



CSU
Bakersfield



Walking the Talk

From Vision to Evidence of CSUB Excellence





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WASC Report - California State University, Bakersfield

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Horace Mitchell, Ph.D.
President

Soraya M. Coley, Ph.D.
Provost and Vice President for Academic Affairs
and Interim Vice President for Development

Accreditation Liaison Officer:

Curtis Guaglianone, Ed.D.

Special Assistant to the Provost for Program Development
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93311-1022

Phone: (661) 654-2478
Email: cguaglianone@csub.edu
<http://www.csub.edu/WASC/>

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Introduction: The Journey from CPR to EER

The journey towards reaccreditation began formally in 2005, as California State University, Bakersfield (CSUB), planned for the development of the [Institutional Proposal](#). Submitted in Spring 2007, the premise of our proposal was that the campus would greatly benefit by a period of “introspection” aimed at answering the question of how we were “walking the talk.” This was especially important considering changes in the campus leadership, including a President in 2004 and a Provost the following year, new faculty and staff, along with a new [vision](#), a revised [mission](#) statement, a new [strategic plan](#), and later a [statement of values](#).

More specifically, the reaccreditation process provided impetus to examine the alignment of institutional purpose, educational objectives, organizational structure, and resource application and utilization. We recognized that such alignment is essential to sustaining the momentum of being a “student learning-centered” institution and achieving educational effectiveness. ([Organization Charts](#))

In the Institutional Proposal, two themes were identified that would shape the Capacity and Preparatory Review (CPR): “University Alignment” and “Campus Culture.” These themes emerged from the campus’ [Policy Delphi Surveys](#) of faculty, staff, and students. The feedback from WASC regarding our proposal acknowledged the quality and amount of work as “impressive” and the assessment of our capacity as “thorough and candid.” At the same time, we were advised that our proposal was “quite ambitious” and “sets forth a wide range of issues.” In fact, WASC recommended that, for our Capacity and Preparatory Review, we “consider identifying some key priorities for primary focus.”

The [2009 CPR Report](#) carried forth the original two themes from our proposal: “University Alignment: Achieving Educational Effectiveness” and “Campus Culture: Achieving Sustainable Excellence,” but delimited the focus to institutional capacity, academic infrastructure, and the student support foundation as a precursor to

demonstrating educational effectiveness. The [WASC Commission letter](#) following the CPR [dated March 3, 2010] acknowledged the “substantial progress” that had been made in “all areas” since the last visit in 2000 and the [WASC Commission 2000 action letter](#), including “developing plans that support student-centeredness as a fundamental principle and making good progress on assessment at both the program and institutional levels.” Furthermore, the university was commended for “its transparency and engagement with the campus and local communities and effective financial management.”

Two years later, as the campus engages in the Educational Effectiveness Review (EER), it continues to evolve, ever cognizant of the changing external environment, while remaining focused on the mission of serving the region and being guided by the vision of academic excellence and diversity, the quality of the student experience, and community engagement. CSUB’s “reaccreditation journey” has not been a linear process; each shift has meant “learning and discovery” with a mindset of “continuous improvement.” The two themes for this Educational Effectiveness Review are “**Student Learning**” and “**Student Success**.” (Note: The CPR Report purported that the themes for the EER would be “Community Engagement” and “Student Learning.” However, after reviewing the WASC Commission Letter and the [CPR Team Report and Recommendations](#), it was thought that subsuming “Community Engagement” under “Student Success,” which was more encompassing, would better reflect the current work and aims of CSUB. After consultation with the WASC Commission Liaison, the change in themes was made.) These two themes encapsulate CSUB’s core mission and represent the fundamental nexus for all of the departments, divisions, initiatives, and plans of a 21st Century university – dynamic, comprehensive, and ever-evolving.

During the CPR Team visit in 2009, a university plan was underway to reorganize two Schools (School of Humanities and Social Sciences and the School of Education). The

reorganization has been completed and new deans hired to head the newly formed [School of Arts and Humanities](#), and the [School of Social Sciences and Education](#). Each school has developed a new mission statement and completed a three to five-year academic plan ([A&H Academic Plan](#); [SSE Academic Plan](#)). The two other schools, Business and Public Administration and Natural Sciences, Mathematics, and Engineering have also completed academic plans ([BPA Academic Plan](#); [NSM&E Academic Plan](#)). (Note: NSM's name has been changed during this year to add Engineering.)



Approach to the Educational Effectiveness Review

At the heart of the approach to document Educational Effectiveness is the fundamental question of whether CSUB students are achieving the desired outcomes as they engage in the teaching and learning processes (i.e., participating in courses, co-curricular activities, and the full CSUB experience). At the same time, the campus recognizes the intrinsic value added for students, the majority of whom are first-time college-going in a community that has one of the lowest college degree-attainment rates in the state. This value will not be easily captured in the data, but nevertheless holds importance. It spans beyond the individual student, to the family, community, and region. And CSUB continues to be invested in promoting and maintaining access to a quality education.

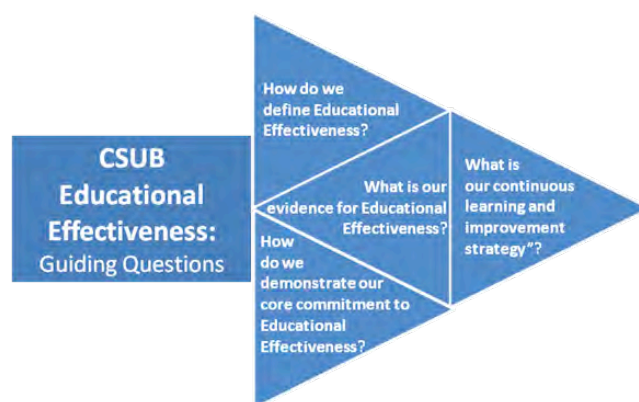
CSUB's [University Learning Outcomes](#) (ULOs) provide students with a foundation in the areas of critical thinking, communication, numerical literacy, ethics, diversity, use of technology, and civic engagement. These outcomes, coupled with the learning goals in the academic program and the co-curricular experience, help to ensure that the next generation of graduates benefit from their value-added education at CSUB.

The essence of CSUB's approach to Educational Effectiveness is to:

- Define student learning goals and aspirations for the nature of their experience at CSUB (University Learning Outcomes);
- Conduct assessments of our success in achieving desired goals, making modifications to curriculum and pedagogy as indicated;
- Demonstrate a core commitment to this process by supporting the faculty's advancement as teacher-scholars; by developing well-trained and service-minded staff ([Professional Development Activities for faculty and staff](#)); by reviewing and developing policies, structures, and procedures that are aligned with university goals and objectives ([University Handbook](#), [Collective Bargaining Agreement](#), [Program Review Guidelines](#), [Principals of Assessment](#), [University Learning Outcomes](#), [Academic Program Data Profiles](#), [Senate Resolutions](#)); by monitoring university operations as the campus engages in future planning while generating new revenue streams and effectively and efficiently utilizing current resources ([Strategic Plan](#)), and
- Promote a continuous learning and improvement culture focused on educational effectiveness.

A more detailed description of the application of the EER framework can be found in the discussion of the two themes "Student Learning" and "Student Success." The following depicts CSUB's EER framework and the guiding questions associated with each component.

Figure 1. CSUB System of Educational Effectiveness



The conceptual framework for the Educational Effectiveness Review is embodied in four major questions (WASC Standards 1, 2, 3, 4)

Educational Effectiveness Guiding Questions

I. How do we define Educational Effectiveness?

- A. Are students achieving proficiency in our University Learning Outcomes (ULOs):
 - Writing
 - Critical Thinking
- B. Are students achieving academic Program Learning Outcomes (PLOs)?
- C. How well are students succeeding, i.e., academic standing, retention, persistence, and graduation?
- D. How well does the curricular (e.g., First Year program) and co-curricular experiences prepare students and meet their expectations?

II. What is our evidence of Educational Effectiveness? How well are we achieving our goals? How have we used the results? What changes have been made?

- A. Assessment and Results of ULO's (e.g., writing & critical thinking)
- B. Assessment and Results of Academic Program Student Learning Outcomes
- C. Academic Program Reviews and Results
- D. Assessment and Results of Academic Support and Co-curricular Programs

III. How do we demonstrate our core commitment to Educational Effectiveness?

- A. University-wide and School-based Planning and Initiatives
 - University Strategic Plan
 - Access to Success- Improving the Graduation Rate
 - School-based and Department Academic Plans
- B. Academic Support and Student Services
- C. Academic Senate Resolutions
- D. Faculty Development and Support
- E. Staff Development and Support
- F. Assessment Structure and Resources
- G. University Policies, Structure, and Procedures
- H. Resource Generation, Allocation, and Utilization
- I. Inclusive Campus Environment that Values Access, Diversity, and Equity

IV. What is our continuous learning and improvement strategy?

- A. Academic Program Review (learning outcomes, curricular refinement, adjustments, changes, as needed)
- B. Review and Analysis of University Learning Outcomes
- C. Continual Monitoring and Adjustments (as needed) of University-wide Initiatives (e.g.,

- University Strategic Plan, Schools' Academic Plans, Access to Success (focused on student progress and graduation)
- D. Academic Senate Review and Resolutions
- E. Resource Planning, Adjustments and Allocations in Alignment with Goals and Objectives
- F. New Curricular and Co-curricular Program Development and Activities
- G. Support of Schools, Departments, and other Units
- H. Faculty and Staff Development
- I. Targeted Use of Technology to Improve Operations and Support Learning

This EER report will give primary focus to Questions 1, 2, and 4. The CPR report primarily addressed Question 3. In addition, CSUB's response to the WASC Action letter and the CPR Team recommendations, located in the Appendices of this report, will further elaborate on core commitments to "Student Learning" and "Student Success."

The EER Report – A Theme-Based Approach

The EER report and accompanying documents are the work of many dedicated faculty, staff, students, and administrators. There has been a collective purpose of telling the story of CSUB's journey to meet the expectations of the public trust by providing the best "educationally effective" experience for all students in the greater Kern County region and the Antelope Valley. This EER document integrates and summarizes the work begun in 2006 by [seven WASC work groups](#) that focused on crafting an implementation plan for the University's Strategic Plan.

Identifying the expected goals for student learning and the student experience at CSUB has been a priority over the last several years. Initially referred to as the "Marks of a CSUB Student" in the CPR, they subsequently became known as the "University Learning Outcomes" (ULO's) and were approved with "[Principles of Assessment](#)" by the Academic Senate in March 2010. These ULO's are the central component of CSUB's system of Educational Effectiveness. They were developed through a campus and community stakeholder engagement process aimed at identifying common expectations of CSUB graduates. (Note: The [Reflective Essay I](#) in the 2009 CPR report described this process.) Since the 2009 CPR visit, CSUB has formally approved and adopted the ULOs. Program Learning Outcomes (PLOs) in the majors, General Education, and student support/co-curricular programs have been mapped to the University Learning Outcomes,

showing a clear pattern of alignment between student expectations within courses, program curricula, and other activities with the institutional-level expectations for student learning. All of this work culminated in the development of the two themes for this WASC EER visit: “Student Learning” and “Student Success.”

Since the CPR visit, activities have continued and intensified as the campus has come together to meet the recommendations set forth in the [CPR Team Report](#) and, even more importantly, to create a sustainable culture of assessment and continuous program improvement. This new culture of assessment and program improvement will take the campus community into and through the next decade with the ebb and flow of internal and external changes.

The EER document is organized based on the WASC Institutional Report Presentation Requirements. There are four sections: (1) Introduction: The Journey from CPR to EER; (2) Theme I – Student Learning; (3) Theme II – Student Success; and (4) the Concluding Essay. The Appendices address the CPR Team Recommendations, the CPR Assurances, and other Required Data Sets and supportive documentation. All documents and evidence are stored in the CSUB TaskStream data warehouse used by the campus for organizing, storing, monitoring, and sustaining institutional information and data. (Note: The WASC team will receive all reports, level-one, and level-two documents on a flash drive. If desired, full access to TaskStream prior to and during the campus visit with CSUB support staff will be provided.)

Data Infrastructure

As stated in the CPR Report, CSUB identified a major need for creating a data “access” and “use” infrastructure that would serve multiple constituents and would support an institutional “culture of evidence.” Much work has been completed on building that university infrastructure for data collection, analysis, and utilization. A new [Office of Institutional Research, Planning, and Assessment](#) (IRPA) was established in 2008, just prior to the CPR Team visit, and represents a significant departure from the prior emphasis on preparing reports for external use (e.g., Chancellor’s Office, NCAA, federal and state government). Data are now being provided to inform trend analysis and decision-making at all levels. [Data reports created by IRPA](#) are used by the President and Provost during presentations to the campus and community. The office also provides support for assessment of student learning outcomes and other program-specific outcomes.

Moreover, the implementation of the PeopleSoft (PS) system in Fall 2008 was a major adjustment and continues to impact data retrieval. Staff training and development on the PeopleSoft system remains a high priority ([PeopleSoft PD Session Schedule](#)); and while there will be continual PS upgrades and adjustments, foundational data management has been established. Focus remains on building and shaping the system in order to meet end users’ needs in an effort to support and sustain student learning and success.

In order to promote ease of data access and data management over time, two systems have recently been added: TaskStream and *iStrategy*. [TaskStream](#) is a web-based assessment management system. It provides a platform that can be modified to meet the campus needs and facilitates communicating clear expectations to all faculty and staff in regard to the timeline of assessment activities and minimum reporting requirements. Information entered into the system (e.g., Program Learning Outcomes, assessment plans, reports of findings, action plans, etc.) is immediately accessible to anyone in the campus community. The [Academic Program Data Profiles](#) and the information and analyses reported in the Academic Scans, first compiled in 2008, now serve as baseline information for all academic programs. Since then, program data have been compiled yearly. The reports are archived in TaskStream for campus use.

Also in 2008, CSUB began the process of acquiring and implementing a data warehouse, *iStrategy*. This system is designed to enable campus-wide access to institutional data in aggregate form. Programmers from Administrative Computing Services managed the installation and initial testing and worked with selected staff within Enrollment Management to create standard data reports that meet many routine information needs. Subsequently, IRPA was charged with final testing for data accuracy and with “[rolling out](#)” the system to users within the division of Academic Affairs. This was accomplished by (1) consulting individually with each Dean’s Office staff to determine current data needs, (2) creating an array of standard reports to meet those needs, and (3) assembling and supporting an initial “power users” group to train staff on using the new reports and creating their own custom reports. The intent was to assist interested staff and faculty across the division with acquiring fairly deep expertise in using the tools afforded by *iStrategy* and the data extraction tools (ProClarity). In addition to the training and support provided by IRPA, the newly hired PeopleSoft trainer conducts regular training sessions for new users of *iStrategy* across the campus.

Institutional Involvement in the Educational Effectiveness Review

The EER report was produced by many authors including students, faculty, staff, and administration. CSUB has a standing [EER committee](#) whose members met, individually and in groups, with campus stakeholders as the report developed.

Faculty and staff also participated in a number of workshops ([Summer Assessment Institute](#)) and events ([Winter Assessment Institute](#), [General Education Assessment Institute](#)) designed to provide professional development in the area of data-based decision-making and opportunities to share best practices as they put their learning about assessment and planning into practice. These gatherings were infused with the idea that these efforts and practices must be documented and tracked and as such, would comprise an important contribution to the EER report. These events also enabled faculty to become better acquainted with TaskStream, the new assessment management system. These types of events are part of an ongoing annual plan to support faculty and staff in this work and to monitor and dialogue about student achievement and success.

At the beginning of each academic year, there is one day, “University Day,” dedicated to sharing and discussing institutional issues and priorities. Over the last several years, student profiles, results of institutional surveys, and other information have been disseminated campus-wide and within small groups. Beginning in Fall 2011, this activity will be expanded to include a day at the beginning of the Winter quarter, University Assessment Day with a focus on departments and programs across the university, including the co-curricular units. The emphasis will be on understanding the ways that faculty and staff use data to inform strategies aimed at improving student learning, student support, and success.

There are several on-going campus-wide initiatives that have linked with CSUB EER goals and will be discussed in later sections and in the Appendix of this report. They have been instrumental in the institutional assessment strategy and in the campus’ desire to better serve students. Among these strategic initiatives are Access to Success, The First Year Experience, Community Engagement, Service Learning, and the University Strategic Plan.

The rigorous inquiry, searching questions, appropriate methodology, and effective use of evidence will be described in the two themes of this report. Evidence and documentation will be provided that support claims of

institutional learning, diligent inquiry, and ongoing program improvement that addresses the Core Commitment of CSUB to Educational Effectiveness.

There has been significant involvement of the faculty and staff from all four schools as well as those associated with student support services and other student programs, administrators, and student organizations in the planning and execution of the EER report and site visit. The entire campus community has come together to prepare for this important EER campus visit.

Introduction CFRs

1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.9
2.1, 2.3, 2.4, 2.7, 2.10
3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11
4.1, 4.2, 4.4, 4.5, 4.6, 4.8

Theme I – Student Learning

The purpose of Theme I is to explain Educational Effectiveness as defined at CSUB, through demonstrating with data and a continuous program improvement model, how students are: (1) achieving proficiency in the University Learning Outcomes, specifically in the areas of Writing and Critical Thinking, (2) achieving academic program learning outcomes, (3) transitioning through successful academic standing, retention, persistence, and graduation rates. Educational Effectiveness is also demonstrated by well defined Academic Learning Outcomes, Academic Program Reviews, and Co-curricular Programs. CSUB is effectively achieving its goals in all of these areas, and uses results to modify programs, delivery, and policy to achieve continuous improvement.

Student retention and successful degree attainment is only meaningful if it is accompanied by genuine student learning. Faculty are engaged at every level to define expectations of student learning in terms of measurable outcomes and to assess the attainment of those outcomes. At CSUB, discipline faculty have determined student learning outcomes at the level of programs as well as individual courses. Disciplinary faculty design the Program Learning Outcomes (PLOs) in the majors, and the PLOs for each of the General Education requirements are created by faculty serving on the corresponding committees. As mentioned earlier, individual program outcomes are mapped to the ULOs which document alignment in a way that enables the institution to measure and monitor progress data that informs decision-making (ULO Curriculum Maps).

Within the academic programs, the work of documenting curricular alignment, assessing student learning outcomes, and adjusting practices in response to the data comprise the core components of periodic Program Review. To this end, at the beginning of 2010, the [University Program Review Committee](#) proposed a revision of its periodic review process so that it is focused on University Learning Outcomes and other evidence-

based claims, along with budgetary implications.

The university therefore now has a clear, hierarchical [Educational Effectiveness Plan](#) to ensure improvement of student learning on an ongoing basis at every level. In addition to the individual course outcomes measured by faculty teaching those courses, faculty collaborate on creating, implementing, and acting on assessments of Program Learning Outcomes. These results are used to make pedagogical and curricular revisions within the program. This work is summarized in the Annual Reports, ([Academic Program Annual Reports](#)) which are prepared to compile evidence of student learning, document faculty accomplishments, and place institutional data in context. Every five to seven years, program faculty use the annual reports to assist in preparing a self-study and program plan that is used in the review of program quality. These reviews include the AV Center, when the program offers courses supporting GE or the major. Decisions regarding AV programs are then made at the school level when individual programs evaluate the degree offered. The program review is integrated within the campus budgeting process and results in benchmarks that are reported annually until the next review. This new program review process is described in more detail in a subsequent section of this report.

We note that the program review process is used not only for degree-granting programs but also for other university-wide programs such as General Education (GE). However, because the GE program faculty are often distributed across multiple units, an additional faculty governance structure, entitled Committee for Academic Requirements and Standards (CARS), is in place to track assessments of student learning outcomes and guide the curriculum. The faculty governance structure and its frequency of reporting are described in more detail herein, but it should be noted that these structures are in addition to the review of General Education as part of the periodic review process. Together these activities demonstrate a collective focus on student learning and a clear commitment to evidence-based decision-making.

University and Program Learning Outcomes

As described in our CPR Report, the University Learning Outcomes were developed using [Policy Delphis](#) with responses from approximately 300 faculty, administrators, and students. Input was also solicited from community stakeholders ([Stakeholders Meeting Report](#)). The existing learning outcomes for all CSUB programs were assembled for review. Respondents were asked to rate the learning outcomes' desirability, appropriateness for General Education, appropriateness for the discipline, and appropriateness for career development. Using the responses, five underlying dimensions, including the unique learning outcomes, were generated. These dimensions served as the basis for the dimensions of the new University Learning Outcomes. In 2007 and 2008, two sets of workshops refined and reported on the learning outcomes. These were first known as the "Marks of a CSUB Education" and presented as such to the Academic Senate. The Senate approved the outcomes as the [University Learning Outcomes](#) on March 11, 2010, together with the [Principles of Assessment](#). These two documents allowed faculty and administration to establish a coherent approach for defining and measuring student learning at CSUB.

Since the ULOs are embedded within university Program Learning Outcomes, they are for the most part assessed indirectly ([ULO Booklet](#)). Tracking assessments as they relate to ULOs is facilitated through TaskStream. The learning outcomes of all undergraduate programs and all General Education and university-wide requirements are mapped to the ULOs ([Curriculum Map- GE/UWR to ULOs](#)) as are many student outcomes associated with student support and co-curricular programs. When a program assesses one of their PLOs, this linkage through mapping establishes which ULO is assessed. TaskStream provides the ability to generate reports that summarize all assessment activities that take place associated with each of the ULOs. Additionally, there are assessment activities directly connected to ULOs present in TaskStream. This process is described in more detail in the report provided by the Faculty Assessment Coordinator in his WASC Assessment Leadership Academy Report, entitled [ALA Project Report](#).

The Faculty Assessment Coordinator (FAC) together with the AVP for Institutional Research Planning and Assessment (IRPA) made the deliberate decision to not require all programs and areas to assess the same learning outcomes. Rather, they decided to let the assessment process grow organically, leaving it to the program faculty to assess those goals most important to them. This ensures that faculty find meaning in the results, care about the outcomes, and stay engaged in the assessment process. A meta-analysis of the assembled results in regard to the ULOs, such as the one provided within this report, will be provided annually and discussed with and

refined by the [Curriculum Assessment Council](#) as well as during future campus wide-meetings of all faculty on assessment. Since all programs will assess each of their student learning outcomes at least once every five years, all ULOs are regularly assessed and evaluated.

The campus-wide adoption of TaskStream has prompted a number of programs to significantly revise their PLOs. This occurred as departments and GE/UWR committees began the process of assessment planning and realized that their PLOs were either outdated or written in a manner not suitable for assessment. For example, Area C and Theme II (lower- and upper-division Humanities and Arts GE) have developed a common set of three goals thus replacing the five separate outcome sets for each of the sub-areas (C1 – C5) and Theme II and bringing coherence to the learning experience. A similar change occurred in Area A (Speaking, Writing, and Critical Thinking GE) and Theme III (upper division Social and Behavioral Sciences GE). The engagement of program faculty around the importance of alignment of courses with SLOs has thus produced significantly improved learning outcomes for which assessment has already begun.

Assessment of student learning outcomes is well underway. The next steps in the assessment process at CSUB will be to address the issue of standards. This applies to standards within the General Education program, the University, and external standardization. Internal standards will be first addressed by the Curriculum Assessment Council (CAC). This group has representation from all schools and is ideally equipped to review assessment results and the actions taken based on these findings. This process will focus on commonalities and the establishment of communication between disciplines and schools to improve student learning. One conversation that already produced very useful results revolved around the terms used to map courses to Program Learning Outcomes. Currently, these [curricular maps](#) are prepared using the terms "Introduced" (I), "Developed" (D), and "Mastered" (M). Early in the process of preparing curricular maps, it became evident that confusion and differences in interpretation of these terms existed across the campus. The CAC discussed this issue and determined that a fourth term was needed. The term "Competent" (C) was found to be a more appropriate term to be inserted between D and M. The CAC also developed a rubric to communicate a common understanding of these terms and facilitate the preparation of curricular maps ([Rubric for Mapping Courses to Learning Outcomes](#)).

The CAC will also evaluate the overall progress of all academic units in establishing a culture of assessment of student learning using the [Rubric for Assessment Plans](#). This rubric was applied by the Faculty Assessment Coordinator (FAC) in July 2011 to determine the current status of all academic

programs and to provide a starting point for discussions that will take place in the CAC. A snapshot of the Assessment Plan Rubric Summary can be found in Table 1 below. The evaluation determined that the undergraduate programs scored an average of 9.9 of 16, GE and UWR areas an average of 8.9 of 16, and graduate programs an average of 8.4 of 16. This places all programs between developing and proficient on the rubric that was applied. The highest scoring category for all three areas was found to be the student learning outcomes, with an average score of 2.9 (undergraduate programs), 2.7 (GE/UWR), and 2.4 (graduate programs) of 4 points possible. This is not surprising as the establishment of SLOs and their mapping to academic programs’ course offerings has been the first item all programs were requested to complete. The FAC will propose to the CAC endorsement that all academic programs will target 12 (proficient) as the average score achievement by the academic year 2012/13.

“Golden Four” freshman-level skills courses. There is an upper-division writing requirement as well, which may be satisfied by a designated writing course or by test. Further development of these skills requires practice and application, best accomplished within the context of learning and using substantive knowledge.

As mentioned previously, mapping is used to show how Program Learning Outcomes align with University Learning Outcomes. It is important to note that faculty were advised during the mapping process to only map the PLOs to ULOs if they currently administer or plan to perform an assessment that will provide data on both the PLO and the linked ULO. Thus, the mapping does not represent a direct measure of the value that faculty and programs place on the ULOs but rather which ULOs they will and/or can assess. Nonetheless, the evidence provided by mapping demonstrates that these skills are highly valued across the uni-

Table 1. Average total score and score by category for academic programs on the Rubric for Assessment Plans.

Program Type	Total	Student Learning Outcomes	Assessment Strategies	Uses of Assessment Findings	Assessment System Quality
Maximum Score	16	4	4	4	4
Undergraduate Programs	9.9	2.9	2.3	2.3	2.3
GE/UWR Programs	8.9	2.7	2.2	1.9	2.2
Graduate Programs	8.4	2.4	2.1	1.8	2.1

In addition to internal benchmarking, external standards will be addressed by first communicating with CSU sister campuses that serve a similar student population. Two of the first campuses that will be engaged in the conversation about standards are CSU Stanislaus and CSU San Bernardino. This is due to the fact that these campuses have a similar student population and also because both of these campuses have recently adopted TaskStream as their assessment management system. This will simplify the comparison of assessment data between institutions.

University Learning Outcomes:
Focus on Critical Thinking and Writing

The ability to think critically and to communicate ideas in writing is clearly among the most important outcomes of higher education. The foundations for these skills are taught as part of the General Education program: separate courses in Critical Thinking and Writing, together with Oral Communication and Quantitative Analysis comprise the

versity and that opportunities to hone these skills are well embedded within program curricula.

As data in Table 2 show, the Critical Thinking outcomes 1B (Ability to write critically) and 1D (Ability to think critically) are mapped by 86% and 79%, respectively, of undergraduate programs and 57% and 64%, respectively, of GE/UWR programs. Additionally, Outcomes 1B and 1D were mapped by 14% and 57% of co-curricular programs, respectively. Outcome 2A (Writing Skills) has been mapped by 89% of academic programs and 57% of GE/UWR programs.

The conclusion that these skills are highly valued within campus academic programs is also underscored by the prevalence of PLOs related to critical thinking and writing among the outcomes selected for assessment during the 2010-11 academic year. Twenty-three different undergraduate majors, ten different general education/university-wide requirement (GE/UWR) areas, and nine different student support and co-curricular programs reported assessment

Table 2. ULO Goal 1-3 Mapping Percentages by Program Type

Goals	Outcomes	Majors	GE/UWR	Student Support/ Co-Curricular programs
1. Students will show critical reasoning and problem solving skills	1A: Read critically	75%	71%	21%
	1B: Write critically	86%	57%	14%
	1C: Speak critically	64%	36%	36%
	1D: Think critically	79%	64%	57%
	1E: Develop capacity for life-long learning	50%	36%	21%
	1F: Critical problem-solving	71%	43%	14%
2. Students will be able to communicate orally and in writing.	2A: Writing skills	89%	57%	0%
	2B: Oral presentation skills	93%	29%	21%
	2C: Information management	75%	36%	7%
	2D: Computer literacy	64%	29%	14%
3. Students will demonstrate discipline-based knowledge and career-based-learning.	3A: Disciplinary knowledge	100%	29%	7%
	3B: Apply knowledge to real world.	93%	29%	7%
	3C: Career preparation and planning	57%	14%	29%
4. Students will possess numerical literacy.	4A: Calculation and estimation skills.	54%	14%	0%
	4B: Quantitative reasoning skills.	57%	14%	0%
	4C: Apply quantitative reasoning skills to real world.	57%	14%	7%
5. Students will become engaged citizens.	5A: Engage in university and community activities	32%	21%	50%
	5B: Interpersonal skills	46%	21%	29%
	5C: Knowledge of self	36%	7%	21%
	5D: Responsibility in group settings	61%	14%	43%
	5E: Ability to work independently	57%	29%	7%
6. Students will develop a well-rounded skill set.	6A: Demonstrate ethical framework	57%	50%	29%
	6B: Understand cultural and ethnic diversity	61%	50%	7%
	6C: Apply research methods/ analysis and technology for problem solving	75%	57%	0%
	6D: Demonstrate interdisciplinary knowledge	54%	29%	7%

plans in TaskStream for learning outcomes that are mapped to Critical Thinking.¹ Across these programs, data and findings were reported for 31 of those assessments, and Action Plans created in response to those findings were entered within 21 different programs.

Table 3. 2010-11 Assessments of University Learning Outcomes: Goal 1: Critical Thinking and Goal 2: Writing

	Majors	General Education/ University-wide Requirements	Student Support/ Co-curricular Activities
Critical Thinking:			
Mapped	25	10	13
Assessment plan	23	10	9
Data Collected	17	8	6
Actions planned	14	7	TBD
Writing			
Mapped	26	7	N/A
Assessment plan	14	7	N/A
Data Collected	7	4	N/A
Actions planned	6	4	N/A

Table 4 below shows that for ULO Goal 1 (Critical reasoning and problem solving skills) 34 of the undergraduate and co-curricular programs at CSUB have obtained and reported results from direct assessment and 6 from indirect assessment tools. This makes the critical thinking area the most assessed ULO during the 2010-11

academic year. The second most assessed Goal was found to be Goal 3 (Discipline-based and career knowledge) with 26 direct and 4 indirect assessments. This is closely followed by Goal 2 (Oral and Written Communication) providing data on 20 direct and 4 indirect assessments.

All remaining Goals (i.e., Goal 6 [Students will develop a well rounded skill set; 19 direct and 3 indirect assessments], Goal 5 [Students will become engaged citizens; 15 direct and 6 indirect assessments], and Goal 4 [Numerical Literacy; 7 direct and 6 indirect assessments]) were also assessed across the university curriculum. Thus, in one year of implementing TaskStream as the campus assessment management system, collecting substantive evidence was successful for student learning that is taking place at CSUB.

Direct Assessment of Student Learning Outcomes within Academic and Co-Curricular Programs: Some Examples

Below are a few illustrative examples of direct assessments of student learning related to critical thinking and writing that were conducted within programs. That discussion is followed by a brief review of results of

direct and indirect assessments of these skills conducted at the university level. This section ends with a few general observations drawn from the evidence that may be useful as the campus considers future actions regarding curriculum and assessment.

Table 4. Number of Direct and Indirect Assessments of ULOs by Program Type and Area, 2010 – 11

	Assessment Method	Academic Programs	GE/UWR	Student Support / Co-curricular	Total
Goal 1: Students will show critical reasoning and problem solving skills.	Direct	19	7	8	34
	Indirect	2	2	2	6
Goal 2: Students will be able to communicate orally and in writing.	Direct	11	7	2	20
	Indirect	3	1	-	4
Goal 3: Students will demonstrate discipline-based knowledge and career-based-learning.	Direct	20	6	-	26
	Indirect	2	2	-	4
Goal 4: Students will possess numerical literacy.	Direct	5	2	2	7
	Indirect	-	2	-	6
Goal 5: Students will become engaged citizens.	Direct	8	4	3	15
	Indirect	2	2	2	6
Goal 6: Students will develop a well-rounded skill set.	Direct	13	6	-	19
	Indirect	1	2	-	3

¹ These totals count the number of programs, not the number of assessments. Some programs actually assessed more than one outcome related to critical thinking and/or writing during the 2010-11 academic year.

