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

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 sunsetting 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.

- 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)

i. Commendations;

ii.