since these changes, completion rates for math/quantitative reasoning have improved dramatically, while progress in written communication has been more moderate. Semester conversion also led to the creation of overlays, a local graduation requirement focused on social justice, sustainability, and diversity, which align with our institutional learning outcomes and core values.

In 2015, the CSU CO launched [Graduation Initiative 2025 \(GI 2025\)](#) to increase graduation rates and close equity gaps, and further address California's regional needs. To improve student outcomes, each campus was charged to address six areas: academic preparation, enrollment management, student engagement and well-being, financial aid, data-driven decision making, and administrative barriers. More recently, the CO introduced five equity priority areas: re-engaging and re-enrolling underserved students, expanding credit opportunities, ensuring equitable access to digital degree roadmaps, eliminating administrative barriers to graduation, and promoting equitable learning practices to reduce non-passing course grades (DFW). Through these efforts, CSUEB has made good progress in improving 4-year graduation rates for frosh and 2-year graduation rates for transfers and limited progress in other measures (see Standard 2).

Impacts of CSUEB Assessment & Data Initiatives

Since 2015, CSUEB established an integrated, robust institutional assessment schedule and process at the program, GE/breadth, and ILO level. The process builds on nationally established standards for

faculty professional development of assignment design; the development, use, and refinement of rubrics; calibration and assessment; analysis of results; and continuous improvement efforts. Ongoing improvements include user-friendly tools and professional development to help faculty in their equitable student success efforts and build on both disciplinary and core competency strengths throughout the university experience. In 2019, Student Affairs further developed and formalized their assessment process, created a co-curricular assessment template and began the implementation of a five-year review schedule.

Following WSCUC recommendations, the campus has intentionally focused on improving data infrastructures, analysis, and use for continuous improvement to achieve equitable student outcomes. In the last decade, Institutional Effectiveness and Research (IER) developed [Pioneer Insights](#) to enable campus users with consistent and reliable data for data-informed decision making and continuous improvement. Data on enrollment, student success (e.g., retention, graduation rates, course completion), impact of student services, and insights on diversity, equity, and inclusion are embedded in all dashboards. Additional information is present in [Institutional Exhibit #2](#). Campus stakeholders also have access to the CSU Chancellor’s Office GI 2025 student success dashboards for systemwide and campus data on GI 2025 goal progress and WSCUC’s Key Indicator Dashboard (KID) for benchmarking with similar institutions. Outcomes on KID—such as retention, graduation, enrollment, and student completion—align with data elements on Pioneer Insights dashboards, which further provide disaggregation by race/ethnicity, first-generation college status, Pell eligibility, and major to track institutional effectiveness with more specificity.

New Leadership and Future Directions

CSUEB has welcomed new executive leadership recently: president (spring 2021), interim provost (AY 2021-22, November 2023), provost (summer 2022), chief financial officer (summer 2022), vice president

of advancement (spring 2022), and university diversity officer (spring 2023). These leadership changes resulted in a more diverse cabinet, better reflecting the diversity of our student population.

In 2021-22, President Cathy Sandeen led the campus community in Future Directions, a strategic planning process. From this process, new statements of CSUEB's [vision, mission, values, and priorities](#) emerged, with equity, inclusion, and justice taking an integral role in all functions and priorities of the university. The strategic plan guides the institution's budget process and aligns it with campus values and priorities. To this end, each department was charged with implementing Future Directions by developing three SMART goals (Specific, Measurable, Actionable, Relevant, Time-bound), at least one of which was aligned to the equity, inclusion, and anti-racism priority. Seventy-six academic and non-academic departments submitted their [SMART goals](#) in spring 2023 and progress reports in early spring 2024. This was followed by a public deep dive session to share the findings.

In 2022-2023, campus stakeholders engaged in nine presidential task forces focused on current challenges and future needs of students, employees, and the regional workforce. Particularly significant were the Fifth College Feasibility and the College of Health Implementation Task Forces. These efforts informed the president's announcement in fall 2023 about the launch of CSUEB's College of Health reorganization effort in fall 2025 to enhance interdisciplinary collaboration and academic programs aligned with student interest and workforce demands.

In 2023, CSUEB partnered with VisionPoint Marketing to revitalize its campus identity and attract the next generation of students through a new branding strategy. To understand perceptions of the university, students, alumni, faculty, and staff participated in focus groups and interviews. The resulting brand pillars highlight the uniqueness and potential of students and CSUEB's role in helping them achieve their goals. In spring 2024, after a student vote, the Peregrine Falcon was chosen as the campus mascot. A complete redesign of CSUEB's website is planned for late 2025.

Preparing for Opportunities and Challenges

While financially stable, CSUEB's most significant challenges have become enrollment and budget. Like other CSUs and community colleges in Northern California, the campus has experienced steady enrollment declines since 2018 and was 26% below the AY 2023-24 enrollment targets set by the CSU Chancellor's Office. CSUEB expects a 3% cut to our base budget in AY 2024-25 and additional cuts through 2027 as described in the CSU budget reallocation plan. Our campus is addressing these challenges strategically, building on past experience with significant institutional change; reorganizing and aligning campus units more intentionally with Future Directions priorities; and deepening our commitment to continuing to increase transparency, dialogue, and collaboration around our shared values as an institution of access and transformation that centers the aspirations and needs of our students.

As discussed in Standard 2, Academic Affairs, Academic Senate, colleges and departments have expanded strategic academic planning as the campus degree and certificate portfolio shifts to meet student interests and regional needs, while maintaining our commitment to ensuring achievement of critical core competencies (e.g., communication, quantitative reasoning, critical thinking, information literacy, and disciplinary knowledge). CSUEB will continue to make strategic planning decisions to balance educational offerings that build core competency and disciplinary skills, while addressing financial concerns during a time of reduced state support and lower enrollment levels.

As discussed in Standards 3 and 4, multiple strategies have been implemented to address enrollment declines, operating budget reductions, the structural deficit, and concerns about the use of reserve funds. Units across campus, established committees, and the President's Tiger Teams on Budget and Enrollment began working in AY 2022-23 to address the budget shortfall and enrollment declines, and increase revenue from grants and fundraising. Significant organizational changes began in spring 2023 and will continue as the campus addresses our budget realities. Budget reductions, organizational

changes, and the rapidity of these changes have had an impact on workload and morale, which the campus acknowledges and is working to address.

Preparation for Reaffirmation 2025

Efforts to maintain accreditation at CSUEB have been continuous since the university's reaffirmation in 2015. The [Educational Effectiveness Council \(EEC\)](#), established in 2012 with campus-wide assessment leaders, has been instrumental in sustaining accreditation and assessment standards institution-wide. Intensified campus-wide preparation began in fall 2022 with the president's written announcement to the campus community followed by updates in the president's convocation address in 2023, the cabinet's [Planning for Accreditation video](#), and a regularly updated [University Accreditation 2025 webpage](#).

During AY 2022-23, the ALO and co-chairs guided six [Institutional Review Committees](#), a diverse group of 75 faculty, staff, students, and administrators, through a comprehensive self-study across CSUEB. Using the [CSUEB Self-Study Guide](#), committees evaluated the university's strengths, areas for improvement, and actions for improvement, resulting in a detailed document that provided a foundation for the institutional report. Updates were regularly shared with the campus, including [Academic Senate](#), [CAPR](#), and other constituents. Following the transition to a new ALO in fall 2023, the WSCUC VP liaison provided reaffirmation training on-site to the CSUEB executive team and institutional report writers. In AY 2023-24, completing the institutional report was overseen by a lead writer from the English department and the ALO who facilitated the writing of multiple drafts through [Institutional Review Committees](#). Drafts of sections were shared with our various institutional committees in an iterative process to finalize the report. The WSCUC Steering Committee played a pivotal role in discussing campus identity, aligning self-study findings with institutional priorities, and ensuring compliance with accreditation standards. As part of CSUEB's inclusive reaffirmation process, prior to finalizing for submission, a [draft report was shared](#) with the entire campus community and our WSCUC VP liaison for

feedback in spring 2024. The WSCUC Steering Committee will continue working with the ALO through spring 2025 to plan communications and campus-wide engagement opportunities.

Response to Previous Commission Requirements

CSUEB has been accredited since 1961 and was [reaffirmed](#) for ten years of accreditation in 2015. In spring 2019, the campus completed a [Progress Report](#) submitted to WSCUC in 2019 focusing on semester conversion; data collection, analysis, and accessibility; planning for distinction; and the graduation rate equity gap. The ongoing work of the campus in these areas are addressed in the standards essays and briefly summarized in the table below.

Required Responses	Summary of Actions and Results	Documentation of Actions
Impact of semester conversion	<ol style="list-style-type: none"> 1. Review and (re)certification of all courses and programs, including ongoing improvements to curriculum through college and faculty governance, curriculum and assessment committees, and Curriculog, the curriculum management system 2. Inclusion of SLOs in university catalog 3. Posting of PLO assessment schedules by program or department on college websites 4. Commitment to no graduation delays because of semester conversion 5. Creation of department quarter-to-semester crosswalks 6. Development of local breadth/overlay requirements aligned with ILOs, focusing on diversity, social justice, and sustainability 7. Initiation of a sustainable GE/breadth integrated curriculum, ongoing re-certification, and assessment process <p><i>Result: Stronger curriculum design and processes, increased graduation rates in 2018 and 2022.</i></p>	Essays on Standard 1, 2, 4
Data collection, analysis, and accessibility for institutional assessment	<ol style="list-style-type: none"> 1. Creation of Pioneer Insights data hub that reports enrollment, student outcomes, and diversity data 2. Expansion of Institutional Effectiveness and Research (IER) staff and expertise 3. Launch of IER data request ticket and feedback system 4. Building of capacity for assessment through committees, such as GI 2025 Student Persistence, EEC, ILO Subcommittee, grant-funded projects, and programs such as Middle Leadership Academy 5. Completion of the first five-year integrated institutional 	Essays on Standard 1, 2, 3, 4

	<p>assessment cycle including continuous improvement actions</p> <p>6. Data improvements for academic review by the Committee on Academic Program Review (CAPR)</p> <p><i>Result: Increase in data informed decision-making to build on institutional strengths and address challenges.</i></p>	
Results of Planning for Distinction model for prioritizing academic programs	<p>1. Cessation of the Planning for Distinction model, replaced by multiple checks and balances including greater accountability through the Academic Senate’s academic review process and budget planning</p> <p>2. Academic Review Committee (CAPR) recommendations for college resource allocations based on results of regular reviews</p> <p><i>Result: Linking resources to participation in the review process, resulting in stronger ongoing academic accountability and better outcomes for students; later implementation of revised program review for low-degree conferring programs.</i></p>	Essays on Standard 1, 3, 4
Graduation rates focused on equity gap for African American & Latinx students	<p>1. GI 2025 grants to improve curriculum in lower-division GE classes</p> <p>2. Targeted advising, curricular pathways, and other culturally-relevant support for first-year and transfer students (INSPIRE, EBSi, STEP, GANAS, Sankofa, EOP, EXCEL)</p> <p>3. Creation of Affinity Centers: Black, Latinx, Asian Pacific Islander, and Undocumented Student Success Centers</p> <p>4. Targeted data & action projects, such as Black Excellence Project</p> <p>5. Disaggregation of student, staff, and faculty data by race, low-income, and first-generation college status</p> <p>6. Office of Faculty Development collaborative workshops and faculty learning communities on culturally relevant, anti-racist pedagogies</p> <p>7. College and department initiatives (e.g., Future Directions equity SMART goals, College of Science department diversity plans, department DEI statements)</p> <p><i>Result: Using results of promising practices for ongoing improvements.</i></p>	Essay on Standard 1, 2, 4
Concord Campus	<p>The Concord Campus did not meet the WSCUC criteria for a satellite campus or an additional location. The campus officially decommissioned the site as a campus in fall 2023. The facility is now used primarily for students in the nursing program through a collaboration with John Muir Health.</p>	

Implications

Preparation for reaffirmation revealed a number of institutional strengths including the campus-wide commitment as a university of access and transformation; the faculty-led review of all campus curricula

during the semester conversion process; the increase in access to and use of high-quality data in decision making; full implementation of institutional learning outcomes assessment; an inclusive, collaborative self-study process; and intentional focus on all requirements from CSUEB's 2015 accreditation.

CSUEB faces further transformations in the years ahead as the campus finds its way in the new landscape of higher education, with many regional public institutions like ours experiencing declines in enrollment and state funding. As CSUEB reinvents our campus to account for changing needs and contexts, the institution will build on our strengths; realign resources towards shifting student demand and regional needs; and continue to prepare our students for long-term career success and life readiness in a time when most college graduates will have eight or more jobs over their lifetime. As our academic portfolio shifts, our faculty, staff, and administrators will continue to be guided by the transformative possibilities inherent in public higher education and the impact CSUEB can and does have on the lives of our students, their families, and their communities.

Section B – Institutional Essays

Standard 1: Defining Institutional Mission and Acting with Integrity

Cal State East Bay serves and values a student body with diverse lived experiences. Through innovative teaching, experiential learning, research, campus life and community engagement, our students, faculty and staff use their knowledge and experience to build and contribute to an equitable, inclusive and environmentally sustainable world.

–Cal State East Bay Mission Statement 2022

Institutional Purposes (CFRs 1.1, 1.2, 2.10, 3.11)

Established in 1957, CSUEB has demonstrated a long-standing commitment to supporting academic and professional achievement for the region and beyond. Previous strategic plans have focused on serving and welcoming a diverse student body through student-centered ecosystems, inclusive and enriching practices, and rigorous scholarship. Our [campus vision statement](#) reiterates our purpose to be “a catalyst for student equity, life-long learning, innovation, and educational success that amplifies upward mobility for all communities.” The 2022 Future Directions strategic plan also includes explicit statements of our values and priorities, which center our students and equity, inclusion, and anti-racism. CSUEB’s core functions as a university of access and transformation are grounded in the belief that public higher education can support and expand the life goals and possibilities for individuals and groups, especially those who have been systematically oppressed and excluded from economic, social, and political power. As one of the most diverse public institutions in the US—with our students representing [62+ ethnicities](#) and many other intersecting identities—CSUEB is an important contributor to building a region, nation, and world that are more equitable and just.

As of fall 2023, CSUEB had 13,339 students: 10,457 undergraduates and 2,882 graduate students, down from 16,961 students in fall 2016. Despite this decline in enrollment (27% since fall 2016), CSUEB continues to give students personalized attention in academics, student support services,

and research opportunities. The majority of students enroll on the main Hayward campus. Less than 1% of our student population is enrolled at the Oakland Center and 2% of students are enrolled at the Concord Center. Almost three of four students (73%) take at least one class online, and 28% of our undergraduate students are fully online (3,686 students). As a regional, transfer dominant campus, 62% of our undergraduate students transfer from another institution and represent an older student population. Many working professionals and returning students report that CSUEB is a welcoming environment for them. Given that most of our undergraduates (73%) reside in our service area, our campus residence halls serve less than 8% of our students.