Critical Thinking

The thought and care invested in these assessment projects are made evident in the reports recorded in TaskStream, and the resulting value they impart to fostering student learning is made clear in the records of the actions taken in response—some planned for next year, and some already implemented. Several projects assessed the same outcomes in different courses (or different sections of the same course), taught by different faculty, but all satisfy a common General Education University-wide Requirement (GE/UWR). For example, the courses that satisfy the Critical Thinking requirement in the General Education program are taught by faculty in two departments/disciplines (Philosophy and Sociology). Faculty from both departments worked together to plan an assessment of students' ability to distinguish arguments from other types of discourse, and the assessment was carried out in eight course sections. Embedded questions were included in both midterm and final exams. In all cases, data demonstrated that students' ability to identify arguments increased from the middle to the end of the course. However, the data also helped faculty understand that the magnitude of the gain varied across sections. As a result of the finding, faculty have planned to meet in Fall 2011 to discuss pedagogical approaches related to this outcome. They also plan to include sections taught by part-time faculty in Fall 2011 assessment activities. A similar process was undertaken by librarians who teach students to use Boolean logic to perform information searches. This helps students acquire the competencies that comprise the Computer and Information Literacy Requirements. The findings showed that overall, fewer than one-third of students performed at an acceptable level, and moreover, student success varied across sections taught by different faculty. These findings sparked a discussion about best practices in pedagogy, and faculty have collaborated to create a common scoring rubric that will be used in all sections in the next assessment cycle.

Students may complete the American Institutions – History requirement by taking either a course that surveys US History through the Civil War or one from the Civil War to the present. Prior to attending the Summer Assessment Institute in 2010, faculty had worked with related, but nevertheless distinct, sets of student learning outcomes for these courses. By Fall 2010, PLOs were rewritten to reflect the idea that, while the substantive topics differed, the two courses in fact pursue one set of common learning outcomes within the GE program. In the same quarter, faculty were able to identify an embedded exam question that could be written from the perspective of either course while assessing a common learning outcome. Findings showed that only 44% of

students were able to demonstrate acceptable learning. In response, faculty designed an intervention to promote student success. They included an in-class tutorial on writing effective responses to analytical questions (thus, also fostering writing skills) and included it within the sections taught in Winter 2011. The subsequent assessments verified the effectiveness of that action – 86% of students in those sections were able to write acceptable responses on their exams. A final example within the General Education program is an assessment of learning in a Chemistry course offered to satisfy the Theme 1 requirement. Students were asked to read a scientific paper, then quizzed on various aspects of the content. Data collected showed that students had little trouble identifying hypotheses and conclusions, but had a more difficult time making connections and judgments. The instructor plans to include several reading assignments in future sections to provide students with the opportunities to practice the more difficult skills.

Most of the 2010-11 assessments of critical thinking were done within the majors. In addition to evaluating achievement-specific student learning outcomes in particular courses, many of the assessment projects were designed to answer broader questions about curriculum and pedagogy as well. For example, several assessments tracked student learning on a particular outcome to correspond with students' progress through the curriculum. Within the Philosophy major, faculty worked together to create a rubric and used it to assess students' ability to analyze arguments at three levels of required courses over the past year: a sophomore level course ([Phil 290](#), Fall 2010), a junior-level course ([Phil 350](#), Winter 2011), and a Senior Seminar ([Phil 490](#), Spring 2011): [Philosophy Rubric to assess arguments](#). Two skills were assessed: the ability to identify the conclusion of an argument and the ability to analyze the conclusion and its premises. The data well illustrated the progression of learning as students progressed through the curriculum. The Identification outcome was easily mastered (Phil 290: 83%, Phil 350: 89%, Phil 490: 100%). The Analysis outcome was difficult for the beginning students (Phil 290: 33% mastered it), but with repeat practice, students learned. Eighty-four percent were successful in Phil 350, and 100% by the time they took Senior Seminar.

In the Political Science program, students “build” an empirical research paper through three courses: they create an annotated bibliography in [PLSI 300](#), conduct a literature review in [PLSI 380](#), and analyze and interpret data in [PLSI 490](#). Assessments reported in TaskStream to date show that enough students had difficulty locating and selecting appropriate literature (annotated bibliography, Fall 2010).

As a result, faculty decided to return to their previous practice of incorporating instruction by a librarian into the PLSI 300 course. Although analysis of current assessment data for the remaining steps is not yet available, the faculty made use of past assessment findings to add assignments to the PLSI 380 course so that students may better develop their knowledge of political theory. As in the Philosophy assessment, this assessment project involved collaboration between faculty who teach in the course sequence.

Faculty in the Business Administration program assessed two teaching modes. In 2008, students' abilities to generate data analyses and to interpret the results were tested in two sections of the same course. One section met in a traditional classroom and the other in a computer lab. Student learning exceeded the target in both settings. However, contrary to expectations, students in the traditional classroom actually did better in interpreting the findings from the data than the students who met in the computer lab. Theorizing that the traditional classroom setting fostered more extensive discussion of the more abstract aspects of the project while the lab setting fostered a greater focus on the computer functions (analyzing the data), the instructor added appropriate assignments and led discussions during which students must "keep hands off the computers." This year, the instructor reassessed the outcomes in a section that met in a computer lab (a traditional classroom section was not offered this year so direct comparison was not possible). The results showed that the lab students benefitted from the new assignments and discussion format – the results on the interpretation outcome exceeded both the results from the 2008 lab class and from the 2008 traditional class.

Critical Thinking was also assessed in a number of student services and co-curricular areas. For example, using a post-visit survey, the staff in the [Student Health Center](#) found that students demonstrated critical thinking skills by learning more about the cause of their condition (86% of students indicated that, with an average score of 4.28 out of 5). They also found that 89% of students indicated they learned self-care and treatment options for their conditions (average score of 4.45 out of 5) while 83% of students indicated they learned how to implement preventative measures for their condition (average score of 4.1 out of 5). Eighty percent of students indicated they learned general preventative health measures they could implement to improve their health, with an average score of 3.99 out of 5.

Writing

After review of data associated with student learning in the area of writing, faculty teaching within the Composition program which serves the General Education requirement have implemented a pedagogical model that emphasizes

the relationship between reading skills and writing skills. This method of understanding the learning process was introduced campus-wide this past year through a redesigned Writing Across the Curriculum program, aptly renamed Reading and Writing Across the Curriculum (RWAC). Twenty-two faculty participated in workshops this year, representing 13 disciplines. Participants selected a course in which to implement the pedagogy and were asked to prepare a [RWAC Case Study](#) for which both direct (via a rubric) and indirect evidence (a student survey) were collected and analyzed. In a senior level course in the Public Administration program, the instructor required students to enroll concurrently in MyWritingLab (Pearson Higher Education), a web-based program in which writing skills can be practiced and feedback is available on-line from a qualified tutor. The instructor assessed students' writing skills as measured by the [GWAR rubric](#) (the rubric used to assess student completion of the graduation requirement for writing skill) in the first and last written assignments in the course. After analyzing the change in scores, then comparing those data to similar data collected in the same course 2010 (prior to the intervention), the results showed that students in the 2011 course were not only better writers by the end of the course, but that their final skill level well exceeded that of students from the 2010 course. The Student Surveys showed that over 80% of students responded that the MyWritingLab component was the most useful element in the class. The instructor plans to continue to integrate MyWritingLab within the course, while working to streamline its use to decrease logistical problems encountered during this pilot.

The RWAC case studies were conducted in General Education (GE) courses as well. In an upper division GE course offered in Chemistry, students were required to write two papers. The first paper was due in the middle of the quarter and had fewer formal requirements than the final full paper that had to be written as a science paper and was due at the end of the quarter. The purpose of the dual assignments was to provide students feedback on their writing and the instructor's expectations and use of the GWAR rubric with an easier writing assignment before students had to prepare a formal scientific paper. Students performed well on both assignments, with 96% of students scoring more than 70% of available points on the first paper and 89% of students scoring more than 70% of available points on the final, much harder paper assignment. The instructor's expectations were exceeded. Students demonstrated that they were capable of writing good papers if provided early feedback and clear direction to improve their writing. This finding has led to the adoption of the dual writing assignments approach in this and similar course offerings of the Chemistry department.

In another GE course, Music Appreciation (Area C), assessment data showed gains in student writing ability (again, measured using the GVAR rubric) from the first assignment to the last. The instructor noted that although the magnitude of the gains was not profound, as a musician, the instructor was far more satisfied with students' work because they made greater use of discipline-specific terminology than had been the norm (this outcome was not included in the rubric used for the current assessment). The instructor also reported to the RWAC group that the work students submitted for the redesigned assignments was much more interesting to read, suggesting that employing this pedagogy may not only deepen student learning, but increase the student's level of creativity and, therefore, instructor's enjoyment of the work as well.

Another year-long RWAC program enrolling a different faculty cohort (15-20) is scheduled for 2011-12. The program will be expanded to add events and activities designed specifically for newly hired faculty.

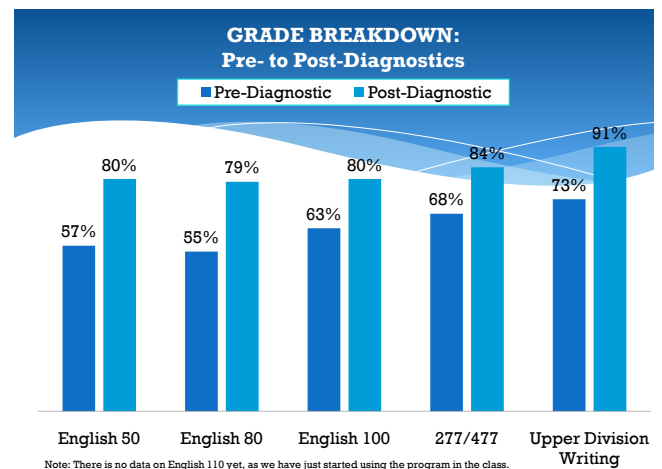
The pedagogy disseminated through the RWAC project has been used in the required freshman composition courses for some time. This past year in [English 110 - Writing and Research](#), faculty assessed students' reading ability by focusing on three learning outcomes: the ability to identify a thesis and to understand and apply the concepts of audience and tone. By disaggregating data (scores from embedded test questions), faculty found that most students were able to identify a thesis statement and understand the concept of audience. However, many students struggled with the concept of tone. Furthermore, faculty noticed significant variation in findings across the six sections that participated in the project. This group of faculty will meet in September 2011 to discuss data and explore pedagogical approaches to teaching this concept.

Instructors teaching courses that satisfy the [Graduation Writing Assessment Requirement](#) (GVAR) collaborated on assessing the writing skills of upper-division students. These courses are taught across a number of disciplines, including English, Communications, History, and Public Administration. Using the same rubric, instructors found that on average, 80% of students scored in the proficient to excellent range in their ability to organize essays coherently around an effective thesis.

CSUB has a long history of supporting programs aimed at fostering writing across the curriculum. In addition to the methods described above, in 2005 faculty in English began experimenting with web-based tools to support skill development. MyWritingLab was adopted to assist developmental learners. With the goal of supporting all

students, by 2008 My Writing Lab was adopted by Athletics to assist student-athletes and by Student Success and Retention Center to assist students on Academic probation. Currently, MyWritingLab is used at all levels of writing instruction, and faculty across disciplines are using this resource to help students to continually improve their skills beyond the basic writing courses. A recent assessment of the impact of MyWritingLab on skill development, which uses a pre-and –post-test design shows that students' skills improve regardless of the level of the course (see Figure 2)

Figure 2. My Writing Lab Results



University-Level Assessments of Critical Thinking and Writing

Three university-level instruments are used to collect assessment data related to student learning in writing and critical thinking. These include the Collegiate Learning Assessment (CLA), a direct measure of student learning and two surveys that provide indirect assessment data: the National Survey of Student Engagement (NSSE) and the CSUB Graduating Student Survey.

[CLA results for the 2007-08](#) and [2008-09](#) test administrations are shown in Table 5. In both years, the Institutional Report indicated that CSUB freshmen and seniors performed at or above expected levels in the skills measured by the assessment. However, there is a notable difference in the rankings from one year to the next. The scores for both freshmen and seniors were ranked much higher within the list of universities also using the CLA in 07/08 compared to 08/09. The disparity is quite pronounced among freshmen, whose scores placed them in the 88th percentile in 07/08, but only the 43rd percentile in 08/09. Certainly some fluctuation is to be expected, partly because the comparison institutions change from year-to-

year and partly because the characteristics of student may vary due to an over-reliance on voluntary participation. The “value added” scores show that students’ growth in critical thinking skills was about average in the 07/08 administration, but in 08/09, the value added score was 79, placing the magnitude of skill development greater than 79% of all campuses using the CLA in that year. Noting the variation in scores in only one year, the campus redesigned CLA administration methods to remove the volunteer-bias in hopes of obtaining more valid measures of students’ skills. In 2010-11 the new plan was implemented²: the freshmen administration occurred during class time within every section of English 110 (the required freshman English course). Seniors were also tested during the Senior Seminar class time. Although not all graduating seniors were able to be tested, a concerted effort was made to ensure that sections from all four Schools were included in the sample³.

Table 5. Collegiate Learning Assessment: Ranked Scores

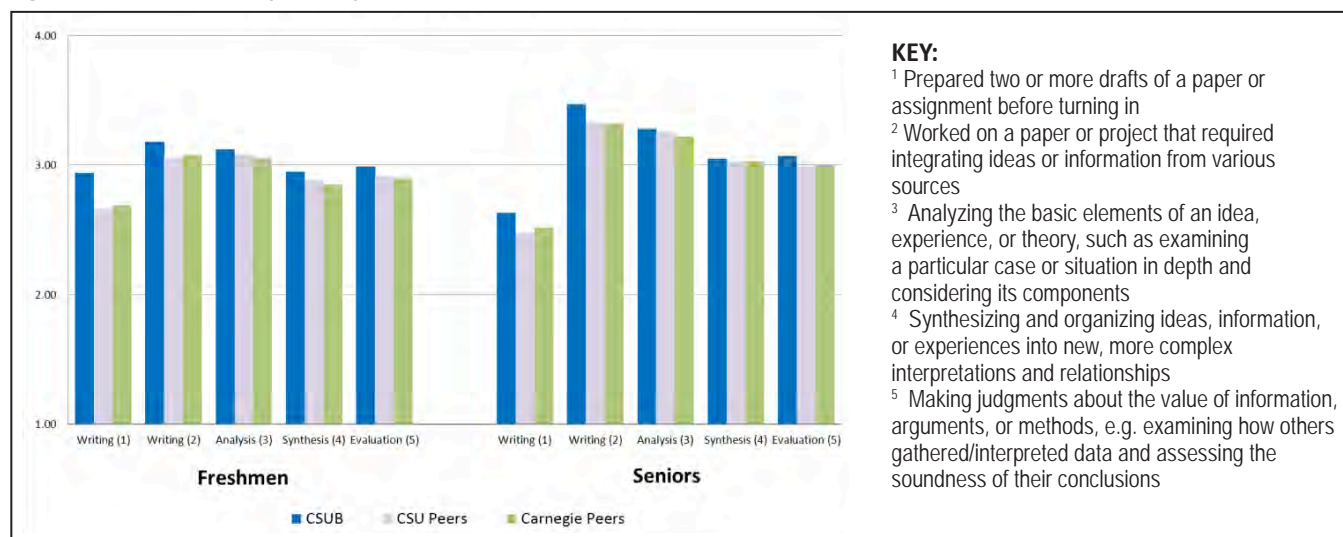
	Percentile Rankings (Adjusted)	
	2007-08	2008-09
Freshmen	88	43
Seniors	81	71
Value-Added	42	79

“Value-added” scores are provided in the report compiled by the Council for Aid to Education. They are computed by (1) calculating deviation scores, which are the total of the differences between expected scores (based on preparation for college-level work measured by SAT/ACT scores) and actual scores for both Freshmen and Seniors, and (2) taking the difference between the Senior and Freshman deviation scores. The institution-level value added scores are benchmarked with other CLA institutions by organizing them into percentiles, which is displayed in the table (above).

The National Survey of Student Engagement (NSSE) is used to collect self-reported information on students’ experiences at CSUB. Among other topics, the NSSE includes a number of items related to critical thinking and writing. Using data collected from the [2008 NSSE administration](#)⁴, Figure 3 shows student’s mean responses to several of these items and benchmarks the scores by comparing them to (1) all CSU campuses and (2) all campuses in the same Carnegie classification who administered the NSSE in the respective year. As the mean scores show, CSUB students report that they engaged in activities and assignments designed to develop writing skills “often” and that their coursework emphasized “quite a bit” the mental activities that promote critical thinking skills. The data also show that CSUB students (both Freshmen and Seniors) report levels of engagement virtually identical to their peers at other CSU campuses and at all campuses in the same Carnegie classification. The NSSE was also conducted during Spring 2011, however these data are not yet available.

Beginning in Winter 2009, CSUB resumed administering a Graduating Student Survey. Each year the survey includes a different topical module. The questionnaires used during Winter 2009 through Winter 2010 quarters asked students to rate the extent to which they thought they had acquired skills and knowledge related to each of 11 outcomes ([Graduating Student Survey 2009](#)) drawn from the University Learning Outcomes. Seven hundred and forty-one students receiving baccalaureate degrees responded, with 91.4% indicating that they had acquired “a great deal”

Figure 3. 2008 NSSE Response of Freshmen and Seniors / Writing and Critical Thinking Components, Benchmarked



² Typically, only 100 Freshmen and 100 Seniors are tested. The Chancellor’s Office provided additional funding to allow us to conduct this expanded administration so that we could test within every section.

³ 2010-11 scores are not yet available. Once we receive the data we plan to analyze it further, in conjunction with data from the Beginning College Survey of Student Engagement (BCSSE; discussed further in the Student Success section) and the NSSE, as well as institutional data, especially for Freshmen. We are particularly interested in understanding the relationships between a) students’ expectations of college (BCSSE) and b) the skills (CLA) and experiences (BCSSE) they bring with them to CSUB and the outcomes at the end of their first year related both to actual experiences (NSSE) and academic progress (institutional data on retention, remediation, GPA, and progress in General Education course completion).

⁴ The patterns in the 2007 and 2008 data are very similar.

or “a fair amount” of skill in Critical Thinking “through their studies at CSUB.” Students receiving Master’s degrees were also invited to respond to the survey: 85.4% of the 178 respondents receiving Master’s degrees reported similar levels of development in critical thinking skills.

Critical Thinking and Writing: Patterns in Teaching and Learning

The various assessment findings demonstrate that CSUB students are succeeding in the area defined by the Educational Effectiveness Guiding Questions presented in the introduction to this document, and that faculty are using assessment data to inform changes that are resulting in improvements in learning outcomes. In addition, reviewing reports of assessment findings and action plans as they are organized through mapping to the University Learning Outcomes suggest several conclusions. It is clear that there is consensus that Critical Thinking is a highly valued outcome across the university. Nearly all programs have mapped PLOs to ULOs, and the faculty are invested in understanding student learning in these key areas, as PLOs associated with critical thinking were assessed by well over half of all programs. In addition, looking at the [PLO-ULO mapping](#), it may appear at first glance that faculty are less involved in assessing writing skills within the majors and the non-composition General Education courses. However, it should be noted that within the ULOs, Goal 1: Critical Reasoning and Problem Solving Skills is associated with six discrete outcomes, one of which is the “ability to write critically.” Indeed, PLOs are far more likely to be mapped to this outcome than to the Goal 2A outcome (“Writing Skills”). This pattern suggests that from the perspective of the substantive programs, critical thinking and the ability to communicate those thoughts, particularly in writing, are intertwined.

Having just concluded the first year of using an assessment management system (TaskStream) to organize and communicate assessment information and increase opportunities to interact with faculty and staff around the subject of assessment, two additional areas are noted, that are worthy of mention. First, many faculty struggled with the idea of setting targets for learning within the process of assessment planning. Now that a significant number of assessments have been carried out, and information on the methods and

findings of those assessments is easily accessible, faculty have a significant library of baseline data on a variety of student learning outcomes and can easily see how students perform on similar outcomes in programs other than their own. And as discussed earlier in this report, using the assessment management system will facilitate the process of making use of external benchmarks. Second, the information entered into TaskStream underscores the extent to which CSUB faculty are using a collaborative approach to assessment of student learning outcomes – not only do they work together to define desired outcomes, but they are collaborating on creating common assessment tools, working together to assess growth in student learning across sequences of courses, as well as discussing teaching methods to understand why student learning on particular outcomes varies across different sections of the same course. Through these discussions, faculty are working to identify best practices in teaching, organization of assignments, use of rubrics, and student resource materials. Thus, assessment support must be designed to serve groups as well as individuals, as faculty and staff work to understand the processes by which students learn and then apply that knowledge to foster higher achievement.

Graduate Program Assessments

Table 6. Graduate Program Activities in TaskStream

	Percent in TaskStream
Learning Outcomes	67% (10 of 15)
Assessment Plans	53% (8 of 15)
Assessment Findings	47% (7 of 15)

CSUB currently does not have a common set of learning outcomes for its graduate programs. However, many of the currently active graduate programs have started to enter assessment activities into TaskStream. A number of graduate programs (Reading Literacy Program, Early Childhood and Family Education Graduate Program, Teaching Mathematics, and Masters in Nursing) are on moratorium and do not accept any students. Thus, faculty do not maintain these assessment workspaces in TaskStream. As Table 6 above indicates, 67% of the active graduate programs have entered learning outcomes, with 53% having entered an assessment plan, and 47% reporting findings for the 2010-11 assessment cycle. All seven sets of graduate program findings in TaskStream were obtained from one or more direct assessments, with two programs



(the MBA and the M.A. in English) also providing indirect assessment data.

The Masters in Public Administration (MPA) and M.S. in Health Care Management (HCM) participated in the RWAC study by assessing the writing skills of Masters students in [PPA 503](#) using the GVAR rubric (percentage scores were translated arithmetically from the GVAR scores using the following scale: 1 = 50%; 2 = 60%; 3 = 70%; 4 = 80%; 5 = 90%; and 6 = 100%). The instructor introduced an intervention (the addition of My Writing Lab as a mandatory feature) to the 2011 course and compared student papers on problem definition and policy to those of the 2010 academic year. Data show that in 2010, all students in both the MPA and HCM programs achieved scores of at least 80% on writing for both the problem definition and the policy paper. In 2011, student scores dropped from 95% to 90% for MPA students (20 students) while rising from 80% to 100% for MSA-HCM students (8 students). None of these changes were statistically significant, and the instructor will continue monitoring student performance while incorporating the MyWritingLab program more thoroughly into the course.



a [Program Review - Memorandum of Understanding and Action Plan](#) (MOUAP).

Consequently, Program Review at CSUB is a faculty-review process by which evidence-based claims and decision-making are used for planning and budgeting. The Program Review establishes intermediate benchmarks and follow-

up plans that track program progress toward achieving and ensuring alignment of student, programmatic, and university-wide academic goals and objectives.

Program Review provides a critical reflection of *who we are, where we are going, where we should be going, and how we should get there*. It involves a program's commitment and willingness

to candidly evaluate goals, objectives, and activities through outcomes-based assessment of student learning. Consequently, decisions on curriculum and budgeting of scarce resources are made when faculty use program review data to inform the decision-making process. This program review process strives to use data to inform program decisions derived from evidence-based assessment and assessment results, which in turn lead to a foundation for informed budget and curricular decisions. This dynamic interplay, which is the heart of the Program Review, is primarily a faculty-driven process.

Academic Program Review

At the beginning of 2010, the [University Program Review Committee](#) (UPRC) developed a [program review revision process](#), relying heavily on an evidence-based self-examination, assessment of student learning outcomes, evaluation of resources necessary to ensure quality, and the alignment of the program visions and plans with those of the university. The UPRC proposal was further refined, using WASC Guidelines for Program Review and the [Academic Program Data Profiles](#) of all programs that was conducted in 2008. In addition the proposal was endorsed by an ad hoc committee of the Academic Senate and approved by the full Senate and President at the end of the 2009-10 academic year. This faculty endeavor used accreditation reports (when available) and annual reports to reduce redundant reporting and to facilitate comparisons across departments, schools, and universities. Transparency and accountability have been enhanced by tying together the recommendations for program improvement with budgeting, faculty lines, and space requirements through

Purposes of Program Review

Program Review aims to maintain and strengthen the quality of the university's curriculum and its ability to meet the challenges of the future. Program Review is centered on the desire to provide quality university-level programs balanced with respect of the needs of society in general and the region in particular, student abilities and interests, and career needs, regardless of campus or student location. Most importantly, Program Review provides a review mechanism for an evidence-based determination of whether students are accomplishing the program's learning objectives through outcomes-based assessment of student learning and development. In this way, the results of Program Review provide the evidentiary basis for informed, transparent, and accountable decisions about program, faculty and student needs, curricular planning, and resource allocation and management.

To achieve these purposes, faculty evaluate the program's

student learning outcomes, annual assessment findings, benchmarking results, subsequent changes, and evidence concerning the impact of these changes. Such assessment is accomplished by well-qualified internal and external reviewers who evaluate the program's learning outcomes, assessment plan, evidence, benchmarking results, and assessment impact. Such reviewers provide evaluative feedback and suggestions for improvement. Program faculty use this feedback to improve student learning ([Program Review Guidelines](#)). These same processes ensure that the programs offered at AV are comparable to those offered to Bakersfield students.

Program Review Process

Periodic review culminates in a negotiation of formal action plans with mutually agreed-upon commitments and benchmarks. The resulting MOU and action plan is placed on the TaskStream intranet to enhance transparency of the process ([Sample MOUAP](#)). The program posts its annual progress on these benchmarks for all to see. In these [Academic Annual Program Reports](#), the program is asked to update additional tables indicating the work that has been done over the last year on assessment of student learning outcomes, faculty activity, and funding plans. The institution provides data regarding the number of students, faculty, degrees granted, time to degree, and instructional cost. A brief narrative focuses on clarifying and explaining data and discussing any emerging trends. The cumulative data and narratives form the foundation for the next program self-study.

Each program is reviewed every five to seven years (see Table 7). The Associate Vice President for Academic Programs conducts faculty orientation to the APR process prior to the department beginning its self-study. A self-

study committee within the program is responsible for the preparation of a Self-Study Report and Program Plan. This self-study includes the effects of having a program at the AV site, if this is relevant. An external reviewer reads the self-study and examines all relevant data, interviews faculty *and students* within the program, meets with senior administration and the program review chair, then delivers a written report with commendations and recommendations. The purpose for the external reviewer is to assist faculty to improve the quality of their program by providing a new, comparative, and broader perspective on the program and its plans for the future. The school dean, after reading the program self-study and program plan, and external reviewer's report (and/or accreditation report), may add another review with comments and recommendations.

The University Program Review Committee (UPRC) engages in a review of the program upon receiving the documents written by the school dean, the Program Self-Study Committee, and the external reviewer(s). The UPRC consists of one faculty member elected by each of the schools and two at-large faculty, as well as one faculty from the Academic Senate and the Associate Vice President of Academic Programs (ex officio non-voting) ([UPRC Staffing Policy](#)). The UPRC examines all documents developed during the review. On the basis of its examination, the committee prepares its comments and recommendations. At the end of the academic year the chair of the UPRC submits to the Academic Senate a summary of major findings and recommendations for all programs reviewed ([2010/11 UPRC Report to Senate](#)).

Use of Program Review Results for Planning and Budgeting

After examining the program review documents, the Provost meets with the program coordinator, the chair of the UPRC and other individuals who have roles in the resource allocation and planning process (e.g., the department and school dean) to discuss the program review and recommendations. At the close of the meeting, the Provost and Vice President for Academic Affairs, through active negotiation with the program faculty and appropriate school dean,

Table 7. Program Review Schedule

Programs Reviewed in 2010 and 2011	Programs Scheduled for Review in 2011-12 AY
BA Art *	MS Administration
BS Business Administration	BA Anthropology, MA Anthropology
MBA Business Administration *	MS Counseling
BS Chemistry *	MA Education
BS Computer Science *	BA Natural Science
Honors Program *	BS Physical Education and Kinesiology
BA Public Administration *	BS Physics
MPA Public Administration *	BA Political Science
	BA Psychology, MA Psychology
	MS Counseling Psychology
	MA Spanish

[Program Reviews](#) (in left column) completed in 2010 and 2011 are hyperlinked in this document and included in Task Stream*

prepares a Memorandum of Understanding and Action Plan (MOUAP) for allocation of academic affairs resources. The Action Plan identifies the agreed-upon recommendations to be implemented, as well as the resources that will be provided to support those recommendations during the next cycle, including those activities at CSUB-*AV*. Annual reports provide a yearly update on MOUAP benchmarks. A graphic summary of the process and the way it ties into planning and budgeting is provided in Figure 4.

Figure 4. Educational Effectiveness Plan

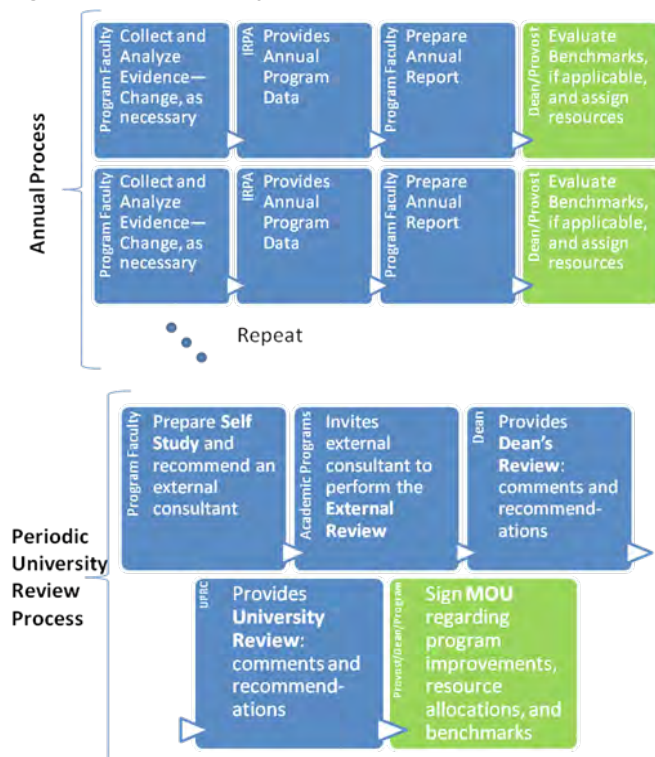


Figure 4. A graphical depiction of the program review process and the way it ties into budget and planning (green boxes).

Faculty Development and Support

A primary contributor to CSUB's Institutional Core Commitment is the faculty's role in the development, alignment, delivery and assessment of curriculum, pedagogy, and academic standards ([University Handbook – Faculty role in curriculum, pedagogy, standards](#)). The faculty provide leadership in all areas associated with planning, policy development, and governance of the University that impact student learning and success ([University Handbook – Faculty role in Governance](#)). CSUB provides support to faculty and departments in numerous ways to support their direct work with students and to provide an environment of continuous quality improvement in the area of student learning.

The [CSUB Faculty Teaching and Learning Center \(TLC\)](#) was created to support the development of faculty skills that enhance student learning. A [TLC Advisory Board](#) provides faculty input in the design and function of the TLC ([TLC Advisory Board Minutes](#)) and is elected each year to provide assessment, direction, and planning for the most current methods that support and enhance student learning. Continuous engagement in learning by faculty brings excitement to the classroom to enhance student learning. The following provides a brief description of the activities and focus of the TLC and The Office of Faculty Affairs.

New Faculty Orientation

Involvement with the TLC starts with [New Faculty Orientation \(NFO\)](#), which introduces new faculty, both tenure-track and lecturers, to campus expectations and resources. Best practices in setting Student Learning Outcomes (SLOs), designing courses to enhance student learning, and techniques to measure SLOs are offered and presented to both full-time and part-time faculty. All categories of faculty are welcome (lecturers, tenure-track, tenured). Student learning is greatly influenced by the diversity and quality of faculty. Retention of excellent and diverse faculty serves student learning by providing different role models and perspectives. NFO includes a social element to create connections among the new faculty and recently hired faculty with the goal of connecting and retaining faculty. Traditionally, the TLC has almost a 100% participation rate by new faculty at the NFO.

