OFFSITE REVIEW (OSR) SUMMARY OF LINES OF INQUIRY GUIDE

> **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: CSU Monterey Bay

Date of Offsite Review: September 26-27
Team Chair: Denise Konan_____

 The Offsite Review team recommends the following actions be taken:

X Proceed with the Accreditation Visit scheduled in: March 27-29

___ 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):
 _____March 1, 2019_____

_____

I. Commendations

CSU Monterey Bay is to be commended for:

1. a mission that reflects your fidelity to founding core values, being deeply committed to serving the diverse population in the region with a focus on innovation in curriculum and high impact practices such as service learning, cultural and language requirements, and for your capstone program and use of technology.

2. a thorough self-study, clearly organized, and with well-referenced supporting documents.

3. a robust and comprehensive culture of assessment, including use of rubrics, student benchmarks, and engagement of faculty.

4. an institutional investment in improving data collection, analysis and ease of access of this data, linked to continuous improvement as evidenced by meaningful processes for assessment of learning, reviews of academic programs, academic and administrative services and targeted use of external reviewers(such as for the health and wellness initiative, and the diversity mapping data portrait).

5. for your measurable positive improvements in undergraduate graduation rates. Even with these notable increases, the institution continues to explore ways to identify gaps among populations and address barriers.

6. being an innovative and flexible institution as the institution matures, accommodating student growth by adaptations such as changing degree titles, reorganizing College structures, integrating holistic wellness and student learning, and designing a one-stop-shop for advising, career and student success. These efforts are undertaken with remarkable faculty guidance and shared governance.

II. Lines of Inquiry

1. Strategic Plan Alignment with Institutional Purposes

The team would like to understand the university's approach to institutional strategic planning and its impact on student learning and success as well as the potential financial impacts.

2. Student Learning and Success for all Students

The team would like to learn more about the collaboration between Academic Affairs and Student Affairs for student success, particularly with respect to closing the achievement gap, student retention, graduate students, international students, and alumni outcomes.

3. Faculty and Staff – Fostering Diversity and Professional Development (Cheryl)

a. We would like to know how recruitment, retention and development of a sufficient number of qualified and diverse faculty fosters career success, from early career to senior faculty in their roles of teaching, learning, research, scholarship, creative activities and service.

b. We would like to know about intentional efforts to recruit, retain and develop a diverse staff to support institutional success.

4. Distance Education

 We would like to learn how the institution evaluates the quality and level of your support for distance education. Additionally, we would like to learn how the University assesses the educational effectiveness of these programs, including evidence of achievement of stated learning outcomes for the programs.

5. Assessment and Resource Allocation
The team is interested in learning how program review is used for resource-supported planning and action. The team is also interested in the assessment plans for GE, given the recent CSU executive orders. Lastly, the team would like to learn more about progress being made on addressing rigor to enhance quality.

6. Leadership and Decision-making
Given the recent growth of the institution, the team is interested in understanding whether there is a sufficient number of administrators with appropriately aligned duties to carry out functional responsibilities and clear decision-making processes.

7. Developing and Applying Resources to Ensure Quality and Sustainability
The team would like to learn more about the campus' efforts to diversify and leverage resources in areas such as philanthropy, self-support programs, research and sponsored programs, public/private partnerships, and auxiliary activities to advance institutional capacity to meet regional needs.

III. Request for Additional Documents
1.   Number of Tenure track and lecturers by college by ethnicity for fall/spring AYs 16-17, 17-18,
      18-19 (fall only).
2.   Ethnicity of staff by division for each year in a three year period AY 16-19 (Academic Affairs, Student Affairs and Enrollment Services, Administration and Finance, University Development)
3.   Recruitment plans/guidelines used for tenure track faculty hiring in AY 17-18, with any updates for
      AY 18-19 recruitments
4.   Most recent retention, tenure promotion guidelines by college

5.   For AYs 17-18, 18-19 (fall) Schedule of programming for faculty development through the Center for Teaching, Learning, Assessment.
    a. Does the Center for Undergraduate Research Opportunities offer faculty development? If yes, provide schedule for AY 17-18 and 18-19.
    b. Does the Office of Sponsored Programs offer faculty development? If yes, provide schedule for AY 17-18 and 18-19.
6.   For AYs 17-18, 18-19 (fall) Schedule of programming for staff development
7.   Any documents describing college specific faculty development offerings in AYs 17-18 or 18-19 (fall)
8.   Organizational charts for each division of the University ((Academic Affairs, Student Affairs and Enrollment Services, Administration and Finance, University Development)
    a. Descriptions of functions of units indicated on organizational charts for Division of Academic Affairs and Division of Student Affairs and Enrollment Services
    b. Position descriptions of MPPs in Division of Academic Affairs and Division of Student Affairs and Enrollment Services
9.   Sample syllabi from stateside programs - graduate and undergraduate
10. Sample syllabi from distance learning/on-line courses
11. Any policies or procedures about on-line instruction not evident in the Institutional Report

(continued below)

IV. Requested Meetings

1. Key individuals who drive strategic planning: the President and Cabinet, and other stakeholders such as governance leaders or members of the President's external advisory group

2. A meeting with Vice President of Student Affairs and Enrollment Services, AVP for Academic Programs, Dean of University College and Graduate Studies, Administrator in charge of international studies (both for outgoing students and incoming students, if different individuals) and personnel from the alumni association (Director level)

3. A meeting with Student body leaders or representatives including those from any graduate student association(s) and international student organization(s)

4. A meeting with Provost, College Deans, AVP for Academic Programs and Dean of University College and Graduate Studies, AVP for Academic Planning and Institutional Effectiveness

5.   A meeting with AVP for Inclusive Excellence and Chief Diversity Officer, Title IX Coordinator, and Head of University Personnel

6. A meeting of Directors: 1). Sponsored Programs, 2). Center for Teaching, Learning, Assessment and 3) Undergraduate Research Opportunities. Please include faculty leaders in assessment, undergraduate research and a few PIs.

7. President's Executive Team: Provost, VP Student Affairs and Enrollment Services, VP Administration and Finance, VP Development.

8. Academic Senate Executive Committee, and representatives from the Committee on RSCA, the Faculty Affairs Committee and the Curriculum review committee.

9. For Distance Education review (at off site meeting location(s) TBD): Appropriate faculty leaders and/or administrators involved with curriculum development and teaching in on-line learning modality, including the Dean of Extended Education. And meetings with students and administrator(s) at off site meeting location(s).
Note: It would be ideal to visit two off campus sites. If two can't be visited due to geographical distances, perhaps zoom meetings can be rearranged with one of the sites.

10. A meeting with the Provost & VPAA.

11. A meeting with VP Student affairs and Enrollment Services and then a separate meeting with director/coordinator level of staff of the VPSAES.

12. A meeting with the CFO, the VP Advancement, and the Executive Director of the Auxiliaries.

13. A meeting with the President and the review team.

V. Information for Federal Forms Review
1. New standalone credit hour policy was to be approved in Fall 2018. Please provide.

2. Sample Program information for a review that looks at "program length" for sample UG and Graduate Programs

3. What are campus plans to provide information to students on career outcomes for graduates?

4. No information was provided on where records for student complaints kept and whether there is a system in place for tracking and monitoring of resolution of student complaints over time. Please provide.

5. Broken link: https://csumb.edu/admissions/articulation

6. Transfer policy review: Policy doesn't mention accepting credit from other Universities. Is there a statement of this in the catalog or some other source? Is there a published statement on title V regarding transfer of Graduate credit published? Please provide links or statements.

10/9/18