Aligning with our mission, CSUEB's student success objectives aim to ensure that students' progress towards and complete degrees equitably and in a timely manner. CSUEB closely monitors these metrics with the WSCUC Key Indicator Dashboards (KID), CSU Student Success Dashboards, and the campus Pioneer Insights dashboard. The WSCUC KID shows that CSUEB's overall eight-year graduation rates are comparable to other CSUs and in the 75th percentile compared to other peer institutions. Sixty-nine percent of all degree and certificate-seeking students complete their academic goals. Both student success KID outcomes are higher than national and WSCUC averages, 56% and 66%, respectively. Post-graduation KID outcomes indicate that CSUEB graduates have higher median earnings than high school graduates when compared to both national and WSCUC-institutional averages for 6-, 8-, and 10-years post-graduation. CSUEB students also have a lower median student debt (~\$16k) than both the national average (~\$21k) and the WSCUC-institutional average (~\$20k).

The entire CSU system has set ambitious goals to increase retention and graduation through the CSU [Graduation Initiative 2025](#) (GI 2025). In the last decade, CSUEB has focused on advising, strengthened curricular programs through our semester conversion process, transformed our course modality offerings, and committed to equity efforts that have increased four-year graduation rates (Latinx students by 14%, Black students by 9%, Asian students by 3%) and supported strong transfer

graduation rates (increasing 3% to 78% four-year rate) since 2015. Additionally, the GI2025 goals align with our campus intentions to serve our diverse student population, including a higher percentage of Pell students (44%) than both the national and WSCUC institutional averages. CSUEB's progress on the GI 2025 and assessment procedures are further discussed in the Standard 2 and 4 essays.

Campus Commitment to Diversity, Equity, and Inclusion

CSUEB is federally designated as a Hispanic Serving Institution (HSI) and an Asian American Native American Pacific Islander Serving Institution (AANAPISI). In the last ten years, the campus received two major HSI and two AANAPISI grants, which have influenced the campus approach to STEM education, sophomore student success, and equity programming overall. Our recent Department of Education grant targeted support to sophomore-level Latinx students to strengthen retention and graduation through the Sophomore Transition Enrichment Program (STEP). Latinx STEP participants graduated at 19% higher rates compared to non-participating Latinx peers on campus (60% six-year graduation rates versus 41% of CSUEB's Latinx population overall). In the last decade, the enrollment of Latinx high school students has increased from 30% in 2010 to 52% in 2023. In 2023, President Sandeen established a task force, Partnership for University Latine/x Success & Opportunity (PULSO), to identify more intentional practices and ways to serve Latinx students and continue to reflect and strategize on how to best support our Latinx community.

Former President Morishita created the [2014-2019 strategic plan](#) and [Strategic Plan for Equitable Student Success 2020-2024](#) during his tenure (2011-2020). During this time, impactful programs were developed or expanded including 5-to-Build (support for incoming first-year students); DEI-focused workshops, and an annual speaker series sponsored by the Diversity and Inclusion Student Center (DISC); and DISC Faculty Fellows who partnered with students outside of the classroom on learning and research. Our current president, Dr. Cathy Sandeen, has also taken concrete steps to advance our DEI

efforts by setting a campus-wide goal for all departments to create an equity, inclusion, and anti-racism action aligned to our Future Directions plan. CSUEB will continue to be heavily invested in this work that is central to our mission and values. Shortly after her arrival, President Sandeen opened four campus [affinity success and resource centers](#) for Black, Latinx, Asian Pacific Islander, and undocumented students in response to student advocacy and our spring 2021 campus climate survey results. The Queer Unity Student Success Center (QUSSC) was added in spring 2024. In 2022, she appointed the first campus tribal liaison to deepen relationships and develop partnerships with Indigenous and Native peoples in the East Bay region.

President Sandeen also constituted her cabinet positions with a diversified leadership team who better reflect the student population served by the campus. The President's Cabinet has long included the University Diversity Officer (UDO), who leads the [Office of Diversity](#) and facilitates the enactment of diversity, equity, and inclusion as core values throughout all aspects of the university community. Building from the Diversity Advisory Council (DAC), established in 2017, the [President's Equity Council](#) is a high-level strategy and advisory group that assists the president in identifying key priorities and strategies to ensure the university continuously improves and authentically lives by our values of embedding and fostering DEI throughout the university. Both councils have been instrumental in the implementation of the university's diversity plan (e.g. [2018-2020 Diversity Advisory Action Plan](#), [2020-2021 Diversity Action Plan](#)).

Structures Informing Campus Transparency and Integrity (CFRs 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.6)

CSUEB develops, implements, and updates faculty, student, and staff policies based on state and federal requirements, CSU guidance and policy, and campus committee structures. Key policies are found in the [Catalog](#) for students, on the [Academic Affairs](#) and [Academic Senate](#) websites for faculty, and the [Human Resources](#) (HR) site for staff. The majority of CSU employees are represented by one of eight [unions](#), and

there is a commitment to transparency and integrity in policies and practices from leadership and employees. Inclusive language is encouraged with resources for [diversity definitions](#) and an [inclusive language guide](#) to incorporate into campus operations. Our campus evolution with new technological strategies (e.g. full adoption of Bay Advisor and Maxient case management platform, Salesforce customer relationship management (CRM) platform, AdobeSign electronic forms) in combination with new and existing policies and practices, highlighted below, enable CSUEB to operate with transparency and uphold our mission, values, and purpose.

Academic Senate

CSUEB's Academic Senate—whose membership includes faculty (tenured, tenure-track, lecturers, emeritx), staff, students, president, provost, UDO, and an alumni representative—has made a commitment to anti-racism as detailed in [20-21 BAS 2](#) and in [21-22 BDE 5](#). This commitment includes examining and revising senate policies and procedures using a justice, equity, diversity, and inclusion (JEDI) lens. Examples of the actions taken based on this commitment include:

- Grading policy changes during the pandemic, which took into account the disproportionate impacts of the lockdown on low-income, BIPOC, and disabled students;
- Revisions to syllabus policy in order to make syllabi more accessible, transparent, and welcoming and to ensure an equitable learning experience for students ([22-23 CIC 6/FAC 5](#));
- Creation of a [senate anti-racism and social justice page](#) which contains the campus land acknowledgement, senate resolutions, guiding language for countering racism and other forms of oppression, and other documents pertaining to social justice.

Academic Freedom and Complaint Policies for Students, Staff, and Faculty

Academic freedom and complaint policy links are in the Compliance Standards Worksheet. Policies are publicly available where appropriate (e.g. catalog, HR, Senate policy page) and updated regularly to maintain faculty, staff, and students' rights and alignment with CSUEB's mission and values. The [Title IX / Discrimination, Harassment, and Retaliation Office](#) reports directly to the president's office. Other grievances may also be addressed by Risk Management or Human Resources.

Campus-Wide Communications

CSUEB has various mechanisms and structures that demonstrate a commitment to transparency and integrity. The [president communicates](#) regularly with the campus community about important events, initiatives, and issues using a variety of tools including emails, videos, town halls, deep dives, working sessions, campus social media, and formal and informal meetings (e.g., Fall Convocation, coffee hours with faculty, pastries with the president for students, and regular listening tours with all departments).

The Academic Affairs Newsletter provides weekly updates to faculty, keeping them informed about registration and review deadlines, changes to policies, professional opportunities, awards, events, and other aspects of campus life. The quarterly Administration and Finance Newsletter keeps the campus updated about the latest developments and shared successes in the areas of budget and finance, ITS, facilities, campus safety, and risk management. Quarterly meetings of the Planning and Enrollment Management Advisory Council (PAC) are open to the campus community and provide regular updates on CSUEB's efforts related to outreach, enrollment, retention, advising, financial aid, and graduation. University Advancement communicates campus news regularly through a quarterly magazine. In response to concerns about uneven communication related to organizational changes, budget decisions, and recent power outages, the variety and frequency of presidential and vice-presidential communications increased significantly during the spring 2024 term.

Shared Governance Structures: Academic Senate & Associate Students, Inc.

Both the Academic Senate and Associated Students, Inc. (ASI) are governed by constitutions and bylaws intended to make the purpose and functions of the bodies transparent to all. The vast majority of Academic Senate and ASI general meetings are open to the university and the public. Closed sessions are only used for personnel matters and announced in advance. Agendas and meeting minutes are posted publicly before meetings, and a [newsletter](#) is distributed to faculty. Both the [Academic Senate](#) and [ASI](#) promote civil discourse and the exploration of contrary ideas.

The president has consistently used a range of approaches to gather input from campus stakeholder groups to support current initiatives and inform her decisions about campus challenges and opportunities including task forces, ad hoc committees, and established groups. While task forces have been inclusive of faculty, staff, administrators, and student representatives, the Academic Senate has advocated for greater [shared decision-making](#) between administration and senate through established shared governance processes, especially in decisions having wide-ranging impacts on students, staff, and faculty. As the campus continues efforts to rebalance our campus size and operations, [shared governance procedures](#) continue to be revisited and examined.

Communications with WSCUC Commission

CSUEB has remained consistently open with the WSCUC Commission through reporting, ALO communications with the WSCUC VP liaison, and the public posting of previous accreditation documents and [Reaffirmation 2025 plans](#). This commitment has been maintained during times of organizational, leadership, and ALO changes.

Implications

CSUEB has demonstrated our commitment to equitable student success with flexibility and nimbleness in the midst of the shifting environment of higher education and campus changes. The institution has engaged in a sincere, robust, campus-wide effort to integrate DEI perspectives into our approaches, initiatives, policies, and practices. The following essays will elaborate on the multiple deliberate strategies the university has employed to align its curricula, assessments, policies, procedures, and student support services with our mission and values, focusing on access, social mobility, value, and transformation for all students. IER has played a significant role in making this possible by improving access to disaggregated data and highlighting key data points to guide campus planning, conversations, and decision-making aligned with strategic priorities. The Academic Senate, the University Office of Diversity, and the President's Equity Council also provide concrete support and mechanisms for continuing and expanding the transformative DEI work of the university. While significant efforts have been made, measuring progress on some initiatives has sometimes been challenging due to the rapid pace of organizational, staffing, budget, enrollment, and leadership changes.

CSUEB is committed to fostering a welcoming, inclusive campus that supports the growth and achievement of all community members while also supporting the open exchange of contrary ideas such as providing input on budget allocation to help the institution plan for new directions. The university acknowledges its challenges, as evident in our campus climate survey data, and is dedicated to continuous improvement centered around equitable student success and our students.

Standard 2: Achieving Educational Objectives and Student Success

Widely recognized as one of the most diverse institutions in US public higher education, CSUEB places equity and inclusion at the core of our educational approaches, support mechanisms, and extracurricular offerings. Praised by the WSCUC Commission for our inclusivity and diversity in the 2015 action letter, the university has strengthened our commitment to these principles in the last ten years. This commitment is evident in CSUEB's concrete actions, including revising the curriculum during semester conversion, embracing teaching methods that promote equitable outcomes, and strengthening programs providing student support. The [2020-21 Future Directions](#) strategic plan further demonstrates our commitment as a university of access and transformation. Future Directions identifies student achievement, equity, inclusion, and anti-racism as essential to realizing CSUEB's vision "to be a catalyst for student equity, life-long learning, innovation and educational success that amplifies upward mobility for all communities."

At the core of our mission are our students and the vision they have for their academic, professional, personal and civic lives. Despite current enrollment and budget challenges, CSUEB faculty, staff, and administrators remain committed to equitable student success, working intentionally and creatively with the resources available to maintain the quality of our degree and certificate programs, student support services, and co-curricular activities. The sections below describe our teaching and learning approach through an equity lens, focusing on areas key to academic achievement and student success: degree programs, faculty, student learning and performance, and student support.

Degree Programs (CFRs 2.1, 2.2, 2.3 2.4, 2.5 2.7, 2.10)

CSUEB offers high quality, coherent programs, following CSU, WSCUC, and campus guidelines for maintaining the meaning, quality, and integrity of our degrees. The [2023 Facts](#) page outlines the most

popular programs. The [University Catalog](#) lists all degree and credit-bearing certificate programs and relevant learning outcomes. All sixteen programs with [external discipline-specific accreditation](#) remain in good standing. Ensuring a smooth transition from other educational institutions, articulation agreements are maintained in the [Transfer Equivalency System](#) and locally audited.

The [revised Syllabus policy](#) requires faculty to incorporate learning outcomes into their syllabi, enhancing student intellectual engagement and ensuring equitable access across various course formats. Additionally, the policy broadens the range of syllabus components beyond WSCUC standards to promote intellectual engagement and equitable access across all course modalities. This update is one of several faculty-driven initiatives, including efforts like the [College of Science Inclusive Syllabi](#), focused on equitable curriculum design, implementation, and assessment to improve learning outcomes and student engagement.

Impacts of Semester Conversion on Degree Programs

The quarter-to-semester [conversion process](#) (2015-2018) provided an opportunity for all departments to revise their curriculum, ensuring that core competencies required for degree programs remained current, coherent, and aligned with the academic and professional competencies expected in the field. All programs revised their curriculum for semester conversion, and 82% underwent significant course and/or program-level redesign. Additionally, colleges revised all curriculum maps and assessment plans to ensure program alignment with at least two institutional learning outcomes (ILO). Departments submitted program and course proposals for Academic Senate approval, following the [Committee on Instruction and Curriculum \(CIC\) guidelines](#) for curricular review processes for bachelor's, master's, doctoral, and certificate programs. During this time, CSUEB began using [Curriculog](#), a system that streamlines the review process for new and modified programs and courses. This ensures rigorous scrutiny by faculty, administrative units, and, when necessary, external bodies, maintaining a high

standard of academic quality and inclusivity. A range of professional development support was provided during conversion, from peer-to-peer workshops on syllabi development and integrating high impact practices into pedagogy to transforming undergraduate and graduate programs and revising program curriculum maps and assessment plans.

General Education and Breadth

Semester conversion prompted Academic Senate committees to develop three “overlays,” local breadth requirements that reflect important values and themes in CSUEB’s [institutional learning outcomes](#): diversity, social justice, and sustainability. In compliance with CSU Chancellor’s Office [Executive Orders 1100 and 1110](#), General Education (GE)/breadth requirements were also revised for the semester system to increase degree completion and close persistent equity gaps. Once revised, all GE courses were reviewed by General Education, Overlay, and Code (GEOC) Subcommittee members and approved by the Academic Senate. A revised [GEOC framework](#), approved in spring 2023, drew on lessons learned from semester conversion and early implementation of GEOC course certification. Revisions included an updated five-year assessment calendar to better manage the recertification workload as well as modified learning outcomes and/or course characteristics in written communication (GE Areas A2), critical thinking (A3), and science lab (B3) to further align core competencies throughout the curriculum and clarify requirements and accountability for ongoing GE course recertification.