There is an incentive provided to new faculty to attend NFO. Thirty (N= 30) Tenure-Track faculty were hired between 2006-2011. All participated in NFO. Twenty-two (22) of the thirty (22/30 73%) TT hires remain at CSUB (4 were tenured early, 1 is on professional leave, 1 retired, 3 were non-retained, 3 resigned to take other positions at CSU Fullerton, U Texas at Tyler, and U Texas at Austin). In addition, all new full-time lecturers were invited to attend the NFO; nineteen participated.

Teaching and Learning Workshops and Activities

The TLC offered 85 workshops and/or events with a total of 692 participations during the 2009-2010 academic year, with 200 different people participating one time or more. Out of 85 workshops, 82% focused on some aspect of teaching, such as teaching quality in large classes, syllabus development, or course design. A number of these workshops provided training in access for students with disabilities, Universal Design for Learning, teaching to a variety of learning styles, and accessibility in the classroom. Eighteen percent (18%) focused on professional

development such as pursuing a scholarly agenda or the tenure process. Participants indicated that their motivation for participating included the stimulation of new ideas, excellent training, and social interaction with peers. There is no financial incentive for faculty to attend. Faculty across all levels participated in these activities with the highest percentage among assistant professors (63%, 25/40) and librarians (63%, 5/8). Forty percent (40%, 26/65) of the associate professors participated in at least one TLC workshop or activity. Eighteen percent of full professors (19/108) participated in at least one activity. Lecturers (29) and administrators/staff (96) also participated. Participation was distributed across all schools. The TLC continues to provide opportunities for faculty to develop skills and to collaborate.

The following links provide an overview of the Faculty Teaching and Learning Center.

[Faculty Teaching and Learning Center](#)
([TLC Year End Reports](#))

TLC provides small grants to faculty in support of teaching innovation and conference travel. Faculty regularly meet to discuss new and innovative ideas about teaching and student learning. There were 33 TLC grants awarded to faculty during AY 2010/11 ([TLC grants](#)). Mentoring is provided in several ways. Primary mentoring (within individual's field of teaching and study) occurs at the departmental level as each Chair designates a senior faculty person to mentor each new faculty member regarding RTP criteria and department expectations. TLC supports mentoring outside one's major, providing information about how to succeed at CSUB and how to survive the pressures of academic life in general. ([Mentor Report 2010/11](#)).

Innovative Teaching Groups (ITG) provide a venue for faculty to explore and share ideas about teaching and experiment with new pedagogy. Interdisciplinary Research Groups (IRG) support faculty in the development of scholarship. Publications in the area of SLOs and teaching innovation are encouraged. A special project to improve student learning during 2010 was conducted. Ten faculty members volunteered to participate in a quarter-long project in which each translated one module of their course into a previously unused student learning style using Universal Design for Learning with the goal of improved student learning. A similar project will be completed in 2011 with a new set of faculty.

Summer Institutes

In addition to all the workshops offered through the TLC, a [Summer Assessment Institute 2010](#) was conducted.

Participants were surveyed to assess successful completion of learning objectives. Summer Institute 2010 data indicate that participants agree that learning outcomes 1, 2, 3, and 4 were achieved at a satisfactory level. These outcomes included the following: (1) use basic concepts and vocabulary to plan, discuss, and analyze assessments of academic programs or student affairs programs; (2) describe common approaches to assessment (e.g., rubrics, program review), their advantages, disadvantages, and appropriateness for specific purposes; (3) analyze, interpret, and communicate assessment data; (4) link assessment results to action plans to close the loop (Summer Assessment Institute Reports 2010). Follow-up workshops during the academic year allowed faculty to demonstrate how they had used their Summer Institute Learning to measure ULOs. They reported on what had been learned from these assessments and course/programmatic changes that had been implemented.

The success of the 2010 Summer Institute encouraged Academic Affairs to provide a 2011 Summer Institute. The topic of "Best Practice in On-line Teaching and Student Learning" was selected based on *CSUB Distributed Learning Policy, Report and Statement* (2011) and the Distributed Learning Task Force appointed by the Academic Senate. Based on this report, CSUB developed four levels of certification for on-line teaching. Sixty seats across two session choices were offered for the first level of certification in LMS Blackboard (Bb). Approximately forty faculty signed up by mid June. Thirty seats were scheduled for a three-tier certification in Best Practices of On-line Teaching based on the CSU Chico work in developing a rubric for on-line best practices. This training took place in July and August and had approximately 20 people registered. These four certifications will be repeated in Fall 2011, Winter 2012, and Spring 2012 of the coming Academic Year. All interested faculty will have an opportunity to be certified in the four areas and will receive various incentives for completion at different levels. (See response to CPR Team recommendation for more information of Instructional Technology in the Appendix)

Department Chair Leadership Council

The principle of shared governance places department faculty as the primary managers and qualitative evaluators of ULOs and the student experience in their major. Clear communication and consistent policies support a predictable environment for Student Learning. The [Department Chairs Leadership Council](#) (DCLC) was developed in 2007 to provide support for quality instruction and faculty development and advancement. This monthly informational/training meeting is used

to promote leadership development among chairs, to assist departments in developing policies and practices in support of quality education, and to foster effective program operations. Chairs identify areas of desired support and training in a [DCLC annual needs assessment](#). A full report of [DCLC Meetings](#) is available as well as a DCLC listserv that provides updates and opportunities throughout the year.

Faculty Exit Surveys

Quality Student Learning requires hiring and retention of excellent and diverse faculty. The Campus invests financial resources and time in tenure-track faculty to grow leadership to serve the campus. [Faculty Exit Surveys](#) are used each year, along with interviews, to assess problem areas. While the majority of the tenure-track faculty hired between 2006 and 2011 continue at CSUB, it is important to ascertain the factors contributing to individuals' decisions to leave. Such information helps the institution identify problem areas and seek remedies. Faculty Exit Surveys are used each year to gain insight into the experiences of faculty leaving the university ([Faculty Exit Report, 2009/2010](#)).

University Day

University Day annually inaugurates the new academic year the week before CSUB's first day of classes. It's a day when new faculty members are introduced, and CSUB President Horace Mitchell addresses the faculty and staff, setting the university's goals for the coming year. The day also features various workshops and discussions for faculty and staff professional growth and development. Previous agendas demonstrate the focus on student learning and student experience, community building, budget, and support of faculty and staff. These days have also included a presentation and discussion by Provost Soraya Coley on Student Success Data. ([Announcements and handouts from recent University Days](#))

Distance Learning

As noted in the [Antelope Valley \(AV\) Center Program Scan](#), students taking courses at the AV Center experience a number of teaching strategies, with almost 50% of the classes being in-person instruction, 20% hybrid (partial on-line, partial in-person), 10% completely on-line, 10% ITV, and 10% combination (partial ITV, partial in-person). The programs offered as official CSUB AV baccalaureate degree completions are listed here: (1) Business (general concentration), (2) CAFS (Child, Adolescent, and Family

Studies), (3) Communications, (4) Criminal Justice, (5) English, (6) Liberal Studies, and (7) Sociology. The assessment of these programs occurs with the normal process of Program Review within a department. Although the variety of course offerings at the AV Center are not as great as at the Bakersfield campus, the courses are chosen to meet the program goals, ensuring that the AV student has learning opportunities comparable to those available to the Bakersfield student. Course assessment for AV courses takes place in the same manner as it does at the main campus, which to date has shown no differences in terms of learning outcomes between the students of each campus.

In addition, CSUB-AV also offers credentials (Single and Multiple Subjects, Special Education, and Educational Administration) as well as Master's Programs (Education Administration, English, Special Education, & Social Work). Assessment of student learning outcomes within these programs are organized by the home department at the main campus. The data show that students at AV perform at the same high level on all four Teacher Performance Assessments as do the main campus students.

CSUB faculty in conjunction with the mission of academic departments offer an array of course delivery methods. These include face-to-face courses that may be supplemented with laboratory experiences; field based experiences; instructional television delivery; complete on-line courses, or a combination of these elements that are generally referred to as "hybrid." Each quarter of the academic year, on-line courses are available for student registration. During Fall quarter 2010, 115 on-line courses were offered. During Winter quarter 2011, 111 and during Spring quarter 2011, 112 on-line courses were available respectively ([Example of Assessment of On-line Classes](#)).

Since the WASC CPR Visit, CSUB has instituted a number of activities to enhance quality elements of the On-Line instructional component of the academic offerings. The more critical activities include the following: The Teaching and Learning Center was assigned campus responsibility for faculty instruction and consultation regarding on-line course delivery. The TLC provides several short courses for faculty. A search was conducted for a full-time Instructional Developer during AY 2010/11 to support faculty and the TLC with the specific charge to create protocols for quality of on-line instruction. Unfortunately, after having accepted the position, the individual subsequently withdrew. The search remains open with expectations of filling the position during the 2011-12 academic year.

In April 2010, the Academic Senate established an On-Line Task Force which was comprised of one faculty

representative from each school, three representatives from the Department of E-Learning Services, the TLC Director, and the Associate Vice-President of Academic Programs, and the Dean of Graduate and Undergraduate Studies. The task force identified 13 principles that will guide the development of a culture of excellence around on-line curriculum and instruction at CSUB, fostered by extensive organizational, faculty, and student support. The [On-line Task Force Report](#) addressed troublesome areas of academic integrity and identified sources for best practices as they relate to different evaluation methods for on-line learning communities. Finally, the report presented rubrics that could be used for on-line course assessment, which is the cornerstone of CSUB's commitment to evidence-based student learning outcomes. In sum, various strategies for improving CSUB's educational effectiveness were addressed in the report. As a result of this report, a 2011 Summer institute regarding "Best Practice in On-line Teaching and Student Learning" was provided for any faculty member who wanted to participate.

Assessment models have been developed by some faculty and programs specific to the effectiveness of the on-line learning experience. The specifics can be found in the report. During the 2011-12 academic year, it is the intent of the campus to have staff, academic policies, and technology support to increase both the quantity and quality of on-line academic experiences. Specific activities for the coming year include the following: (1) an Academic-Senate-generated set of policies specific to on-line learning addressing faculty course creation and delivery workload measures, academic integrity and student quality indicators, measures of the student experience, and course delivery integration into department offering schedule; (2) an expanded academic-department-level set of policies and procedures for the approval, quality, quantity, scope and sequence of on-line offerings as a component of the departmental offerings; (3) a more consistent and uniform method of collecting student evidence of the on-line course experience with reviews of this information at the faculty, department, and school levels assessing ways to improve the delivery method; and (4) provision of university-sponsored workshops for faculty who desire instruction in improvement strategies for the on-line delivery process linking faculty with experienced mentors as a follow up to the workshop experience.

Summary

Theme I has carefully described how Educational Effectiveness is defined at CSUB. The campus is in the process of intentionally and strategically creating a

culture of Continuous Program Improvement through the implementation of assessment, review of data, and collaborative agreement on changes to curricula, assignments, programs, and policies. Assessments of student learning outcomes show that students are reaching the goals set by the faculty, and in cases where students tend to show difficulty, faculty are implementing targeted changes in the curriculum and pedagogy that subsequent assessments show to be effective. Expectations for assessment planning, implementation, and subsequent action have been standardized across the university, and the results are summarized yearly in Annual Reports and tracked over time as a core component of the Program Review self-study. Nearly all programs within Academic Affairs have completed a cycle of assessment and program improvement and the remaining programs are close behind. Units other than Academic Affairs, including Student Affairs, Business Administration, and Advancement are also implementing a continuous program improvement model as demonstrated in the University Strategic Planning process.

The next section of this report, Theme II, will provide evidence of CSUB student success as demonstrated through successful transition of students through CSUB majors as reflected in academic standing, retention, persistence, and graduation rates. Co-Curricular activities will also be documented as evidence of CSUB fulfillment of its Mission to provide excellent programs that increase the intellectual and personal development of all students.

Theme I – Student Learning CFRs

3.11
4.3, 4.4, 4.6

University Learning Outcomes CFRs

2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10
3.11
4.4, 4.6, 4.7 4.8

Focus on Critical Thinking and Writing CFRs

2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.10, 2.11
4.8

Academic Program Review CFRs

1.9
2.1, 2.4, 2.7,
4.1, 4.4, 4.6

Faculty Development and Support CFRs

2.4,
3.1, 3.2, 3.3, 3.4, 3.8, 3.11
4.1, 4.4, 4.5, 4.6,

Distance Learning CFRs

1.3
2.1
4.4

Theme II – Student Success

Enhancing Educational Effectiveness, Student Learning, and Success

“Student Success” Theme II of this document is an all-university responsibility. The Division of Enrollment Management in partnership with the Division of Student Affairs has major responsibility for achieving the desired outcomes. There is strong collaboration between the two divisions to provide complementary support for student success (i.e., academic student support services, student personal development, and the quality of student life). Assessment for continuous improvement has been a key component in both Enrollment Management and Student Affairs to ensure that co-curricular and academic student support services are integrated into and aligned with the University Mission and Strategic Plan in order to increase retention and graduation rates and meet students’ academic, professional, and personal goals. The power of these two divisions generating shared support and using data to strengthen programs and services to students cannot be overstated. This combined action results in substantial value to students, well beyond any one individual division’s efforts.

Theme II is comprised of three sections that describe CSUB’s effort to ensure the success of all students. First is a profile of CSUB’s student population, which informs the approach taken to achieve student success. Second is a summary of evidence and findings obtained from CSUB’s surveys, which provides a framework for developing “promising” initiatives and strategies. Third is an overview of select CSUB Initiatives for Achieving Student Success, Promoting Student Development, and Enhancing the Quality of Student Life.

Profile of the CSUB Student

CSUB’s service region includes five counties covering nearly 25,000 square miles at the southern end of California’s Central San Joaquin Valley and the high

desert of Eastern Kern County and Northeast Los Angeles County. CSUB is the only four-year public institution of higher education within a 100-mile radius of Bakersfield including the Antelope Valley and currently enrolls over 6,000 undergraduates, 51% of whom are from a minority background. The CSUB student body is comprised of 64% females and 36% males. Fifty-nine percent of the students are age 24 years and older, and 41% are younger than 24 years. In terms of race and ethnicity, 31% of CSUB’s student population is White or Caucasian, while 41% is Hispanic or Latino. Due to the high percentage of Hispanics served by the institution, CSUB is designated as a Hispanic-Serving Institution. Approximately 70% of the fall 2010 incoming freshmen at CSUB had parents who do not have a college degree.

CSUB serves an economically and ethnically diverse student population in which high school graduates have the lowest eligibility rate (23%) for the CSU system; the rate is particularly low for African American (20.6%) and Latino (19.2%) populations (California Department of Education, 2009). Over 70% of students enrolling at CSUB are academically under prepared in the areas of math and English requiring them to take one or more developmental courses during their first year. More than 60% of Kern High School District’s 35,000 students qualify for the free or reduced lunch program. In 2008, only 25.1% of the students in Kern County were eligible to enroll at a California State University or a University of California campus, and out of those eligible students, only 8.3% actually enroll at a CSU. Statewide, 34% of high school graduates are CSU or UC eligible out of which 10.5% enroll at a CSU. Sixty-seven percent of fall 2010 incoming freshmen had a GPA between 2.5 and 3.5. The Census Bureau reports Kern County’s median income for families with children in 2008 was \$43,183 compared to \$64,155 in California and \$60,944 nationwide. It should be noted that the residents of the Antelope Valley resemble those of Kern County; therefore, one may assume that descriptions provided forthwith include the Antelope Valley group unless otherwise noted.

CSUB recognizes its role in providing access to students within Kern County and the Antelope Valley and accepts responsibility for providing a positive educational experience for all students. The CSUB [Mission](#) assures an inclusive and supportive environment for a student population highly diverse in race, ethnicity, language, and culture; educational background and academic preparation; economic status; life experiences; and career aspirations. Enhancing the quality of the student experience is at the core of [CSUB's strategic plan](#). Campus administration and faculty all have a strong commitment to advancing student learning and ensuring their educational success.

Transfer Transitions

In an effort to better serve community college students interested in transferring to CSUB, partnerships have been established with the five top feeder community colleges including Bakersfield College, Taft College, Cerro Coso College, Porterville College, and Antelope Valley College. The Antelope Valley College partnership includes a Title V grant to facilitate transfers from AVC to CSUB-AV.

One of the significant outcomes of these community college partnerships has been to increase transfer students' interest in Science Technology Math and Engineering (STEM) fields and better prepare STEM majors for transfer to CSUB. Through funding provided by a College Cost Reduction and Access Act-Hispanic Serving Institution (CCRAA-HSI) grant, CSUB

has entered into STEM partnerships with Bakersfield, Taft, and Santa Barbara Community Colleges. Faculty-to-faculty workshops are held to discuss the academic foundation needed to transfer from the community college to STEM majors at CSUB.

Funds provide support for a [CSUB/BC Transfer Resource Center](#), which is located on the Bakersfield College (BC) campus in the Counseling Center. Staff provide prospective and current STEM students with personalized admission information, academic counseling in General Education, and STEM major degree requirements. CSUB staff also provide additional support in the admission application process and host financial aid workshops to ensure a smooth transition to the university. CSUB and BC staff work collaboratively in providing CSUB Onsite Admission Days twice a semester. Staff also provide

similar onsite services at Taft and Santa Barbara Community Colleges twice a month. BC, Taft, and Santa Barbara STEM students are able to participate in two programs: (1) the Transfer Admission Guarantee (TAG) program, which guarantees admission to CSUB in one of the STEM majors upon completion of GE and major requirements and (2) the Concurrent Enrollment Program, which



allows participating community college students to enroll quarterly in one CSUB course at no additional cost. Transfer students have the option of scheduling appointments or walk-in meetings. Table 8 shows the number of students participating in STEM and other

Table 8. Community College Transfers

Community College	Bakersfield College	Santa Barbara	Taft College
Timeframe	March 2010-June 2011	April 19-20, 2011	Nov 2010 - June 2011
Number of Students	1284	20	27
Regular Admit	214	1	4
STEM Students	281		11
STEM TAG's	122		11
Concurrent Enrollment	62		10
STEM Admits	118	1	6
STEM Hispanic	95		7

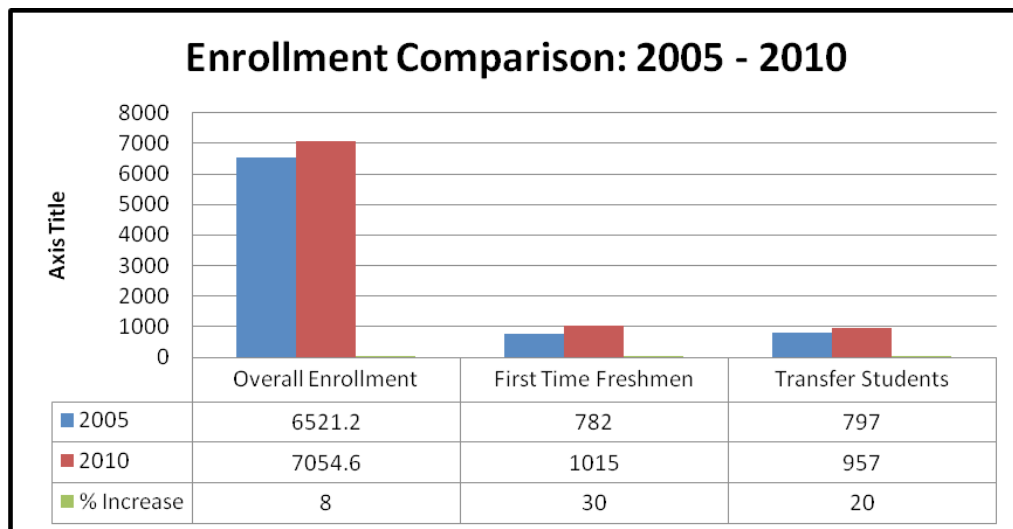
transfer programs from these three community colleges between March 2010 and June 2011.

CSUB Enrollment Increases

Over the past five years, CSUB has realized the highest enrollment in the history of the campus – well above projections. The number of first-time freshmen enrolling in fall increased by 30% while the number of incoming transfers in fall increased by 20%. The overall enrollment at CSUB increased by 8% over the past five years (Figure 5).

In addition to successful outreach efforts, many of the persistence and retention actions based on these data from the Access to Success Initiative (to be discussed in a later section of this document) have also contributed to higher enrollment numbers.

Figure 5. CSUB Enrollment Comparison: 2005-2010



Summary of Surveys and Findings

At CSUB, Educational Effectiveness is multifaceted. While primary learning occurs in the academic arena, an array of programs and services contributes to students' development and success. It is vital to have continual assessment of academic support services across campus to ensure student success toward a timely graduation (e.g., early intervention, advising, tutoring, etc.). The campus is also concerned with whether it is achieving student development outcomes (e.g., leadership development, healthy lifestyle behaviors, meaningful interpersonal relationships, career development, diversity awareness, effective communication) and providing a quality student experience.

Through the use of both standardized and campus-developed surveys, effectiveness in addressing student

needs has been determined, and strategies have been developed for improving services. Six different surveys have been used to obtain a comprehensive baseline of student profiles and feedback regarding the support services provided and students' perception of their experience, so that, over time, changes can be tracked and documented. The baseline data are also helpful in assessing the need for specific services and programs and evaluating the effects of possible intervention strategies and approaches. The student surveys include the following: (1) [Beginning College Survey of Student Engagement](#) (BCSSE), (2) [Access to Success Survey](#), (3) [College Student Inventory](#) (CSI - Noel-Levitz), (4) [First-Year Experience Survey](#), (5) [National Survey of Student Engagement](#) (NSSE), and (6) [Community Engagement Perceptions and Awareness Student Survey](#) (CEPASS).

The BCSSE Survey was implemented by the Enrollment

Management Division; the CSI and First-Year Experience surveys were implemented by the First-Year Experience program; the Access to Success and NSSE surveys were implemented by Institutional Research, Planning and Assessment, and the CEPASS was implemented by Student Affairs. Because a significant amount of data collected from the first-four surveys is directly related to programs and activities within

Enrollment Management, the results of these surveys were disseminated to Directors in the Division of Enrollment Management for review. The data related to NSSE and CEPASS were shared with and discussed by Directors in Student Affairs. Subsequent meetings were held in which Directors were asked to identify which components of the survey were relevant to Enrollment Management, and, based on survey data, determine which areas within the Division are doing well and which need improvement. ([EM meeting agendas regarding review of Survey Data](#)). The following provides a summary of the surveys and ways in which the results are used.

1. The Beginning College Survey of Student Engagement

The Beginning College Survey of Student Engagement (BCSSE) collects data about entering college students' high school academic and co-curricular experiences, as

well as expectations for participating in educationally purposeful activities during the first college year. BCSSE administration usually takes place prior to the start of fall classes and is designed to be paired with a National Survey of Student Engagement (NSSE) survey administration at the end of the first college year, providing an in-depth understanding of first-year student engagement on a campus. During Summer 2010, CSU Bakersfield administered the [BCSSE survey](#) to approximately 1,080 incoming first-time freshmen with approximately a 52% response rate (564 completed surveys). Surveys were e-mailed to students after each orientation as well as being incorporated into the curriculum of the Summer Intervention Programs, including the [College Assistance Migrant Program](#) (CAMP), [Early Start](#), and the [EOP Summer Academy](#). Enrollment Management facilitated the administration of the survey using Hobsons EMT Connect and therefore was able to track e-mail response rates, manage the communication, and monitor received rates. The survey results were reviewed by Enrollment Management Directors, the CSUB Access to Success Team, and other relevant campus committees.

Beginning January 2011, Enrollment Management (EM) Division Directors have reviewed BCSSE results to identify which area(s) of the survey are applicable to university direct student support services, such as Outreach and Recruitment, early intervention programs, university student support grant funded programs (federal and state), and Admissions and Records processes. The following are questions used by EM Directors:

- What are the student risk factors, which could potentially have an impact on student success?
- How does EM define “at-risk” factors? (e.g., parent’s level of education)
- How can identified “at-risk” factors be embedded into the various program/departments objectives and program curricula?
- What will EM do with the BCSSE data?
- What are the next steps?

Use of Survey Results

The survey findings are being utilized to make programmatic and departmental changes in program curricula, program activities, and department processes of the day-to-day student services. Highlights of the current plan using 2010/11 survey results include the following:

- Embed the topic of time-management into the outreach presentations;
- Determine if students are taking the appropriate level courses in high school and work with local high schools to strengthen articulation;
- Identify at-risk factors for international students;
- Expand the duration of summer programs (Early Start,



Educational Opportunity Program, College Assistance Migrant Program, etc.);

- Utilize services of the Center for Community Engagement and Career Education to host workshops during new and transfer student orientations;
- Share findings from BCSSE with high school partners at Council of Counselors meetings;
- Include student responses in program workshops, courses, and program activities;
- Begin working closely with the Graduate Center to promote early discussions about students’ plans beyond the baccalaureate degree;
- Utilize Hobsons communication/database to identify students who have reached a certain number of units and encourage them to seek Graduate Center services for planning.

2. Access to Success Survey of Fall 2009 First-time Freshman Cohort “One Year Later”

The [Access to Success Survey of Fall 2009 First-time Freshman Cohort “One Year Later”](#) was administered on September 13, 2010. E-mail invitations to participate in the survey were sent to Fall 2009 first-time freshmen students. A total of 1,012 e-mails were sent, 18 failed delivery, leaving a total of 994 e-mail invitations that were delivered. The survey closed on September 27, 2010, with a 25% response rate. Of these, 247 responded, and 206 of them completed the survey, yielding a completion rate of 83% (of those who responded). The survey was developed by the [Access to Success Committee](#). Aggregated responses, grouped by underrepresented minority status, were distributed to the Access to Success committee for discussion. Much of the information elicited by the survey pertained directly to activities directed by the Enrollment Management division and in January 2011, the EM Team began reviewing the data as a resource for understanding how student experience important programs and events (e.g. New Student Orientation and student advising).

Use of Survey Results

The findings from the Access to Success College Survey have been utilized to make programmatic and departmental changes including the following:

- Develop a standardized academic advising PowerPoint for advisors to use as an introductory presentation before beginning advising sessions. The introductory presentation will cover areas such as logging into the student information system, recommended courses to take during the first quarter, number of units required to earn a bachelor's degree in a timely manner, and contact information for important student service areas on campus;
- Implement standardized schedules for first-time freshmen prior to orientation, which included a math course, English course, and a freshmen orientation course ([CSUB 101](#)). After the three courses were registered, students were able to receive advice from discipline faculty regarding additional courses;
- Create an interactive compact disc (CD) that students may use to help them with information they may have missed during orientation.

3. Noel-Levitz College Student Inventory – First-Year Experience

In Fall 2010, the campus began using the Noel-Levitz Retention Management System (RMS), which includes the College Student Inventory (CSI) and the Mid-Year Student Assessment (MYSA) for the First-Year Experience (FYE) Pilot Program. The CSI analyzes student attitudes across 17 different sub-scales, clustered into four domains including Dropout Proneness, Predicted Academic Difficulty, Educational Stress, and Receptivity to Institutional Help. A total of 168 students completed the CSI, representing a 70% response rate from the treatment group (N=112) and 47% from the control group (N=56). As shown from baseline data collected in Fall 2010, one pattern persisted among a majority of the subscales: males showed fewer individual strengths and more challenges to overcome compared to females. First-time male freshmen had higher dropout proneness, educational stress, and academic difficulty as compared to females. Additionally, as compared to females, males scored lower in study habits, had fewer intellectual interests, demonstrated less desire to finish college, and felt less financial security. Although female first-time freshmen generally scored higher than males in positive attributes and lower in negative attributes, in many domains both genders are below the national norm. Not shown here, the CSI also measured receptivity to institutional help. CSUB students demonstrated percentiles above the norm representing their willingness to receive services. These data assist in better understanding the challenges facing the 2010 freshmen and

the need to more effectively connect students to necessary campus resources.

Figure 6. Fall 2010 Cohort - College Student Inventory Academic Motivation Scales

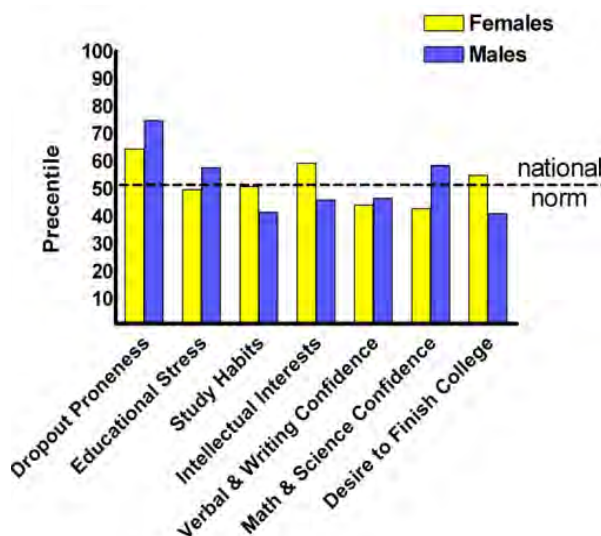
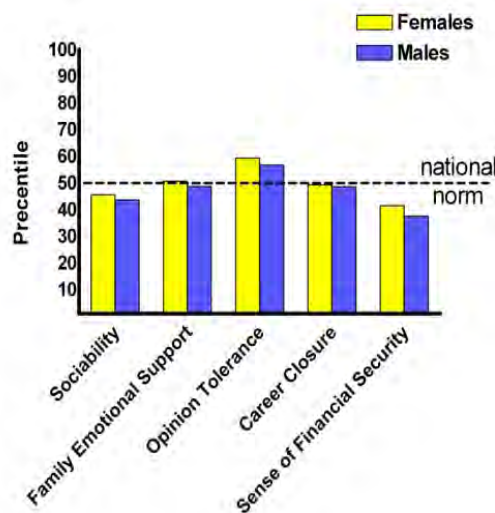


Figure 7. Fall 2010 Cohort - College Student Inventory General Coping Scales



Use of Survey Results

Among the strategies put into place as a result of survey data are the following:

- Share results with each First-Year Experience faculty to facilitate a better understanding of their students;
- Meet with students to discuss individual results;
- Advise students to participate in select appropriate services;
- Integrate the results with on-going campus initiatives (e.g. Access to Success: Improving Graduation Rate Initiative).

First-Year Experience FYE Survey

The First-Year Experience (FYE) Survey was used to determine student satisfaction among all first-time freshmen in Fall 2010 using a 35-question survey. Student satisfaction related to a variety of academic services, events, courses and perceived progress during their first quarter at CSUB were investigated. From the 1,035 students (N=1,035), a 35% response rate (N=356) was achieved. Highly positive feelings of their experiences with orientation and advising were reported. Also, students claimed that the most beneficial aspect of the CSUB 101 course, which is required of all freshmen, was learning about campus. This finding is linked to one of the major goals of the course: *to provide first-time freshmen with necessary campus information for use of services*. A key component of the FYE is The Runner Reader Common Reader Program. This program seeks to engage first-year freshman students and transfer/re-entry students “in transition” in an academic discourse through the shared experiences of reading a “common reader” throughout the first academic term of the year. The selected reading is linked to specific classes, especially CSUB 101 and English 110. This year’s Common Reader program featured an Hispanic author (Villasenor) and there was a high percentage of students reporting the book to be interesting (~90%). In the aggregate, these data represent all first-time freshmen who completed the survey. Survey results of the pilot FYE program are in the process of being compared to all 2010 first-time freshman in order to assess the impact of the FYE pilot program.

An implementation [strategy and timeline for addressing the FYE Survey](#) areas needing improvement have been established, and a lead person has been designated to ensure follow through on recommended action items.

Use of Survey Results

- Offer full FYE program to all first-time freshmen in Fall of 2011;
- Select engaging community service themes for CSUB 103 (e.g., Homelessness);
- Develop workshops to assist students in achieving their educational goals (e.g., how to deal with personal, relationship, and/or family issues, etc.);
- Require CSUB 101 as an official assignment for the completion of the FYE survey and other related assessment tools (e.g., College Student Inventory (CSI)).

National Survey of Student Engagement

In Winter 2011, the Division of Student Affairs identified questions from the National Survey of Student Engagement (NSSE) that will demonstrate CSUB students’ progress towards achieving the CSUB Student Development Outcomes. The chosen questions below are one means of analyzing student attitudes as they relate to these outcomes.

