

Offsite Review (OSR) Summary of Lines of Inquiry Guide

Standards: 2013 2023

Directions: This form is to be completed by the team at the conclusion of its daylong Offsite Review of the institutional report and supporting materials. The form will be sent to the institution within one week by the WSCUC liaison, and a response to section IV will be sent back from the institution eight weeks in advance of the Accreditation Visit. This form can be in a bulleted list, outline or narrative format. Please do not delete this first page, i.e., this cover page. Instead, complete information as requested and submit it with the Lines of Inquiry.

Offsite Review (OSR)

Institution under Review: California State University East Bay

Date of Offsite Review: October 9th and 10th

Team Chair: Rita Hartung Cheng

The Offsite Review team recommends the following actions be taken:

Proceed with the Accreditation Visit scheduled: March 19 to 21, 2025

Reschedule the Accreditation Visit to: _____

The reason(s) the Team recommends rescheduling the visit is/are: _____

Due date for institutional response to Section IV (specify exact date): January 20, 2025

- I. Overview of the lines of inquiry. This document identifies 5 lines of inquiry for the Accreditation Visit (AV) that are derived from the institution's report. In addition, this document includes questions or issues the team discussed during the Offsite Review (OSR) that may be pursued during the visit. The team does not expect or invite a written response to these questions before the Accreditation Visit. The only written materials that the team expects from the institution before the visit are those listed in Section IV: "The team requests that the institution supply the following additional documents and information before the Accreditation Visit."
- II. Commendations. The team commends the institution for the following accomplishments and practices:
- Mission alignment to the East Bay Area, supporting diverse student populations and access for non-traditional students through online programs, the large number of transfer students, and attention to the undergraduate and graduate portfolios.
 - Progress on addressing the underlying structural deficit and in identifying reserves and funds to help address deferred maintenance on campus.
 - Development and collection of data with dissemination through the *Pioneer Insights* website.
- III. Lines of inquiry. The team has identified the following lines of inquiry for the Accreditation Visit:
- 1) **Campus Strategy.** The team wants to better understand CSUEB's campus strategy [CFRs 1.3, 1.7, 3.1, 3.2, 3.4, 3.6, 3.10, 4.1, 4.2, and 4.3]. Specifically:
- Progress on budget and enrollment challenge planning – how success is measured and the specific metrics used.
 - Detail on how budget priorities are linked to the campus strategic plan.
 - The link between academic programming decisions and budget planning.
 - The degree to which the online strategy is connected to future financial and enrollment success.
 - Strategies to recruit and retain URM faculty.
 - The changes in workload over time, including impacts on faculty and staff.
 - Data literacy initiatives across campus.
 - The role of information technology in supporting current and future initiatives, and campus deficiencies.
- 2) **Budgeting Process/Financial Stability.** The team wants to better understand CSUEB's current financial position and outlook, reserve capacity, and ongoing efforts to ensure sustainability [CFRs 1.3, 1.7, 3.4, 3.5, 3.6, 3.10, 3.11, 4.3, 4.6, and 4.8]. Specifically:
- How campus strategic, budgetary, and academic programmatic decisions are made.
 - The process by which budget and campus priorities are established.
 - Specific data used to drive budget decisions, including investments, student demand, allocations from the CSU System, reductions, etc.
 - The process for effectively communicating budgetary decisions to the campus community.

3) **Shared Governance.** The team wants to better understand how CSUEB defines shared governance, and how it is implemented across the campus [CFRs 3.11, 4.3, and 4.6]. Specifically:

- How campus challenges and opportunities are communicated among constituents.
- The role of faculty and the extent of consultation involved in campus budgetary decisions and academic program priorities.
- The role of task forces vis a vis established shared governance committees in budgetary and strategic decision-making.

4) **Student Success.** The team wants to better understand how student success efforts are coordinated across the campus [CFRs 2.2, 2.3, 2.4, 2.10, 2.11, 2.12, 2.13, 2.14, 3.6, 4.3, and 4.5]. Specifically:

- With the myriad initiatives related to student success, the strategy, data use, and prioritization process in support of these as well as the planned sunseting of these programs and initiatives.
- How academic program planning links to student demand and regional workforce needs.
- Strategies the campus is employing to address equity gaps in graduation rates of URM students.
- With the elimination of remedial courses and other campus reductions, how the campus is navigating and providing effective student support services to ensure student success.
- The extent of advising services provided to all students (distance education, hybrid, and on-campus) and the frequency of use and satisfaction levels.
- How the campus ensures consistency of quality across all course modalities.

5) **Change Management.** The team wants to better understand the process by which CSUEB is managing change across the campus [CFRs 2.3, 3.4, 3.6, 4.1, 4.3, 4.6, and 4.5]. Specifically:

- How the institution is managing the operational impacts of enrollment challenges.
- Short-term and long-term responses to the current campus climate.
- Specific plans and strategies the campus will implement to respond to the results of the campus climate survey.
- The campus pivot to programs supporting workforce development and non-traditional students.
- The rationale for establishing the College of Health and its implications for student success, fulfillment of workforce needs, and enrollment growth.

IV. Request for additional documents and information. The team requests that the institution supply the following additional documents and information before the Accreditation Visit. The only written documents and information the team expects before the visit are listed in this section. The team does not expect or invite a written response to any of the questions posed or issues raised in other sections of this form.