CSUEB is effectively tackling challenges and making progress in lower-division GE course completion through several strategic measures. The university significantly reduced non-passing rates in PHIL 100 (GE Area A3 critical thinking) from 26% in fall 2020 to 13% in fall 2023, through intensive faculty development and course redesign. The STEM Lab, a community learning space for specific science courses, has been instrumental in enhancing quantitative reasoning skills, evidenced by a dramatic increase in first-year students completing GE Area B4—from 36% in 2017 to 75% by 2022. Students using

the STEM Lab not only completed their B4 course at higher rates, but also showed improved persistence and graduation outcomes. Despite facing setbacks in written communication (GE Area A2), where completion rates have been more volatile (e.g., 64% in fall 2017, 73% in fall 2018, 64% in fall 2020, 60% in fall 2022), CSUEB's targeted faculty development, DEI training, and course redesign work are poised to address and reverse this trend, underscoring the institution's commitment to addressing barriers to student success in foundational academic areas. It should be noted that the changes in A2 and B4 completion rates were also impacted by EO 1110, which eliminated all remedial CSU courses in written communication and mathematics/quantitative reasoning beginning in fall 2018.

Distance Education

In fall 2023, 47% of instruction at CSUEB was delivered in online or hybrid modalities, with 37% of instruction being offered completely online. A critical component of our success in distance education includes the significant numbers of faculty who have participated in the nationally recognized [Quality Matters \(QM\)](#) training and certification process since 2015. As an early adopter of distance education among CSU campuses, 488 faculty have received QM training, 196 courses are QM certified courses, and 27 faculty are designated QM Master Reviewers. CSUEB was listed as #10 in the nation in spring 2024, among almost 600 institutions of higher education, to have the most high quality online/hybrid courses certified by [Quality Matters](#). The next highest CSU was #53. CSUEB's focus on high-quality distance education appears to have paid off as there are no significant disparities in the proportion of non-passing grades by online modalities (online non passing rates: 10%, hybrid courses: 7%) in comparison to in-person courses (11%) for fall 2023. In fact, online and hybrid have consistently exhibited an equal or lower percentage of non-passing grades overall compared to in-person courses since the institution started [tracking these modality outcomes](#) in spring 2021. While the data tell a positive story overall, the modality dashboard also shows lower pass rates for URM students compared to non-URM students

across all modalities. This dashboard has alerted the campus to other aspects of our equity gaps with URM students, which are now being more intentionally addressed through [Collaborative Workshops](#) and professional development opportunities on equitable grading. The Committee on Instruction and Curriculum was charged in AY 2022-23 with [analyzing modality outcomes](#) annually to monitor and inform the campus of critical trends impacting student success.

Integrated Institutional and Student Learning Assessment

Over the past 15 years, CSUEB has actively refined our Institutional Learning Outcomes (ILOs) to ensure graduates gain key knowledge, skills, and values from their total university experience. This effort—evolving from development (2010-2012) and piloting (2012-2017) to full implementation (2018-present)—has led to the alignment and ongoing improvement of teaching and learning outcomes and assessment processes across all educational and co-curricular activities, including [ILO](#), [GE](#), [graduate](#), program review, and breadth assessments. Institutional assessment efforts include an established record of conducting college-based discussions of results and evidence-based [closing-the-loop](#) actions across campus to promote equitable student learning and continuous improvement. This comprehensive approach also includes annual reports to the Academic Senate on findings and action plans. [Institutional Exhibit #4: Institutional Learning Outcomes Integrated Assessment](#), more fully describes CSUEB's holistic approach to continuous improvement in student learning, from curriculum development and professional development to tutoring and other support services. Recognized for this integrated assessment strategy, CSUEB received the [Excellence in Assessment award](#) in 2021 from the National Institute for Learning and Assessment (NILOA), distinguishing CSUEB as the only CSU campus to earn this accolade.

Program Review

For more than 40 years, the [Committee on Academic Planning and Review](#) (CAPR) has been one central mechanism for ensuring the quality and integrity of CSUEB's degree programs. All academic programs are required to submit to CAPR and their college dean an [annual report](#) on progress toward their five-year goals, including student achievement of program learning outcomes and any resource requests for the upcoming academic year. Following a [review calendar](#), all programs undergo a [five-year review process](#) which requires a self-study and an external review. Resource requests are now contingent on submitting annual reports and five-year reviews. The biological sciences five-year review was applauded as an exemplar by CAPR in spring 2024 for their concrete [closing-the-loop actions](#) to strengthen information literacy in lower-division courses.

Per recommendations from our 2015 WSCUC review, substantial improvements have been made to data access, reliability, and integration with campus operations. To support academic program review and planning, IER created [campus dashboards](#) to enable departments to see degree completion and enrollment data, including demographic information on student majors, overall counts of minors, and course completion rates at the course and section levels. All data points are disaggregated by equity indicators such as race, first-generation status, Pell eligibility, and gender. This depth and breadth of institutional data have been instrumental in facilitating closing-the-loop conversations within colleges and departments about how to eliminate equity gaps and increase student achievement at all levels of an academic program. To further streamline data integration, IER and ITS collaborated to develop a [CAPR Portal](#), designed to automatically populate annual program review templates with disaggregated student data for each program.

As CSUEB enhances its degree offerings to align with current regional needs and intensifies efforts to close equity gaps and boost student success, a new era of heightened accountability regarding CAPR requirements has emerged. Prompted by insights from past committee chairs, associate deans,

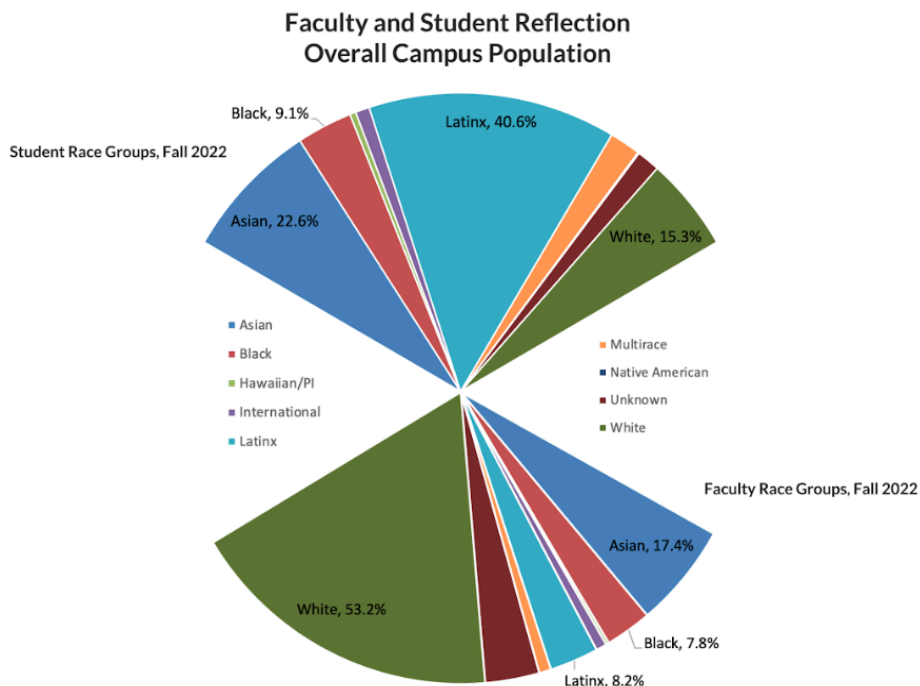
and department chairs, CAPR initiated discussions in AY 2023-24 on refining the program review process to tackle issues of inconsistent quality and engagement. Primary concerns identified were the increasing complexity of the [Academic Program Review Procedures \(APRP\) manual](#) and the pressing need to simplify and streamline both the manual and the review process. Over time, new APRP requirements—such as reporting on ILO and GE assessment outcomes and employing a detailed [diversity rubric](#) (see APRP appendix 1) to evaluate departmental climate and DEI goal advancement—have been incorporated. With CAPR members serving two-year terms and some colleges experiencing frequent changes in associate deans, department chairs have highlighted the necessity for a more simplified process, enhanced training on program review, and strategies for motivating faculty participation in additional, unfunded assessment activities. Plans are underway to streamline the process, revise the manual, and implement regular training sessions, aiming to reinforce the role of CAPR members as supportive liaisons for departments undergoing review.

In AY 2023-2024, the CSU Chancellor’s Office (CO) directed each campus to initiate a review of low confirming degree (LCD) programs. At CSUEB, 18 undergraduate and five graduate programs were subject to this review. A presidential advisory task force, led by the provost and composed of faculty and administrators in Academic Affairs, established the criteria and review process after gathering input from campus stakeholders. Submitted to the CO in spring 2024, this LCD review was intended to guide campus decisions on possible program revisions, discontinuations, and potential campus reorganization to align with academic mission, student demand, and regional workforce needs. The review resulted in individual action plans for each program, including a description of overarching goals, strategies for enrollment growth, required resources, and anticipated timelines. While CAPR was not involved in the review of LCD programs beyond providing input to the presidential task force when it was established, the most recent five-year and annual CAPR reports and program MOUs from Academic Affairs were reviewed as part of this process. CAPR is considering adding elements of the LCD review to the APRP redesign.

Faculty (CFRs 2.5, 2.6, 2.7, 2.8)

CSUEB is proud of our dedicated and accomplished faculty who are committed to fostering equitable student success. They achieve this through student-centered and culturally relevant teaching, active engagement in research, scholarship, and creative activities (RSCA), and their service both within the institution and in the wider community. [Institutional Exhibit # 6, Faculty Engagement & Student Learning](#), showcases the purpose, passion, innovation, and creativity our faculty bring to their roles. Our faculty, as of fall 2023, consists of 869 members across five categories within the CSU system: tenure-track/tenured faculty, lecturer faculty, librarians, coaches, and mental health counselors. Student-faculty ratios from fall 2019 to 2022 ranged from 24.6:1 to 27.2:1, allowing for a student-centered approach to supporting academic achievement and addressing equity gaps.

However, a challenge remains in aligning our [faculty demographics](#) more closely with those of our student body. Over 53% of our faculty identify as white, contrasting with the racial and ethnic diversity of our students, particularly our largest student group, Latinx, which is represented by only 8% of faculty.



CSUEB has undertaken significant efforts to diversify our faculty. These efforts include the [Faculty Diversity and Equity Committee](#), established in 2000 to enhance faculty hiring and retention and to support DEI efforts within departments, and the [Faculty Diversity Initiative](#) (2019 to 2023), dedicated to increasing diversity in faculty hiring and retention. These initiatives contributed to a 144% increase in underrepresented faculty over the last decade, with 67% of new tenure-track hires for AY 2022-23 being faculty of color. Despite these achievements, CSUEB faces ongoing challenges in hiring and retaining faculty, notably due to the high cost of living in our geographic location, impacting competitive pay, housing affordability, and childcare availability and cost. Although the number of faculty from Asian, Black, Latinx, and Native American backgrounds has increased since 2017, these changes have not yet significantly altered the overall [faculty's demographic makeup](#) due to long-term tenured faculty who are predominantly white.

Understanding the critical importance of both recruiting and retaining faculty, the campus implemented deliberate measures to support probationary faculty, including a workload reduction initiative piloted in AY 2019-20 and launched in 2022. This initiative allows probationary faculty up to two course reassignments per year, for at least 3 years, to dedicate time to research, scholarship, and creative endeavors, a campus commitment providing an additional year of workload reduction beyond what is required by the Collective Bargaining Agreement (CBA). Furthermore, mentorship programs have been introduced in colleges and Academic Affairs to assist probationary faculty during their inaugural year, fostering a supportive environment for their professional development.

Academic Leadership: Shared Governance

CSUEB has robust shared governance structures that include faculty, student, staff, and administrator representatives and provide numerous leadership opportunities. These are described in the [Constitution and Bylaws of the University Faculty](#) and [Senate Standing Rules](#). The [Academic Senate](#) website provides

open access to meeting agendas, minutes, and policy documents for the senate and its standing committees, regular subcommittees, and ad hoc committees. Faculty maintain purview of the curriculum, participate in the evaluation of student learning, and provide input to leadership on institutional issues impacting faculty, staff, and students through formal and informal consultation mechanisms. An example of successful shared governance was our recent (2023) revision of the [Retention, Tenure, and Promotion](#) (RTP) process to address concerns about bias in student evaluations and strengthen the alignment between the policy and the campus commitment to diversity, equity, and inclusion.

Faculty Research, Scholarship, and Creative Activity (RSCA)

In fall 2022, CSUEB earned R2 status, reflecting high research activity as described by the Carnegie Classification of Institutions of Higher Education. This prestigious designation highlights the success of our educational doctorate program and our strategic investments to support RSCA. From 2018-2022, the Office of Research and Sponsored Programs (ORSP) saw a 77% increase in awards, underscoring the success of CSUEB's focus on faculty development and enhanced grant support (see Standard 3 for a fuller discussion of ORSP). The RSCA expectations for tenure-track and tenured faculty are detailed in the [Retention, Tenure, and Promotion \(RTP\) Policy and Procedures](#). The [range elevation policy](#) describes RSCA expectations for lecturer faculty.

ORSP supports faculty in achieving their RSCA goals, including securing grants, peer-reviewed publications, national conference presentations, and leadership roles in professional organizations. RSCA activities that foster equity and diversity are emphasized in the tenure-track faculty's RTP professional achievement criteria. ORSP offers multiple support mechanisms for faculty RSCA success, including meetings with the ORSP director, grant development assistance from faculty fellows, participation in the Grant Proposal Development (GPD) program, and external consultation with Hanover Research. These

initiatives have yielded significant results: participants in the GPD program and other ORSP-supported activities have secured major National Institutes of Health (NIH) and National Science Foundation (NSF) grants, with total awards reaching over \$27M in FY 2022-23, nearly double the amount from FY 2018-19 and \$10M more than FY 2021-22. Faculty research efforts, such as creating pipelines for underserved students into doctoral programs (BET McNair Grant) and studying bilingual language processing, highlight our commitment to empowering under-resourced communities.

Faculty Support: Office of Faculty Development

The [Office of Faculty Development \(OFD\)](#) plays a pivotal role in enhancing faculty skills and collaborations across departments, aligning with our strategic commitment to continuous improvement and equitable student success. OFD offers comprehensive support services, including orientations for new tenure-track and lecturer faculty hires; targeted workshops for preparing RTP dossiers and range elevation documentation; and formative teaching observations for both lecturer and tenure-line faculty. In partnership with ORSP, OFD facilitates writing accountability groups (WAGs) during the summer and academic year. Additionally, it collaborates with the Educational Effectiveness Council to orient new faculty on campus-wide assessment and faculty governance.

Faculty Support: Online Campus Contributions to Curriculum Design, Development, and Learning Tools

A long-standing strength at CSUEB, the Online Campus team comprises of experienced eLearning specialists who offer [comprehensive support](#) for faculty teaching in all modalities. They assist in designing inclusive online and hybrid course curricula and the use of digital tools to create engaging, personalized learning experiences for students. Instructional designers provide consultation, course design support, quality assurance training/certification, virtual office hours four days a week, [workshops](#),

and 24-hour technical support. As discussed in Standard 4, Online Campus regularly partners with faculty to conduct research on best practices in online teaching and learning.