Examples include

- 9b: Number of hours per week working for pay on campus
- 9d: Number of hours per week participated in co-curricular activities
- 10f: Attended campus events and activities
- 11n: Developed a personal code of values and ethics
- 23: Are you a member of a fraternity or sorority

Survey results from first-year freshman and seniors who took the survey in Spring 2011 will be compared to baseline data that include the 2007 and 2008 academic year survey results. The Division of Student Affairs expects to receive the NSSE Spring 2011 results during the Fall 2011 quarter.

Use of Survey Results

- Share results with Student Affairs Division to facilitate a better understanding of students’ achievement of the CSUB Student Development Outcomes;
- Ensure that results inform programming/events that aim to facilitate learning opportunities related to CSUB Student Development Outcomes.

Community Engagement Perceptions and Awareness Student Survey (CEPASS)

The Center for Community Engagement and Career Education (CECE) administered the survey to students during Spring Quarter 2011 with the intention of collecting baseline data and gaining an understanding of the awareness and perceptions students have about community engagement. The [CECE survey instrument](#) included 28 questions focusing on three primary areas: (1) the academic connection to real-world experiences, (2) the value students place on community engagement, and (3) student interest in pursuing careers that contribute to society. The number of student responses totaled 764. Of these responses, the [CECE survey results](#) indicate that 93% of the students find the academic experience relevant to the real-world and find the academic environment stimulating, 88% indicate concern and responsibility for the needs of Kern County, although just 12% strongly agree that they have an understanding of the needs of the community, and 97% indicate plans to pursue a career related to helping others. Additionally, 64% of the students indicate that they have participated in some form of community service while they were attending CSUB, but 84% indicate that being a full-time student creates a barrier to participation in community service. In addition, 96% of the students surveyed indicate that an internship could be useful to their future job opportunities, with 91% indicating that a service learning experience could be beneficial to their future job opportunities. The initial survey results demonstrate that students in this sample show strong academic orientation and are interested in supporting the community, but they are not as aware as they could be about the needs in the community.

The results also indicate that students are aware that applied experiences can have a positive impact on future job possibilities.

Use of the Survey Results

- Understand student awareness and perceptions of community engagement;
- Share student awareness and perceptions of community engagement with stakeholders, including students, staff, faculty, and community partners;
- Develop baseline data for general campus use and for the Carnegie Foundation Community Engagement Voluntary Classification application;
- Design outreach programs and activities to promote community engagement based on student responses;
- Design targeted outreach to promote value added associated with professional skill building by participating in service.

The results from the six surveys described above provide the campus community with a significant amount of information and insight about student expectations, perceptions, and campus experiences. The campus is using these data in strategic planning in order to build programs and initiatives that increase retention and graduation rates and ensure the academic and personal success of all students.

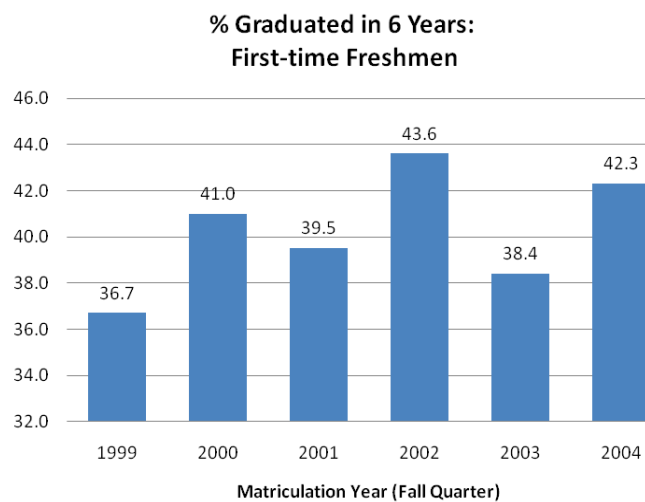
Practices and Initiatives for Achieving Student Success

Improving Graduation Rates

In January 2010, the California State University system announced a long-term graduation rate initiative with the goal of increasing the system's graduation rates and helping underrepresented students to complete college. The CSU Graduation Initiative is part of the nationwide Access to Success (A2S) project of the National Association of System Heads (NASH) and The Education Trust. The CSU Graduation Initiative involves all 23 CSU campuses and is expected to raise six-year graduation rates by eight percent by 2016, as well as cut in half the existing gap in degree attainment by CSU's underrepresented students. Currently, the CSU's overall six-year graduation rate is approximately 42%, and the goal of the Graduation Initiative is to bring it up to approximately 54%, which is the top quartile of national averages of similar institutions. The six-year graduation rate for CSUB is shown in Figure 8.

CSUB established an Access to Success (A2S) Committee that is comprised of faculty, staff, and administrators across

Figure 8. Six-year Graduation Rate



Academic Affairs and Student Affairs. The A2S Committee has taken a comprehensive approach to improving student retention and graduation rates, including proposing revision of current and establishment of new policies and procedures, developing and/or refining programs and services, and directing intervention with designated student populations. CSUB is systematically tracking the academic progress toward graduation for all students—including the subsets of under-represented freshmen, transfer students, and under-represented transfer students—and posting documentation in the Access to Success workspace in TaskStream. Six-year graduation rate targets for each group have been established and are being supported with a variety of creative solutions, such as Degree Audit, Early Start, Summer Bridge programs, early warning and mandatory advising, learning communities integrated with First Year Experience programs, and Roadmaps to Graduation. The following highlights some of the Operational Solutions and Strategies for Student Success.

Operational Solutions

Milestones and On-Track Indicators - One of the first steps in developing the A2S initiative was to develop Milestones (measurable and intermediate educational achievements students reach along the path to degree completion) and On-Track Indicators (measurable academic patterns that students follow that predict the likelihood that they will reach milestones and ultimately earn a degree). Key milestones focused on the following six areas: (1) completion of needed remediation, (2) completion of bottleneck courses in General Education by end of the second year, (3) completion of General Education milestones beyond the first year, (4) retention, (5) completion of milestone units of coursework, and (6) completion of milestone units

in the major. Additional milestone and indicator data are shown in the [CSUB A2S Plan February 2010](#).

Degree Progress Reports - Another step undertaken to ensure that students are on track for graduation within 6 years is to produce transcripts and degree progress reports for all (1) Fall 2009 upper-division, first-time transfers and (2) Fall 2009 first-time freshmen. Information in these two reports was analyzed to determine each individual's progress regarding General Education and university-wide requirements as well as progress in their major. Success of the 630 Fall 2009 FT Transfer cohort who were enrolled in Fall 2010 courses and of the 664 students from the Fall 2009 FTF cohort who were enrolled for Fall 2010 courses is included in a [Degree Progress Report Summary](#). The transcripts for the Fall 2009 first-time freshmen were then sent to the respective major departments for interventions prior to the start of the Fall 2010 quarter. The transcripts for the undeclared students were sent to the Student Success and Retention Center.

Degree Audit - Another useful resource that is used to facilitate graduation is a degree audit. CSUB has established course-by-course articulations with every California Community College and provides course-by-course articulations for every transfer student. CSUB has prepared undergraduate degree audits for every major and minor for the current 2009-11 catalog as well as the previous 2007-09 catalog. Audits have been built for the 2005-07 catalog and for the 2011-13 catalog for most majors and minors. In addition, many majors have multiple tracks and/or options, and audits have been prepared for each, which include General Education requirements, university-wide graduation requirements, various graduation requirements such as residency units and upper-division units, and major and minor specific grade point averages. CSUB has also built masters and credential audits for all programs for the 2007-09 and 2009-11 catalogs.

Minor Declaration - Under the A2S initiative, steps have been taken to implement the Academic Senate's May 4, 2010, resolution entitled "Minor Requirement within the Bachelor of Arts Degree" that requires students who have a major and not a minor to declare their minor by their junior year. As of February 2010, it was estimated that between 950 – 1,000 students did not have minors declared. This resolution took effect at the start of Spring Quarter 2011, making the declaration of a minor with the B.A. by junior year mandatory. This process will continue to be monitored and implemented by EM in an effort to shorten the time to degree and increase the likelihood of graduation.

Mandatory Advising - Academic advising plays a key role in connecting students to CSUB and in facilitating academic success and the fulfillment of career goals. To affirm this, CSUB's Academic Senate, with the approval of the President, passed a resolution calling for [mandatory advising](#) of all students at least once per academic year. To implement this new policy, a schedule has been developed to ensure all students meet at least annually with an advisor (either their faculty advisor, discipline advisor, or an advisor from the [Academic Advising and Resource Center](#) (AARC)), or at Antelope Valley an advisor in the AV Advising Center, to discuss and develop [individual education plans](#) to facilitate graduation. Students must meet with an advisor before the end of the academic quarter determined by a designated schedule. The number of units completed determines which quarter students are expected to meet an adviser. Freshmen are required to see an adviser every quarter.

Academic Monitoring and Tracking Systems - Last year, a system for monitoring students' academic standing and implementing an expedient and effective early intervention communication process was developed. The Academic Advising and Resource Center was given responsibility for notifying students about their academic probation and academic dismissal. E-mail communication is used and monitored through the Hobson's EMT Retain tracking system, which monitors the delivery of correspondence with students. Hobson's EMT Retain is designed to help identify students at risk for attrition due to academic, attendance, social, behavioral, personal, or financial issues. Most importantly, the tracking system helps address these challenges efficiently with automated, personalized communications to parents, instructors, advisors, and students. As of March 30, 93% (369) of the students received their notifications regarding dismissal. While 51.5% (205) viewed this notification, 41% (164) did not view their notification. It is important to note that a paper copy of the notification letter was mailed through the US Postal Service to the listed home address, which may account for students not reading the email. For students on academic probation, 98% (524) of the students received their notice with 46% (248) viewing it. The 2010 academic year has now been established as the baseline and will be used to assess this notification system and help the campus take appropriate steps for improvement.

Early Alert Program - To ensure that students persist through their academic careers, particularly in the first year, CSUB is piloting the [Hobsons EMT Retain](#) in conjunction with [NCAA's FLAG](#) early alert program. Hobsons EMT Retain is primarily focused on the retention piece of Enrollment Management. NCAA's Facilitating Learning and Achieving Graduation (FLAG) is a program that captures

data particularly for student-athletes and assesses a score of potentially at-risk. Using the results from FLAG with EMT Retain can complement overall retention efforts not limited to athletes. With EMT Retain, an automated process is created that constantly keeps a watch on students' grades and quickly identifies students who are struggling in courses in order to increase their chances of passing the course. The automated process also generates an e-mail that is sent to any student whose G.P.A. falls below the minimum programmed in EMT Retain which would serve both as an early alert for the student and for advisors. The first e-mail introduces the various support services available to students at CSUB in case the student feels the need for some help. Faculty members are asked to identify assessments prior to week five that would be assigned a minimum passing score/grade to flag the students as struggling. EMT Retain allows faculty members to provide periodic feedback to the Academic Advising and Resource Center (AARC) about students' progress in their classes. EMT Retain can send out automated surveys at set number of periods in a quarter that ask questions regarding students' attendance records, academic ability, as well as social interaction in class. The faculty members receive the surveys with the students' names pre-populated, and they answer the questions on-line. The answers are logged automatically into EMT Retain providing the AARC with scores that determine risk levels. Since this is a pilot program, no baseline data have been established yet.

Strategies for Student Success

Effective initiatives and strategies are critical to ensuring student retention and success and to improving graduation rates. CSUB used the themes from the survey results to inform action. CSUB has taken a proactive approach toward enhancing the quality of the student experience through integrated student academic support (e.g., improving the availability and quality of [advising services](#), increasing [tutoring services](#), enhancing student mentoring, systematically addressing remediation issues in English and math, and providing an enriched foundation for learning and success via a coordinated program for the [First-Year Experience](#)).

The campus is also focused on enhancing the quality of the student experience through a vibrant student life including co-curricular activities (e.g., self-care and life balance, ca-

reer planning, study habits, interpersonal skills, leadership, community services, active learning, service learning, and engagement in campus life.)

Some of the strategies designed to improve student academic support recently implemented and/or proposed include several Developmental Education Programs. Given the percentage of students needing remediation and the fact that successful remediation in the first year allows more students the opportunity of completing the requirements for the baccalaureate degree in a timely fashion, it was imperative to examine the developmental programs. Students enrolling at CSUB are required to demonstrate readiness in college level reading, math, and writing through various assessments such as the ACT, SAT, CSU placement exams ([English Placement Test](#) (EPT) and [Entry Level Math](#) (ELM)), or the [Early Assessment Program](#) (EAP).

English Placement Test (EPT) and Entry Level Math Exam (ELM) - Due to the importance of the placement exams, the university has been encouraging students to take the EPT/ELM before they attend the orientation on Freshman Day. Previously, on average, about 250 – 300 students would take the exams before Freshman Day. Due to recent extended efforts in promoting the EPT/ELM and due to strong relationships with partner high schools, over 460 students took the EPT/ELM before Freshman Day in 2011. Now the campus is able to identify those students who are not college ready and who are in need of remediation, so it can allow for proper placement and advising during orientation.

Preparation Programs for Transition to College are part of the curriculum at CSUB. Summer transition programs are one solution CSUB has used to address the gap in preparation and achievement levels of some students prior to their beginning college. Most Summer Bridge students are from low-income families or are the first in their families to attend college. Some of the ways CSUB provides developmental education and prepares students for college include the Early Assessment Program (EAP), Early Start Programs (ESP), and Educational Opportunity Program (EOP) Summer Bridge.



Early Assessment Program (EAP)

- [California State University Executive Order 665](#) requires that students must complete developmental courses within the first 3 quarters. As part of the Standardized Testing and

Reporting (STAR) Program, students in the eleventh grade preparing to enroll at a CSU campus can participate in the Early Assessment Program (EAP). This Early Intervention Initiative is promoted through collaboration with Administrators from the local high school district, parent leaders from local high school site councils, and math and English chairs from local high schools. EAP is a voluntary program designed to provide students, their families, and high schools with early signals about students' readiness for college-level English and mathematics. In partnership with local schools, CSUB has launched a campaign to increase the number of students taking the EAP. As a result, the campus has realized a 2.4%⁵ increase in the number eleventh grade students participating in the EAP exam in English and a 3.8%⁶ increase in eleventh grade students participating in the EAP exam in mathematics as compared to the numbers in 2009. An additional indicator of efforts to build partnerships with the high schools is the increase in number of students placing ready for college-level English and mathematics. In 2010, 4%⁷ more students placed ready in college level English and mathematics courses compared to 2009.

Ultimately, the success experienced through the EAP program may be attributed to the changes in CSUB's remediation rates. As compared to 2009, the percentage of first-time freshmen needing math remediation is down 15.1%, the percentage of first-time freshmen needing English remediation is down 7.0%, and the percentage of first-time freshmen needing no remediation is up 24.9%.

Early Start Program (ESP) - Due to the number of students needing remediation, and in an effort to support them prior to matriculation, CSUB has established an aggressive Early Start Program (ESP). The ESP was piloted in 2007 in an effort to reduce the number of first-time freshmen enrolling at CSUB at the remedial level. CSUB offers remedial classes in Math and English at two levels; Math 75 and 85 and English 80 and 100. Students' data are used to place them in the appropriate remedial level based on the Entry Level Math (ELM) exam and English Placement Test (EPT). The ESP program runs for two-weeks (3 hours per day, four days per week) and is open to all incoming freshman students who have taken the ACT, SAT, or EPT. The program has proven to be so successful that it has been repeated annually over the summer. In the summer of 2010, due to the annual success of the ESP, "all" incoming freshmen were given an opportunity to enroll in the 2010 ESP.

The ESP was designed to provide multiple opportunities for students to address the remediation issue prior to enter-

ing the University in the Fall. Six sessions of two weeks each were held during the summer with each session containing multiple sections of math and English held at different times. Instruction for the program was administered by CSUB faculty members experienced in teaching remedial-level courses.

Early Start 2010 proved to be another successful program ([Early Start 2010 Results](#)). Approximately 650 (duplicated) first-time freshmen completed the ESP in Math and English during the summer program; 50% and 67% of the participants moved up at least one level of remediation in English and Math respectively giving them an "early start" towards completing remediation requirements as per EO 665, which requires all students to complete remediation requirements within their first year upon enrollment. In addition, approximately 25% of the participants tested out of remediation allowing them to enroll in college-level Math and English courses.

Educational Opportunity Program (EOP) Summer Bridge - [Educational Opportunity Program](#) serves as a primary vehicle for the CSU to increase the access and academic success/retention rate of educationally and economically disadvantaged students. The CSUB EOP serves over 1,100 students per year by providing numerous social and cultural enrichment activities intended to improve retention and build community among program students and the campus community. The Summer Bridge Residential Program is one solution used to address the gap in preparation and achievement levels between high school and college and to attract and retain underprepared students. [Summer Bridge](#) is a comprehensive six-week summer program designed to prepare incoming freshmen for the rigors of university work through an academic component with English and math developmental courses, an orientation component with [GST 121 Introduction to University Studies](#) (focusing on college survival skills), an advising/ mentoring component that includes career exploration, a social/recreational component for developing interpersonal communication skills, and a residential life component for appreciating the diversity of the CSUB study body. Students successfully completing this program earn 10 units of college credit and have an opportunity to advance in their English and math placement.

Since over 95% of Bridge participants are EOP, once the Fall term begins their data are collapsed into the general EOP student population. EOP is presently in the process of working with Information Technology (IT) on a field that will enable staff to have clean data to address the issue of Summer Bridge participant success. A program action

⁵ <http://eap2010.ets.org> and <http://eap2009.ets.org>

⁶ <http://eap2010.ets.org> and <http://eap2009.ets.org>

⁷ <http://eap2010.ets.org> and <http://eap2009.ets.org>

field has been entered into the EOP Admissions tracking screen for just such a purpose on the 2007-2010 Summer Bridge cohorts. In the interim, EOP has compiled the following indicators of program success on selected cohorts. It is anticipated that more complete data will be available during the Fall 2011 term. The three evaluation indicators reviewed in this summary are (1) actual Fall enrollment rates, (2) remedial English and Math completion rates, and (3) first-term GPA averages.

Actual Enrollment Rates

As an academic preparation program, one of the measures of success for Summer Bridge is that it will positively impact the actual enrollment figures for the University in the Fall. Of the 608 Summer Bridge participants, 537 (88.3%) actually enrolled in the Fall. Actual enrollment figures are available for the 2007, 2008, 2009, and 2010 Summer Bridge (Table 9):

Table 9: Summer Bridge - Actual Enrollment Rate Figures

Year	No. Participants	No. Enrolled	Pct. Enrolled
2007	143	130	90.9
2008	166	150	90.4
2009	208	179	86.1
2010	91	79	85.7

Remedial English and Math Completion Rates

Another indicator of program success concerns remediation. The vast majority of the Summer Bridge participants require remediation in either English and/or Math. For example, of the 608 students participating in the 2007 to 2010 Summer Bridge programs, 92.4% (562 of 608) required remediation in English, and 86.5% (526 of 608) required remediation in Math. Depending on ELM scores, CSUB's remedial placement for Math can include Math 75 or Math 85. In terms of EPT scores, the remedial placement can be English 80 or English 100. A major goal for Summer Bridge is to try and enable those students placing in the lowest levels of math and English to move up at least an entire level by the end of the program. This helps to reduce the number of students in danger of non-compliance with EO 665, as well as decrease the number of students having to enroll in remedial math and English sections in the Fall.

Data on remedial completion rates are provided below in Table 10 for the 2007, 2008, 2009, and 2010 Summer Bridge programs. The column entitled "Number Needing Remediation" contains the number of participants needing remediation in both English and Math. The column entitled "Moved Up a Course" contains the number and percentage of participants who progressed to the next course in the remedial English or Math sequence, while the column entitled "Moved Out of Sequence" contains the number and percentage of participants who moved entirely out of the sequence. The totals at the bottom of the table reflect the grand total of remedial English and Math participants needing remediation, progressing to

Table 10. Remedial Math and English Completion Rates

Year	Subject	Number Needing Remediation	Moved Up A Course	Moved Out Of Remediation	Total (Moved Up Or Out Of Sequence)
2007	English	137	56 (40.9)	12 (8.8)	68 (49.6)
	Math	121	77 (63.6)	21 (17.4)	98 (81.0)
2008	English	157	80 (50.9)	10 (6.4)	90 (57.3)
	Math	146	74 (50.7)	16 (11.0)	90 (61.7)
2009	English	186	65 (34.9)	10 (5.4)	75 (40.3)
	Math	174	77 (44.3)	8 (4.6)	85 (48.9)
2010	English	82	33 (40.2)	8 (9.8)	41 (50.0)
	Math	85	47 (55.2)	17 (20.0)	64 (75.2)
Total	English	562	234 (41.6)	40 (7.1)	274 (48.7)
	Math	526	275 (52.3)	62 (11.8)	337 (64.1)

the next course, and moving out of remediation. Whether students moved up to the next level or out of the sequence depended on how they scored on one of two exit exams: the English Qualifying Exam (EQE) and the Assessment of Learning in Knowledge Spaces (ALEKS) for Math.

It should be noted that the 2007 to 2009 Summer Bridge ran a total of four weeks; the 2010 a total of six weeks. Within that four- to six-week period, a substantial proportion of students moved up to the next level in the remedial course sequence for either English or Math. For all four cohorts, the percentage was 41.6% (234 of 562) for English and 52.3% (275 of 526) for remedial Math. The percentage successfully placing out of the entire sequence at the end of the Summer Bridge was, of course, lower: 7.1% (40 of 562) for English and 11.8% (62 of 526) for Math. In terms of upward movement (i.e., either moving up a course or placing out of the entire sequence), the last cell for the Total column reveals that 48.7% (274 of 562) of the English and 64.1% (337 of 526) of the Math students did so at the end of the Bridge, a pattern that was consistent for each of the Summer Bridge cohorts. On the average, Summer Bridge enabled CSUB to save between 3-5 remedial English or Math courses that did not have to be offered in the Fall. Also, large a number of Summer Bridge participants took advantage of CSUB's REACH workshops to try to either move up a level in the remedial English or Math sequence or place out of the remedial course sequence before the start of the Fall. Overall, success as measured either by moving up to the next course or successfully placing out of the entire sequence was slightly higher for the remedial Math sequence.

First-term GPAs

First-term GPA averages are available for the 2007, 2008, and 2009 Summer Bridge. The averages are summarized in the Table 11.

Table 11. Summer Bridge Student GPA Averages

Year	M	SD	N
2007	2.26	.89	119
2008	2.29	.92	139
2009	2.31	.96	166

Not included in the above averages were those students enrolled solely in credit/no-credit classes. First-term GPA averages reveal that the Summer Bridge participants are earning "C" averages, with the average participant enrolling in 13 quarter units for the Fall quarter. Sixteen percent of the Summer Bridge participants from all three cohorts made it to the Dean's List at the conclusion of their first quarter,

which at CSUB requires a GPA of 3.25 or higher. In a final note, a preliminary retention tracking study of the 2007 Summer Bridge/EOP cohort using a fall-to-fall iteration indicated that at the end of one year, 78.5% (102 of 130) of the students tracked have persisted. It is anticipated that we will have additional data for the 2007, 2008, 2009, and 2010 cohorts entered into the EOP Admission Tracking screen under the program action reason field. This will enable EOP to begin tracking first, second, third, and fourth year persistence rates for both its Summer Bridge regular and special admits prior to the end of Fall 2011.

College Assistance Migrant Program (CAMP)

[CAMP](#) is a federally funded program that helps first-time freshmen address the educational and social development of migrant-identified students through academic advising and student support services to ensure they successfully complete their first year of academic work. CAMP serves 80 students per year. The CAMP Summer Residential Program is a four-week summer program that assists migrant-identified students with their transition from high school to university-level academic responsibilities. CAMP assists students who have been identified as needing Special Admissions to the university and are required to attend the Combined Summer Program (Summer Bridge and CAMP). In addition, CAMP assists students who have been admitted to CSUB under regular-admission status. Courses include Math, English, Writing Skills, Tutoring, and Study Skills. Follow-up services are provided beyond the first year to assist in the completion of their baccalaureate degree. CAMP utilizes the Case Management Model whereby each student is assigned a respective academic advisor to monitor his or her academic progress, oversee his or her financial aid status, provide and refer him or her to institutional support services (counseling, tutoring, employment and internship opportunities, etc.), and keep him or her informed of changes in the institutional policies and procedures and in the academic programs. CAMP students are provided the opportunity to participate in the CAMP summer program and continue receiving comprehensive student support services throughout their academic year at the university. This strategy allows for CAMP students to make a seamless transition into the university social and academic expectations.

CAMP is required to submit an [Annual Performance Report](#) to the U.S. Department of Education, Office of Migrant Services on program data per the Grant Reporting Results Act. During the past three years, the program has served approximately 83 students per year, with a mean completion rate of 94%, which is 8% above the

national completion rate of 86%. CSUB is also 3% above the national rate of CAMP students who complete their first academic year and continue in their programs. CAMP routinely evaluates its internal program processes, student feedback (assessments, classroom assignments, and surveys), federal grant guidelines, and national and program benchmarks to ensure the grant objectives are met as outlined in the grant proposal.

Other Curricular and Co-Curricular Student Support Services

[The Academic Advising and Resource Center](#) (AARC) is the academic advising center for the main campus serving as the central location for retention-based academic advising at CSUB. AARC advisors serve as the official advisors for undeclared students, advising all students, regardless of major, who have questions regarding General Education courses and other graduation requirements. The center also plays a critical role in serving students who are on academic probation and tracks those that are taking developmental courses (English and Mathematics) via the Roadrunner Academic Achievement Program.

Under the management of a faculty director, the AARC instituted an intervention program for students on academic probation with the goal of returning them to “good academic standing.” The [Resources for Academic Change \(REACH\) workshops](#) were created because most students do not know the basic information about the academic standing process, which puts them at a serious disadvantage in creating a plan of action. A pilot study conducted in Winter 2008 tested the hypothesis that basic knowledge about academic standing would make a difference in academic outcomes (term GPA). After attending the workshop, students knew 90% more information about the academic standing process and were able to develop a plan of action. Additionally, students who attended the workshop increased their GPA from 1.3 to 1.91 showing a .6 increase after the workshop. The [data from the pilot study showed the REACH workshops](#) to have a positive impact on students at risk for academic dismissal.

Sponsored by the Academic Advising and Resource Center under the Enrollment Management Division, the REACH workshops, recommended to students on academic probation and offered every quarter, continue to have a positive impact on GPA (both CSUB & overall). The workshops provide students with the necessary details of the academic probation process as well as with strategies that can help them return to good standing. Data for the 2009-2010 school year show that students who attended the Fall 2009 REACH workshops improved their overall GPAs after

attendance by .06 and their CSUB GPA by .08. Students attending the Winter 2010 workshops improved their overall GPA by .12 after attendance and their CSUB GPA by .32. Students attending the Spring 2010 workshops improved their overall GPA by .08 after attendance and their CSUB GPA by .25. Additionally, looking to begin an early intervention program (students with GPAs between 2.2 – 2.0), the AARC is currently in the development stages of an on-line tutorial module for academic at-risk students. Students falling in this category of GPA will be required to take on-line tutorial modules meant to provide timely information as a way of preventing these students from being put on academic probation.

The AARC will continue the REACH workshops for all students on academic probation and has begun the development of a REACH Workshop II, focusing solely on strategies for increasing GPA. Additionally, using the same strategies, the Center began REACH workshops in Fall 2009 for students falling under Executive Order 665 (the mandate that developmental courses must be completed within the first 3 quarters at the university). For the 2008-2009 academic year, the compliance rate (for FTF, regular admits) was 87%, and for the 2009-2010 academic year the rate was 88% with the introduction of the REACH EO 665 workshops. The AARC is also in the process of developing a REACH workshop targeting students that are at risk for academic probation (GPAs of 2.2 to 2.0). These workshops can help to serve as a preventative measure for academic probation and aid in retention and degree-achievement. It should be noted that the Advising Center at CSUB-*AV* duplicates these efforts for *AV* students.

Decentralized Tutoring Services - Tutoring is offered to all CSUB students in the spirit that excellence is sometimes achieved with some assistance. There are five designated tutoring sites available for students: four at the main university campus ([Math Tutoring](#) – Science Building III; [Science Tutoring](#) – Science Building I; [Multiple Subjects \(previously Oasis Tutoring Center\)](#); Business/Public Administration Center) and a fifth at the Antelope Valley (AV) Tutoring Center. This structure, with the exception of the AV Center, was developed as a result of the Title V grant which covered the cost of the supplemental instruction (tutoring) component, including the cost of staffing, purchasing and maintaining computers, and purchasing the necessary tutoring consumable supplies. Specific subject areas are provided based on faculty requests, faculty required tutoring within their syllabus, and on the highest need areas. The site coordinators are responsible for the tutor selection (based on the recommendations of faculty members), tutoring schedules, tutor training and meetings (typically weekly), and the day-to-day tutoring

center activities. In addition, the Library offers information resources tutoring, and the athletic programs have study hall for all student athletes.

As part of the university's mission statement to provide excellent student services and to plan for its future growth, providing quality tutoring services to university students is a key component to supporting students toward educational success at CSUB. Following the end of the federal grant that supported the Oasis Tutoring Center, as well as new funding for a school-based center and another school-based center already established, a review of the tutoring structure resulted in a plan to locate all tutoring services within the schools. In the assessment and redesign of the current structure, various criteria were used: (1) the relocation of sites within the respective academic colleges since two of the four were already established; (2) the need for qualified tutors, as defined by the faculty; (3) the hours of operation that meet the needs of the students; (4) access to universal, professional, and ongoing training for all tutors; (5) direct supervision of all tutoring services; and (6) the development of an assessment plan to determine the effectiveness of the tutoring services and to obtain relevant data to make sound budget decisions. The newly proposed plan for "University Tutoring Centers" requires minimal changes to the current structure; however, the level and quality of tutoring services received by students is expected to be substantially higher. Tutoring sites will be located within the schools, close to the academic departments/programs. This new tutoring structure began in the 2011 Spring Quarter, and assessment of tutoring services has been incorporated into the project. The following are recommendations for the provision of tutoring services and the guidelines set for the CSUB tutoring services starting Spring 2011:

- Subject areas of Mathematics and Science continue at the same location, with a reduced number of hours of operation.
- Study group sessions for the departments in Arts and Humanities will be held in DDH Room B115. It is important to note that DDH would be easily accessible to students where they can attend student group sessions. Develop a schedule to host the various study group sessions with the highest needed subject areas such as English, Communications, and Philosophy.
- Group sessions for the School of Social Sciences and Education will be held in the Writing Resource Center located in the Administration East Building, Room 105, and Discipline-based Course Review Sessions (Individual and Group) will be provided by Instructional Facilitators (determined by the discipline faculty)
- Tutoring services for business (business, economics, etc.) will continue to be provided by Business Club students in the form of peer-to-peer tutoring.

- All tutoring focusing on students' writing deficiencies will be conducted at the Writing Resource Center.
- On-line tutoring for the highest need disciplines will be developed and implemented.
- An Athletic Academic Support Center is planned.
- A Veterans support service location is planned.

A lead person within the Division of Enrollment Management Division has been designated and given the responsibility of the administrative duties for the various tutoring centers. Site Tutoring Coordinators have been designated to have the day-to-day oversight of the operations of the respective tutoring centers. To document tutoring visits, students are required to check into a computerized student log-in program to document the tutoring visits and subject matter. This process allows for the tutoring sites and the Enrollment Management to track and analyze tutoring contacts and services. Table 12 provides data on the tutoring services at CSUB.

Table 12. University Tutoring Centers 2010-2011 Report

Tutoring Sites	2009-2010	2010-2011	Increase/Decrease in contacts
Multiple Subject	3,115	3,084	Decrease by 31 tutoring contacts
Math	4,968	5,984	Increase of 1,106 tutoring contacts
Science	607	855	Increase of 248 tutoring contacts
Total Main Campus	8,690	9,923	Increase of 1,233 tutoring contacts
Antelope Valley	198	163	Decrease by 31 tutoring contacts
Total Tutoring Contacts	8,888		

Note: Below are three important points to be made regarding the tutoring services:

- During the 2009-2010 academic year, the tutoring for multiple subjects and the sciences were housed in one area and Math in another area.
- During the 2010-2011 academic year the following sites were designated for student tutoring: (1) Math and Sciences, (2) Multiple Subjects, and (3) Business.
- The hours of operation were slightly decreased during the 2010-2011 academic year.

