

## Developing Lines of Inquiry (Offsite Review)

**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 and a response to section IV will be sent back from the institution eight weeks in advance of the Accreditation Visit. This form cae~~o~~ )]ll be sent

I. Overview of the lines of inquiry and observations.

This document identifies Four (4) 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 AV. 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 CSU East Bay for its accomplishments and practices as demonstrated by the institution's:

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

genuine striving to study and explore issues that impact the institution's core commitments to high educational quality, institutional accountability, and quality learning environment;

consistent shared governance among trustees, administration, faculty, and students, as demonstrated by the inclusive processes employed in institutional decision-making and planning;

firm student-centered focus and commitment to transforming lives of students through accessible higher education and high quality of teaching and learning;

well-grounded, comprehensive commitment to diversity explicitly stated in CSUEB's documents of mission, vision, data collection, and resolve for diversity parity among students, faculty, staff, and administrators;

campus-wide collaborative development of Institutional Learning Objectives, confirming a sturdy linkage between curriculum and student learning through its selection of the challenging \_\_\_\_\_ as the first campus-wide core competency area to assess and inclusion of the SLOs in all course syllabi;

stewardship initiatives and creative response to address state budget reductions through fee increases, grants, and private gifts to avoid massive campus operational reductions.



groups of students of color? Describe the various efforts that are being deployed to address disparities?

What is being done to increase the success of freshman learning communities? Are there special efforts to address the needs of first generation college, underrepresented minority freshmen, and/or freshmen with extreme developmental education needs?

C. Institutional Research/Data Needed for Assessment

: 1) what is the relationship between data and resources; 2) how will CSUEB use program data to address the need for clear analysis and the ranking of programs? How will CSUEB evaluate the annual assessment reports and provide feedback to the departments regarding achievements and challenges?

How is the institution accommodating the transition, including transition to new leadership

How will CSUEB incorporate graduate level competencies? Will it be by program or university-wide?

What is the University's regional vision? How does this drive curriculum, admissions, and resource allocation?

What does CSUEB see as its gaps related to Standard 3 (3.1, 3.2, 3.5)?

How and when will the Concord Campus Plan be implemented? Has there been an update and follow-up of the plan since 2011?

What are the plans for other offsite centers, particularly the downtown Oakland location?

What evidence does the Campus have that the region wants a curricular focus on STEM? How prepared is the campus to provide this leadership?

- IV. Request for additional documents and information. The team requests the following documents and information before the Accreditation Visit. The documents listed in this section are the only written documents and information the team expects before the Accreditation Visit. The team neither expects nor invites written responses to the questions or issues raised