Student Learning and Performance (CFRs 2.7, 2.9, 2.10, 2.11, 4.1, 4.2, 4.5, 4.6)

More unique among CSUs, CSUEB maintained solid retention rates and strong graduation figures throughout the COVID-19 pandemic. CSUEB adopted a proactive stance to address students' basic needs, mental health challenges, and technology requirements through targeted support. The socio-economic landscape of the Bay Area—especially challenging for our primarily first-generation, low-income students—is highlighted by a [UC Berkeley study](#) and the 2022 [Bay Area Equity Atlas report](#) showing that during the pandemic, 26% of BIPOC and 8% of white residents lost income and 30% of all families lacked essentials like food and medicine due to financial constraints, with 65% of Black and Latinx families experiencing these difficulties. To provide basic needs support, the campus distributed over \$39 million in Higher Education Relief Funds (HERF) directly to over 10,000 students during the pandemic. Student Health and Counseling Services quickly pivoted to offer all mental health services remotely. CSUEB also adapted our course offerings to include a variety of formats (synchronous online, asynchronous online, hybrid, and, when feasible, in-person classes) and ensured that students could borrow laptops and hotspots when needed. Indeed, 90% of respondents of the 2020 NSSE Pulse survey acknowledged campus support for their technological needs were sufficient during the shift to remote learning. However, as CSUEB navigates the transition to post-pandemic operations and changing enrollment patterns discussed in Standard 3, the campus again faces the challenge of adjusting our strategies to stabilize our enrollment and continue supporting equitable student outcomes.

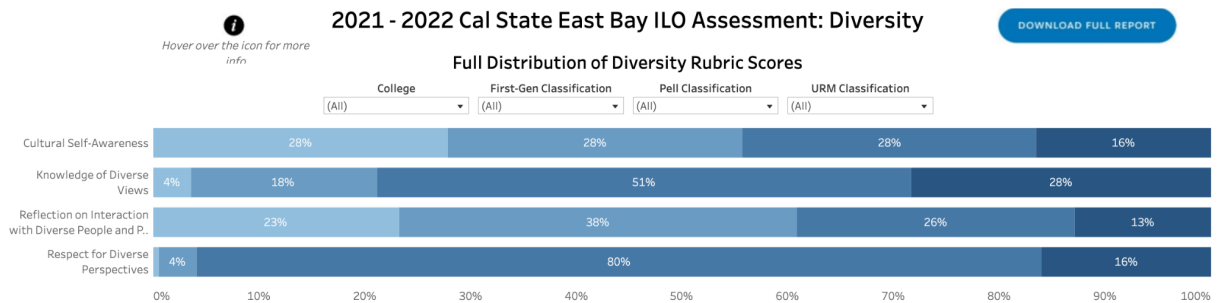
Student Learning

Building on our foundational commitment to Institutional Learning Outcomes (ILO), intentional efforts have enhanced the analysis of ILO results, including General Education-Breadth (GE/breadth) assessment, and integrating institutional assessment findings more thoroughly into the academic program review processes. A significant advancement in the ILO-GE-breadth assessment procedure has been the broadening of the scope for publishing ILO outcomes on [campus dashboards](#), now enhanced with demographic filters. This incorporation allows for the disaggregation of results by URM status, Pell eligibility, and first-generation college students. The availability of these dashboards has empowered colleges to perform more nuanced analyses and disseminate their findings more broadly, fostering greater accountability in the student learning process, particularly concerning the learning outcomes of URM students, which are often observed to be lower than their non-URM counterparts. The annual presentation of ILO-GE-breadth assessment results to the campus community, including closing-the-loop reports at the Academic Senate and via the assessment website, has been enriched with additional data aimed at providing a deeper understanding of equity gaps in student learning.

Over time, the campus has seen improvements in student learning in some of our ILOs, telling a nuanced story of student learning. ILOs are assessed on a rubric scale of 1 (major gaps) to 4 (fully competent) with a benchmark goal of 3 (competent) to meet institutional standards of performance. Written communication assessment results were notably positive, increasing from 82-95% meeting or exceeding competency in 2018 to 90-96% in 2023. The assessment of oral communication in 2020 indicated students scored an average of 3.5 on rubrics, which exceeded the benchmark score of 3.0 for four out of the five ILO criteria. That same year, students scored an average of 2.5 on the five criteria related to the sustainability ILO, falling short of benchmark goals.

The following year, assessments of both diversity and social justice outcomes showed that students met or exceeded (3.2 avg) the benchmarks in two of the four criteria for these ILOs and scored

below the benchmark for the other two criteria (2.3 avg). These results also show URM, first-generation, and Pell-eligible students typically fell slightly below the institutional averages. Improvements were recommended by faculty including revising the student learning outcomes for all three overlays (i.e., sustainability, social justice, and diversity) to increase relevance to CSUEB students. Those outcome updates were in process as of spring 2024 and are expected to be approved in AY 2024-25.



Graduation Rates

CSUEB has made positive progress in the number of degrees awarded and our graduation rates. In AY 2022-23, CSUEB awarded 4,410 degrees (3,328 undergraduate degrees and 1,082 graduate degrees, documented on IER [Degrees Awarded Dashboard](#)). In our recent history, there were two peaks in the total number of degrees awarded, the first in the academic year prior to semester conversion (5,291 degrees) and the second during the pandemic 2020-21 (5,190). Both URM (4.7 years) and international students (4.6 years) exhibited slightly shorter average time to degree compared to all first-time, undergraduate frosh (4.8 years).

The WSCUC Key Indicator Dashboard (KID) reports that CSUEB is performing above the 75th percentile in our eight-year graduation rates as compared to peer institutions. The campus has seen a positive trend since the 2015 frosh cohort, with substantial increases in our four-year graduation rates from 12.5% to 23.5%. Our six-year rates have been mostly flat since the 2009 cohort, ranging from 45% to 48% with a dip to 42.4% in the 2011 entering cohort. Our two-year graduation rates for transfer

students have been more variable, ranging from a low of 35.1% for the 2014 cohort to a high of 43.8% for the 2016 cohort. The four-year transfer graduation rates have been relatively strong, increasing from 72.5% for the 2011 cohort to 78.4% for our most recent 2019 cohort.

Aligned with the CSU GI 2025 goals to increase equitable student outcomes, CSUEB has concentrated efforts on improving retention and graduation rates across all undergraduate demographics, with a particular focus on closing equity gaps for Black, Latinx, Pell recipients, and first-generation college students. The GI 2025 data for AY 2022-23 highlight areas of success, including the elimination of equity gaps in two- and four-year transfer rates for first-generation college students and in two-year graduation rates for transfer Pell recipients. However, challenges persist in closing other equity gaps: Pell recipients experience a 3.9% gap in four-year transfer graduation rates, with a 76.6% graduation rate, while URM transfer students have a 2.3% gap in two-year rates and a 1.6% gap in four-year rates, with graduation rates of 39.3% and 77.5%, respectively. The table below summarizes the equity gaps and graduation rates for frosh cohorts beginning in 2017 and 2019. Both frosh and transfer findings underscore the need for continued efforts to ensure equitable outcomes for all CSUEB students.

Frosh-entry Students	4-yr Equity Gap (2019 Cohort)	4-Yr Graduation Rate (2019 Cohort)	6-yr Equity Gap (2017 Cohort)	6-yr Graduation Rate (2017 Cohort)
URM	-8%	20.3%	-13.5%	40.3%
First generation	-5.3%	22.7%	-15.5%	41.2%
Pell recipient	-6.3%	20%	-6.9%	42.3%

Pioneer Insights offers a detailed data picture of the university's strides towards equitable student success, revealing variations across different demographics. For instance, the [six-year graduation rates](#) for Black students entering as frosh saw a notable increase, moving from 23% for the 2011 cohort to 44% for those starting in 2016. Conversely, the graduation rates for Latinx students showed a slight

decline, dipping from 44% to 41% for the 2011-2016 cohorts. Despite these mixed results, many of CSUEB's established equity-focused programs, such as GANAS, EXCEL, and EOP, consistently achieve strong retention and graduation outcomes, comparable to or exceeding those of the wider student body. Further details on these initiatives are explored in the student support section below.

CSUEB Alumni Outcomes

More than 150,000 alumni contribute to the economic, social, and cultural quality of life in the East Bay and beyond and may remain connected to CSUEB through the [Alumni Association](#). The WSCUC KID post-graduate outcomes indicate that CSUEB graduates earn above both the national and WSCUC averages at 6, 8, and 10 years from high school graduation. CSUEB median student debt is also well below the national and WSCUC averages.

Internally, the campus evaluates alumni outcomes by tracking career placement and assessing professional development needs of our graduates. The campus has used the First Destination Survey and alumni surveys to track post-graduation employment, career needs, and satisfaction with the resources offered by the Office of Alumni Relations. These surveys received a 4% response rate in 2016 and 2019. Given the low response rates, intentional efforts are underway to redesign future alumni and first destination surveys. In accordance with National Association of Colleges and Employers standards, the revised surveys are designed to evaluate graduate outcomes (e.g., employment, graduate school attendance, income) at five and ten years after graduation. CSUEB also intends to use Handshake to relaunch the First Destination Survey by fall 2024 to assess outcomes of the graduating class of 2024.

Student Support (CFRs 2.12, 2.13, 2.14, 4.1, 4.2, 4.5)

CSUEB embodies our commitment to DEI through a comprehensive suite of student support services designed to enhance student success. Recognizing the diverse needs and lived experiences of our

student body, the campus offers a variety of support programs, ranging from academic learning communities and personalized academic advising to specialized equity programs. These are complemented by basic needs support, addressing food and housing security, and a wealth of co-curricular opportunities, enriching the student experience outside the classroom. Each of these initiatives is intentionally crafted to not only support our students' academic journeys, but also to affirm and celebrate their diverse identities, ensuring that every student has the resources and community needed to thrive. As discussed in Standard 3, student support reductions related to declining enrollment will be aligned with our strategic priorities and will center our students.

Academic Student Advising

For over a decade, our campus has been dedicated to enhancing academic advising, a journey that began with the 2013 adoption of Bay Advisor, the Education Advisory Board's (EAB) Navigate case management platform and reflects our ongoing commitment for continuous improvement. Evolving from a more reactive advising model, the Freshman and Sophomore Success Team (FASST) was created in 2018 to provide a dedicated advisor to every first- and second-year student, fostering strong advisor-student relationships and guiding students through their lower-division GE and major-specific requirements. Upper-division and transfer students accessed advising through their college success centers, academic departments, and self-service advising tools. In response to an [external review of our advising services](#) in 2019 and [survey feedback highlighting students' challenges](#) in identifying their primary advisor and understanding degree requirements, CSUEB embarked on a transformative path, moving from a centralized system for lower-division students to college-based advising for all students.

The [new college-based advising framework](#) is designed to affirm student identities, bolster retention and graduation rates, and foster inclusive communities through meaningful relationships. Students receive comprehensive and continuous advising from a dedicated team located within college

success centers and signature programs at the start of their CSUEB journeys. Dedicated advisors, indicated in the Bay Advisor case management platform, follow and support students' academic and career growth. Signature programs, such as our [equity initiatives](#), [veterans](#), and [international student](#) programs, are positioned at the forefront of this advising strategy. They are responsible for enrolling students in accordance with academic roadmaps, while also liaising with college-based advising centers and major departments for in-depth inquiries and assistance. This new model addresses several critical issues: ensuring smooth transitions during advisor and class-level changes, simplifying access to advice through designated points of contact within advising centers, and balancing caseloads and workload. The latter is achieved by differentiating between caseload and workload, with a clear emphasis on transparency and equitable distribution of responsibilities, supported by streamlined assistance from the central advising administration. In this new model, each primary advisor caseload will average 300 students to one advisor, matching the [National Academic Advising Association](#) (NACADA) recommendations. In spring 2024, NACADA Consulting completed an [Academic Advising Program Review](#) of CSUEB's Academic Student Advising resulting in recommendations including the need to establish a cross-campus advising steering committee and develop a comprehensive communication plan.

Self-Service Advising

CSUEB has enhanced several advising tools that students can access on their own. With the transition to semesters, every undergraduate program developed [degree roadmaps](#), which outline the recommended course sequence and are updated as programs change. All academic programs have either completed or are actively refining their Degree Audit Report (DAR), which verifies completed requirements, courses in progress, and any outstanding requirements. Enhancements to the DAR, including [video](#) and [infographic guides](#), offer students additional resources to understand their degree requirements and monitor their progress toward graduation more effectively. [MyCompass](#), an individualized student resource portal

launched in 2022, provides all student-facing tools and resources in one central location. Using MyCompass, students can now submit forms, schedule financial aid appointments, and complete other university business with ease. The portal is mobile friendly in response to student use patterns. Also in 2022, CSUEB implemented Stellic, a dynamic degree planner, to enable students to develop flexible, personalized plans to fulfill their degree requirements. By fall 2024, the campus anticipates that 75% of all students will be using this innovative planning tool.

Tutoring

Since 2001, the [Student Center for Academic Achievement](#) (SCAA) has offered peer tutoring in writing, math, statistics, and a wide range of disciplines for both in-person and online students. SCAA also supports key student success programs targeting courses with high DFWu rates. The programs include Peer Academic Coaching, Writing Associates, and Supplemental Instruction, all of which embed tutors within an individual course or within small groups connected to a course. SCAA has identified both effective practices and areas for improvement. For instance, in fall 2023, students who engaged with SCAA through courses supported by Supplemental Instruction and Writing Associates had non-passing rates equal to or up to 20% lower than the course average. Conversely, students who participated in individual subject tutoring exhibited non-passing rates 2-4% higher than the course averages. In response to these findings, SCAA is prioritizing the expansion of proven tutoring strategies and reallocating resources away from less effective and less attended subject-specific tutoring. Efforts are strategically directed towards supporting the top 20 courses with the highest DFWu rates at CSUEB.

Aiming to increase its impact substantially, the SCAA is also working to increase visibility and has seen initial success, serving 52% URM students in the fall 2023 term, including over 1,300 unique individuals, which is a 20% increase compared to the total number of students served in all of AY 2022-23. In spring 2024, the SCAA also piloted the assessment of writing improvement over time with

peer tutor support. In collaboration with the EEC and IER, this work aligns with current ILO-GE/breadth assessment measures in written communication and expands the examination and improvement of this key core competency throughout students' learning experiences at CSUEB.

Academic Learning Communities

Through partnerships between Academic Affairs and Student Affairs, CSUEB's strategic use of academic learning communities demonstrates our innovative approaches to equitable student success. This collaboration has led to initiatives such as [Summer RISE](#), building upon earlier successes of Summer Bridge, Early Start, and 5-to-Build. These programs are thoughtfully designed to provide historically underserved students with essential academic tools and robust social support networks, setting the stage for their success even before their college journey officially begins. Learning communities for the academic year, such as [INSPIRE](#) and [GANAS](#), are additional examples specifically designed for first-year and Latinx transfer students, respectively, and focus on creating immersive, supportive environments fostering academic achievement, a sense of belonging, and increased engagement. Colleges are also exploring cohort and block scheduling for incoming students to create additional learning communities and promote a sense of belonging as students begin their studies at CSUEB.