The tutoring data are reviewed, along with faculty feedback and student need, to assess and analyze the use and benefit of the centers and to correct problems as needed. The Math

and Science Site Coordinator developed a pilot student survey to be administered to obtain student feedback on the satisfaction level of tutoring services within these two areas (Math and Science). The data will be analyzed to make further decisions on the operations of that Tutoring Center.

The First-Year Experience Program (FYE)

In addition to the student success programs within the Division of Enrollment Management, the Division of Student Affairs offers complementary programs to support student success outside the classroom. The programs, activities, and initiatives developed within Student Affairs are intentionally designed with the division's mission, strategic plan, and student development outcomes as the framework for measuring student success. One of the most successful examples of collaboration and integration of Enrollment Management and Student Affairs is the CSUB First-Year Experience Program.

The first year of university life is critical to student learning, success, and persistence. National studies reveal that participation in a first-year program has a significant impact on students' retention and their ability to navigate the university. The transition from high school to college is neither easy nor familiar for most freshmen at CSUB. This is particularly important for a campus such as CSUB where a significant number of our students are low-income, first-generation college ethnic minorities. In Kern County, approximately 47.9% of the population is Hispanic or Latino and 5.5% are African American. Along with the standard challenges that all new college students face, underrepresented students often need additional academic preparation and support to compete in college-level coursework.

Beginning in Fall 2005, the campus instituted a new First-Year Experience program, which includes a succession of courses including CSUB 101 (LEARN - required) introducing freshmen to the university, its services, and the university community; CSUB 103 (ENGAGE), actively engaging students with CSUB through faculty "passions for the academy"; and CSUB 105 (SERVE), in which students become actively involved through structured opportunities as "student ambassadors." Although the courses were set up to provide a year-long experience, the majority of students only participate in the required, one-quarter CSUB 101.

In AY 2009-10, the university received a five-year, \$2.5 million Title V A grant aimed at strengthening the first-year program. Using the existing structure, a new and improved FYE pilot program was developed allowing for a more comprehensive first-year experience program promoting a true year-long engagement incorporating learning communities and themes. With this in mind, a pilot program

was begun in AY 2010-11 and included 160 first-time freshmen receiving the new year-round program, with 119 control first-time freshmen. As required by all freshmen, the control group only took a CSUB 101 course taught by a non-FYE faculty. The control group did not experience a year-long program, which included learning communities.

During 2010-11, CSUB unveiled the FYE pilot program based on best practices and on empirical data from various programs around the country. The pilot program was designed to provide students with a year-long, thematically based program entrenched in learning communities. The year-long pilot program included a succession of courses in the Fall (CSUB 101: Introduction to the University; English 80, 100, 110), Winter (CSUB 103: Passions Course; English 100, 110), and Spring (CSUB 105: Ambassadors, Community Service; English 110). Importantly, students were assigned the same professor throughout the year for both the succession of CSUB courses and the English courses. Additionally, the theme that was chosen for the year was the American Democracy Project, a New York Times and American Association of State Colleges and Universities supported program focusing on civic engagement.

After a comprehensive analysis of student groups on campus, it was decided that our target population for the pilot program would include approximately 20% of our 2010-2011 incoming freshmen (N=200). On a purely voluntary basis, we were able to recruit 78% (155 students) of our original target population into the program. Making sure that we included a representative sample of our freshmen student body both academically and ethnically, our pilot program included students from EOP, the Hawk Honors Program, and students living in the residence halls. Of the 155 students, 67% of the students continued the voluntary program of courses in the Winter quarter with 67% of that population taking the last of the series of CSUB courses in the Spring.

One of the major goals of the program this year was to lay the foundation for an infrastructure that allowed for meaningful assessment of the first-year experience, which had not been done in the past. As a part of a CSUB freshman satisfaction survey, 95% of the pilot FYE students who completed the year-long program reported that it was beneficial. As compared to their control counterparts (not in the pilot program), FYE students had higher satisfaction with advising services (3.61 vs. 3.0 on a scale of 4 = very satisfied), felt more connected to their CSUB professor(s) (for FYE students 50% felt very connected vs. 18% of control group). It is important to note that while 30% of the control students did not feel connected at all to faculty, only

2% of the FYE pilot students reported no connection to their CSUB professor(s). Additionally, while 71% of the FYE pilot students reported being either very connected or connected to their classmates, only 29% of the control students reported this connection. Of major significance to retention rates, 80% of the FYE pilot students reported feeling “connected to very connected” to CSUB while only 46% of the control students reported this connection.

Past research has shown that feeling connected to the university is a contributing factor to retention. Overall, 58% of the students in the FYE pilot program rated their freshman experience as very meaningful while only 14.5% of the control group registered that ranking. In the aggregate, the FYE pilot program provided an important opportunity for relationship-building between students, faculty, staff, and the entire campus community during the students’ all-important first year.

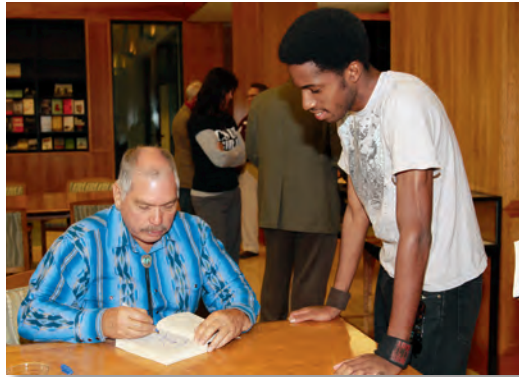
In addition to the results from the College Student Inventory (CSI-Noel Levitz) as an added measure, we engaged in a series of small focus groups to get student feedback on the impact of the pilot program. In a most recent end-of-the-year focus group of FYE students (N=18), when asked “What did you like the most about your first-year at CSUB?” 88% stated that the help from the FYE program was the most beneficial and appreciated experience of their first year. As a follow-up discussion, students reported that the FYE program had assisted them in (1) being less shy and more open, (2) forging closer relationships with both peers and faculty, (3) becoming more independent, and (3) developing leadership qualities.

At this time, the impact of the pilot FYE program on retention rates is unknown as this group represents our first cohort of students. We look forward to the analysis occurring in the Fall 2011, in which comparisons will be made between students in the FYE pilot program and those not in the program. Based on what we have learned thus far, we plan to roll out a year-long FYE program for all first-time freshmen students in the Fall of 2011.

A major building block of the program is the use of [Learning Communities](#), which have been shown to positively impact student success and outcomes in the university setting among first-time freshman. The succession of cohort courses during the first year of the program includes [CSUB 101](#) (Introduction to the University), [CSUB 103](#) (Pas-

sions Course), and [CSUB 105](#) (Ambassadors, Community Service). This series of courses serves to engage incoming students in the university as well as the community promoting a smooth transition and persistence during the first year.

Examples of curricular and co-curricular integration can be observed in a number of programmatic activities. For example, the bookstore partnered with the First Year Experience program and the School of Arts and Humanities to offer *Coffee Talk*, a dialogue on books and topics designed to stimulate intellectual development in support of classroom learning. *Coffee Talk* takes place in the bookstore using an informal and inclusive style of engagement. The first *Coffee Talk* included a written assessment asking students to draw comparisons between the book, *Burro Genius*, by Victor Villasenor and situations in their personal lives.



Thirty-two students participated in the assignment. The results of the assessment indicate that 21 students (66 %) were able to demonstrate critical thinking abilities by drawing comparisons between the book and personal situations. The *Coffee Talk* program, representing a unique co-curricular learning activity using collaboration across programs and a non-traditional learning venue, will continue to be offered.

In addition, through instruction in the CSUB 101 course, we are able to introduce freshman students to important issues for academic success and personal achievement at CSUB, including, but not limited to, managing time and money, learning how to learn, reading/listening/taking notes, thinking logically/critically, communicating effectively, taking exams/writing papers, avoiding violations of academic integrity, growing personally and interpersonally, living healthy, and exploring majors and careers. Class activities that require students to “work” together and meet other entities of CSUB are an integral part of this course, which generally has approximately 30 students in each section.

Promoting Student Development and Enhancing the Quality of Student Life

Promoting Student Development

During the summer of 2010, the Division of Student Affairs created a mission statement, developed a strategic plan, and formulated student development outcomes aimed at

achieving student success. The following mission statement was accepted:

The Division of Student Affairs, in alignment with and in support of the University's mission, enhances students' personal, intellectual, civic, and social development. The Division accomplishes this by fostering access, diversity, service, positive well-being, and life-long learning. The Division optimizes the students' university experience and prepares students for the complex challenges of a dynamic global society.

Using the University Learning Outcomes as the basis, the Student Affairs Division adopted the following Student Development Outcomes (SDO's) that guide actions and inform practices in relation to student learning and student success at CSUB. Additionally, the Division's assessment activities are designed to focus each unit on measuring student success using the SDOs as the starting point.

SDO 1 – Students will show critical-reasoning and problem-solving skills

SDO 2 – Students will demonstrate career-based learning

SDO 3 – Students will become engaged citizens

SDO 4 – Students will develop a well-rounded skill set
(See - The Student Affairs Strategic Plan, Student Development Outcomes)

(Note - Student Affairs will focus on career-based learning)

Below are descriptions of highlights from the Division's contributions to student success based on outcomes, including, but not limited to, values, actions, and skills that have been articulated in the Division's mission statement: access, diversity, service, positive well-being, and career and life-long learning.

Student Development Outcome I: - Students will show critical-reasoning and problem-solving skills. By participating in programs, activities, events, classes, and services offered by the Division of Student Affairs, students will demonstrate critical-reasoning and problem-solving skills and the capacity for life-long learning. An example from the Division focused on developing critical-reasoning abilities is highlighted below.

The Health Center has focused on the goal of supporting critical reasoning in relation to helping students understand the cause, treatment, and prevention of health conditions during a medical visit. The Student Health Services team administered a post-visit questionnaire to measure critical reasoning using the doctor/patient communication interaction as a teaching moment. The post-visit questionnaire was used to determine if students learned

about the cause of their condition, self-care, and treatment options for the condition, preventative measures, and general strategies to improve overall health.

One hundred questionnaires were completed and measured using a Likert scale. After their visit with a physician, 86% of the students indicated they learned more about the cause of their condition, with an average score of 4.3 from a total possible score of five; 89% of the students indicated they learned self-care and treatment options for their conditions, with an average score of 4.5 from a possible total score of five; 83% of the students indicated they learned how to implement preventative measures for their conditions, with an average score of 4.1 from a possible total score of five; and 80% of the students indicated they learned general strategies to improve their health, with an average score of 3.9 from a total possible score of five. In addition to demonstrating critical thinking about current health conditions, health education promotes life-long learning for students as they continue to take measures to improve health beyond the doctor's visit.

Student Development Outcome II: – Students will demonstrate career-based learning.

The Division of Student Affairs supports this goal through student employment within the Division and by student participation in academic internships, service learning activities, and volunteer opportunities. Examples of initiatives connected to career-based learning are presented below.

The Student Recreation Center (SRC) promotes skills and responsibilities in group settings by requiring student employees to participate in all-staff workshops, staff training and orientation, in-service training, and attendance at weekly staff meetings and regularly scheduled work shifts. This extensive emphasis on professional development is measured by administering a job satisfaction survey. The survey is administered annually and is anonymous and voluntary. The survey serves a variety of purposes including the assessment of career-based learning. Student employee awareness and development of teamwork abilities, creativity, and leadership skills are evaluated using the survey. Sixty-three of the 65 SRC student employees completed the survey. Eighty percent indicated an awareness of teamwork, creativity, and leadership skills by responding in the affirmative to 88% (14 of 16) of the statements related to these components of professional development. The results were discussed with each of the nine student staff areas to strengthen all components of career-based learning and to seek ways for continuous improvement. Student employee suggestions will be included in future training,

and future job satisfaction survey results will assist in determining the ongoing effectiveness of the training on student employee learning.

The Center for Community Engagement and Career Education (CECE) uses an evidence-based resume and interview preparation method to help students conduct a self-assessment of their skills and experiences. This evidence-based interview preparation strategy was utilized in a Public Speaking course during the 2010-2011 academic year. Students who completed the course were taught the evidence-based interview strategy based on lecture and practice. The lecture was taught by CECE Career Peers and staff. Students were provided three different learning moments to practice the method. The first learning moment occurred using a web-based mock interview system, the second included participation in a live mock interview, and, finally, students completed an exam used to measure whether they acquired a thorough understanding of how to use the interview strategy. Students were graded on the quiz using poor, competent, and outstanding as measures of performance. Students who could connect the interview method specifically to behavioral-based interview questions and could list all three components of the method received an evaluation of “outstanding.” Students who could list the three components of the method received an evaluation of “competent.” And students who could list one or two of the three components of the method received an evaluation of “poor.”

Forty-seven students submitted the quiz, and of that population, 45% scored in the “outstanding” evaluation category 19% scored in the “competent” category and 36% scored in the “poor” category. Thirty of the 47 students, or 64%, scored in the competent or outstanding categories, which indicate that a majority of the students can identify the method. The results of the survey indicate that nearly half the students understand the interview method and can apply it to behavioral-based questions. It is recommended that CECE continue to partner with the instructor of the course to teach this method. Additional instructional activities will be necessary to increase the number of students who can both list the components of the method and connect this method to behavioral based interviewing.

Student Development Outcome III: – Students will become engaged citizens.

Student participation in clubs, organizations, and community-based activities will result in the development of engaged citizens who demonstrate enhanced interpersonal competencies, teamwork skills, abilities to work independently, and a thorough knowledge of self. Examples of programs initiated by the Division focused

on supporting participation leading to an engaged student population are illustrated below.

[The Office for Student Involvement and Leadership \(OSIL\)](#) promotes student engagement. OSIL has collaborated with student organizations through the participation in the Runner Nights program to host monthly events and activities to establish traditions and to connect students and community members to campus. Student engagement has been linked to promoting student retention and success. The underlying goal is to increase student engagement on two levels: The first level is event planning; this approach gives our student leaders the opportunity to work as a team developing a budget, setting priorities, and taking ownership of the activity. The second level is a host of opportunities for students to become engaged in university activities, such as Game Night, Poetry Slam, Karaoke Night, Toga Dance, and Filipino Culture Night. Observing the students’ involvement in each of these programs demonstrated students’ active engagement in their college experiences. Specifically, students who participated in the Filipino Culture night were given the opportunity to learn about the culture through food, dance, and a PowerPoint presentation about the region. Following these activities, students were surveyed about the experience. Findings indicated that 82% of the students reported on a Likert-type Scale that they either “Agreed” or “Strongly Agreed” with the following statement: “Because this was an event that I helped plan, I was more engaged in the event.” Seventy one percent (71%) of the students reported that they “Agreed” or “Strongly Agreed” with the statement “In my observation, students who attended this activity were actively engaged in the program.” And, 92% of the respondents either “Agreed” or “Strongly Agreed” that “By being a part of this activity, I was able to develop and utilize my interpersonal/social skills.” The assessment has informed OSIL’s practices with resulting recommendations, including an increase in funding for advertising to an increase student attendance, enhancing the quality of the types of programs offered to support student development and engagement, and to increase the number of student organizations with which to partner for the events.

The Center for Community Engagement and Career Education launched several strategic actions to increase community service and to create a culture of civic mindedness. The first strategic action includes the September 2010 roll-out of a student-centered career services management system (RunnerLink) designed to communicate and promote internship, and volunteer and service learning opportunities. The second strategic action is the development of a cadre of trained career peers who work directly with the CECE staff to provide outreach and

advising in an effort to promote skill development through service and engagement. The third strategic action includes, during the 2010 – 2011 academic year, a newly formed community engagement faculty fellows program with 10 participating faculty, who received training and guidance on service learning.

Results from the outreach efforts include 69 internship and volunteer service postings in the RunnerLink system, with 5006 views converting to 406 applications distributed between the 69 postings during the 2010 – 2011 academic year. The PeopleSoft system verified that engagement through academic internships and service learning has increased by 40% during this year. Specifically, the numbers included a total of 1,579 students enrolled during the 2009 – 2010 academic year and a total of 2,625 students enrolled during the 2010 – 2011 academic year. In addition to the increase in course enrollment, the faculty fellows contributed to the development of seven new service learning courses during the 2010 – 2011 academic year. And the Career Peers combined with the CECE staff facilitated 110 outreach presentations during 2010 – 2011 that included focused messaging about the development of skills as a value added result of participating in applied experiences.

In addition to outreach to students, CECE engaged in a strategic communication campaign with several agencies and organizations resulting in an increase in the number of service learning and academic internship contracts from twenty-seven to forty. The primary outcome associated with increased agency partners is to increase the variety of sites from which students can choose for community service options. CECE has leveraged the new relationships with community-based organizations, including the Kern County Boys and Girls Club, Stop the Violence (a local gang prevention program), and the Kern County United Way to collaborate on service day programming, which resulted in 295 students participating in direct community service projects in honor of three targeted service-day events, including the 9/11 Kern Parkway and Yokuts Park Clean-Up, the Martin Luther King, Jr. Neighborhood Clean-Up, and the Cesar Chavez Community Resource Fair.

Student Development Outcome IV: – Students will develop a well-rounded skill set.

Students will demonstrate an understanding of cultural and ethnic diversity and will display ethical behavior through opportunities provided by the Division of Student Affairs in the on-campus living environment, specialized programming, and events designed to develop cross-cultural and ethical competencies. Two examples

of programs initiated by the Division to support the development of a well-rounded skill set are illustrated below.

The Athletics Department Movie Night program. Movie Night provides a learning experience on a variety of issues, including cross-cultural awareness. The first Movie Night was attended by 80% of all available student athletes. *Crash*, a film that includes a variety of vignettes focusing on the clash of cultures in Los Angeles, was viewed by 80 students. After students viewed the film, small group discussions and a written assignment were used as a means to discuss the film and measure viewers' cross-cultural awareness. The written portion of the assignment asked students to reflect on one character's transformation related to cross-cultural awareness. The students were asked to provide evidence to support the transformation. Seventy-nine percent of the participating students were able to identify one character and use supportive evidence to discuss a cross-cultural transformation. The results indicate that a continued effort to offer opportunities for students to explore and discuss cultural issues using activities such as Movie Night will contribute to a well-rounded skill set in students.

The Office for Students Rights and Responsibilities (OSRR) reflection paper was used as a teaching tool to encourage the ethical growth and development of students. During the 2010 – 2011 academic year, the OSRR assigned reflective papers to students as part of the educational sanction to stimulate thinking between the lessons learned from the incident and the impact on future personal and academic choices. Students were required to prepare a two-page reflective paper answering the following questions: How have you grown or changed as a result of reflecting on your original decisions? What lessons have you learned from this incident? In what ways will the lessons learned impact your future decisions? OSRR expected that the students who were assigned a reflective paper as part of an educational sanction would demonstrate ethical maturity.

Between Fall 2010 to Winter 2011, 16 reflective papers were assigned to students. Out of the 16 students, three students had a score of 5-6, which equated to demonstrating competency in relation to ethical maturity. The remaining 13 students earned scores between 7-9 equating to demonstrating outstanding ethical maturity. These findings indicate that students (a) understand university expectations and application of university policies, (b) are generally aware and express maturity by sharing their commitment to grow and learn from the disciplinary experience, (c) re-analyze their goals and purpose at CSUB, and, (d) some express being grateful for being held liable

for their behavior at this point to become better citizens in the future, and, (e) are committed to making better decisions in the future such as utilizing existing resources, reaching out for assistance to their faculty, consulting with OSRR staff, and understanding their role as students. The OSRR will continue with assigning reflective papers as part of the education sanction.

Student Organizations

Recognizing the importance of campus climate and inter-group relations as contributing factors in student retention and academic success, CSUB's commitment to student success is evident through extracurricular activities for students. The quality of the student experience is enhanced through a variety of services offered through the Office of Student Involvement and Leadership. Currently the Office of Student Involvement and Leadership has 87 registered student clubs and organizations established to impact the quality of student life. These organizations support and enhance various social identities, including culture, gender, sexual orientation, disability, religion, language, and political views. The organizations work together to provide cultural enrichment and social activities that help students build community, improve campus involvement, develop social networks, improve academic success as they bind students to the university outside of the classroom.

Example of such student clubs included STAAR, EOP, and CAMP are STAAR Parapros, Chi Alpha Epsilon National Honor Society, Student Activities Club, AAC PEERS, Black Men On Campus (BMOC), Black Women On Campus (BWOC), Black Young Stars, MECHA, and the African American Student Union. The clubs also provide academic support such as one-on-one math, reading, and vocabulary tutoring sessions. For the 2010-2011 academic year, student club data showed a total of 302+ students, as well as members of the CSUB campus community, and the larger Bakersfield community, being served or participating in events or activities involving these various clubs or organizations.

Veterans Affairs/Troops to College

In April, 2008, California State University, Bakersfield, initiated the [CSUB Troops to College \(TTC\) program](#). The Troops to College initiative was launched to promote and serve veterans, active-duty military personnel, and their dependents with a variety of educational programs and services. The CSUB TTC planning committee has representation from senior administration, military leaders, community veteran affairs officers, and student support

programs to ensure that veteran educational needs are met. CSU Bakersfield has a specific website designed just for veteran students. The one-stop website offers veteran students with a single landing page with numerous on and off campus links such as the following:

Admissions & Records, Veteran Education Benefits, Counseling Services, Financial Aid & Scholarships, News and Events, and post 9/11 GI Bill information.

In Fall 2008, 122 veteran/dependents were enrolled, and in Fall 2009, 141 were enrolled, a

13% increase in Veteran/Dependents at CSUB receiving the GI Bill. This increase was due in part to the start of the new Post 9/11 GI Bill and assertive recruiting in collaboration with the CSU Troops to College program. For the Fall 2009 academic year, six first-time freshmen and nineteen transfers enrolled in the university. All 25 are currently enrolled as of the Fall 2010 quarter.



The Student Veterans Organization (SVO) also participated in several events both on campus and in the community. The events served as several opportunities for the SVO to provide information on community resources and services to Veterans, support groups, and awareness information. These events were coordinated by a local Veteran and CSUB student. Activities include the following:

- Veteran Stand-Down event at Stramler Park
- Information booth at the annual National Alliance on Mental Illness-Front Line Community Resource and Education Conference
- Volunteer events by the Bakersfield Homeless Center
- Various food and toy drives
- Participation in the Bakersfield Veterans' parade
- Informational booth at the OEF/OIF Returning Veterans Welcome Home Celebration at Bakersfield VA clinic

Connecting Students to Campus through Events and Activities

The quality of the student experience is enhanced by campus events and activities that provide opportunities

to connect students to the university. The Division of Student Affairs takes a lead in providing these opportunities through annual event programming. Examples of these annual events are New Student Convocation, Week of Welcome, Meet N Greet BBQ, Homecoming, Campus Beautification, Greek Week, Club Fairs, Discussion Forums, and a reception hosted by the President and First Lady for student leaders.

University Learning Outcomes Across Units

The Division of Enrollment Management and the Division of Student Affairs both make critical contributions towards accomplishments of the University Learning Outcomes. As students participate in a broad range of co-curricular activities, both units provide transformative activities that integrate academic learning with co-curricular experiences. Enrollment Management and Student Affairs are partners in activities that sustain and enrich campus life. The [University Learning Outcomes Across Units Table](#) shows the role each unit plays in ensuring that CSUB students acquire the desired learning outcomes established by the campus.

Theme II – Profile of CSUB Student CFRs

1.1, 1.2
2.1, 2.10, 2.13
4.1, 4.2, 4.3, 4.8

Summary of Surveys and Findings CFRs

1.5
2.1, 2.3, 2.4, 2.5, 2.10, 2.13
3.10
4.3, 4.6, 4.8

Practices and Initiatives for Achieving Student Success CFRs

1.7
2.10, 2.12
4.3, 4.6

Strategies for Student Success CFRs

1.5
2.1, 2.3, 2.5, 2.12
4.3

Other Curricular and Co-Curricular CFRs

2.1, 2.3, 2.5, 2.12, 2.13

Promoting Student Development and Enhancing the Quality of Student Life CFRs

1.3
2.1, 2.3, 2.9, 2.11, 2.13

Concluding Essay

“Walking the Talk” . . . Our Values in Action

Four years ago, with the submission of our Institutional Proposal, we sought to answer whether we were indeed, “walking the talk.” With major changes in administration, new faculty and staff, the beginning of shifts in funding, and the changing commitment to public higher education, we wanted to assure ourselves that we were not “drifting off course.” While there would inevitably be changes and adjustments based on internal and external pressures, unforeseen demands, and reassessment of priorities, we wanted to be assured that we remained aligned with our purpose, vision, and values.

Engaging in the WASC reaccreditation process was timely and fortuitous, for it helped to structure our self assessment of alignment, both curricular and institutional, of demonstrated commitment to our core values, and the achievement of desired outcomes. We asked ourselves the “hard questions” and set about putting into action the strategies that would result in the desired outcomes. This Educational Effectiveness Report (EER) provides only a glimpse of the significant accomplishments of the faculty and staff in educating and serving our students and the solid institutional foundation in place to meet regional, state, and national needs. Through this four-year undertaking, we have revealed and appreciated our strengths and our resolve to work collaboratively, we have acknowledged our challenges and opportunities to grow, and have recommitted ourselves to achieving our best in all areas and in serving this region.

Educational Effectiveness – A Journey of Discovery, Action, and Direction-Setting

Moving from the Institutional Proposal (IP), to the Capacity and Preparatory Review (CPR), to the Educational and Effectiveness Review (EER) has been a journey of discovery, action, and direction-setting. The IP established our line of inquiry, focused on “alignment” and “campus culture” as fundamental to educational effectiveness.

Discovering our assets and qualities and taking action to enhance institutional capacity for demonstrating educational effectiveness was the focus of our CPR (e.g. see Response to CPR Team Recommendations). Our EER provides the framework for institutional direction-setting and monitoring based on how well we are achieving the desired student outcomes.

As described in the Introduction, the essence of CSUB’s approach to Educational Effectiveness is shaped by four major emphases: (1) Defining student learning goals and aspirations for the nature of their experience at CSUB; (2) Assessing our success in achieving the desired goals, making modifications to curriculum, pedagogy and services as indicated; (3) Demonstrating a core commitment to this process by supporting faculty’s advancement as teacher-scholars, by developing well-trained and service-minded staff, by reviewing and developing policies, structures, and procedures that are aligned with our goals and objectives, by monitoring university operations as the campus engages in future planning, while generating new, and effectively and efficiently utilizing current resources; and 4) Promoting institutional self-reflection and a culture of continuous learning and improvement focused on educational effectiveness.

Having established University Learning Outcomes, along with the learning goals in the academic programs and the co-curricular units, Theme One (Student Learning) and Theme Two (Student Success) provide examples of how the EER framework is applied, including using results to make modifications in curriculum, pedagogy, academic or co-curricular programs, and/or institutional functions. We establish that students *are* achieving the desired outcomes, while acknowledging areas for greater emphasis and improvement. We demonstrate ways in which data are collected, utilized, and refined to achieve the maximum benefit for decision-making and planning.

Equally important is our focus on sustaining and expanding upon this work. The evidence of sustainability and

institutionalization is found in multiple ways. Nearly all programs have completed a cycle of assessment and made program modifications as needed; faculty's engagement in and responsiveness to assessment has led to important discoveries and dialogue about how best to achieve the desired outcomes. It is becoming "standard practice" to make curricular and/or pedagogical modifications as a result of those discoveries. Yearly academic program scan data are accompanying the Annual Reports which provide updates and ongoing feedback on student learning and student achievement.

Additionally, the system of Academic Program Review, along with the Academic Department Memorandum of Understanding with the school dean and Provost, is structured to link with the Annual Reports and provide documentation of program assessment and actions taken. The Academic Senate policies and structure have been modified to provide oversight on program assessment activities. There is a system of co-curricular assessments that utilizes both internally-developed and national surveys. A commitment to support faculty and staff's work in this area continues to be emphasized and is reflected in such activities as institutes, workshops, and orientations, along with university-wide events for learning and discovery. Data management systems and organizational structures have been developed to both institutionalize and provide broad access to the work. Campus-wide committees have been charged to monitor student matriculation and graduation and to make recommendations for improvement. As part of freshmen orientation, students are made aware of CSUB's expectations of learning outcomes and development. Also significant is the University Strategic Plan framework is organized to provide yearly institutional feedback and assessment on the achievement of the goals and objectives across all divisions and to identify strategies for continuous improvement.

Undoubtedly, all of higher education is being impacted by the economic turmoil and uncertainty in the country. It is requiring colleges and universities to reassess priorities, to reconfirm their mission and clarify their vision. Colleges and universities will choose different paths. Some will rail against the unfairness and injustice of it all, some will hunker down and hope that the storm passes without too much damage, others will frantically go in multiple directions without an institutional compass, while others, like CSUB, will purposefully move forward.

We, too, at CSUB have been affected by the state fiscal crisis and the national economic downturn. With each wave of uncertainty and reductions, we have bemoaned the impact on one another, the institution, and most

importantly, on our students and the region, yet we have sought to achieve the optimal benefit from remaining resources to meet students' academic goals, facilitate their progress towards graduation, and to serve the core mission. We are promoting experimentation, flexibility, and changes that maintain alignment with our mission and vision, while positioning ourselves for the future; and we are readjusting the timing of our expectations. Our approach and sentiment is captured in a recent article:

Only a shared sense of responsibility -- and an unconventional willingness to reassess priorities and examine all options -- will enable many colleges to weather the storm and emerge even stronger by sharpening their focus Clarity awaits those colleges and universities that transform the financial crisis into a catalyst for creativity -- and courage. By tapping the energies of shared sacrifice and the opportunities for revitalized innovation, campus communities can harness uncertainty and redirect its inertia.

(David E. Shi, President of Furman University, "Inside Higher Education" September 1, 2009)

We remain optimistic about the future of CSUB. We are working together to shape our destiny in the midst of economic challenges and changing commitments to support quality higher education. In addition, we have been entrepreneurial in generating new resources through grants and contracts, fundraising, public-private partnerships, and innovative collaboration with other institutions. We are confident that, though CSUB will look quite different in years to come, we will emerge stronger, more vitalized, and evermore committed to ***student learning and student success***.

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Appendices

Appendix A Responses to WASC Action Letter and Capacity and Preparatory Review Team Recommendations

RESPONSES TO WASC ACTION LETTER AND CAPACITY AND PREPARATORY REVIEW TEAM RECOMMENDATIONS

Recommendation #1: Ensure that mission, vision, strategic plans and initiatives are truly aligned and operationalized into an action plan that guides the setting of priorities and allocation of resources.

After the adoption of the revised university mission statement and the development of a new vision, five strategic goals and the corresponding objectives were formulated. These goals and objectives served as the foundation for sustaining academic excellence and supporting student success, while also advancing the institution as it continued to meet regional needs. In order to fully engage the campus community, workgroups comprised of faculty, staff, and students were organized around each of the goals. Each group was charged with defining the current state as related to the goals and objectives, making recommendations for implementing the objectives, and identifying indicators and measures for monitoring progress towards the desired outcomes.

The reports from each of the workgroups were forwarded to the President. The President assigned each Cabinet member responsibility for reviewing the reports, developing priorities, preparing an actionable plan to meet the objectives, and formulating success measures. In 2010, the President linked the university's strategic planning activities with the institutional budget planning process, and combined two standing committees into the University Strategic Planning and Budget Advisory Committee (USP/BAC). This committee is comprised of faculty, staff, students, and a community representative. Its charge is to monitor the progress towards the achievement of the University's goals and objectives, provide input on the budgetary strategy to support the plan, and make recommendations that support the academic mission and maintain institutional viability in light of fiscal challenges and opportunities.

The USP/BAC has reviewed and made modifications to the plans associated with each goal and approved the overall operational framework. A strategic planning website has been built and will be used to keep the campus community engaged and apprised of the committee's work.

Recommendation #2: Fully develop and implement an institutional assessment plan with particular attention to student learning outcomes. (Also WASC Commission letter)

Prior to the CPR visit, CSUB had engaged in assessment of student learning outcomes. Dr. Mary Allen had been instrumental in directing this activity, but there was no institutional imperative. With the departure of Dr. Allen, another person was identified to continue the work. However, having no institutional policy or plan in place, assessment activities were unevenly distributed across the university. Moreover, the Division of Student Affairs had little engagement in assessment activities. In recognition of the need to embed and develop institutional capacity in this area, an Assessment Fellows group was formed. Each school designated a Fellow and there was also a Fellow assigned from the Division of Student Affairs and from Enrollment Management. The Assessment Fellows formed a learning community and evaluated the current state of assessment activities in each of their schools and began to

work on institutional policies. In addition, there was a campus-wide process for identifying the “Marks of a CSUB” student which would later form the basis for an institutional assessment approach.