- Student Outcomes Overview (SOO) narrative. See SOO [narrative instructions](#).
- Documentation and communications related to changes on campus, specifically changes in leadership, staffing and program reductions, and any other information or plans related to change management efforts – including internal campus-wide communication from the Budget Office.
- Documentation about the *Quality Matters* certification.
- Documentation describing the use of placement exams – when are the exams required and how are the results used.
- Documentation about available student support services and examples of related communication promoting such services.
- Review of all links in the report and ensure that all are working (e.g., some related to advising are not working).
- Disaggregated data on faculty retention – trends over time.
- Detailed documentation on budget planning process and strategy for addressing the structural deficit.
- Plans, documents, or strategies to address concerns identified in the recent campus climate survey.
- Data on retention and graduation for students enrolled in online courses and programs.
- Disaggregated data on the recent fall enrollment.

V. Individuals and groups to meet during the visit. The team requests that the following groups and individuals holding the specified positions be included on the schedule for the Accreditation Visit.

- Academic Senate, faculty leadership
- President’s Cabinet
- Accreditation report preparation group
- Program Review Group that participated in rebalancing
- Provost and VPAA
- Department Chairs
- Deans
- Strategic Communications – Chief Communications and Marketing Officer
- Student Affairs Group
- Persons or Groups responsible for Graduation Initiative 2025
- University Diversity Officer
- Separate open meetings with faculty, staff, and students (on ground and online)
- Associated Students leadership
- Strategic Planning Group
- Library staff involved in providing student support services
- Advising staff – including those involved in self-service and virtual advising initiatives
- Institutional Strategy and Assessment Office
- Staff involved in student success initiatives – graduation rates, closing equity gaps
- Transfer Coordinator or person responsible for transfer students
- Director and staff for Online Campus
- Alumni - particularly those who are local employers

- Representatives from Industry Advisory group(s)
- Office of Career and Professional Development staff
- Staff involved in workforce planning and post-graduation outcomes for students
- CSU System representative to discuss budget from the system perspective
- Standing Committee on Budget and Resource Allocation
- University Planning Assessment and Budget Committee
- AVP of Budget and Planning
- CFO
- AVP Information Technology Solutions
- AVP for Enrollment Management
- Tiger Team
- Persistence Task Force

In developing the schedule for the visit, the team may identify additional individuals or groups with whom they wish to speak.

Guidelines

For Teams

By the end of the Offsite Review (OSR) evaluation team members will have begun plans for the Accreditation Visit (AV). A resource to help the team with the planning process is the *Summary of Lines of Inquiry: Offsite Review*. This form reflects issues for follow-up and questions to pursue during the AV, and requests additional information or documentation before the visit.

Teams are asked to:

- a) Review the form at the start of the Offsite Review to be reminded about the expected outcome for the day.
- b) Avoid preparing a Summary of Lines of Inquiry that could trigger a narrative response, particularly anything lengthy, or other kind of extensive report from the institution.
- c) Use the process of completing the form to make sure that the requested information and/or documentation are not already addressed in the institutional report and supporting materials.
- d) Record the lines of inquiry for the Accreditation Visit that surfaced during the Offsite Review in section III of the form. Describe each area and the specific aspects that will be pursued during the visit. If helpful and relevant, the team may want to organize the lines of inquiry by the institutional report sections (though, this is not required). The lines of inquiry can be in a bulleted list, outline or narrative format.
- e) Reinforce with the institution, during the OSR video conference and on the form, that while institutions may be tempted to address the lines of inquiry from section III in an institutional response, they should not do so (typically the chair fulfills this role).
- f) Use section IV of the form to request that the institution supply additional documents or information. If helpful and relevant, the team may want to organize these requests by the institutional report sections (though, this is not required). The form should clarify which documents and information will be needed in advance of the visit and which may be made available when the team is onsite.
 - o Request information directly (e.g., "Please provide the process and timeline for developing the new Strategic Plan") or use a question to solicit the information from an institutional response (e.g., "What was the process you used to develop your new Strategic Plan and what was your timeline?").
 - o Keep in mind that this process should not invite a narrative, particularly anything lengthy, or other kind of extensive report from the institution.
- g) Use section V of the form to request the groups and individuals holding the specified positions be included on the schedule for the Accreditation Visit. This will likely be a bulleted list but can include a brief explanation, i.e., one or two sentences describing the reason(s) for wanting to meet with those listed. If helpful and relevant, the team may want to organize this section by the institutional report sections (though, this is not required).
- h) Complete the form no later than one week following the Offsite Review. It is most useful if the form can be completed at the end of the daylong Offsite Review. Please submit the completed form to the WSCUC liaison who will distribute it to the institution.

In Summary:

- a. The team will send the *Summary of Lines of Inquiry: Offsite Review* form to the WSCUC liaison preferably at the end of day of the Offsite Review, but no later than one week following the Offsite Review;
- b. The form should not trigger any kind of lengthy narrative or report by the institution;
- c. The form will include:

- i. Commendations;
 - ii. Lines of Inquiry for the AV;
 - iii. Requested additional documentation and information, clarifying which is due in advance of the AV and which may be made available during the AV;
 - iv. Requested groups and individuals to be included in the schedule for the AV.
- d. The only written documents and information the team expects before the visit is listed in section IV. The institution should not provide a written response to any of the questions posed or issues raised in other sections of the form;
 - e. Documents and information required in advance are submitted through box.com eight weeks before the start of the AV.

For Institutions

- a) The Lines of Inquiry form can serve as a planning tool for the institution as they prepare for the Accreditation Visit.
- b) The only written documents and information that the team expects in response to the Lines of Inquiry are listed in section IV. The team does not expect or invite a written response to any of the questions posed or issues raised in other sections of the form, even though institutions may be tempted to do so.
- c) The institutional response is due eight weeks before the start of the Accreditation Visit.
- d) Institutional responses are submitted through box.com. About ten to twelve weeks before the visit, the institution will be provided with a link to a folder on box.com. The institution's response to the Summary of Lines of Inquiry can be uploaded to the folder. Once the response has been uploaded, WSCUC staff will share the materials with team members.