INSPIRE boasts an impressive 93% retention rate among its participants as of fall 2022, significantly higher than the 78% retention rate of their peers who did not participate. Similarly, GANAS has demonstrated exceptional outcomes, with a four-year graduation rate of 91% for its fall 2018 cohort, outperforming the 78% graduation rate of the overall CSUEB transfer student population. Both programs encourage students to navigate their academic paths collectively, taking thematic GE courses together, developing strong peer and campus support networks, and participating in various organized events. Despite the financial constraints that challenge the scalability of these impactful programs, CSUEB

remains committed to sustaining student programs that integrate academic and social engagement as a core part of our strategy to achieve equitable student success.

Student Equity and Success Programs

The Student Equity and Success (SEAS) programs at CSUEB represent a cornerstone of the institution's strategic approach to DEI. By targeting historically underserved student populations—primarily low-income, first-generation, and students from diverse racial and ethnic backgrounds—SEAS embodies the university's commitment to creating an inclusive and equitable academic environment. In partnership with our [campus affinity centers](#), this comprehensive suite of programs, including the Educational Opportunity Program (EOP), Excel Program (TRIO-SSS), GANAS, PIAA, the Renaissance Scholars Program, and the Sankofa Scholars Program, is specifically designed to address and mitigate the structural challenges these students face. SEAS participants consistently achieve 2-3% higher retention and graduation rates than their non-participating peers, underscoring the effectiveness of targeted support and advising. More information is available in [Exhibit #8](#).

Limited by staffing constraints and eligibility requirements, CSUEB is actively exploring ways to scale the impact of SEAS' strategies to benefit a larger segment of the student population. SEAS programs currently serve approximately 18% of all undergraduates. The recent alignment of campus advising models with SEAS' holistic approach marks a pivotal step in institutionalizing DEI practices. Through SEAS' leadership, CSUEB is not only addressing the immediate needs of our diverse student body, but also establishing foundational strategies for further institutional transformation in support of equitable student outcomes.

Programmatic Student Support

Acknowledging the multifaceted lives of our students, our campus delivers a variety of support services, many of which provide basic needs support including housing, mental health, advocacy, and overall well-being, aligning with our institutional priorities. At CSUEB, students can find extensive assistance through programs like [Veteran's Services](#), [Project Rebound](#) for formerly incarcerated students, [Accessibility Services](#), and the [Career Empowerment Center](#), among others. Designed to be inclusive, these support services are available to both on-campus and online learners. This array of services showcases our commitment to providing comprehensive support, ensuring students have access to a wide range of resources tailored to meet their diverse needs. A few more examples are included below.

[Pioneers for H.O.P.E.](#) addresses the basic needs of students experiencing food and housing insecurity or crises. Program assessments show graduate international students as the primary users of our food pantry and almost all students (98%) maintain good academic standing. These findings are driving efforts to bolster support for international students, especially given their reliance on these services and their ineligibility for federal or state financial aid.

[Emergency Financial Assistance](#) offers support for essentials like food, housing, school supplies, and transportation to both undergraduate and graduate students in financial distress. Analysis shows that 64% of these emergency grants benefit URM students who constitute 64% of the CSUEB student body. With an average disbursement of \$1,100, 95% of grant recipients either continue their studies at CSUEB or have already graduated, underscoring the effectiveness of immediate, just-in-time financial assistance. In spring 2022, approximately 299 emergency grants were issued. Finding a sustainable funding model to expand the program and serve a broader student community remains a challenge.

[Counseling Services](#) offers a mix of in-person, telehealth appointments, and small group sessions. Since the onset of the COVID-19 pandemic, there has been a 50% surge in total appointments, notably among Black and Asian students. In response, Counseling Services has expanded counselor

availability, including online and embedded options within campus centers, leading to a significant increase in student satisfaction—72% in 2023, up from 44% pre-pandemic. Students using these services reported a 35% decrease in distress and lower depression levels, with 94% willing to recommend the services to peers. Despite these improvements, challenges persist in addressing the growing demand for mental health services, particularly for urgent same day needs and supporting a small but increasing number of students with suicidal ideation and self-harm behaviors.

Student Government, Clubs, Organizations, and Athletics

At CSUEB, students have access to a broad range of co-curricular programs aimed at enhancing their university experience. [Associated Students, Inc. \(ASI\)](#) offers a platform for student governance, advocacy, and events, thus providing services and leadership opportunities that play a significant role in student success. [Exhibit #7, Student Initiatives](#), spotlights student-driven initiatives that have shaped students' identity, experiences, and sense of belonging at CSUEB. As of spring 2024, [Student Life and Leadership](#) oversaw 120 [active clubs and organizations](#) catering to a wide array of interests including academic, cultural, religious, sports, and recreation, alongside Greek life and special interest groups. Furthermore, leadership conferences and development workshops are offered every term to all students. The CSUEB Athletic department (Pioneers) is a member of the National Collegiate Athletic Association (NCAA) Division II and sponsors 15 Intercollegiate athletic programs. In spring, 2024 Women's Water Polo Sponsorship was discontinued as a cost savings measure with no other plans to discontinue any other sports at this time.

Assessment and Continuous Improvement of Student Support Programs

CSUEB is committed to fostering an environment of learning, engagement, and belonging for every student, including those who study online. To ensure our services meet the diverse needs of our

community, including a significant number of URM, Pell-eligible, and first-generation students, CSUEB continuously assesses and refines these offerings. This process is aligned with our GI 2025 goals and institutional priorities. Following our 2015 accreditation, Student Affairs progressively established an [assessment cycle for student affairs and support/co-curricular programs](#). The approach to assessment focuses on evaluating program impact on closing equity gaps and boosting student success, ensuring alignment with broader institutional assessments and continuous improvement actions.

Developed collaboratively by Student Affairs and IER, the student support assessment framework identifies measurable student outcomes, catalogs signature programs, documents assessment practices, highlights contributions to DEI, and pinpoints growth areas as described in [Exhibit #3, Student Affairs Assessment Design](#). The effectiveness of our student affairs programs is reviewed annually, with findings presented at the Student Affairs Leadership Team meeting. Noteworthy findings and their implications for student success include: (1) expanding the GANAS program for Latinx transfer students to include freshmen, after program outcomes consistently showed higher retention and graduation rates for participants compared to non-participants; (2) increasing partnerships between Recreation and Wellness and University Housing to intentionally engage first-year students living on campus, based on assessment findings that students participating in recreation and wellness programs had higher retention rates and GPAs, though only 24% of on-campus students took advantage of these opportunities; and (3) Counseling Services exploring options to move away from the traditional “absorption model,” which emphasizes a counselor’s passive role, due to assessments indicating its limitations in meeting the needs of CSUEB’s student population.

Implications

The landscape of academic programs, student support, and co-curricular engagement reveals both our strengths and the challenges that lie ahead. Our commitment to DEI remains steadfast across curricular

design, pedagogy, and support programs and is underpinned by a rigorous assessment framework that aligns with our strategic goals and learning outcomes. Despite facing financial constraints exacerbated by declining enrollments, our dedicated faculty, staff, and administrators continue to make a meaningful impact on student lives, demonstrating the resilience, adaptability, and commitment of our community.

However, our efforts towards eliminating equity gaps and improving retention and graduation rates, while showing promise, still fall short of our GI 2025 aspirations. As we navigate these challenges, questions emerge about scaling successful local strategies campus-wide, encouraging broader student participation in impactful programs, and bolstering cross-divisional collaborations to enhance equitable student success. Additionally, the campus strives to promote a student culture of engagement in out-of-classroom academic and co-curricular programs.

Looking forward, our focus will include mitigating the impacts of budget reductions on instruction and student support through strategic cutbacks and alternative funding. Financial shortfalls stemming from declining enrollment have resulted in fewer lecturers, staff, and resources for programs and services. CSUEB is also advancing in sharing equity data and successes more broadly across campus, refining assessment structures, and enhancing alumni data collection for continuous improvement. Embracing this period of significant change, CSUEB is committed to reflective growth, aiming to build a future that fully realizes our vision, mission, and values in support of our students' multifaceted journeys toward academic, professional, personal, and civic success.

Standard 3: Assuring Resources and Organizational Structures

Future Directions, CSUEB's most recent [strategic planning](#) process, identified excellence in resource management and organizational structures as one of our top priorities. This priority is informed by the needs of the campus community and the commitment to our mission as a university of access and transformation. Like other CSUs and public universities across the nation, our campus has experienced several resource challenges over the years and has learned how to adapt by staying focused on providing high quality academic and support programs and a welcoming, inclusive learning environment for our diverse student population.

With recent enrollment declines across the CSU system and an expected 3% reduction to our operating budget in AY 2024-25 as described in the [CSU budget reallocation plan](#), CSUEB is currently undergoing a challenging period with our finances and enrollment. In light of these difficulties, our campus is taking decisive action to ensure it remains financially stable and structurally sound to fulfill our commitment to students. Drawing on lessons learned from navigating past crises and through building a campus culture of resilience, our approach to the current financial and enrollment challenges uses a strategic framework to ensure our ability to effectively carry out our mission remains at the forefront of all institutional actions.

This essay begins with a description of accountability structures, highlighting state legislative and CSU system-level factors that shape campus-level decisions. Within this broader framework, the subsequent sections focus on CSUEB's alignment of investments in human, physical, fiscal, technology, and information resources in support of equitable student access and outcomes.

Organizational Structures and Decision-Making Processes (CFRs, 3.4, 3.7, 3.8, 3.9, 3.10, 3.11)

CSUEB is one of 23 campuses in the largest public university system in the nation and is guided by key decisions made by the California State Legislature and the California State University Chancellor's Office.

California State Legislature

The CSU system, created in 1960 by the California State Legislature under the Master Plan for Higher Education, is overseen by its Board of Trustees, which exercises broad powers over day-to-day operations and administration. The legislature exercises its authority through the budget process, providing approximately [two-thirds of the funding for public higher education](#) in California. [The CSU Compact with the Newsom administration](#) aligns funding to 26 metrics related to enrollment growth, collaboration with other higher education segments, and equitable student outcomes. In recent decades, the legislature has also imposed more curricular requirements on the CSU, such as [AB 928](#), the Student Transfer Achievement Reform Act, which created a singular, lower-division General Education (GE) pattern for CSU transfer students. Many curricular mandates are funded with one-time allocations, creating resource strains long-term.

California State University Chancellor's Office Board of Trustees

The CSU system's [Board of Trustees](#) is a 25-member body that adopts systemwide, state-level, and university-level [policies](#). Membership includes appointed trustees, CSU system officers, and *ex officio* trustees (governor, lieutenant governor, speaker of the assembly, state superintendent of instruction, CSU Chancellor). Their meetings, reports, and resolutions are [publicly reported online](#). The Board of Trustees also has an important role in the hiring and evaluation of campus presidents who are reviewed every three years. In September 2023, President Sandeen shared [her triennial performance review](#) with the campus community.

The [Academic Senate of the CSU](#) (ASCSU), the official voice of the faculty at the system level, provides academic leadership across the CSU and makes recommendations about policies to the Board of Trustees with each campus sending two or three representatives. The California State Student Association (CSSA) is the official systemwide student advocacy group.

California State University Chancellor's Office

The California State University Chancellor's Office (CO) provides direction and oversight to all CSU campuses through policies, initiatives, and grants. Since CSUEB's last accreditation, numerous CO initiatives were created to support the CSU Graduation Initiative 2025 (GI 2025) focused on (1) increasing graduation rates for all students and (2) eliminating equity gaps for Black, Latinx, Indigenous, Pell-grant eligible, and first-generation college students. While some CO mandates are funded, others like systemwide raises for employees are unfunded adding to the strain on local institutional resources. Guided by system-level enrollment management efforts, CSUEB's operating budget for AY 2024-25 has a planned 3% reduction due to enrollment shortfalls, with further reductions anticipated in the next three to five years. These budgetary directives have necessitated budget cuts across every division on campus, a decrease in course offerings, and reorganization of personnel and resources.

Under directives from the CO, significant curriculum and operational changes have also been implemented, including the streamlining of GE requirements (EO 1100) as well as the elimination of remedial courses in written communication (GE Area A2) and mathematics/quantitative reasoning (GE Area B4), and the creation of a multiple measures approach to frosh placement in A2 and B4 courses (EO 1110). Additionally, to simplify the pathway to a four-year degree, the Student Transfer Achievement Reform Act (AB 928) created a singular, lower-division GE pattern for both California State University and University of California transfer admissions. This pattern, called Cal-GETC (California General Education Transfer Curriculum) will be implemented in fall 2025 and become the only transfer GE pattern offered by California community colleges.

Coinciding with enrollment and budget reductions, the CO has responded to systemwide challenges in employee recruitment and retention. Two salary studies were commissioned, the [Mercer Staff Salary Study](#) (2021-22) and [Mercer CSU Faculty Compensation Study](#) (2022-23), leading to increased awareness of the impact of compensation and housing costs on hiring and retention. These

studies have informed recent salary negotiations with represented employees, resulting in agreements for general salary increases and more predictable salary progression. The combination of increased labor costs and budget reductions, alongside the high cost of living in the Bay Area, presents ongoing challenges to CSUEB's operational sustainability and employee well-being. In the last few years, almost all bargaining units (e.g. Health Services, Operations, Administrative, Technical, and Instructional) received salary increases with most of the financial responsibility placed on individual campuses to fund.

The CO provides additional support and guidance to our campus in key areas such as human resources, professional development, budget, enrollment, technology, information resources, and physical plant. In collaboration across units, CSUEB has applied for and received CO funding for initiatives previously funded by division reserves or CO operational funding. Without the supplemental funding from the CO, the campus would not be able to support enrollment initiatives such as targeted digital marketing, re-enrollment and re-engagement of Black and Latinx students, personalized financial aid videos, or the Second Start program aimed at re-engaging and re-enrolling students who have stopped enrollment at their CSU campus due to academic, personal, or financial challenges.

CSUEB Structures and Decision-Making Processes

The president oversees all academic, financial, operational, student affairs, outreach, and development operations of the university. The university comprises six major units: [Office of the President](#), [Division of Academic Affairs](#), [Division of Administration and Finance](#), [Division of Student Affairs](#), [Division of University Advancement](#), and [Office of Diversity](#). The Executive Cabinet is composed of the president, vice presidents of each division, the university diversity officer, and the chief of staff. Executive leadership meets weekly to discuss the university's strategic planning efforts and make data-informed decisions that center the needs of our students and ensure the long-term viability of the institution. The [university organizational chart](#) displays key management offices within each division. More recent

leadership changes across our campus mark a period of multiple transitions and an opportunity for the campus to examine approaches to leadership and campus governance. These leadership changes have included the resignation of provosts in spring 2021 and fall 2023, a university diversity officer in spring 2022, and four deans between 2023 to 2024, often with interim appointments during transitions.

In response to many external factors like a new chancellor, budget challenges, and unfunded mandates, leadership increased the frequency of communication post-pandemic, enhancing transparency through frequent campus-wide updates, budget and enrollment discussions, Academic Senate reports, and town hall meetings. These efforts affirm the foundation for an informed and collaborative campus community. Furthermore, structured leadership development and formal succession planning will strengthen our ability to manage future growth and sustainability.