The Assessment Fellows forwarded a recommendation to revive the Curriculum Assessment Council to the Academic Senate. The Academic Senate recommended to the President the establishment of the Council, its charge and composition on January 14, 2010. The President approved the recommendation. The Assessment Fellows also forwarded the University Learning Outcomes (ULOs) and the “Principles of Assessment at CSUB” to the Academic Senate for review and approval. The ULOs were based on the “Marks of the CSUB Education” that were developed using a Delphi Process. Both documents were approved by the CSUB Academic Senate on March 11, 2010 and later signed by President Mitchell. The Assessment Fellows recommended that the institution adopt TaskStream, an assessment management system, that would make it easier for departments to record their work and would systematize the assessment information across the university. The campus began its subscription in July 2010. These four actions were instrumental in establishing a foundation for the institutional approach to assessment of student learning outcomes (SLOs). In addition, the Office of Institutional Research was reorganized and a new Assistant Vice President for Institutional Research, Planning and Assessment (IRPA) was appointed. Having developed an infrastructure, it was now important to develop an institutional strategy that would engage the faculty and staff in the assessment activities.

The Assessment Fellows were replaced by a Faculty Assessment Coordinator (FAC). The FAC, together with the AVP IRPA, organized a sequence of workshops for all faculty and staff that started with the Summer Assessment Institute (SAI). The SAI was designed to introduce faculty to TaskStream and to introduce basic assessment terminology. Each academic department was represented, with at least one faculty member designated to work on assessment planning for each major program, and at least one other to work on planning for each of the General Education/University-wide Requirements. At the end of the session, faculty had to complete a detailed assessment plan for 2010-11 and a plan identifying the SLOs that would be assessed from 2011-12 through 2014-15.

The Winter Assessment Institute (WAI) built on the first institute by discussing assessment findings already obtained and discussing the progress made to this point. Faculty had to complete the 2010-11 assessment cycle, map their SLOs to the ULOs, and develop a curricular map of their program. Building upon the Academic Program Scans conducted in 2008, the institutional assessment plan was linked to the department’s Annual Report and Academic Program Review. To facilitate this, a template was developed in TaskStream that provided a reporting framework for department chairs. All departments had to complete the annual report in TaskStream.

Due to the availability of TaskStream, great progress towards campus-wide assessment planning and implementation has been made. Table 1 shows that the engagement in assessment planning is above 90% for undergraduate programs and at 88% for all programs.

Table 1. Summary of Taskstream Completion by Program Type

Category	# completed 1-year assessment plan	% completed 1-year assessment plan	# completed 5-year assessment plan	% completed 5-year assessment plan
Undergraduate Programs	28	93% ¹	27	90% ¹
GE Areas	7	100%	7	100%
UWR Areas	7	100%	7	100%
All UG Program Areas	42	95%	40	91%
Graduate Programs	10	67% ²	8	53% ²
All Programs and Areas	52	88% ^{1,2}	49	83% ^{1,2}

¹Excluding the Special Major²Excluding graduate programs on moratorium.

All undergraduate programs were asked to map their Program Learning Outcomes (PLOs) to the University Learning Outcomes (ULOs). It is by virtue of this mapping that the assessment of the ULOs is occurring. Specifically, 80% (24 of 30) of all undergraduate programs have mapped all their learning outcomes to the ULOs, while 20% (6 of 30) have entered partial mapping. At the same time, 86% (12 of 14) of general education and university-wide requirement areas have completely mapped their learning outcomes to the ULOs while two (14%) have not mapped any learning outcomes. It is important to note that the two GE areas not mapped are the interconnected Area C and Theme II. These two areas used this academic year to review and significantly revise their SLOs, with the result that they were able to develop a set of SLOs common to both Area C and Theme II. This process was concluded only recently and the committee had no time to begin the mapping process.

The Faculty Assessment Coordinator (FAC), together with the AVP IRPA, made a deliberate decision to leave it to the program which SLOs they plan to assess. The connection of their assessment results to the ULOs will be established through a meta-analysis performed annually by the FAC and the AVP IRPA. This analysis is then discussed and refined in the Curriculum Assessment Council as well as during future campus-wide meetings of all faculty on assessment.

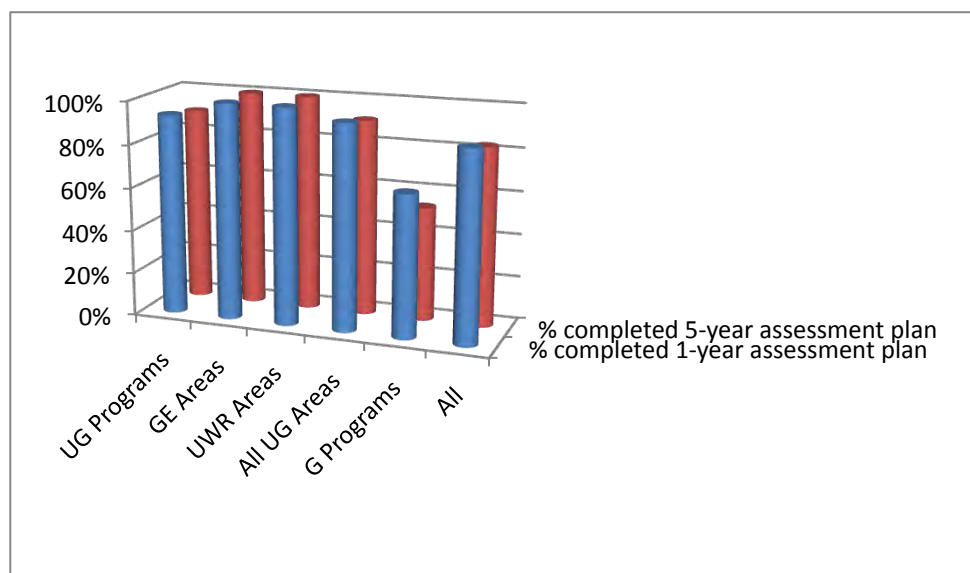


Figure 1: Taskstream Completion by Program Type.

The campus has made notable achievements in implementing a university assessment plan. Future actions will be to facilitate the conclusion of the mapping process so that all undergraduate programs and GE/UWR areas are mapped to the ULOs. Furthermore, the few remaining programs without an assessment plan will be supported in their effort to complete such a plan. As a result of the assessment activities, faculty are increasingly engaged in revisiting and refining the student learning outcomes. This has already led to curricular changes and plans for collaboration across general education themes. With policies and procedures in place for Annual Reports, Academic Program Reviews, and Memorandum of Understanding between the department, school deans and the Provost, the system of assessment will continue to be refined and serve as a catalyst for institutional learning.

Recommendation # 3: Continue to build leadership for assessment activities.

At the time of the CPR visit, the Assessment Fellows had organized to determine the nature of assessment activities across the campus and to work within their respective schools or academic student support units. Two of the Assessment Fellows, Drs. Maria Escobedo, Director of the CAMP program, and Andreas Gebauer, chair of the Chemistry Department, participated in the WASC Assessment Stage II workshop held in San Jose, CA.

Shortly after the CPR visit, it was decided that along with a newly appointed AVP for Institutional Research, Planning and Assessment, a Faculty Assessment Coordinator would be identified who would work directly with the academic departments and other support units. Dr. Andreas Gebauer, one of the Assessment Fellows, became the first Faculty Assessment Coordinator. Dr. Gebauer was accepted to participate in the first 7 month WASC Assessment Leadership Academy (ALA). As a result of the ALA, Dr. Gebauer, in concert with the AVP-IRPA and the Provost, developed a plan for building institutional

capacity on assessment, including faculty development and support. The emphasis was on broad engagement across the campus.

A Summer Assessment Institute (SAI, August 24 and 31, 2010) and a Winter Assessment Institute (January 21, 2011 for Academic Programs, February 4, 2011 for general education) were organized that included both faculty and student support staff. A special focus was on increasing the capacity of the department chairs to lead their programs in a program of student learning assessment. The sessions were also used to introduce TaskStream. The feedback from faculty who participated in the SAI indicated that they increased their knowledge and understanding of assessment approaches and, as reflected in the response to Recommendation #2, developed the expertise to engage in program assessment and utilize the assessment data management system.

In addition, Drs. Gebauer and Hecht met with numerous faculty and staff to provide individualized training and assistance with assessment. This work has also led to the creation of the Curriculum Assessment Council (CAC). The CAC serves to exchange ideas, train future leaders of assessment activities at CSUB, develop policies on assessment, and to discuss program assessment at a university level. Dr. Gebauer maintains a standing agenda item for assessment briefing on the monthly Department Chair Leadership Council. Our work has also resulted in Drs. Gebauer and Hecht presenting at a WASC ARC conference. The campus has built a significant level of expertise and leadership for assessment, especially among the department chairs and directors of student support units. The dissemination of the assessment activities within the campus bodes well for sustaining the work.

Future emphasis will be on continuing to expand the knowledge and leadership of assessment on campus. During New Faculty Orientation and New Department Chair Orientation, institutional assessment plans will be shared and training provided. The role of the Curriculum Assessment Council will be deepened as it serves as one venue to exchange ideas for best practices and provide training to faculty in the four schools. Assessment workshops for faculty and staff will continue building expertise and leadership in this area. University-wide events will be used as a venue for sharing information about our students, and for showcasing academic departments' and other units' approaches for demonstrating educational effectiveness. Administrators and faculty will continue to be supported in engaging in national and regional discussions about assessment and in strengthening our "culture of evidence."

Recommendation # 4: Clarify purposes and goals of student support programs in Student Affairs and Academic Affairs in order to avoid duplication of efforts.

Shortly after the arrival of a new provost in 2005, the President decided to reorganize the Division of Student Affairs, placing enrollment management (e.g. admissions, financial aid, outreach, and registration) and academic support functions (e.g. tutoring, advising, student academic services and programs) in the Division of Academic Affairs. The Division of Student Affairs retained the co-curricular programs, student services, and other stateside and auxiliary services that support the personal and academic development of students (e.g. Center for Community Engagement and Career Education, Services for Students with Disabilities, Office of Student Rights and Responsibilities, Student Involvement and Leadership, Associated Students, Counseling Center, Health Services, Athletics, Housing, Student Union, Children's Center, and Food Services).

At the time of the WASC CPR team visit in 2009, the President had temporarily assigned several Student Affairs units to Academic Affairs following the appointment of an interim VP for Student Affairs. The WASC site visit team saw both versions of the organization charts, including the temporary reassignment, leading to recommendation #4. Since that time, Student Affairs has been reconstituted to include the units identified above, and clear roles and responsibilities have been delineated for all units within Academic and Student Affairs.

In order to further clarify and distinguish between programs and services in these two divisions, Student Affairs developed a strategic plan that articulated the role of the Division relative to the University Strategic Plan. During Fall 2010, each of the units within Student Affairs developed strategic plans that supported the Divisional and University plans. These plans, in turn, led to the development of the University's Student Development Outcomes. As a result of these actions, the purposes and goals of student support programs in Student Affairs and Academic Affairs have been clarified and complement one another.

Recommendation #5 : Establish a program review process that meets suggested WASC guidelines (also WASC Commission Letter.)

In order to develop common baseline data on all academic programs and to develop a comprehensive approach to the program review process, the periodic program review was temporarily suspended. Instead, all academic programs completed an Academic Program Scan that captured student, faculty, and program data and plans. At the time of the CPR visit, the scans had been completed and work was underway in establishing a more robust and comprehensive periodic program review process. Since that time, the campus has revised and adapted its processes so that they provide thorough periodic reviews as well as succinct annual updates with benchmark reporting. The process attempts to streamline the workload and provides a direct link to campus budgeting. Guiding the campus revision of program review was the September 2009 WASC document entitled, "WASC Resource Guide for 'Good Practices' in Academic Program Review." The resulting guidelines require:

- Faculty to frequently evaluate student learning outcomes to improve the program;
- External reviewers to evaluate program learning goals and outcomes after meeting with students, faculty, staff, and administration;
- Faculty representatives to communicate assessment efforts, program improvements, and chart progress against benchmarks annually;
- Administration to systematically integrate program reviews into the planning and budgeting process; and
- Students to reap the benefit of improved learning.

At this time, eight degree programs have been reviewed; two programs are ready for committee deliberation; and two degree programs have been asked to resubmit their self-studies next spring. The University Program Review Committee believes that the new process has proven to be beneficial and has suggested that it be evaluated and fine-tuned every five years. One of the fine-tuning issues that the

committee has suggested for next year is to clarify the timelines to minimize lags in receiving external reviews and finalizing MOUs.

Recommendation #6: Continue to encourage and support efforts to diversify the faculty.

CSUB has long demonstrated commitment to diversity. Hires during the last ten years reflected our interest in having a diverse experience for our students and a rich university environment. Despite this effort and commitment, we have not achieved the full diversity that we desire. We find this emphasis must continue on a regular basis to stay on track. Our goal is to continue “extending academic and faculty excellence and diversity.”

As part of the University’s Strategic Plan, diversity objectives have been established, and under the leadership of the President, the campus has committed to actively pursuing steps to diversify the faculty and staff. The Provost has supported and funded the development of an Inclusive Excellence initiative, which will develop a more comprehensive framework for faculty recruitment, hiring and retention. There was considerable progress on this initiative in 2010-11 and two major projects will be launched in Fall 2011. First, a web site is being developed to provide faculty with an extensive information resource. Second, a CSUB Faculty Recruitment, Hiring, and Retention Handbook is being developed.

Both the web site and the handbook will compile procedures and policies already in existence and develop new procedures where needed. In an effort to place more attention on diversification of faculty, the retention work will include specific information on affirmative action, outreach, faculty and profession demographics, and school based plans for hiring and diversifying the faculty. Guidelines will also be identified to support the recruitment and hiring process. Finally, retaining faculty will also be addressed through presentation of issues such as campus climate, curricular diversity, mentoring and professional development, and faculty surveys. This work will engage all areas of the campus and will align with federal and state regulations and campus values of diversity and inclusiveness.

Recommendation # 7: Devise a plan for faculty development and support to reach the University’s goal of achieving faculty and academic excellence. (Also WASC Commission letter)

Over the past several years, there has been significant turnover in the position of Director of the Teaching and Learning Center (TLC). At the same time, there remains institutional commitment to support faculty in their teacher-scholar role, with activities, mentoring, and ongoing support for scholarly and creative activities provided especially for new faculty and faculty on tenure track. In recent years, a new space was designated for the TLC. Similar shifts appear to be occurring at other CSU campuses. As a result, we have begun to rethink the TLC model. In consultation with the Academic Senate and our TLC Advisory Board, we are ascertaining the current and future needs of the faculty and the ways in which this can best

be addressed. We will be using the University Strategic Planning Process to monitor our success in this area.

Initial feedback has led to a focus on hiring a full-time Director of Instructional Development who can provide faculty support in their pedagogy, especially as it relates to on-line instruction. A national search was conducted, and after not securing the desired candidate, the search remains open. It is expected that the position will be filled in 2011-12. Future areas to be explored include the faculty retention, tenure and promotion process; effective work with diverse student learners, which builds on the Universal Design for Learning program conducted through the TLC; and faculty well-being.

Recommendation #8: Consider appropriate training for department chairs who play a key role in enabling faculty and promoting academic excellence in a time of budget cuts. (Also WASC Commission letter)

The Department Chair Leadership Council (DCLC) had been established about a year and a half prior to the WASC CPR Team visit. It was organized to address several identified problems including: there was wide variation in practices across schools and departments, some chairs had never met chairs from other schools to share “best practices,” there was limited institutional perspective about how the departments fit within the larger university, there was little assurance that essential information would flow to the departments in a timely manner, and given the budget challenges, transparency and understanding of the resource picture was paramount. Also, there was significant variation in personnel practices which contributed to faculty grievances.

The importance of and challenges associated with the chair role were recognized. And with the rotation of chairs, the skills and knowledge base turned-over every three to six years. Thus the DCLC created a dialogue between and among schools and departments, and became a repository for policies and procedures.

Over time, the chairs recognized the support available to them through the Office of Faculty Affairs and consulted with the AVP on matters related to such things as interpretation of the contract. Through feedback from the chairs, the DCLC has evolved, addressing topics of interest, and sharing approaches to common problems. We also rotate the Chair of each DCLC meeting among the Department Chairs. Based on annual surveys, most chairs now see the DCLC as supportive and helpful.

The school deans, the Provost, and other administrators participate in the DCLC which sets the tone for a collaborative approach to problem-solving. Units from across the campus make presentations and engage the chairs in discussions about programs and activities. The deans’ regular meetings with the department chairs serve to clarify and reinforce many of the same topics raised at the DCLC. The implementation of the DCLC structure and the committed participation by the deans and other administrators has provided numerous opportunities for increasing the knowledge and skills of chairs and has created an environment of collaboration, transparency, and accountability.

In addition to the ongoing topics associated with the operation of the academic departments, there are specialized workshops for the chairs. During the AY 2010-2011, topics included: difficulties of scheduling faculty for the benefit of the program and students; budget planning and the instructional funding model; and fundraising. Topics planned for AY 2011-2012 include: setting a vision for the department, handling faculty conflicts, mentoring faculty, and effective work with the dean. Work has also begun on developing a Department Chair Handbook which will be completed during 2011-12.

Recommendation #9: Conduct an analysis to determine why students leave CSUB and communicate findings of this analysis to appropriate stakeholders in order to improve student persistence.

We are approaching the analysis of student retention within a holistic framework of analyses of student success using a cohort model. The first step in this project is to build the data infrastructure needed to study patterns of retention (and other measures of student success) and explore the correlates of retention and persistence. We have nearly completed the first step in this process, which is to build the data infrastructure needed to assemble the institutional data about students. This process was facilitated by the Access to Success Graduation Initiative, which has prompted colleagues across departments to work together in new ways. Major milestones that have been completed include:

- Writing a set of programs for requesting and transforming Student Tracker data from the National Student Clearinghouse. This allows us to differentiate between students who transfer to other schools from students who cease attending college.
- Completing the implementation of the iStrategy data warehouse greatly eased the process of extracting student data. Programming has recently been completed to identify students as members of cohorts (freshmen, transfers, and/or graduate students who matriculated at the same time), an essential tool for studying retention patterns. We are now able to produce reports very quickly to track retention over time (term-term as well as year-year), and to do so by sub-group, replacing the more time and labor intensive methods that have been employed historically.
- Implementing a process in PeopleSoft that allows us to create a “raw” database of transcript information as displayed on the Degree Audit, and written a program that identifies completion of each general education requirement by student. Using this process, we are creating variables that provide a measure of students’ academic progress.

The data that are now accessible allow us to analyze who leaves, whether they enroll at another institution, whether they differ systematically from others in their cohort who persist, and the extent to which background characteristics and academic factors correlate with retention and persistence. The next step, which will be undertaken during 2011/12, is to collect data from students about their reasons for leaving. In Fall 2011, we will create a set of meaningful questionnaires that focus on particular types of leavers (e.g. type of matriculant, and whether the student enrolled at another institution). Data collected from the Spring 2011 Graduating Student Survey, which focuses on barriers to completion, will be used as a resource in questionnaire construction. The survey will be conducted during Winter 2012. In Spring 2012, we will conduct several student focus groups to help us to collect more detailed information about reasons for leaving CSUB identified within the survey.

Recommendation # 10: Provide measures of student success to the public (e.g., on the website) consistent with WASC guidelines on transparency and accountability.

After the CPR visit, the WASC team was concerned that student success measures were not easily available to the public. We complete the College Portrait each spring, which includes data on graduation and retention rates, and we get scores on the Collegiate Learning Assessment (CLA), as well as data from the National Survey of Student Engagement (NSSE), and survey data on the future plans of graduating students. The link to the College Portrait has been moved to a prominent position on the main campus

web page to make it more accessible to the public. We also provide detailed information on graduation and retention, and CLA and NSSE results on the Institutional Research Planning and Assessment (IRPA) website (www.csub.edu/irpa).

The Beginning College Survey of Student Engagement was administered for the first time in Fall 2010; these results are posted as well. In addition, a workspace was created within TaskStream to store and communicate data and progress reports related to the Access to Success Graduation Initiative (A2S). Members of the A2S committee post relevant material to this workspace. Examples include bi-monthly progress reports to the Chancellor's Office, the results of the Fall 2009 Freshmen Cohort survey (students were surveyed during Summer 2010 about their experiences from orientation through their first year), and analyses of retention and various measures of academic progress tabulated by race/ethnicity. As new data are generated, they will be added to the workspace. As with all TaskStream workspaces, faculty and staff may view the contents of the A2S workspace and download any files posted.

A website has also been developed for the University Strategic Plan, which provides the planning framework and the (current draft) success measures associated with the goals and objectives. This site will house progress reports towards achievement of the university's goals.

Recommendation # 11: Provide strong instructional design and development support for faculty teaching online courses, and ensure that these courses meet best practices standards for online learning. (Also WASC Commission letter)

In April 2010, the Academic Senate established an on-line instruction task force which was comprised of one faculty representative from each school, three representatives from the Department of E-Learning Services, the TLC Director, and the Associate Vice-President of Academic Programs and Dean of Graduate and Undergraduate Studies. The task force identified 13 principles that will help guide the development of a culture of excellence around on-line curriculum and instruction at CSUB, fostered by extensive organizational, faculty, and student support. The report addressed troublesome areas of academic integrity and identified some sources for best practices as they relate to different evaluation methods for on-line learning communities. Finally, the report presented some rubrics that could be used for on-line course assessment, which is the cornerstone of our commitment to evidence-based student learning outcomes. In sum, various strategies for improving CSUB's educational effectiveness were addressed in the Task Force Report.

At CSUB, we have started to implement the on-line task force's recommendation for faculty training even as we wait for the formal adoption of the task force report by the Academic Senate. Emboldened by the success of our 2010 summer faculty development workshops, we provided a 2011 Summer Institute on Distributed Learning. The institute offered four levels of certification for online teaching. Sixty seats across two session choices were offered for the first level of certification in our LMS Blackboard (Bb). A three-tier certification on Best Practices of Online Teaching based on the CSU Chico work is planned. This training took place in July and August with approximately 20 people registered. Part one of the "Best Practices" certification involves two experts from CSU Chico who provided a kaleidoscope of creative ideas and introduced their rubric (Best Practices Rubric Certification). Part two of "Best Practices" certification involved connecting faculty in pairs to do peer evaluations of their previous online courses (Best Practices- Peer Review certification). Part three, the fourth certification, allowed faculty to share the

improvements they made based on the peer review and they were trained to build a measure of SLO into their online course to assess learning and to build in student feedback for continuous quality improvements (Best Practices - Assessment certification). Based on faculty requests, these four certifications will be repeated in Fall 2011, Winter 2012, and Spring 2012. All interested faculty will have an opportunity to be certified in the four areas. And we expect to appoint a Director of Instructional Development during the 2011-12 academic year who will expand upon these activities.

Appendix B
CPR Assurances

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD CPR ASSURANCES

Assurance #1: Review and modify as needed, the plan for demonstrating achievement of CSUB's educational objectives in preparation for the Educational Effectiveness Review.

Demonstrating achievement of CSUB's educational objectives has been multifaceted and a continually evolving process. Revisions and changes have been made as a result of data related to University Learning Outcomes (ULOs) and Program Learning Outcomes (PLOs) in Academic Affairs and through assessment of co-curricular activities in the Division of Student Affairs and student academic support programs in the Division of Enrollment Management. Since the WASC CPR visit, the ULOs have been formally adopted by the campus and widely used to focus our work on "student learning and success," which are our two EER themes. Data have helped to inform and improve instruction, program structure, and overall campus functions to better meet students' needs. Faculty and staff have been a vital leadership role in the implementation of assessment and the use of data as noted in our EER Report.

The University Program Review Committee worked to align the Academic Program Reviews with the WASC Guidelines for Program Reviews and incorporated a Memorandum of Understanding between the program, school dean and Office of the Provost with budgetary implications. Data are used to monitor student progress and program improvement in light of specified goals.

CSUB has been a part of a CSU system-wide effort to enhance student retention and graduation rates. Through the Access to Success Committee, a campus plan has been developed which examines data, current policies and practices in order to determine the implication for student retention and graduation. This has led to modifications in various procedures, new initiatives, and recommendations for new policies.

Assurance #2: Undertake an analysis of the impact of the First Year Experience Program on retention rates, completion rates, basic skills and other aspects of student success by which outcome measures and a standardized assessment process that leads to program improvement.

CUSB was awarded a 5-year Title V grant to support the creation of a more comprehensive First Year Experience program. The program was piloted this past academic year (2010/11). A number of assessments have already been conducted. A description of the pilot program, including details about its

implementation and findings from a number of assessments of the effectiveness of the newly designed program is contained within the body of the EER (see Theme II: Other Curricular and Co-Curricular Student Support Services). Analyses of the effects of participation in the pilot program on one-year retention and completion of remediation will be done after data become available in Fall 2011. Analyses of effects on other success measures such as GPA and progress towards the degree will be completed concurrently.

Assurance # 3: Conduct a review of programs and services, and determine how they impact first-year student success; develop clearly defined goals and objectives.

The Access to Success Initiative, a project of the National Association of System Heads and The Education Trust, works with 24 public higher education systems that have pledged to close the achievement gap by 2015. With an eye on that collective goal, each Access to Success participating system sets its own improvement targets and agrees to a common set of metrics to evaluate progress. The California State University is taking a leadership role on this initiative with all 23 campuses participating. Each campus is asked to develop a work plan which sets clear goals and performance benchmarks that can be the basis for accountability for increasing retention and graduation rates and closing the achievement gap. The goals of CSUB's work plan are to:

- Improve the retention of First Time Freshmen
- Increase the 6-year graduation rates of First Time Freshmen
- Reduce the gap between underrepresented minority students and their peers
- Increase the graduation rates of upper division transfer students
- Reduce the gap between underrepresented minority upper division transfer students and their peers
- Implement strategies that will increase graduation rates and simultaneously enhance student learning in alignment with the university's mission, vision, goals, and student learning outcomes.

Guided by the goals of this initiative, and in reviewing the CSUB student data on enrollment and matriculation, national studies on the predictors of retention, the data on CSUB "promising practices" and in analyzing the gaps, CSUB has organized its work plan into the following four broad categories:

1. University-Wide Requirements
2. Institutional and Academic Practices
3. Academic and Social Support Policies, Programs and Practices
4. Assessment Strategies and Data Systems

CSUB will target its strategies on the following four groups of students and engage the entire campus in all aspects of the Access to Success Initiative:

- First Time Freshmen Under-represented Minority Students

- First Time Freshmen Non- Under-represented Minority Students
- Upper Division Under-represented Minority Student Transfers
- Upper Division Non-Under-represented Minority Students Transfers

Assurance # 4: Continue to offer developmental courses and academic support programs for students, and develop outcome assessment measures and a standardized assessment process for each program.

CSUB offers developmental courses in math and English at two levels. For math, the instruction is facilitated through an on-line developmental program. In order to provide academic support for these classes, students are required to enroll in a co-requisite course that provides them with access to a full-time professor in math. The English developmental courses utilize “My Writing Lab” to assist students in successfully completing the developmental requirements. These learning systems provide students with ongoing feedback regarding their levels of competence in particular learning outcomes, and provides learning materials and practice assignments. It is by this process of continuous assessment and reassessment that students’ skills are documented. The final outcome measure for developmental courses is the percentage of students completing the developmental requirements within three academic quarters as mandated by the California State University. Much of the remedial instruction takes place during the summer preceding matriculation. We note that all of the summer preparation programs utilize the same curriculum as the academic year developmental courses in order to maintain continuity for students.

In terms of academic support, CSUB offers tutoring in multiple subject areas. The uniqueness of CSUB’s tutoring centers is that the centers are decentralized and close to the faculty. They are located in the respective schools based on the discipline. For example, the math tutoring center is located in the Math and Science Building. As an assessment measure, the tutoring centers offer short surveys on-site in which students provide feedback on the tutoring center and assistance received.

CSUB also offers the Educational Opportunity Program (EOP), which serves students who come from a low-income, first generation background. EOP provides students with academic support in terms of course selection, life skills such as time management, and tutoring. EOP is a part of the Division of Enrollment Management and utilizes standardized division-wide feedback surveys to assess services to students.

Assurance #5: Plan for an expanded summer program that focuses on preparing students for their first year.

The Early Start Program, designed to address remediation needs, enrolled 540 students in the summer of 2010. For the summer of 2011, the program has secured funding to enroll over 800 students, which required an aggressive and important communication strategy. In addition, this year's Early Start Program will include a longitudinal study in which students from the program will be tracked and assessed during their first year at CSUB. The study will help provide data regarding the direct impact of the Early Start Program on the participants during their first year at CSUB. All of the summer programs at CSUB (Early Start, Summer Bridge, and CAMP) use the same curriculum in math and English that is used during the regular academic year. In addition, all of the summer programs are taught by CSUB faculty, allowing students to become accustomed to the college environment and make an easier transition to college life.

Assurance # 6: Review, prioritize, and adjust, as needed, the University Strategic Plan's target objectives, timeline, and metrics in light of the current budget climate.

Prior to the CPR visit, there were several degrees of separation between University Strategic Planning and University Budget Planning. As described in the CPR and reintroduced in the EER, CSUB established campus-wide workgroups comprised of faculty, staff, and students to propose plans for implementing each of the five strategic goals.

- Work Group 1 – Extend Faculty and Academic Excellence and Diversity
- Work Group 2 – Enhance the Quality of the Student Experience
- Work Group 3 – Strengthen Community Engagement
- Work Group 4 – Develop an Excellent and Diverse Staff
- Work Group 5 – Develop a Campus Culture with a Sense of Community and a Commitment to Organizational Excellence

Each Work Group produced drafts of written reports, identifying key issues and proposing strategies to achieve the desired objectives. The Work Group Reports were then forwarded to the President who assigned each Cabinet Member with the responsibility for overseeing the achievement of designated University Strategic goals. The University Strategic Planning Committee was later reorganized to also include the Budget Advisory Committee. This newly formed committee is charged with aligning the goals and objectives with the mission and vision, monitoring progress on success measures, and making budgetary recommendations in light of university priorities.

Assurance # 7: Develop increased alignment between the academic mission, academic programs and student support services (including aligning student support program goal with the institutional goals and developing metrics for assessing continuous service improvement needs).

Assessment for continuous improvement has been a key component in Enrollment Management and Student Affairs to ensure student support services are aligned with the University's mission and academic programs in the areas of advising, career development, career exploration, and development of community outreach partners. The student support services areas at CSUB have a broad target population ranging from students in the 9th grade to students who are enrolled at CSUB. Continuous improvement assessments are built-in at every level of service. For example, in the CSU College Corps program, students are provided with pre- and post-tests to assess their progress every year and to determine if any changes in the program are needed. This past year, the BCSSE data were provided to high school administrators so that CSUB can collaborate with the local high school district to assess the needs of incoming freshmen. Lastly, at CSUB, students are provided with numerous feedback mechanisms to help continuously improve student support efforts. For example, each student service department within Enrollment Management has a standardized feedback form available for students to fill out and submit to the Associate Vice President's office. Additionally, all units within Student Affairs have strategic plans that support and are aligned with the University's strategic plan as well as assessment protocols for evaluating programs and services that support CSUB's academic mission. A subset of CSUB's university learning outcomes has been selected as student development outcomes (SDOs). These SDOs include the following: Students will show critical reasoning and problem solving skills; Students will demonstrate career-based learning; Students will become engaged citizens; and Students will develop a well-rounded skill set.

Assurance # 8: Create a mechanism to report on committee work and accomplishments related to institutional goals and ULOs.