CSUEB also has an [Academic Senate](#) with eight standing committees and additional subcommittees. The senate and standing committees consult with administration on areas affecting the faculty and make academic policy recommendations, which are approved or vetoed by the president. [Associated Students Inc. \(ASI\)](#) also has consultative roles on student policies.

Faculty, Staff, and Administrators (CFRs 3.1, 3.2, 3.3)

As of fall 2023, the campus employed 119 administrators, 12 confidential employees, 708 staff employees, 355 tenure-track faculty, 462 faculty lecturers, 33 coaches, and 7 mental health counselors. Staff racial diversity is proportionally higher than faculty diversity (outlined in Standard 2). While almost 50% of faculty identify as white, 26% of staff are white, 23% Asian, 22% Latinx, and 12% Black. CSUEB has adopted a strategy for financial sustainability that includes a more cautious approach to hiring. In March 2023, a hiring chill was implemented, resulting in the permanent removal of some previously unfilled positions. To adapt, some staff members have seen their roles expanded or reclassified. From 2019 to 2023, the number of administrators remained consistent and in the summer of 2024, 11 administrative

positions were eliminated (a 10% reduction) due to resignations, funding reallocation, and non-retention. Since 2019, administrative staff was reduced from 153 to 108, emphasizing task streamlining, leveraging technology, and creating administrative hubs serving multiple departments. HR collaborates with departments to assess and prioritize recruitment, optimizing existing staff and focusing on critical vacancies.

CSUEB is evaluating its academic course offerings within the context of the university's financial reality while maintaining academic excellence. Due to a decrease in student enrollment, there was a 10% reduction in spring 2024 class offerings, impacting lecturer faculty allocations. Despite these challenges, the campus continues to prioritize sufficient course offerings, essential hires, and support for student services funded by grants. From an instructional perspective, student-to-faculty ratios have improved, dropping from 27:1 to 25:1 between 2020 and 2022. To aid in graduation planning, Academic Affairs has introduced annual scheduling for departments starting in AY 2024-25, facilitating long-term course planning for chairs, advisors, and students. While there are fewer on-campus jobs, student employment essential to the university's operations (e.g., peer tutors, teaching assistants) remains. Overall, despite a 26% enrollment drop, CSUEB has managed to maintain a consistent student-to-staff ratio of 15:1, ensuring the campus can continue to fulfill our educational mission and maintain the quality of degree programs and student services.

As national and local CSUEB studies have repeatedly shown, there is a strong relationship between faculty, staff, and administrator diversity and academic achievement for historically underserved students. While the campus has made headway on this priority, the progress has been uneven. In AY 2022-23, 67% of new tenure-track faculty were people of color. An analysis by IER showed that the total number of Black faculty increased in 2023 to the highest levels since 2018, though retention is a challenge for some demographic groups.

Recruitment, Hiring, and Retention

CSUEB is dedicated to fostering a diverse and inclusive workplace that aligns with our commitment to equity in recruiting and retaining faculty, staff, and management. As an Equal Opportunity Employer adhering to the [CSU Nondiscrimination Policy](#), the university ensures all recruitment has careful oversight to match recruiting efforts with position descriptions and to form diverse hiring committees. Applicants are required to address diversity, equity, and inclusion in their interviews, with faculty candidates also submitting a diversity statement. Enhancements in hiring practices include mandatory diversity recruitment training for tenure-track faculty hiring committees and policies to verify compliance with nondiscrimination standards. Onboarding improvements include comprehensive orientations tailored for different roles, emphasizing the university's mission and values. Following a holistic assessment by Segal Consulting in fall 2022, HR structures and strategies are being revamped to streamline hiring processes, enrich the new staff orientation experience, expand DEI training, and update the HR website.

CSUEB's 2021 campus climate survey revealed that only 7% of respondents cited discomfort with the campus climate. However, it also identified critical subthemes that the campus has been actively addressing. Respondents indicated a lack of feeling valued by senior administration, experiences of prejudice based on racial or ethnic backgrounds of BIPOC community members, and instances of classism and sexism. In response, CSUEB has taken proactive steps to address these issues, including creating the Staff Wellness, Enrichment, and Engagement Team (SWEET); revising RTP guidelines through the Academic Senate to more intentionally count DEI related research and service in RTP decisions; expanding DEI training and programming via the Diversity and Inclusion Student Affinity and Resource Centers (DISARC); and implementing the CSU Cozen Report recommendations for improving Title IX compliance and the culture of care on campus. A follow-up climate survey launched in April 2024

assessed the effectiveness of these initiatives, with results being analyzed in the summer and shared in the fall of 2024.

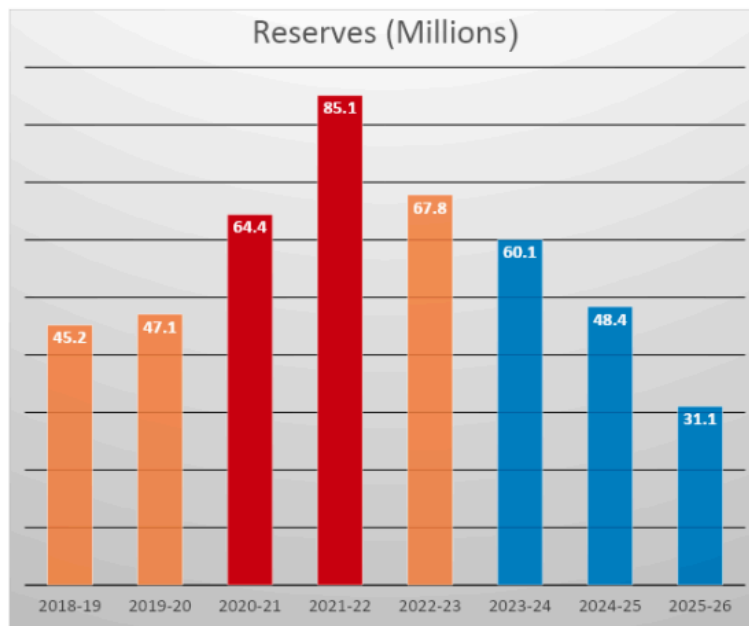
Professional Development & Evaluation

Human Resources collaborates with other CSU campuses to offer professional development across various domains, including SMART goal setting, career management, DEI practices, and interpersonal skills, with managers receiving specialized training and coaching. Mandatory online training including harassment prevention and data security is coordinated by HR and the CO. SWEET, mentioned above, aims to boost staff morale and retention through educational and social activities as well as take an active role in employee awards programs. Concurrently, the Office of Faculty Development enhances faculty support with a focus on equity, offering summer academies and Faculty Learning Communities (FLCs) on anti-racist pedagogy and addressing equity gaps as well as month-long collaborative workshops on inclusive teaching practices. OFD also organizes major events like the Back to the Bay and the Celebration of Teaching to promote teaching excellence and innovation.

Annual evaluations align staff and administrator performance with institutional priorities and criteria consistent across job classifications. Supervisors receive yearly training in evaluation procedures. Staff evaluation criteria, last updated in 2007, are under review by HR to better reflect the university's values. [Management Personnel Plan \(MPP\) employees](#) undergo initial and annual evaluations based on performance goals and leadership competencies, with position descriptions revised as necessary. Faculty evaluations follow specific policies and contract requirements depending on faculty classifications (tenured, tenure-track, lecturer, coaches, mental health counselors). Faculty processes are discussed in Standard 2.

Fiscal, Physical, Technology, & Inf. Resources & Planning (CFRs 1.3, 1.7, 3.4, 3.5, 3.6, 4.1)

CSUEB is committed to integrity, intentionality, and transparency, ensuring our resources align with our strategic priorities and goals as a university of access and transformation. As of FY 2023-24, the university's operating budget consisted of state appropriations (52%), higher education fees (37%), and other fee revenues (11%), reflecting an enrollment-dependent revenue model. Between FY 2018-19 and 2022-23, CSUEB recorded a \$10M decrease in tuition and other fees, which has been addressed in the short-term with campus reserves. At the start of FY 2023-24, [campus reserves](#) were \$67.8M. Despite a structural deficit, CSUEB has sufficient resources to maintain the integrity of our degrees and daily operations of our physical and online campus.

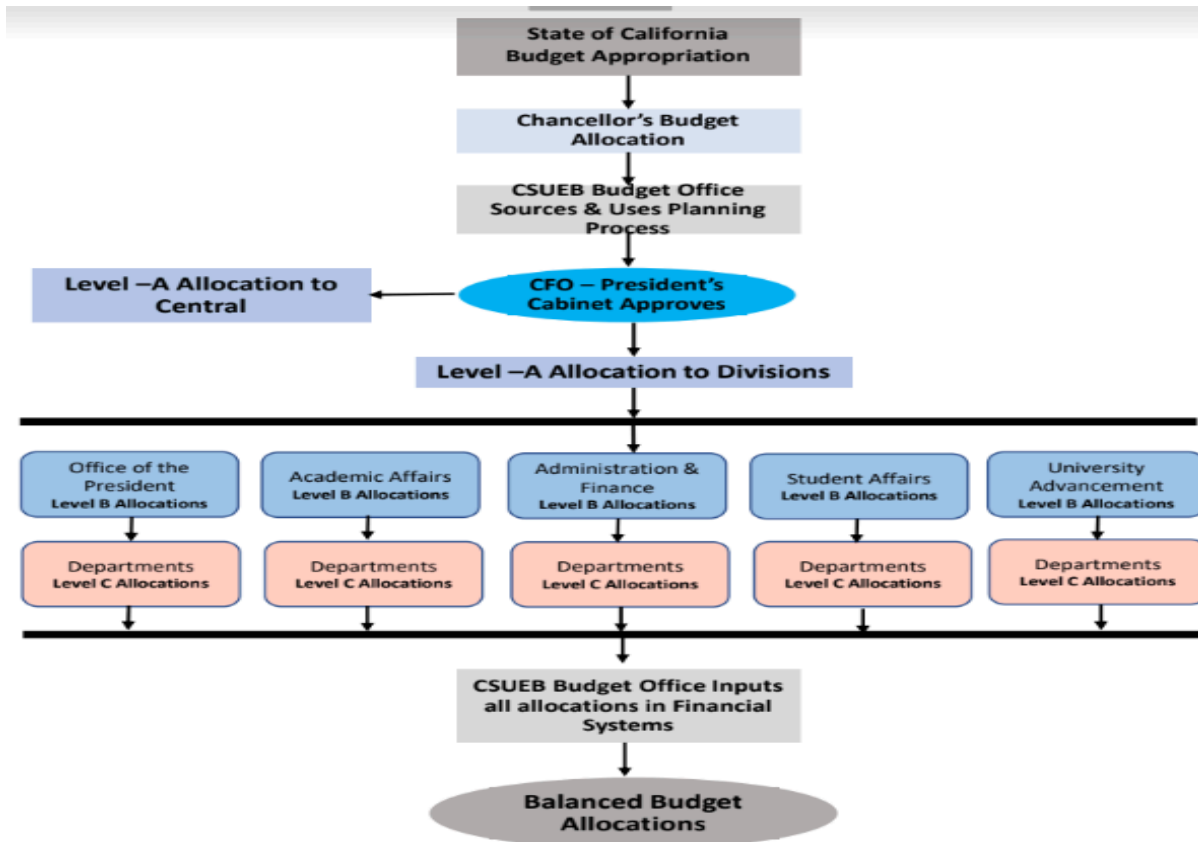


Facing the possibility of depleting these [reserves](#) by 2027-28 without continued cost-reduction efforts amid ongoing enrollment declines, prioritizing budget and enrollment recovery is crucial for CSUEB's future stability. Campus leadership recognizes the importance of a transparent and collaborative approach to reprioritizing and rebalancing resources, including the reformation of a university-wide budget committee to provide advice on decreasing operating expenses. To date, CSUEB's

deficit-elimination efforts have included workforce reductions such as a hiring chill, voluntary separations, and the elimination of vacant positions. These [budget alignment strategies](#) have resulted in approximately \$16 million in cost savings in the future. Additionally, measures have involved budget reductions for divisions and central operations, limits on travel and faculty reassigned time, identification of workload efficiencies, and the use of non-operating funds within divisions. Future efforts may include further workforce reductions, utility conservation, further revision or discontinuation of academic programs with persistent low enrollments, a campus-wide reorganization plan, expansion of revenue generating opportunities, and other reductions in FY 2024-25 to stabilize reserves.

Financial Planning, Stability, and Transparency

CSUEB emphasizes transparency in our budget planning and reporting processes, ensuring strategic priorities and CSU mandates are balanced with policy requirements and financial constraints. This necessitates extensive planning to accommodate different budget cycles and the preparation of compliance reports for federal, state, and CSU authorities, highlighting the university's commitment to open and responsible resource management. Shown below, the [budgeting process](#) at CSUEB operates on a fiscal year basis, but is inherently a continuous, multi-year endeavor that aligns with the campus strategic plan and goals, with current alignments executed at division and department levels. The CO [audits](#) all campuses on a range of measures including financial statements. Additionally, the Committee on Budget and Resource Allocation (COBRA), a standing committee of the Academic Senate, ensures regular faculty consultation in the fiscal planning and budget development processes in support of equitable outcomes across the university. Given the ongoing financial adjustments and university reorganization, a University Planning, Assessment, and Budget Committee (UPABC) will be reinstated in fall 2024 to include wider campus representation, bringing more transparency, consultation, and idea generation on budget-related planning decisions.



Budget Process

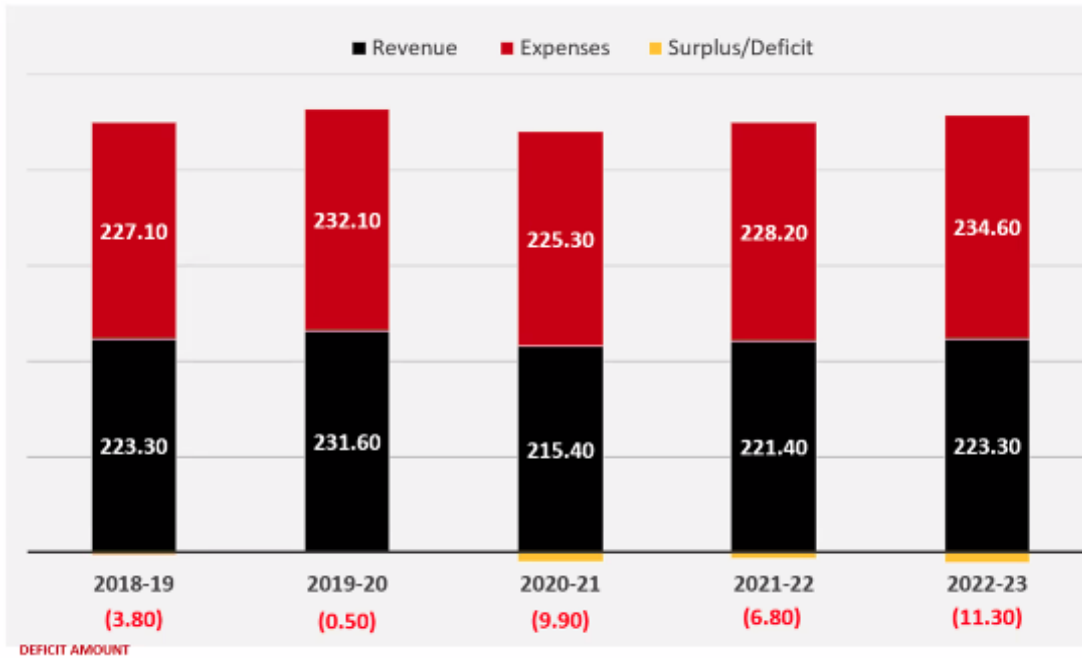
California State University, East Bay currently practices incremental base budgeting. All sources of revenue and projected expenses are identified. All incremental mandatory cost and designated revenues are allocated to Central and the Divisions.

- Level "A" is the allocation to Central and the major Divisions.
- Level "B" is the allocation made from the Divisions to the Deans/Directors/Department Heads. Each Division is responsible for establishing a Level "B" allocation mechanism and monitoring expenditures according to that plan.

Campus communication about the current budget situation has included development and dissemination of [Guiding Principles for Budget Decisions](#), messages from the president, deep dive sessions, and quarterly newsletters from the Division of Administration and Finance. Regular budget reports are also provided to college deans, department chairs, and the Academic Senate’s COBRA committee.

CSUEB has experienced an ongoing operating fund structural deficit over the last five years due to enrollment declines, the effects of the COVID-19 pandemic, unfunded compensation increases, and increased operational costs (e.g., utilities, insurance, and a required expansion of the Title IX office staff and services).

Five-Year Financial Outlook: Structural Deficit



In the past 10 years, the campus has diligently undertaken various strategies to address and mitigate its structural deficit through decisive measures annually. In FY 2018-19, the campus introduced employee reduction strategies within central operations—covering areas like benefits, utilities, risk insurance, repairs and maintenance, postage, and telephone services. This initiative significantly narrowed the structural deficit from \$3.8 million to just \$500,000 by FY 2019-20. However, in FY 2020-21, the campus faced a challenging scenario as operational costs surged and a \$9.5 million reduction in state allocation further compounded the issue, resulting in a daunting \$17.1 million deficit. In FY 2021-22, CSUEB reviewed and eliminated vacant positions, reducing our deficit by ~\$3M. Despite these efforts, continued declining enrollment in FY 2022-23 led to an \$11.3 million deficit. CSUEB continued to make reductions and moved the summer session to state-side funding in FY 2023-24. Nevertheless, at this time, the campus continues to face a \$12.5M deficit for fall 2024, which includes \$4.3M in unfunded compensation increases.

External Funding

CSUEB has been successful in securing external funding. Grants and sponsored program activity have increased dramatically, with \$27M awarded in 2022-23, nearly double the total in 2018. This is due in large part to a deliberate commitment by Academic Affairs, its deans, and new leadership in the Office of Research and Sponsored Programs to invest in research. University Advancement (UA) has also been successful in securing external funding from alumni and other donors. In FY 2023-24, UA raised \$12.6M, having received \$2.75M in one-time donations, \$4.8M in multi-year pledges, and \$5.14M in new planned gifts, the third best year in CSUEB's fundraising history as of March 2024. Of particular note are private gifts that provide funding for STEM (e.g., \$5 M for Braddock Center for Science and Innovation, \$200,000 for student scholarships). The \$4M gift from the Stupski Foundation is focused on strengthening campus advising in support of our equitable student success priorities. [Exhibit #5, External Funding Efforts](#), further highlights external funding efforts.

Enrollment Management

CSUEB's enrollment management efforts, supported by internal enrollment management dashboards, are a collaborative endeavor involving various committees, each playing a crucial role in the university's strategic goals for student recruitment, retention, and graduation. The collaboration begins with the Strategic Enrollment Management Task Force, which sets the direction for developing and implementing initiatives aligned with the campus's [strategic enrollment plan](#). Supporting this framework, the GI 2025 Persistence Committee focuses on aligning resources, curriculum, and student support programs to meet campus retention and graduation objectives, ensuring a coherent strategy across the university's academic and administrative spheres. The Enrollment Management Tiger Team, formed as an additional initiative from the Office of the President, drives innovation and creative thinking on campus, pioneering initiatives such as implementing an annual schedule to enhance campus operations and student degree

planning. Collaborative committee structures will be complemented by the strategic implementation of campus rebranding and trackable digital marketing efforts to increase enrollment. Together, these groups form a comprehensive structure for enrollment management at CSUEB, highlighting the university's commitment to a collaborative and strategic approach to enhancing student success from admission through to graduation.

Physical Campus

Like many public institutions, CSUEB continues to face challenges with our aging physical infrastructure and backlog of deferred maintenance. Over the last 10 years, the campus has spent \$47M on deferred maintenance and capital renewal. Recent completed deferred maintenance and capital improvement projects include elevator modernization, fire alarm system upgrades, and roof replacements. Another \$7.5M of deferred maintenance and capital renewal projects are in the planning or implementation phase.

Despite budgetary constraints, CSUEB is strategically aligning our facilities to meet student and employee needs, emphasizing sustainability and honoring the heritage of the Muwekma Ohlone Tribe, upon whose ancestral land the university resides. Since our last accreditation, the campus has opened one new building, the CORE, which earned Gold [Leadership in Energy and Environmental Design \(LEED\)](#) certification from the U.S. Green Building Council (USGBC). A walkway with native plants honoring the history and culture of the Ohlone people is also in development west of the CORE building. The Braddock Center for Science and Innovation, scheduled to open in October 2024, reflects our dedication to providing state-of-the-art learning environments that prepare students for future careers. This donor-funded building was designed to meet LEED Silver standards.

Campus Communication Systems

In the case of emergencies, the campus follows the [CSUEB Emergency Operations Plan](#). Since 2018, CSUEB has frequently had to inform the campus about various conditions impacting campus operations related to severe weather events and the global COVID-19 pandemic. In particular, two events in spring 2024, a faculty strike and a regional power outage, revealed areas for improvement in campus communication systems, addressed through a joint CO and CSUEB assessment, which resulted in an [After-Action Report](#) identifying 27 action items for improvement by fall 2024.

Technology Resources

Information Technology Solutions (ITS) is integral to the university's operations, focusing on enhancing student success and upgrading infrastructure to meet the technological needs of the campus community. Offering around-the-clock online support for Canvas as well as walk-in services at the Tech Lounge during business hours, ITS ensures that students, faculty, and staff have access to essential technology and support. For example, students benefit from loaner laptops available at the [Learning Commons](#) and free Eduroam wifi coverage on campus. During the pandemic, ITS implemented innovative solutions such as providing mobile hotspots and wifi access in designated parking lots. ITS also offers a full range of training programs, multimedia support, equitable access applications, and IT infrastructure leadership, including the incorporation of Online Campus into ITS for enhanced teaching, learning, and engagement technologies.

ITS aligns its budget and initiatives with the university's strategic goals. Despite recruitment challenges posed by the competitive tech job market in the Bay Area, ITS staff work with various campus groups to foster innovation and meet both instructional and administrative technology needs, ensuring equitable access for all students and employees. Recent efforts under the Five-Year Strategic Enrollment Plan led to the development of a [recruitment portal](#) and technology partnerships with community

colleges to enable early transfer advising, exemplifying ITS' contributions to bolstering enrollment and enhancing communication channels for both prospective and current students. ITS also proposes cost-savings measures such as the recommendation under campus-wide discussion in spring 2024 to transition from Google workspace to Microsoft 365.

Information Resources

CSUEB has sizable information resources available to the campus community. The University Library's collection currently contains nearly 600,000 physical books. The library provides quick access to book collections system-wide through the CSU+ borrowing system. In the last decade, the number of e-books available from the library has increased 571% , and e-serials have increased 53%, improving access to collections for both online and on-campus students. Additionally, library faculty are focused on increasing culturally diverse voices and perspectives across all library collections to better serve and reflect our campus community. The new CORE building, where the library is located, has implemented an online reservation system for the popular study rooms, presentation practice rooms, and publicly reservable spaces. Students can also study, get research assistance from librarians, seek tutoring and peer coaching in the SCAA, check out laptops and other technology from the [Learning Commons](#), and use other academic resources in the CORE.

Implications

CSUEB's strengths include qualified and committed administrators, staff, and faculty. Despite enrollment declines and budget reductions, the campus has maintained key organizational structures and sufficiency of our resources appropriate for a public regional institution serving a diverse student body. Faculty continue to play a significant leadership role in curriculum, learning assessment, research, and other aspects of CSUEB's policies and practices. Leadership has demonstrated a willingness to conduct

assessments of key structures (e.g., HR, Title IX/Discrimination, Harassment, Retaliation Office) and act on the results of those assessments. Many on campus share a resilience and commitment to working across differences and engaging with challenges and tensions to realize our shared goals to support equitable student success and a campus culture of inclusion and belonging.

Facing a complex landscape like other public, regional universities across the US, CSUEB is moving toward balancing enrollment and financial sustainability. These challenges underscore the critical need for clear, consistent, and transparent communication across the campus, especially regarding decision-making and resource management during periods of reorganization having significant campus-wide impacts. With relatively new yet experienced CSUEB executive leadership at the helm, our campus recognizes the need for a strategic focus and adaptability to navigate the institution's path forward. Employee morale has been tested by the pressures of uncertainties and growing demands placed on some faculty, staff, and administrators. The campus continues to strive to find the best approaches to include representative campus voices in achieving financial stability while also fulfilling our mission as a university of access and transformation in the new landscape of public higher education.

Standard 4: Creating an Institution Committed to Quality Assurance & Improvement

Introduction (CFRs 4.1, 4.4, 4.7, 4.5, 4.8)

The last decade at CSUEB has been characterized by change, from converting to a semester system and pivoting to remote learning and services during the COVID-19 pandemic to reorganizing current campus structures to address our enrollment declines and base budget reductions. During these significant changes, CSUEB's established evidence-based quality assurance (QA) processes supported and stabilized the campus to remain focused on our mission, our commitment to DEI, and our achievement of academic and student success goals. Our QA processes have also been instrumental in helping to shape our vision for the future of our institution within the new landscape of higher education where regional public universities like CSUEB are shifting their degree portfolios to meet student demand and regional workforce needs.

CSUEB acknowledges that supporting institutional transformation requires not only vision, collaboration, and quality decision-making, but an even higher reliance on QA processes and evidence-based decision making. As a public institution overseen by the CSU CO and Board of Trustees, some of these quality assurance processes are mandated by the CO (e.g., budget reporting, assessment of Title IX/Discrimination, Harassment, Retaliation). However, local campus QA processes are also well-established in academic, student support, and administrative units.

CSU Chancellor's Office Quality Assurance and Improvement (CFRs 4.1, 4.5, 4.6, 4.7)

As discussed in Standard 3, the [CSU Board of Trustees](#) is responsible for the oversight of the 23 CSU campuses, including CSUEB. The CSU Chancellor's Office oversight of campus QA processes includes a range of [administrative reporting and audit systems](#) as well as [transparency and accountability](#) measures such as [Title IX](#) protection from discrimination. Since 2016, the CO has conducted 16 proactive,

preventive [internal audits](#) on our organizational and physical structures. In AY 2023-24, the CO required CSU campuses to conduct a review with recommendations and action plans for [low degree conferring](#) programs. CSUEB also initiates external audits, such as an upcoming CO review of faculty reassigned time using an equity lens.

University-Wide Quality Assurance and Improvement (CFRs 4.1, 4.2, 4.3, 4.4, 4.5)

In AY 2022-23, following the most recent strategic planning process (see Standard 1), all departments committed to at least three SMART actions that directly aligned with Future Directions (FD) strategic priorities. In spring 2024, the Office of the President surveyed progress. A [summary of achievements](#) and next steps were announced to the campus community by the president and are available online.

IER, as described in [Exhibit #2, Institutional Effectiveness and Research](#), has played a pivotal role in enhancing QA processes university-wide by progressively expanding access to institutional data over the past 10 years. This improvement has enabled the campus to better identify and analyze retention rates, graduation rates, and equity gaps at the institutional, program, and course levels. IER has also standardized the practice of including disaggregated student data by race, URM, Pell eligibility, and first-generation college status across their standard dashboards and for targeted data requests to ensure equity is at the forefront of decision-making processes and evaluations of effectiveness. IER's strategic priorities also include increasing institutional data capacity through collaboratively designed dashboards, interactive data and action projects, and regular training with campus partners.

IER has also led efforts to improve campus-wide access to and analysis of student data from a variety of surveys. Survey results are published on IER's website or as dashboards on Pioneer Insights to support continuous improvement efforts and include the My Story, My Truth [campus climate survey](#); [data and action projects](#); national surveys of frosh and transfer students (BCSSE) and undergraduate

students (NSSE); advising experience surveys; and student enrollment surveys. Examples of actionable data initiatives, as discussed in the earlier standard essays, are provided below.

- The 2021 campus climate survey indicated Black students reported lower levels of comfort relative to other racial groups. Steps taken to address this finding include the opening of a Black Student Success Center and the funding of summer institutes focused on anti-racist pedagogy.
- Ongoing academic advising priorities aimed at increasing the effectiveness of the advisor/student relationship led to students citing improvements in “being provided with accurate information by my advisor” (91% agree in spring 23) and reporting their advisor allows “sufficient time to discuss issues/problems” (89% agree in spring 23) according to an annual survey designed to assess the effectiveness of advising initiatives. Both metrics have improved 5-7% since the 2021 climate survey.
- A three-year analysis was conducted of students who stop out at CSUEB via a Leavers Survey. Findings indicated financial concerns (30% of respondents) and course availability (21%) were the main reasons for departure. Additionally, only 44% of students who departed connected with a faculty or staff about their decision. These findings have been used by the GI 2025 committee to enhance intentional connections between students and faculty/staff.
- Additional institutional actions following the [2021 campus climate survey](#) were presented to campus in spring 2024, concurrent with the launch of the most recent campus climate survey titled [belong@csueastbay](#).
- The [Black Excellence project](#) showcased the resilience, strength, and perseverance of Black CSUEB students and graduates while highlighting examples of effective practices that support Black student success.

Academic Quality Assurance and Improvement (CFRs 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8)

The semester conversion process played an important QA role, resulting in the rejuvenation of academic processes and resources. Examples of improvements in the semester system include changing grading patterns in GE Area A2 (written communication) and B4 (mathematics/ quantitative reasoning), which resulted in more equitable outcomes for students. Student support was strengthened through the development of additional self-service advising resources including degree roadmaps for all programs, improvements in the Degree Audit Report, introduction of the [MyCompass](#) student portal in 2022, and the implementation of Stellic, a dynamic degree planner, in AY 2023-24.