In 2006 the Academic Senate at CSUB approved the dissolution of the General Education Advisory Committee (GEAC), and also approved, on a two-year trial period, the formation of an interim Committee on Academic Requirements and Standards (CARS) that would assume responsibility for the general education curriculum. At the end of the two-year trial period, the committee reported on the challenges, including: an absence of information regarding all the other committees that were involved with University-wide curriculum; lack of knowledge regarding the membership and responsibilities of these

sub-committees; insufficient and inefficient flow of information between subcommittees, CARS, and the Academic Senate; and no communication or dialogue between school curriculum committees and the Academic Senate. To address these obstacles to implementing a successful university-wide curriculum committee, the Academic Senate recommended to the President in 2009 that CARS be established as a permanent committee. Further, the Senate resolved that all school-wide committees present annual reports to CARS, which would become a sub-committee of the Academic Affairs Committee, thereby ensuring direct communication line the Academic Senate. The President approved these recommendations.

Currently, CARS is responsible for oversight and coordination of campus-wide ULOs. Through its chair, CARS convenes all multi-school general education curriculum committees to inform them of their charge and to elect a chair. These committees, in turn, inform faculty and departments who offer courses under their GE areas about their respective University-wide student learning goals and objectives. They review courses and recommend certification and/or decertification of GE courses to CARS. The Academic Senate receives an annual report from CARS about the steps it took and actions that were taken by its various sub-committees during the year. In this way, CARS fosters both forward and backward linkages through which committee actions related to institutional goals and ULOs are widely communicated. All CARS agendas and meeting minutes are posted on the Academic Senate web site.

CARS oversees all of the following sub-committees which share in the delivery of GE curriculum:

- Theme and Area Committees
- Computer and Information Literacy Committee (CILC)
- Gender, Race and Ethnicity Committee (GRE)
- Graduate Writing Assessment Requirement Committee (GWAR)
- American Institutions Committee (AI)
- Foreign Language Requirement Committee
- Roadrunner Resources for Undergraduate Success & High-Achievement Committee (RUSH-A)
- Pre-Baccalaureate Committee

As the committee responsible for CSUB's general education curriculum, CARS receives, reviews, and makes recommendations on assessment reports from all University-wide academic committees. It is charged with establishing an assessment calendar and enforcing writing requirements in upper division theme courses through annual assessment reports. CARS membership includes the following faculty representatives: two from Natural Sciences; one from Mathematics; one from the Humanities; one from the Social Sciences, one from Education, and one from Business and Public Administration; and one at large. All faculty representatives are elected by the general faculty. In addition, the Associate Vice

President of Academic Programs, or designee, also serves as an ex-officio, non-voting member on CARS. In addition to assessment, educational effectiveness is also enhanced as CARS and the Office of Academic programs collaborate to provide oversight for the schedule of classes for all University-wide requirements (UWR). This process ensures that students from the main campus and Antelope Valley Center have access to UWR courses on different days and time blocks during an academic year.

The end-of-year report that CARS presented to the Academic Senate indicates that it accomplished all of the actions related to institutional goals and ULOs:

- CARS partnered with the Provost's Office on two campus meetings for GE/UWR committee members to facilitate further development of assessment activities. Held on February 4th and May 6th, the workshops built on the summer institute sessions in assessment by sharing best practices and issues specifically related to GE/UWR assessment.
- CARS received regular reports on the progress of the GE/UWR assessment engagement from the Campus Assessment Office; a process facilitated by the membership of both of the key assessment personnel (Drs. Gebauer and Hecht) on the CARS committee. Overall, progress was made, as all areas were engaged at some level in assessment work.
- The proposed class target capacities for GE/UWR classes next year were submitted by the Associate Vice President for Academic Affairs for review and discussion. The Committee supported the targets as presented. In a related matter, the Committee also discussed the controversy over the Theme prerequisites. The consensus was that prerequisites should continue to be enforced.
- A formal process was developed for the approval of transfer credit for Theme courses. This process has been done informally for years, so the new process simply codified and streamlined past practice. The policy was vetted with the Department Chairs Leadership Council.

An issue arose over whether the widespread practice of allowing majors to determine which GE/UWR classes their students were expected to take was in the spirit of the GE program. After a thorough discussion, the Committee determined that so long as the courses were approved by the respective GE/UWR committees and so long as the full pattern of GE/UWR categories was covered, the GE program intent would be fulfilled.

In the future, the Academic Senate will review the overall role of CARS. Preliminary evidence indicates that the general education curriculum is somewhat cumbersome to manage because it seems to lack a cohesive framework. Thus, after more campus-wide engagement in the discussions around general education, a decision will be made to explore whether or not CARS is the best mechanism for reporting

accomplishments related to university goals and ULOs and how best to undertake a review of our GE program.

Assurance # 9: Integrate the Academic Program Scan data into an overall campus strategic academic plan; link with the development of a revised Academic Program Review template and process; establish annual report protocols.

Academic program excellence is at the core of CSUB’s Mission, Vision, and Strategic Plan. Program excellence is facilitated by a process of self-examination and program review in the spirit of continual improvement. At the time of the CPR visit, comprehensive periodic program review had been on hiatus, all departments had participated in a shorter program scan. Since that time, the campus has revised and adapted its processes so that they provide thorough periodic reviews as well as succinct annual updates with benchmark reporting. The process attempts to streamline the workload and provide a direct link to the campus budgeting process. More specific details are provided in the EER report.

Assurance # 10: Prepare the application for the Carnegie Classification “Community Engagement.

The Center for Community Engagement and Career Education (CECE) will apply for the Carnegie Foundation’s *Community Engagement Classification* during the next application cycle in 2015. The following initiatives contribute to building a culture of community engagement and will support the Carnegie application. CECE will serve as the central collection point for community engagement by capturing information from academic departments using a redesigned annual report template, and a new web-based reporting form for staff and students. CECE hired a part-time faculty coordinator to focus on the growth of service learning and internship courses. CECE will use perceptions and awareness surveys to measure the development of a culture of community engagement targeting community members, faculty, staff, and students. CECE has created a mechanism to promote internships and volunteer experiences using the university career services management system. Data are collected quarterly to assess the growth in internship and volunteer postings within the system. CECE will work with academic affairs to add a service learning designation on academic transcripts. Based on the success of the 2010 – 2011 Community Engagement Faculty Fellows program, CECE will launch Community Engagement Faculty Fellows and Community Engagement Student Ambassadors who will work collaboratively to promote community engagement activities during the 2011- 2012 academic year.

Assurance # 11: Continue to provide the resources and other support necessary to maintain the eight programs that have earned national, state, or regional accreditation.

The Mission of California State University, Bakersfield is to serve as, “a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students.” That level of excellence is maintained and supported as an item of distinction by providing the greatest opportunity for student learning and success, with the highest qualified faculty, and by maintaining programs that achieve national distinction through national accreditation.

The campus places a high value on the continuing certification and accreditation of the following degree programs: MBA Business Administration, MS Counseling, MA Education, MPA Public Administration, MSW Social Work, BS Business Administration, BS Chemistry, BS Nursing. The President and deans are committed to ensuring that these programs remain nationally accredited through appropriate financial support, and is reflected in the strategic plan goals.

Assurance # 12: Support the Department Chairs in aligning their academic program curricula, pedagogy, and assessments with the institutional student learning outcomes.

Program Chairs and Faculty report alignment of curricula and assessment with the University Learning Outcomes using mapping functions within the TaskStream Assessment Management system. This work is supported conceptually and technically by the Faculty Assessment Coordinator and the Assistant VP of Institutional Research, Planning and Assessment (IRPA) through quarterly workshops, through the Faculty Teaching and Learning Center presentations, and through individualized sessions with departments, interested faculty, and other groups.

Assurance # 13: Establish staff development programs and a multiyear calendar to support CSUB staff increase their knowledge and competencies in key areas, including assessment, PeopleSoft, iStrategy, LiveText; initiate cross training within and between departments, and increase the utilization of data for monitoring improved services to students.

There is a strong PeopleSoft support group among the staff in Information Technology Services, Enrollment Management, and Business and Administration. Staff participate in CSU system-wide

PeopleSoft functionality discussions, view technology updates through webinars and, when possible, attend PeopleSoft user group conferences to upgrade their skills.

For the iStrategy data management system, there are two support staff in Information Technology and two in IRPA. With IRPA's lead, some basic reports and dashboards are being developed and deployed for easier access and analysis of the data available in PeopleSoft. The continued mission is to increase easy access to the data of their choice, by continuous training on report creation. For LiveText, there are two knowledgeable faculty who support the environment and provide training with IT providing assistance in transferring necessary data from PeopleSoft.

Assurance # 14: Support faculty and staff attendance at workshops on institutionalized assessment of learning, PeopleSoft, iStrategy; promote a “train the trainer” approach for disseminating the information.

In an effort to increase campus personnel knowledge about PeopleSoft, iStrategy and other systems, a technology trainer position was filled. She is in the process of compiling training needs in all departments on the campus, developing training plans and materials. Different models of training will be used, including “train the trainer.” Additionally, an iStrategy user group was organized by IRPA staff and meet on a monthly basis. There are many opportunities for faculty and staff to receive training and assistance with assessment practices and in using the TaskStream Assessment Management System. Topical workshops are given by the Faculty Assessment Coordinator and the Assistant VP of IRPA each quarter through the Faculty Teaching and Learning Center, and any faculty or staff member, as well as departments or other groups, may make appointments for individual assistance.

Assurance # 15: Expand the pre-collegiate summer preparation and support programs, standardize the assessment process to create a cycle of inquiry and continuous program improvement for each program.

The summer programs at CSUB all begin with a formal orientation in which students are provided information about the respective program as well as general information about the campus, including policies, and important dates to remember. Moreover, students are introduced to the vast array of support services available at CSUB. Upon completion of the Early Start Program in 2010, students were surveyed about areas needing improvement. Based on the data, process improvements were made in the 2011

summer program. Other pre-collegiate programs such as the CSU College Corps program, use pre-and post-tests to assess the yearly progress of students. Moreover, the parents of the program participants are invited to yearly events at which they are able to provide feedback. One such outcome of the feedback was the creation of a quarterly newsletter sent to parents summarizing the activities of the program.

Assurance #16: Assess the impact of offering six sections of the on-line composition course (English 305), two each quarter with a reduced class size.

There has been little movement on this issue because class size changes for the composition course to accommodate students, budget constraints, and other campus uncertainties. We have implemented other strategies of writing across the curriculum that have achieved the same goal and produced data to demonstrate student learning in writing and composition.

Assurance # 17: Continue preparing for the Educational Effectiveness Review.

The campus is pleased with the work accomplished since the CPR visit. Structures have been created and policies and procedures developed which will sustain and expand upon the work accomplished. The EER Committee consisting of students, staff, faculty, and administration has guided the process of preparing for the Educational Effectiveness Review and the involvement by the campus community has been throughout the process.

Assurance # 18: Review and align, where necessary, the performance review criteria for staff in relation to the institution's goals and objectives.

Performance evaluations are an important component of a successful employee performance feedback program. At CSUB, staff employees are evaluated at least once a year. In our current environment, most bargaining units have bargained the specific items to be evaluated and in several cases, the specific form to be used for evaluation purposes. In the future, a one page addendum will be developed and added to staff evaluations, which will identify and record competency and skill requirements for the employee's duties/position as related to campus goals and priorities. Each year, the progress toward these competencies will be reviewed and goals set accordingly.

Assurance # 19: Review the faculty Retention, Promotion, and Tenure criteria and revise as appropriate in light of institutional mission and goals.

In June 2008, the Chair of the University Review Committee (URC), prepared an end-of-year report that summarized the various criteria used by departments to evaluate faculty for retention, tenure, and promotion (RTP). The report indicated that there was considerable variation among departments and programs regarding RTP criteria. Several attempts have been made to consider establishing a basic set of university-wide review criteria but, currently, this has not reached any formal level of review by the Academic Senate. In the near future, the campus will undertake a more thorough review and analysis of RTP criteria to incorporate reward systems associated with university-wide initiatives. (e.g., how to evaluate faculty who have made significant contributions to on-line teaching and community engagement).

Assurance # 20: Establish faculty development incentives and programs to support all CSUB faculty in key areas, including improving teaching, using technology, implementing assessment tools for SLOs, and using data to change practice and improve learning for students.

The Faculty Teaching and Learning Center continues to provide a wide array of workshops and events. Opportunities for faculty development and incentives provided to support engagement are described and summarized within the EER (see Theme I: Faculty Development and Support). Two particular categories of support proved especially promising: Summer Institutes, which allow for in-depth exploration and learning using a cohort model, and individual workshops on using technology in teaching.

In 2010, we organized a Faculty Summer Institute and provided faculty with a small stipend. The focus was on linking teaching with the assessment of student learning outcomes. Sixty-eight faculty (n=68) participated with sixty successfully completing the entire process. Most departments were represented, and the faculty were expected to share the knowledge with their colleagues. Participants were able to continue developing their knowledge in this area through a variety of assessment-related workshops, open to the entire campus community, offered each quarter through the Faculty Teaching and Learning Center, and participation in a number of events focused on sharing assessment plans, methods, and results. The success of 2010 summer program encouraged us to develop a 2011 Summer Institute focused on on-line learning. This program is described further in the EER document

An exemplar of development regarding technology in teaching is the use of clicker technology, which is relatively new at CSUB. Some departments have been experimenting with this for some time, while others are unaware of the technology. In Spring 2011, a Chemistry professor presented a teaching example using the technology to the Department Chairs leadership Council (DCLC). The 2011 University Day will feature a presentation by President Mitchell who will demonstrate the clicker technology. The afternoon will involve several workshop options for faculty to see this demonstration in a small group setting. We plan to have clicker technology available across campus by the end of the 2011-2012 AY. In addition to the various ways that integrating clicker activities into courses supports student learning, this technology also facilitates measurement of student learning outcomes.

Assurance # 21: Integrate technology into the student advisement process; develop a plan for continuous improvement.

In the fall of 2011, a new at-risk intervention will be implemented for students who are between the GPA ranges of 2.0 to 2.1. This intervention will utilize BlackBoard (Online Instruction Module) to provide students with an online resource they can use to better familiarize themselves with campus policies regarding academic progress. Moreover, to improve advising at New Student Orientations, multimedia will be used to engage students and provide them with resources they can utilize during the year.

In supporting a continuous improvement process, a survey will be administered to all students receive advising at a new student orientation session. Currently, an automated communication highlighting some important next steps is sent to students upon registering at orientation. A short survey will be included in this message so that data can be gathered to analyze areas of strengths and those needing improvement.

Assurance # 22: Prepare campus-wide annual outcomes-based assessment report that aligns with the University's mission, vision, and goals.

Campus-wide assessment reporting is accomplished in two ways. Assessments of student learning outcomes (SLOs) are reported by faculty and staff in the TaskStream Assessment Management System (AMS). Assessment results are reported by academic, student support, and student life programs are aligned with the University Learning Outcomes (ULOs) through mapping of program SLOs to corresponding ULOs. We are currently in the process of building a similar framework within the Assessment Management System to organize and report assessments of other types of outcomes

(“Success Measures”) directly associated with the Goals and Objectives that constitute the CSUB Strategic Plan, utilizing data collected and reported by responsible units. Through these reporting methods, all assessment information is accessible to the entire campus community, and is easily extracted for reporting to other constituencies.

Assurance # 23: Establish an awards program for individuals whose exceptional behavior or accomplishments are aligned with the university mission, vision, and goals.

Administration is working with the Academic Senate to revamp the campus awards program (e.g. Emeriti status, Outstanding Teaching, Scholarship, and Leadership Awards) in order to better reflect the mission, vision, and goals of the University. We are also providing a spotlight on outstanding accomplishments of faculty through a CSUB Faculty Excellence Showcase that will be launched this fall.

The TLC provides small grants to support faculty in activities that align with the university mission, vision, and goals. During Fall 2009, five (5) Teaching Innovation grants were offered to faculty for a total of \$1380 and twelve (12) faculty were awarded Conference and Scholarship Travel grants offered for a total of \$4665. During Spring 2010, four (4) Teaching Innovation grants were offered to faculty for a total of \$850 and twelve (12) Conference and Scholarship Travel grants totaled \$3430. During Fall 2010, Teaching Innovation grants were offered to six (6) faculty for a total of \$1450 and Conference and Scholarship Travel grants were offered to Twelve (12) faculty for a total of \$3050. During Spring 2011 Teaching Innovation grants were offered to two (2) faculty for a total of \$500 and Conference and Scholarship Travel grants were offered to eleven (11) faculty for a total of \$3300. These grants are awarded based on an applications, that are reviewed by the TLC Advisory Committee. This program will continue for AY 2011-2012.

Assurance # 24: Host an annual community forum on specific topics to maintain a campus culture of transparency and professional dialogue.

The President hosts various forums throughout the year to keep the campus and greater community informed of significant issues and occurrences. Most frequent among these are the campus budget forums, held as often as state budget developments warrant. A total of eight budget forums have been held since April 2, 2009, with four occurring since October 2009 on October 7, 2009, February 11, 2010, February 15, 2010 (specifically for students), and June 1, 2011. Campus budget forums are widely noticed and broadcast, using social media to facilitate remote viewing and questions for our Antelope Valley campus

and others. Additionally, the President discussed the impact of the state budget cuts to education on CSUB at a community Town Hall State Budget Forum on April 20, 2011 held at the Kern County Administration Building.

University Day provides the annual state-of-the-university address held each September at the start of the academic year during the Week of Welcome. The President's address is followed by discussion sessions on various topics. University Day is followed later in the week by the New Student Convocation during which the President addresses incoming students. Throughout the year, the President communicates with the campus and extended community through his monthly newsletter, the *President's Monthly Campus Update*, which is posted on the university's website, emailed to all faculty, staff, and students, and more broadly to community members and media. The *Update* informs readers of an array of current issues and events of importance to the campus and community.

The President holds a forum every other month during the academic year with the leaders of all educational segments in the region on matters of P-16 standards, alignment, and articulation. Members of the business community meet twice a year with the President, administrators, and faculty. The Council of 100, consisting of local business leaders, meet two to three times per year. Members of the President's Community Advisory Council, a smaller group of 11 community members, meets quarterly to discuss campus issues and promote community engagement.

Appendix C
Summary Data Form

WASC/ACSCU SUMMARY DATA FORM

Institution: California State University-Bakersfield_____

Year Founded: 1970_____

President/CEO: Dr. Horace Mitchell_____

Date Form Completed: ____6/7/2011_____

Calendar Plan: ☐ Semester ☒ Quarter ☐ Trimester ☐ Other_____Approved Degree-Granting Levels: ☐ Associate ☒ Bachelors ☒ Masters ☐ Research Doctorate ☐ Professional Doctorate and other

Sponsorship and Control:

- ☐ Independent
☐ Independent, with affiliation _____
☐ Religiously affiliated _____
☒ California State University
☐ University of California
☐ University of Hawaii
☐ Public
☐ Proprietary

FOR UNDERGRADUATE PROGRAMS:

Last Reported IPEDS Data for Enrollment by Ethnicity and Gender. Use IPEDS definitions for students.

IPEDS data reported as of (date)_Fall 2010_____

Table 1

Enrollment by Category	Total FTE of Students*	Total Headcount of Students	Non-Resident Alien Headcount	Black, Non-Hispanic Headcount	Am Indian/Alaska Native Headcount	Asian / Pacific Islander Headcount	Hispanic/Latino Headcount	White/Non-Hispanic Headcount	Ethnicity Unknown Headcount	Total Male Headcount	Total Female Headcount
Undergraduate	6669.7	6630	108	478	60	457	2836	1602	951	2500	4130
Non-degree		21	4	1	0	2	3	6	5	8	12
Total	6669.7	6651	112	479	60	459	2839	1608	956	2508	4143

* If institution has used a formula other than $FTE = FT + (PT/3)$, please indicate how calculated FTE.

Term FTES = total credit hours / 15. (FT = 15 units)

WASC/ACSCU SUMMARY DATA FORM

IPEDS Data for 6-Year Cohort Graduation Rate, Last 3 Years, by Ethnicity and Gender:

Please indicate if the data provided in tables below is for: Freshmen only (use Table 2)

Table 2

Freshman Cohort Year (Entering Fall)	Overall Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/ Alaska Native %	Asian / Pacific Islander %	Hispanic/ Latino %	White/Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
2002	44	38	25	50	38	47	50	37	38	49
2003	38	46	25	64	32	42	39	34	33	41
2004	43	22	36	56	46	42	48	33	57	46
3-Year Averages:	42	35	29	57	39	44	46	35	43	45

Source: IPEDS

If institution tracks freshman and transfer graduation rates separately please provide last 3 years data for 6-Year cohort *transfer* graduation rate by ethnicity and gender:

Table 3

Transfer Cohort Year (Entering Fall)	Overall Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/ Alaska Native %	Asian / Pacific Islander %	Hispanic %	White/Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
20____	-	-	-	-	-	-	-	-	-	-
20____	-	-	-	-	-	-	-	-	-	-
20____	-	-	-	-	-	-	-	-	-	-
3-Year Averages:	-	-	-	-	-	-	-	-	-	-

WASC/ACSCU SUMMARY DATA FORM

FOR GRADUATE PROGRAMS:

Last Reported IPEDS Data for Enrollment in each program level by Ethnicity and Gender. Use IPEDS definitions for students.

IPEDS data reported as of (date) _Fall 2010_____

Table 4

Enrollment by Category	Total FTE of Students*	Total Headcount of Students	Non-Resident Alien Headcount	Black, Non-Hispanic Headcount	Am Indian/Alaska Native Headcount	Asian / Pacific Islander Headcount	Hispanic/Latino Headcount	White/Non-Hispanic Headcount	Ethnicity Unknown Headcount	Total Male Headcount	Total Female Headcount
Masters	633.4	1255	21	99	13	48	419	426	215	359	896
Research Doctorate	-	-	-	-	-	-	-	-	-	-	-
Professional (Masters & Doctorate)	-	-	-	-	-	-	-	-	-	-	-
Total	633.4	1255	21	99	13	48	419	426	215	359	896

Current Faculty: **Total FTE*** of faculty 313 as of Fall 2010

Full-time faculty headcount: 265. % Non-Caucasian: 20%. % Male: 32%. % Female: 68%.

Part-time faculty headcount: 132. % Non Caucasian: 7%. % Male 35%. % Female 65%.

FTE Student-to-FTE Faculty Ratio: 23.3 (7303 FTES / 313 FTEF)

Institution: California State University-Bakersfield

*Coaches, Librarians, and Counselors comprise 39 of the total faculty FTE of 313.

WASC/ACSCU SUMMARY DATA FORM

Finances:

A. Annual Tuition Rate: Undergraduate Resident Tuition: _____\$4026.00_____ Undergraduate Non-Resident Tuition: _____\$8928.00_____
Graduate Resident Tuition: _____4962.00_____ Graduate Non-Resident Tuition: _____\$5952.00_____
B. Total Annual Operating Budget: _____\$87,144,780_____
C. Percentage from tuition and fees: ____09/10 =60%; 08/09 = 60%; 07/08=52%_____
D. Operating deficit(s) for past 3 years: __+\$15,577,177_____ (FY09/10); _____(\$8,051,505)_____ (FY2008/09); __+\$1,990,252_____ (FY2007/08)
E. Current Accumulated Deficit: _____0_____
F. Endowment: _____\$14,726,762_____

Governing Board: A. Size: _____17 Members_____ B. Meetings a year: _____six meetings per year_____

Off-Campus Locations: A. Number: ____Antelope Valley Center_____ B. Total Enrollment: 557 FTES Fall 2010

Distance Education Programs: (50% or more of program/degree requirements are offered via any technology-mediated delivery system):

A. Number: _____0_____ B. Total Enrollment: _____

Appendix D

Inventory of Educational Effectiveness

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
ACCREDITING COMMISSION FOR SENIOR COLLEGES AND UNIVERSITIES**

REQUIRED DATA EXHIBITS TO SUPPORT THE EDUCATIONAL EFFECTIVENESS REVIEW

Revised 11/1/06

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8.1 Inventory of Concurrent Accreditation and Key Performance Indicators	98

Please note that the numbering of the data exhibits required for the C&PR and EER reviews is slightly updated from those previously submitted with the Institutional Proposal.

**7.1 Inventory of Educational Effectiveness Indicators
AY 2010-11 Assessment Information**

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
At the institutional level:	Yes: "CSUB University Learning Outcomes" (ULOs)	IRPA website http://www.csub.edu/irpa/CSUB_ULOs_3_11_10.pdf TaskStream (Organizational Goal Set)	Program SLOs that align with ULOs are mapped in TaskStream to show linkages. ULO assessment is 1) the synthesis of assessments done within programs as aligned PLOs are assessed, and 2) university-wide assessments using instruments such as the CLA (direct) and NSSE and Graduating Student Surveys (indirect).	Various: Program faculty/staff enter assessment results into TaskStream and share the results with the appropriate group. After that consultation, an Action Plan is entered. Assessment information is available to all campus personnel. This information also feeds into Program Review and is formally considered by faculty, Deans, Provost. University-wide assessments are posted on the IRPA website in the form of reports describing the data.	Program improvement (curriculum, pedagogy); improvements in services to students; program review; accountability (e.g. College Portrait)	
General Education / University-wide requirements	Yes	TaskStream. There is a dedicated workspace for each General Education / University-wide requirement.	Rubrics for direct assessment of students' demonstrations of levels of competence in SLOs through designated exam questions, essays, research papers, oral presentations.	Course instructors, UWR committee members, Curriculum Assessment Council, Committee on Academic Requirements and Standards (CARS), Campus Community	Course improvement, refinement of student learning outcomes, refinement of assessment tools	2005/06

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
School of Arts and Humanities						
BA in Art	Yes	TaskStream	Embedded exam questions in foundation courses, “Senior exam” in capstone course.	Instructors, program faculty.	Curriculum change, pedagogy change, refinement of assessment tools and methods; Annual Report and Program Review.	2001/02
BA in Communications	Yes	Dept. Website TaskStream	Embedded exam questions.	Instructors, program faculty.	Verify learning; Annual Report and Program Review.	2006/07
BA in English	Yes	TaskStream	Embedded exam questions	Instructors, program faculty.	Annual Report and Program Review.	2006/07
MA in English	Yes	TaskStream	<i>Embedded exam question, student survey, research paper.</i>			2006/07
BA in History	Yes	Dept. Website TaskStream	Research paper in required course for major	Instructors, program faculty.	Curriculum planning, Annual Report and Program Review.	2000/01
MA in History	Yes	TaskStream				2000/01
BA in Spanish	Yes	TaskStream	Embedded exam questions.	Instructors, program faculty.	Annual Report and Program Review.	2003/04
MA in Spanish	Yes	TaskStream				--
BA in Music	Yes	TaskStream	Embedded exam questions.	Instructors, program faculty.	Initiated academic support program for majors. Annual Report and Program Review.	2001/02
BA in Philosophy	Yes	TaskStream	Embedded exam questions on same SLO at three levels w/in curriculum.	Instructors, program faculty.	Verify learning progression. Refine assessment rubric. Annual Report and Program Review.	2005/06

BA in Religious Studies	Yes	TaskStream	Embedded exam questions, applied assignment	Instructors, program faculty.	Verify learning, refine assessment method. Annual Report and Program Review.	2004/05
BA in Theatre	Yes	TaskStream	Student interviews, embedded exam questions.	Instructors, program faculty.	Provide opportunities for practice. Refine assessment method. Annual Report and Program Review.	2006-07
School of Business and Public Administration						
BS in Business Administration	Yes	Dept. Website TaskStream	Embedded exam questions, homework assignments, pre-test/post-test	Instructors, program faculty.	Improve pedagogy, verify learning, Annual Report and Program Review.	2009/10
Masters in Business Administration	Yes	Dept. Website TaskStream	Major Field Test, analytic paper, capstone project	Instructors, program faculty.	Annual Report and Program Review.	2009/10
BS in Economics	Yes	Dept. Website TaskStream	Embedded exam questions, senior exit exam, senior papers, homework assignments	Instructors, program faculty.	Curriculum changes, refine assignment structure, pedagogy. Annual Report and Program Review.	2002/03
Environmental Resource Management	Yes	Dept. Website TaskStream				1997/98
BA in Public Administration	Yes	Dept. Website TaskStream	Research papers, embedded exam questions	Instructors, program faculty.	Changes in pedagogy, curriculum. Annual Report and Program Review.	2000/01
Masters in Public Administration	Yes	Dept. Website TaskStream	Research papers, culminating projects, embedded exam questions	Instructors, program faculty.	Changes in pedagogy. Annual Report and Program Review.	2000/01
MS in Health Care Management	Yes	Dept. Website TaskStream	Culminating projects	Instructors, program faculty.	Changes in pedagogy. Annual Report and Program Review.	2000/01
School of Natural Science and Mathematics						
BS in Biology	Yes	TaskStream	Embedded test questions (pre-test/post-test) in 6 majors courses	Instructors, program faculty.	Verify student learning. Annual Report and Program Review.	2005/06
MS in Biology	Yes	TaskStream				--
BS in Chemistry	Yes	Dept. Website TaskStream	Research paper, senior seminar presentation, embedded exam questions, senior exit exam	Instructors, program faculty.	Develop/refine rubrics, refine pedagogy, curriculum changes, provide opportunities for	2009/10

					practice, Annual Report and Program Review.	
BS in Computer Science	Yes	TaskStream	Embedded exam questions	Instructors, program faculty.	Changes in pedagogy. Annual Report and Program Review.	2002/03
BS in Geology	Yes	Dept. Website TaskStream	Lab assignments, lab exam, California Professional Geologist exam,	Instructors, program faculty.	Changes in pedagogy. Annual Report and Program Review.	2003/04
MS in Geology	Yes	TaskStream				2003/04
BS in Mathematics	Yes	TaskStream	Embedded exam questions	Instructors, program faculty.	Change in curriculum, Annual Report and Program Review.	2003/04
MA in Teaching Mathematics	Yes	TaskStream				--
BA in Natural Science	Yes	TaskStream	CSET scores/pass rates	Instructors, program faculty.	Implement foundation track. Annual Report and Program Review.	2010/11
BS in Nursing	Yes	TaskStream	ATI RN Comprehensive Predictor Exam	Instructors, program faculty.	Petition to curriculum committee for return to 3-yr traditional curriculum . Annual Report and Program Review.	2006/07
BS in Physics	Yes	TaskStream	Lab assignments, oral presentations	Instructors, program faculty.	Verify student learning. Annual Report and Program Review.	1993/94
School of Social Sciences and Education						
MA in Education (Concentrations in: Educational Administration, Educational Research, School Counseling, Special Education, Early Childhood Education)	Yes	TaskStream	Embedded exam questions Counselor Preparation Comprehensive Exam Videos of student counseling Technical Competencies Electronic Portfolio Original Counseling Guidance units Fieldwork evaluations Signature assignments	Instructors, program faculty.	Provide additional study materials for CPCE exam Provide models of acceptable work Revise technology checklist Update assessment tools Annual Report and Program Review.	1999/00
BA in Child, Adolescent and Family Studies	Yes	TaskStream	<i>Research papers, topical papers, poster presentation</i>			2007/08
BA in Liberal Studies	Yes	TaskStream				2006/07
Elementary and	Yes	TaskStream	Analysis papers, classroom	Instructors, program	Provide multiple	

Secondary Credential Programs			plans,	faculty.	opportunities to demonstrate learning	
BA in Anthropology	Yes	TaskStream				2007/08
MA in Anthropology	No					2007/08
BA in Criminal Justice	Yes	TaskStream	<i>Research projects, embedded test questions, written assignments</i>			2006/07
BS in Physical Education and Kinesiology	Yes	TaskStream	<i>Embedded exam questions, lab reports, student survey</i>			2000/01
BA in Political Science	Yes	TaskStream	Pre-test/Post-test	Instructors, program faculty.	Change in pedagogy, utilize library faculty, refine assignments. Annual Report and Program Review.	1999/00
MS in Counseling Psychology	Yes	TaskStream				1993/94
BA in Psychology	Yes	Dept. Website TaskStream	Embedded exam questions.	Instructors, program faculty.	Refine assessment methods,; pedagogy (emphasize core concepts). Annual Report and Program Review.	2001/02
Master of Social Work	Yes	TaskStream	Internship/Field Experience evaluations	Instructors, program faculty.	Refine assessment methods and tools, increased training for Field Instructors. Annual Report and Program Review.	--
BA in Sociology	Yes	Dept. Website TaskStream	Embedded exam questions, research papers/projects,	Instructors, program faculty.	Change in pedagogy, create/refine common rubrics Annual Report and Program Review.	2006/07
MA in Sociology	No					2006/07

8.1 Inventory of Concurrent Accreditation and Key Performance Indicators

(1) Name of accredited or certificated program	(2) Professional, special, state ¹ , or programmatic accreditation agency for this program	(3) Date of most recent accreditation action by agency	(4) Summary ("bullet points") of key issues for continuing institutional attention identified in agency action letter or report	(5) One performance indicator accepted by the agency; selected by program	(6) For one indicator, provide 3 years' trend data. Use link to cell for graph if desired.
A Liberal Studies; Elementary Education Multiple Subject Credential; Secondary Education – Single Subject Credential; Reading and Language Arts – Certificate and Credential; MA Education (Bilingual/Multicultural Education, Curriculum and Instruction, Early Childhood and Family Education, Educational Administration, Special Education, Education Literacy); MS Counseling; MS Counseling Psychology	National Council for the Accreditation of Teacher Education (NCATE) –	Fall 2008	All standards were met	Knowledge/content, Pedagogical knowledge and skills, assessment skills, professional knowledge in practice, professional impact on P-12 learners, professional dispositions, technology literacy, diversity	State Licensure exam for program area, demonstrates knowledge/content with 100% pass rate for multiple subject and special education candidates. Single subject candidates also achieve 100% either by passing CSET or passing subject matter competency.