As emphasized in Standard 2 and [Exhibit #4, Institutional Learning Outcomes Integrated Assessment](#), CSUEB has a sustained record of high quality assurance for curriculum structures and has been nationally recognized for currently being #10 in the country for the most Quality Matters certified courses. CSUEB is the only CSU to be awarded the [Excellence in Assessment](#) designation from the National Institute for Learning Outcomes Assessment in 2021. As identified below, long-established academic committees focus on maintaining the quality of academic programs and refining assessment methods, thereby enhancing the value of our degrees. For instance, intentional alignment of core competency outcomes in assignment design, curricular revisions, and assessments at critical milestones have notably improved the ILO assessment process and results for written communication. For example, first-year written communication assessment scores of meeting or exceeding competency levels increased notably from 49%-59% in 2018 to 74%-88% in 2024.

Academic Curriculum and Assessment QA Committees		
Group/Committee	Summary Purpose(s)/Process	Current Actions & Improvements
Educational Effectiveness Council (EEC)	Campus-wide leadership for continuous improvement of student learning outcomes assessment.	Advising on the redistribution of priority assessment work to Academic Senate subcommittees due to reduction of faculty reassigned time.
Committee on Academic Planning & Review (CAPR)	Ensuring the quality and relevance of academic programs through program review .	Revising the Academic Program Review Manual to streamline the review process and integrate SMART goals and low-degree conferring program criteria.
CAPR's Institutional Learning Outcomes Subcommittee	Aligning and integrating the institutional assessment cycle at the program, general education, and institutional levels; assessing ILOs.	Assessing information literacy in spring 2025; providing faculty assignment design tools and unfunded professional development opportunities for ongoing improvement of core competency curriculum.
General Education Assessment Subcommittee of CIC	Assessing GE outcomes and disseminating data to academic programs.	Recertification of GE courses on an ongoing basis; alignment of core competencies throughout the university experience; assessment of GE/breadth courses beginning in AY 2024-25.
Quality Matters (QM) Course Certification	Online Campus mechanism for evaluation of online course design to improve student success.	QM Dashboard reports the positive impact of QM certification including decrease of non-passing grades.

Academic Support, Co-Curricular Programs, and Alumni Quality Assurance and Improvement (CFRs 4.1, 4.2, 4.5, 4.8)

As reviewed in Standard 2 and [Exhibit #3, Student Affairs Assessment Design](#), Student Affairs (SA) is engaged in formal assessment activities following a [division-wide assessment schedule](#). Every SA unit has completed or is scheduled to complete an assessment of their department by AY 2025-26 with findings publicly shared and at Student Affairs Leadership Team (SALT) meetings. [Highlights](#) of key AY 2022-23 findings related to student retention, graduation, equity gaps, and academic success were presented in fall 2023, providing input for next steps. The Housing and Residence Life assessment findings, for

example, showed that Black student residents reported the highest sense of belonging and community compared to other racial and ethnic groups. Housing's action plan includes using these and related data to identify strategies that can be adapted for other groups including Latinx students, who are the largest group living on campus, but also the most likely to leave. To facilitate evidence-based, participatory reflection focused on quality assurance and continuous improvement, [Student Affairs assessment results and closing-the-loop actions](#) for co-curricular activities are publicly reported online.

Administration and Finance Quality Assurance and Improvement (CFRs 4.1, 4.2, 4.5, 4.8)

Administration and Finance (A&F) maintains comprehensive quality assurance processes and a strong record of continuous improvement. Aligned with state and CSU CO mandated QA processes for financial planning and resource allocation (see Standard 3), five-year budget plans are regularly submitted to the CO. To ensure financial stability and service continuity, the division has implemented various cost-saving and revenue-generating strategies. For instance, to mitigate a projected 40% increase in utility costs, the campus is planning two major solar energy projects slated for FY 2025-26, pending funding. Campus utility conservation programs were implemented during the summer 2024, in which 10 buildings on campus were powered down. The lease for the Oakland Center will not be renewed after this fiscal year (ending June 30, 2025) and there are active exploration of revenue opportunities at the Concord Center to increase use by community and industry partners. In spring 2024, A&F leadership and the Office of the President made plans to reestablish the University Planning, Assessment, and Budget Committee (UPABC) to broaden representation across campus units in budget planning, generate additional ideas for strategic cost-cutting across the institution, and continue ongoing discussions with the Academic Senate's Committee on Budget and Resource Allocation (COBRA) to enhance collaborative efforts on enrollment and budgetary challenges.

A&F is also focused on becoming a best-practices HR institution following an external assessment resulting in recommendations, and has enhanced operational efficiency through the automation and digitization of campus forms and processes as part of a comprehensive QA initiative. In summer 2024, Facilities is scheduled to further increase operational efficiency by modernizing the Emergency Operations Plan and upgrading emergency communication systems, ensuring a more effective response framework. A&F has outlined strategic goals and performance indicators aimed at refining customer service, streamlining administrative processes, and reducing turnaround times for expense reimbursements and work orders. These measures are designed to enhance operational efficiencies across the university, with ongoing evaluation through annual and external assessments.

Implications (CFRs 4.1, 4.5, 4.8)

Although budget and enrollment realities have resulted in difficult conversations across campus about how to implement our campus priorities, there remains a steadfast commitment to our mission as a university of access and transformation. Stemming from recommendations of our last reaffirmation, CSUEB has significantly improved data access for our QA processes, including disaggregated student outcome data on retention, graduation rates, and student learning at the institutional, program, and course levels. CSUEB continues to draw on our established and developing QA processes to improve our educational offerings, student support programs, and campus operations, particularly in periods of rapid change.

In the face of the evolving landscape of higher education, characterized by enrollment declines and state funding cuts, CSUEB recognizes the critical need for ongoing refinement of QA processes and the strengthening of partnerships across campus units. High-quality collaboration and decision analysis, supported by robust QA approaches, are essential as the campus strives to be a highly focused, responsive, efficient, and affordable regional public institution offering top-quality in-person, hybrid, and

online learning opportunities. This includes specialized programs for working adults and innovative private-public partnerships that align with our vision “to be a catalyst for student equity, life-long learning, innovation, and educational success that amplifies upward mobility for all communities.”

As CSUEB navigates this transformative period, collaborative discussions that are grounded in data and involve faculty, staff, students, and senior administration will be pivotal. Moving toward a broader sharing of data and outcomes across the entire university, rather than limiting these insights to individual divisions or departments, will be crucial. Enhancing data literacy, continuing to create intuitive dashboards and visualizations, expanding quality assurance practices, and fostering cross-divisional dialogues on the implications of institutional and student outcomes are fundamental steps to cultivate meaningful growth and a culture of trust. These efforts will ensure the university remains agile and committed to its mission of access and transformation. By making deliberate, data-informed decisions that leverage our institutional strengths in QA, CSUEB will continue to enhance educational opportunities and student success, reinforcing our vision to elevate lifelong learning and innovation.

Section C: Reflections - Synthesis of Insights as a Result of the Reaffirmation Process

CSUEB's self-study in AY 2022-23 and the development of our institutional report in AY 2023-24 were highly collaborative, involving more than 100 faculty, staff, administrators, and students. Over this two-year period, during one of the most significant periods of institutional change in the last 10 years, existing and accreditation specific committees came together across divisions and departments to engage in dialogue and analysis of our progress towards meeting our goals as a university of access and transformation. Together the campus took an honest look at our past and present and collectively began to imagine our future. Through our conversations with each other across units and roles, the preparation for reaffirmation led to:

- a more clear articulation of our campus vision and our shared goals and values;
- an appreciation for the resilience and authentic care for our diverse students from campus employees; and
- a commitment to a data-informed, continuous improvement approach in planning for the future.

This collective work has positioned CSUEB to look toward our future and identify key challenges in the short and medium term. These challenges include enrollment and budget declines both locally and nationally; a campus climate affected by local and national social, political, and economic forces; and the reshaping of our degree portfolio to be more focused and streamlined, aligning closely with shifting student demand and regional needs in the coming decades. Additionally, this collective effort has generated positive ripple effects, such as improved communication, updates to policies, and the expansion of quality assurance processes. These developments collectively contribute to the university's ongoing adaptation and growth.

In preparation for this final essay, word clouds were created from the institutional report narrative with the word *student* being the most prominent in every essay, underscoring our authentic

campus commitment to centering students in our discussions and decisions. Over this last decade, our campus has seen significant growth in a number of areas that support equitable student success:

- revising all curriculum during the semester conversion process;
- implementing more supportive assessment and grading approaches in lower-division GE writing and math;
- the campus's nimble response to teaching, learning, and student wellness during the pandemic;
- expanding student support programs including opening affinity-based student success and resource centers; and
- having access to dashboards with student data disaggregated by race, income, and first-generation status at the course and program level so that colleges, departments, and individual faculty can work more intentionally on equity gaps in course completion, retention, and graduation rates (see Standards 1, 2, 4).

Indeed, some of our most impactful work at CSUEB is based on students' perspectives and needs during periods of significant change (see Standards 2, 3). As discussed in the previous essays, the campus has experienced many transformations over the last decade, has shown resilience through the implementation of these changes, and has learned to expect and address limitations and challenges that emerge through the change process.

The reaffirmation process has highlighted CSUEB's proficiency in responding effectively to a variety of external challenges, including directives from the CSU Chancellor's Office, state legislature, federal government, and internal campus demands. In times of significant change, the CSUEB community has consistently come together to ensure that disruptions to students are minimized. For instance, our transition to remote learning and operations during the COVID-19 shelter-in-place directive was managed smoothly, thanks to the campus community's rapid and supportive response to students and each other. This ability to quickly assess and creatively respond to needs is reflected in our strong

retention and graduation rates during both the semester conversion and the pandemic (see Standards 1, 2, 3). However, while we adeptly handle immediate crises, there is a growing recognition of the need to plan more intentionally for change, ensuring that our strategies are not only reactive but also proactively designed to support our long-term vision and goals.

During and since the pandemic, the CSUEB community has deepened its engagement in dialogues that not only meet the diverse needs of our students, but also acknowledge the individual and communal contributions they bring to our campus, thereby enriching their holistic development. These discussions have led to significant shifts, including the transition from transactional to relational advising models, the adoption of culturally relevant, anti-racist pedagogical approaches, and the implementation of equitable grading practices (see Standards 1, 2, 4). In response to the changing educational landscape, the campus has expanded our online degree offerings and enhanced our online student programs and services to better meet student needs. These adaptations have made our educational practices more responsive and supportive. However, as we continue to develop these online resources, it is also vital to recognize and uphold the need for some in-person engagement and interactions, which remain critical to the student experience and community building on campus, particularly for first-year student experiences.

Improvements for employees have resulted in enduring enhancements to university operations. These include the establishment of a telecommute program for eligible employees to work remotely up to two days a week and the transition to online approvals for all campus forms and processes, reinforcing our commitment to efficiency and adaptability (see Standards 1, 2, 3). Similarly, in response to the CO and legislature's assessments of CSU-system and campus-level Title IX policies and practices, our campus not only upheld our commitment to transparency and continuous improvement by actively participating in the assessment process, but also implemented significant updates in our Title IX office promptly after preliminary results were discussed with campus leadership (see Standards 3, 4).

While the campus has shown adeptness in reactive measures, there is a crucial opportunity to elevate our data-informed maturity by more proactively leveraging data resources across our quality assurance (QA) processes. Insights from the institutional report highlight that many established QA processes, such as academic program review and student learning assessment, are deeply integrated into our campus culture. Yet, newer or recently revised processes, including SMART goal setting and the implementation of a five-year assessment cycle for student support programs, present opportunities for enhanced data application. These processes, whether nascent, evolving, or fully established, are critical for advancing proactive planning and decision-making across the campus (see Standards 2, 3, 4). By harnessing the full capabilities of IER dashboards and comprehensive budget planning and resource allocation tools, we can significantly elevate decision analysis, modernize our academic program portfolio, and strengthen initiatives to close equity gaps and improve enrollment, retention, and graduation rates. Committed to a culture of continuous improvement, CSUEB will keep refining these tools and processes to ensure that evolving campus needs are met and drive sustained progress.

CSUEB is committed to forward-thinking strategies in preparation for future needs. Increasing the use of regional and national data and analytics to understand shifts in student trends and demographics bolsters our capability to anticipate future educational needs (see Standards 1, 2, 4). As a Hispanic Serving Institution and an Asian American and Native American Pacific Islander-Serving Institution, we see a significant opportunity to enhance targeted investments in culturally relevant academic programs and social support systems for our Latinx and AANAPI student communities.

Reflecting on our journey towards becoming a truly student-ready, student-centered campus, CSUEB has made significant strides in aligning our operations and priorities to meet the evolving needs of our students. Our efforts to create a new institutional identity reflect the changing landscape of higher education, where public regional institutions like ours must tell our story and stand out in a crowded marketplace to attract students. By evolving to align with the educational choices, enrollment patterns,

and social and academic needs of our students, our degree portfolio will become more focused and responsive to shifting regional needs while continuing to support the development of core skills such as critical thinking, oral and written communication, quantitative reasoning, information literacy, and leadership and teamwork. Collaborative efforts among Academic Affairs, Student Affairs, Faculty Development, Institutional Effectiveness and Research (IER), colleges, and academic departments are enhancing outcomes for students and faculty in foundational courses, supporting long-term career and life readiness in a rapidly changing job market. By integrating the diverse voices of our campus community into our planning, CSUEB ensures that our strategies are not only responsive but also reflective of our collective aspirations, solidifying our commitment to fostering a supportive and dynamic academic environment centered on student success.

CSUEB is built on a strong foundation, characterized by dedicated faculty and staff with an authentic care and commitment to our students and mission of access and transformation. The 7% increase in response rates to the 2024 campus climate survey, compared to the 2021 administration, reflects continued and growing campus engagement with university priorities aimed at enhancing a sense of belonging for faculty, staff, and students. Despite a significant number of faculty (68%) and staff (64%) contemplating leaving Cal State East Bay, many have chosen to remain, driven by the personal fulfillment they gain from serving first-generation and historically underserved students, and by their strong connections with colleagues. This enduring commitment is mirrored in the improved perceptions of the campus climate among students, where 97% of respondents in 2024 felt comfortable, up from 95% in 2021. To enhance CSUEB's strong foundation built by dedicated employees committed to our mission, the campus will need to focus on improving support and recognition programs, fostering community connections, and continuing efforts to improve the campus climate.

The next few years at CSUEB will undoubtedly pose challenges due to budgetary constraints from reduced state support and past enrollment declines. As the campus navigates these difficulties, the

process of preparing for reaffirmation has catalyzed the campus community to recognize a new reality and clarify our path forward, leveraging both established and emerging strengths to plan for the future. While the shape of CSUEB's future continues to evolve, our resilience, flexibility, and unwavering commitment to equitable student success remain steadfast. The campus will leverage our proven strengths in using data to inform decisions, focusing on three key areas: stabilizing enrollment through enhanced recruitment and retention efforts; scaling high quality programs and services to our new smaller size and resources; and fostering ongoing dialogue and understanding of both local and national conditions related to enrollment, funding, and public perceptions of higher education. These concerted efforts are fundamental to sustaining our mission within a rapidly evolving educational landscape.