¹ Within the WASC region only

	(1) Professional, special, State, or programmatic accreditations currently held by institution (By agency and program name)	(2) Date of most recent accreditation action by each listed agency	(3) Summary (“bullet points”) of key issues for continuing institutional attention identified in accreditation action letter or report	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment)	(5) For at least one indicator for each program, provide up to 3 years of trend data. Institution may wish to link cell to a graph or other format.
BS in Nursing	California Board of Registered Nursing (BRN) –	February, 2003	None	NCLEX score >75% for first time test takers.	NCLEX first time pass rates. 2005-86.1% 2006-75.8% 2007-72.5% 2008-81.7%
BS in Nursing	Commission on Collegiate Nursing Education (CCNE) –	April 2002	None	CCNE standard III-B: “The curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines.	The baccalaureate program incorporates knowledge and skills identified in <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (American Association of Colleges of Nursing, 1998).
BS in Business Administration (Accounting, Finance, Management, and Marketing); Master of Business Administration	Association to Advance Collegiate Schools of Business (AACSB International) –	Jan. 19, 2009	Further develop the assurance of learning program for the MBA. Disaggregate all assurance of learning data to determine whether the Antelope Valley students are receiving the same educational experience as those on the main campus. Develop a formal strategic plan for the school and demonstrate alignment with the University plan.	Percent of faculty either Academically Qualified (AQ) or Professionally Qualified (PQ)	27 of 29 faculty (93%) are both AQ/PQ as per AACSB. (AQ: min = 50%, AQ+PQ min = 80%)

B.S. in Chemistry	American Chemical Society	9/1/2008	<p>Contact hours in classroom and in laboratory instruction for faculty and instructional staff “<i>must not exceed 15 total hours per week.</i>” A 45 WTU assignment for lecturers usually exceeds this requirement.</p> <p>Modern chemical instrumentation must be present. The NMR instrument is ~20 years old and about to break down for good.</p> <p>Chemical information resources need to be present. We are under constant threat that the subscription to ACS journals will be terminated due to budget cuts to the library, jeopardizing our accreditation.</p>	<p>Number of chemistry graduates per year and the number of ACS certified majors. A program needs to have 6 ACS graduates over 6 years to remain accredited.</p>	<p>Graduates total: 11 (2006/07), 10 (2007/08), 12 (2008/09), 6 (2009/10), 20 (2010/11)</p> <p>ACS majors: 3 (2006/07), 3 (2007/08), 3 (2008/09), 0 (2009/10), 4 (2010/11)</p>
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Master of Social Work	Council on Social Work Education (CSWE)	Feb 2007	Curriculum Development and compliance with Social Work Standards for accreditation	Data on Curriculum Outcome Evaluation and Exit Evaluation	Result of Curriculum Outcome Evaluation			
					year of Gradu-ation	Mean	N	Std. Deviation
					2003	4.3616	28	0.46151
					2004	4.5213	22	0.32367
					2005	4.456	22	0.35626
					2006	4.4026	17	0.39665
					Total	4.4322	89	0.39131
					Results of Exit Evaluation			
					Year of Gradu-ation	Mean	N	Std. Deviation
					2003	3.5733	29	0.61808
					2004	4.2552	24	0.5857
					2005	4.2938	20	0.49972
					2006	4.1829	18	0.37381
					Total	4.0321	91	0.62169

Master of Public Administration	National Association of Schools of Public Affairs and Administration	July 2008	<p>Standard 4.21 Common Curriculum Components The Commission stated: “Based on the review materials, current coverage of information management, technology applications, and policy is not apparent in the core curriculum.” Response: Integrated ten weeks of information management and policy across five core courses for 2008-2009</p> <p>Standard 4.22 Additional Curriculum Components The Commission stated, “Based on evidence in the review materials, it does not appear that specialization courses are offered on a regular basis. Until this is done, the program appears to be out of conformance with this standard.” Response: Demonstrated that students could graduate with specializations in nonprofit management and health care management regularly from 2004 to 2008.</p> <p>Standard 5.5 Faculty Diversity “Standard 5.5 states that, “There should be evidence that specific plans are implemented to assure the diversity of the composition</p>	See Attached Page	<p>Culminating Project Content Rubric (Theory, Critical Thinking and Policy Analysis)</p> <p>2006-2007: Mean Score – 88.8% 2007-2008: Mean Score – 88.5%</p> <p>2006-2007: % Meeting Standards – 100% 2007-2008: % Meeting Standards – 94.2%</p> <p>Writing Rubric</p> <p>2006-2007: Mean Score – 89.7% 2007-2008: Mean Score – 89.0%</p> <p>2006-2007: % Meeting Standards – 100% 2007-2008: % Meeting Standards – 96.1%</p>
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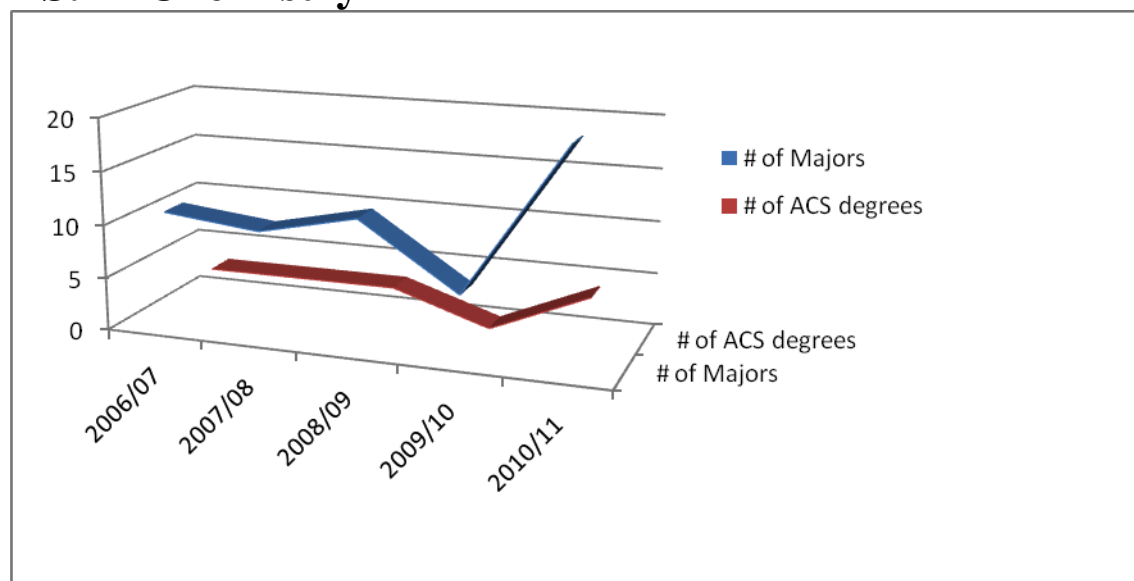
of the faculty with respect to the representation of minorities, women, and persons with disabilities.”
Response: Developed and implemented faculty diversity plan for permanent and adjunct faculty.

Standard 6.3 Admission Factors and Standard 7.1 Advisement and Appraisal

The Commission noted that, “Based on the review materials, it appears that the program has made changes to improve its advising system, but has not yet been able to measure results. The Commission requests that the program provide annual updates in this area to ensure continued conformance to these standards.”

Response: Conducted biannual student advising survey to assess student knowledge and satisfaction with advising and developed an action plan for 2009-2010

BS. in Chemistry



Master of Public Administration

Table 1. Students Exceeding Performance Standards on PPA 502 Objectives, Winter 2008

	Percentage of Students Meeting or Exceeding Standards							
Standard	Oral (1a)	Writing (1b)	Teamwork (1c)	Theory Application (3a)	Applied Scientific Method (3b)	Data Analysis (3e)	Reporting (3g)	Policy Analysis (4b)
Good (80%+)	95.7%	96.1%	87.0%	90.0%	88.9%	100.0%	97.5%	95.7%
Superior (90%+)	95.7%	83.9%	78.3%	74.0%	50.0%	83.3%	73.7%	95.7%
Responses	23	155	23	50	18	6	80	23

Table 2. Students Exceeding Performance Standards on PPA 503 Objectives, Winter 2008

	Percentage of Students Meeting or Exceeding Standards			
Standard	Oral (1a)	Writing (1b)	Problem Solving (3c)	Policy Process (4a)
Good (80%+)	95.8%	95.8%	96.9%	91.7%
Superior (90%+)	95.8%	67.9%	70.8%	58.3%
Responses	24	240	96	144

Table 3. Students Exceeding Performance Standards on PPA 691 Objectives, Winter 2008

	Percentage of Students Meeting or Exceeding Standards						
Standard	Oral (1a)	Writing (1b)	Teamwork (1c)	Problem Solving (3c)	Ethical Reasoning (3d)	Argumentation (3f)	Policy Analysis (4b)
Good (80%+)	100.0%	96.7%	95.7%	97.0%	100.0%	84.6%	93.3%
Superior (90%+)	100.0%	75.3%	91.3%	66.3%	78.3%	34.6%	74.1%
Responses	23	239	23	101	46	26	135

Table 4. Students Exceeding Performance Standards on PPA 698 Objectives, Spring 2008

	Percentage of Students Meeting or Exceeding Standards					
	1 st Reader			2 nd Reader		
Standard	Theory, Critical Thinking and Policy Analysis (2c to 4b)	Writing (1b)	Total Reader 1 Score	Theory, Critical Thinking and Policy Analysis (2c to 4b)	Writing (1b)	Total Reader 2 Score
Good (80%+)	100.0%	100.0%	100.0%	88.5%	92.3%	88.5%
Superior (90%+)	81.5%	81.5%	81.5%	46.2%	46.2%	38.5%
Responses	27	27	27	26	26	26

Appendix E Glossary of Terms

Glossary of Terms

A&H	Arts and Humanities, School of (formally School of Humanities and Social Sciences)
AAC	Academic Affairs Committee
AACU	Association of American Colleges and Universities
AAHE	American Association for Higher Education
AAUP	American Association of University Professors
ACE	American Council on Education
ACIP	Academic Council for International Programs
ACR	Assembly Concurrent Resolution
ACSA	Association of California School Administrators
ACT	American College Testing
ADA	Americans with Disabilities Act
AFT	American Federation of Teachers
AICCU	Association of Independent California Colleges and Universities
AIRC	Academic Information Resources Council
ALA	Assessment Leadership Academy
AMP	Alliances for Minority Participation
API	Academic Program Improvement funds
ASCSU	Academic Senate of the CSU (statewide senate)
ASI	Associated Students, Inc.
ASPA	American Society for Public Administration
ASSIST	Articulation System Stimulating Inter-institutional Student Transfer
AT	Academic Technology
ATAC	Academic Technology Advisory Committee
AV	Antelope Valley
AVP	Assistant Vice President
AVP	Associate Vice President
BA	Bachelor of Arts
BAC	Budget Advisory Committee
BATS	Baseline Assessment Training and Support
Bb	Blackboard - a common web-based “course management” program
BCPs	Budget Change Proposals
BCSSE	Beginning College Survey of Student Engagement
BDC	Business Development Center
BECA	Bilingual Education for Career Advancement
BIO-OMP	Biotechnical Investigations - Ocean Margin summer Program
BOARS	Board of Admissions and Relations with Schools (UC)
BOT	Board of Trustees
BPA	Business and Public Administration, School of
Bridge	AA/BS Bridge to the Baccalaureate-MS/PhD Bridge to the PhD
CAC	Curriculum Assessment Council
CAD	Council of Academic Deans (now Provost Council)
CAE	Council for Aid to Education
CAFS	Child, Adolescent, and Family Studies Program
CalPASS	California Partnership for Achieving Student Success
CALPIRG	California Public Interest Research Group
CalTeach	California Center for Teaching Careers
CAMP	College Assistance Migrant Program
CAN	California Articulation Number system
CAPP	California Academic Partnership Program
CARS	Committee on Academic Requirements and Standards
CATS	Community of Technology Staff
CB	Collective Bargaining
CBEST	California Basic Educational Skills Test

CCAP	Campus Concerted Activity Planning committee
CCC	California Community Colleges
CCTC	California Commission on Teacher Credentialing
CDE	California Department of Education
CDL	Center for Distributed Learning (located on Sonoma campus)
CE/XE	Continuing Education/Extended Education
CEA-CREST	Center for Environmental Analysis
CECE	Community Engagement and Career Education
CEPASS	Community Engagement Perceptions Awareness Student Survey
CEPG	Campus Enrollment Policy Group
CERF	Continuing Education Revenue Fund
CERT	California Education Round Table
CEU	Commission on the Extended University
CFA	California Faculty Association
CHEA	Council for Higher Education Accreditation
CHESS	California Higher Education Student Summit
CIAC	California Inter-segmental Articulation Council
CIO	Chief Information Officer
CLA	Collegiate Learning Assessment
CLAD	Cross-cultural Language and Academic Development
CLRIT	Commission on Learning Resources and Instructional Technology
CMS	Common Management System
CO	CSU Chancellor's Office (officially, Office of the Chancellor)
COA	Committee on Accreditation
COLD	Council of Library Directors
COR	Career Opportunities in Research Education and Training
CPEC	California Postsecondary Education Commission
CPR	Capacity and Preparatory Review
CRMH	Center for Research on Minority Health
CSEA	California State Employees Association
CSET	California Subject (matter) Examination for Teachers
CSI	College Student Inventory
CSSA	California State Student Association
CSU	California State University
CTA	California Teacher's Association
CTEL	California Teachers English Learners
CUR	Council on Undergraduate Research
CVHEC	Central Valley Higher Education Accreditation
CVHPI	Central Valley Health Policy Institute
DCLC	Department Chairs Leadership Council
DDH	Dorothy Donahoe Hall
DODSS	Department of Defense Science Scholars
DOE	Department of Energy
DOF	Department of Finance
DOR	Department of Rehabilitation
DWIR	Drops, Withdrawals, Incompletes & Repeats
EAP	Early Assessment Program
ESP	Early Start Program
EDUCOM	Educom (organization dealing with technology in education)
ELM	Entry Level Mathematics examination
EM	Enrollment Management
EMT	Enrollment Management
EOP	Educations Opportunity Program

EPC	Education Policy Committee (BOT)
EPT	English Placement Test
ERDP	Employment Readiness Demonstration Project (Welfare to Work)
ERFA	Emeriti/Retired Faculty Association
ERIC	Education Resources Information System (on WWW)
ERM	Environmental Resource Management program
ETS	Educational Testing Service
EUD	Extended University Division
FAC	Faculty Affairs Committee
FAC	Faculty Assessment Coordinator
FACT	Facility for Animal Care and Treatment
FAQ	Frequently Asked Questions
FERP	Faculty Early Retirement Program
FGA	Fiscal & Governmental Affairs committee
FISMA	Financial Integrity and State Manager's Accountability
FLAG	Facilitating Learning and Achievement
FRRC	Faculty Recruitment and Retention Committee
FTE	Full-time equivalent
FTEF	Full-time equivalent faculty
FTES	Full-time equivalent student
FTLC	Faculty Teaching and Learning Center (also known as TLC)
FYE	First-Year Experience
GE	General Education
GE/GWAR	General Education/Graduate Writing Assessment Requirement
GEAC	General Education Advisory Committee
GEAR-UP	Gaining Early Awareness and Readiness for Undergraduate Program
GIFT	Group Instructional Feedback Technique
GPA	Grade Point Average
GRASP	Grants, Research and Sponsored Programs
GWAR	Graduation Writing Assessment Requirement
H&SS	Humanities and Social Sciences, School of (now School of Arts and Humanities)
HACU	Hispanic Association of Colleges and Universities
HCM	Health Care Management
HECC	Higher Education Consortium of California
HEERA	Higher Education Employer/Employee Relations Act
HETS	Hispanic Educational Telecommunications System
HR	Human Resources
HSS	Humanities and Social Sciences, School of
IAAC	Intercollegiate Athletics Advisory Committee
IACUC	Institutional Animal Care and Use Committee
ICAS	Intersegmental Committee of the Academic Senates
ICC	Inter-segmental Coordinating Committee
ICT	Information and Communications Technology
IGETC	Inter-segmental General Education Transfer Curriculum
ILS	Integrated Library Systems
IMPAC	Inter-segmental Major Preparation Articulated Curriculum system
IMSD	Initiative for Minority Student Development
IP	International Programs
IRA	Instructionally Related Activities
IRB/HSR	Institutional Review Board for Human Subject Research
IRPA	Institutional Research, Planning and Assessment
ISCR	Institute for Social and Community Research
ISP	Internet Service Provider

IT	Information Technology
ITAC	Information Technology Advisory Committee
ITL	Institute for Teaching and Learning
ITP	Integrated Teacher Preparation
ITS	Integrated Technology Strategy
KEP	Kern Education Partnership
KRA	Key Results Areas
LAN	Local Area Network
LDTP	Lower Division Transfer Patterns project
LEP	Limited English Proficient
LMS	Learning Management Systems
MARC	Minority Access to Research Careers
MERLOT	Multimedia Educational Resource for Learning and Online Teaching
MIRT	Minority International Research Training
MOU	Memorandum of Understanding
MOUAP	Memorandum of Understanding and Action Plan
MPA	Masters in Public Administration
MPP	Management Personnel Plan
MSI	Minority Serving Institution
NAEP	National Assessment of Educational Progress
NASPAA	National Associate of Schools of Public Affairs and Administration
NCAA	National Collegiate Athletics Association
NCATE	National Council on the Accreditation of Teacher Education
NCCI	National Consortium for Continuous Improvement in higher education
NCI	National Cancer Institute
NCRR	National Center for Research Resources
NEA	National Education Association
NIGMS	National Institutes of General Medical Sciences
NIMH	National Institute for Mental Health
NSF	National Science Foundation
NSME	Natural Sciences, Mathematics and Engineering, School of
NSSE	National Survey of Student Engagement
OCR	Office of Civil Rights (US Department of Justice)
OIP	Office of International Programs
OLLI	Osher Lifelong Learning Institute
OSCAR	Online Services for Curriculum and Articulation Review
P-20	MSI/Comprehensive Cancer Center Planning Grant
PACT	Program Assessment Consultation Team
PAD	Precollegiate Academic Development Program
PCAPP	Pre-College Academic Preparatin Program
PEAK	Physical Education and Kinesiology
PEET	Partnerships for Enhancing Expertise in Taxonomy
PLO	Program Learning Outcomes
POL	Project on Lower Division Requirements in Majors
PPA	Public Policy & Administration
PREP	Post-Baccalaureate Research Education Program
PS	PeopleSoft
PTSC	Provosts' Technology Steering Committee
QI	Quality Improvement (CSU Planning Committee)
RCU	Research Council of the University
REU	Research Enhancement for Undergraduates
RFI	Request for Interest; Request for Ideas
RFP	Request for Proposals

RIMI	Research Infrastructure in Minority Institutions
RISE	Research Initiative for Scientific Enhancement
RTP	Retention, Tenure, Promotion
RUSH-A	Resources for Undergraduate Success & High-Achievement (1st yr. program)
RWAC	Reading Writing across the Curriculum
SAC	School Academic Council
SAT	Scholastic Assessment Test
SBAC	System Budget Advisory Committee
SCIGETC	Science GE Transfer Curriculum
SCORE	Support of Continuous Research Excellence
SEO	Student Enrichment Opportunities Office
sERSS	Enrollment Reporting System Self-Support
SEVIS	Student and Exchange Visitor Information System
SFR	Student/Faculty Ratio
SLO	Student Learning Outcomes
SNAPS	Student Needs and Priorities Survey
SOE	School of Education (now School of Social Sciences and Education)
SRS	Student Research Scholars program
SSE	Social Sciences and Education, School of
SSI	Salary Step Increase
STAAR	Student Achievement, Academic and Retention
SUAM	State University Administrative Manual
SUNY	State University of New York
SWAT	Systemwide Academic Technology
TAA	Transfer Admission Agreements
TAG	Transfer Admission Guarantees
TEAC	Teacher Education Assessment Committee
TEKR	Committee on Teacher Education and K-12 Relations
TLC	Teaching and Learning Center (also known as Faculty Teaching and Learning Center)
TMI	Technology Mediated Instruction
TS	TaskStream
TSC	Technology Steering Committee
U-56	MSI/Comprehensive Cancer Center Cooperative Planning Grant
UA	University Advancement
UAC	University Assessment Council
UC	University of California
UCT	University-wide Committee on Technology
UIRC	University Information Resources Council
ULO	University Learning Outcomes
UPRC	University Program Review Committee
URC	University Research Council
USP/BAC	University Strategic Planning/Budget Advisory Committee
UWR	Undergraduate Writing Report
VPA	Visual and Performing Arts
VPAA	Vice President for Academic Affairs
WASC	Western Association of Schools and Colleges
WebCT	Web-based software system - a “course management” program
WIB	Workforce Investment Board
WTU	Weighted Teaching Unit
YRO	Year-Round Operation

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 WASC Commission Action Letter of 03.10.00
 CPR Team Report and Recommendations
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 A&H Academic Plan
 SSE Academic Plan
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Approach to the Educational Effective Review

University Learning Outcomes (ULOs Approved 2010)
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 University Handbook (05.13.11)
 Collective Bargaining Agreements
 Program Review Guidelines and Template
 Principles of Assessment
 University Learning Outcomes (ULOs Approved 2010)
 Academic Program Data Profiles
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EER Report - A Theme-Based Approach

Seven WASC Work Groups
 Principles of Assessment by Academic Senate
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 CPR Team Report

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 Academic Program Data Profiles
 iStrategy (presentation)
 iStrategy (roll-out timeline)

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 Community Stakeholders Meeting Report
 University Learning Outcomes (ULOs approved 2010)
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 University Learning Outcomes Booklet
 Curriculum Map-GE/UWR to ULO's
 ALA Project Report
 Curriculum Assessment Council Members
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 Rubric for Mapping Courses to Learning Outcomes
 Rubric for Assessment Plans

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 Phil 350 - Syllabus
 Phil 490 - Syllabus
 Rubric for Philosophy to Assess Arguments
 PLSI 300 - Syllabus
 PLSI 380 - Syllabus
 PLSI 490 - Syllabus
 Student Health Center Homepage
 Student Health Center Student Assessment
 Student Health Center Survey regarding Patient
 RWAC Case Study
 GWR Rubric
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 GWR Assessment Requirement

University Level Assessment of Critical Thinking and Writing

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 CLA Results 2008.09
 PPA 503 - Syllabus

Academic Program Review

University Program Review Committee
 Academic Program Data Profiles
 Program Review Revision Process
 MOUAP Template

Program Review Guidelines and Template
 Sample MOUAP - Chemistry
 Academic Program Annual Reports
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 University Program Review Committee Report to Senate
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 University Handbook - faculty role in governance
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 TLC Year End Report
 TLC Grants
 Mentor Report 2010/11
 Summer Assessment Institute 2010 - summary

Department Chair Leadership Council

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 DCLC Annual Needs Assessment
 DCLC Meetings
 Faculty Exit Survey.Proposed
 Faculty Exit Report 2009.2010

University Day

Announcements/handouts from recent
 University Day events

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Antelope Valley Program Scan
 Assessment of Online Classes
 Online Task Force Report
 On-Line Learning and Distance Education Overview

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 Age of Computers in Labs 2006.2007
 Aligning University Requirements w. Resources
 Approval Communication to Change Theme
 Assessment Fellows
 Associated Students, Inc.
 Audited Financial Statements 2003 to 2008
 Budget Advisory Committee (now USP/BAC)
 California State University System
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 Chemistry Program Proposal
 Computer Engineering Proposal
 Computer Refresh Data 2008.2009

Computer Refresh Data 2008-2009
 Credit Hour Policy and Procedures
 CSU Financial Statement.2009.10
 CSUB Antelope Valley Information
 Data Driven Decision Making
 Developments in Academic Affairs.2009
 EER Planning Timeline
 EER Report iterations
 Enrollment at CSUB increased by 8% over the past 5 years.
 Faculty - Part time Faculty page on TLC Website
 Faculty Diversity Report
 Faculty New Hires: Annual Data
 Grant activity data
 Information Technology Investments and Refresh
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 Information Technology Investments and Refresh
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 Information Technology Plan.2005
 Inventory of Technology Resources
 Library Statistical Report 2008
 Library Statistical Report 2009
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 List of all Faculty Courses offered: online;
 ITV;distance; Antelope Valley
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 On-Line Learning and Distance Education Overview
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 Program reviews-Seven-year timeline for program reviews
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 First-Year Experience Survey
 National Survey of Student Engagement (NSSE)
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 Student Survey (CEPASS)
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The Beginning College Survey of Student Engagement

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 College Assistance Migrant Program
 Early Start Program
 EOP Summer Academy

Access to Success Survey

Access to Success Survey and Results 2009
 Access to Success Committee
 Graduating Student Survey 2009.Preliminary
 Undergraduate Program Curriculum Map (folder)
 CSUB 101 Syllabus

First-Year Experience

Strategy and timeline for addressing the FYE Survey

Community Engagement Perceptions

CECE Survey Instrument 2010.11
 CECE Survey Results 2010.11

Operational Solutions

Access to Success Milestones and On-Track Indicators
 CSUB A2S Plan Feb 2010
 Degree Progress Report Summary (Fall 2009)
 Mandatory Advising
 Academic Advising and Resource Center
 Individual Education Plans
 Hobsons EMT Retain
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 Tutoring services
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 Math Placement Test
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 Early Assessment Program (EAP)
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 Early Start 2010 Results
 Educational Opportunity Program (EOP)
 Educational Opportunity Program (EOP) Summer Bridge
 GST 121 for College Survival Skills
 College Assistance Migrant Program
 College Assistance Migrant Program Annual Performance
 Report (2009.10 APR)

Other Curricular and Co-Curricular Support Services

The Academic Advising and Resource Center (AARC)
 Resources for Academic Change (REACH)
 Resources for Academic Change (REACH) workshop data
 Tutoring services
 Math Tutoring Comments
 Science Tutoring Comments
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University Learning Outcomes Across Units

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 Access to Success (A2S)
 Access to Success Milestones and On-Track Indicators
 Athletics Department (FAR Report)
 Community Engagement Reporting Forms
 Community Engagement Survey to department chairs
 Division of Enrollment Management (org chart)
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 Evolution of Student Affairs Assessment
 Expository Reading and Writing Course
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 Kern County Network for Children's 2010 report card
 MYSA data (Mid Year Student Assessment Survey)
 Noel-Levitz.Student Interventions
 One-Stop Shop
 Partnerships with Local High Schools
 Reading Institutes for Academic Preparation (RIAP)
 RunnerLink
 Service Learning Guidelines
 Student Affairs Assessment Planning
 Student Affairs Conducting Assessments
 Student Affairs SP Agenda
 Student Affairs SP Group Discussion Questions
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 Academic internships
 Academic Program Annual Report Template
 Academic Program Annual Reports
 Academic Program Data Profiles
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 Access to Success Committee
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 Access to Success Milestones and On-Track Indicators
 Access to Success Survey
 Access to Success Survey and Results 2009
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 Age of Computers in Labs 2006.2007
 Age of Computers in Labs 2006-2007
 ALA Project Report
 Aligning University Requirements with Resources
 All Faculty by Dept Ethnicity Fall 2009
 All Faculty by Dept Gender Fall 2009
 Announcements/handouts from recent
 University Day events
 Antelope Valley Program Scan
 Approval Communication to Change Theme
 Assessment Fellows
 Assessment Leadership Academy (ALA) Project Report
 Assessment of Online Classes
 Associated Students, Inc.
 Athletics Department (FAR Report)
 Audited Financial Statements 2003 to 2008

B

BCSSE Survey Results
 Beginning College Survey of Student Engagement
 (BCSSE) Survey
 BlackBoard Course Training
 BPA Academic Plan
 Budget Advisory Committee (now USP/BAC)

C

California State University System
 CAMP Annual Performance Report (2009.10 APR)
 Campus Resource Allocation Process
 CECE Survey Instrument 2010.11
 CECE Survey Results 2010.11
 Chemistry Program Proposal
 CLA Results 2007.08
 CLA Results 2008.09
 Collective Bargaining Agreements
 College Assistance Migrant Program

College Student Inventory
 Community Engagement and Career Education
 Community Engagement Perceptions and Awareness Stu-
 dent Survey (CEPASS)
 Community Engagement Reporting Forms
 Community Engagement Survey to Department Chairs
 Community Stakeholders Meeting Report
 Computer Engineering Proposal
 Computer Refresh Data 2008-2009
 CPR Report Final with Appendix
 CPR Team Report and Recommendations
 Credit Hour Policy and Procedures
 CSU Financial Statement.2009.10
 CSUB 101
 CSUB 103
 CSUB 105
 CSUB A2S Plan February 2010
 CSUB Antelope Valley Information
 CSUB Employee Handbook
 CSUB/BC Transfer Resource Center
 Curriculum Assessment Council
 Curriculum Map-GE/UWR to ULO's
 Curriculum Maps

D

Data Driven Decision Making
 Data Reports created by IRPA
 DCLC Annual Needs Assessment
 DCLC Charge, description
 DCLC Meetings
 Degree Progress Report Summary (Fall 2009)
 Developments in Academic Affairs.2009
 Division of Enrollment Management (org chart)

E

Early Assessment Program (EAP).
 Early Assessment Program (EAP)
 CSU Executive Order 665
 Early Start 2010 Results
 Early Start Program
 EDCI 691 ED Tech Rubric
 Educational Effectiveness Plan
 Educational Effectiveness Review Committee
 Educational Opportunity Program (EOP)
 Educational Opportunity Program (EOP) Summer Bridge
 EER Committee and Meeting Notes
 EER Planning Timeline
 EER Report iterations
 Eng 110 - Syllabus
 English Placement Test
 Enrollment at CSUB increased by 8% over the past 5 years.
 Enrollment Management Director's Meeting Agenda
 EOP Summer Academy

Evolution of Student Affairs Assessment
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F

Faculty - Part time Faculty page on TLC Website
 Faculty Diversity Report
 Faculty Exit Report 2009.2010
 Faculty Exit Survey.Proposed
 Faculty New Hires: Annual Data
 Faculty Recruitment, Hiring, and
 Retention Handbook, Draft, July 25, 2011
 Faculty Scholarship Review Panel 2011/12
 Faculty Teaching and Learning Center
 Faculty Teaching and Learning Center Grants
 Faculty Teaching and Learning Center Year End Reports
 First-Year Experience Brochure
 First-Year Experience Survey

G

General Education Assessment Institute
 Golden Four
 Graduating Student Survey 2009.Preliminary
 Graduation Requirements
 Grant activity data
 GST 121 for College Survival Skills
 GVAR Assessment Requirement
 GVAR Rubric

H

Hawk Honors Program
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I

Individual Education Plans
 Information Technology Investments and Refresh
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 Information Technology Plan 2005
 Institutional Proposal, 2007
 Institutional Research, Planning & Assessment (IRPA)
 Inventory of Technology Resources
 iStrategy (presentation)
 iStrategy (roll-out timeline)

J

Job Announcement Director of Instruction Development

K

Kern County Network for Children's 2010 Report Card

L

Learning Communities
 Library Statistical Report 2008
 Library Statistical Report 2009
 Library Statistical Report 2010

List of all Faculty Courses offered: online;
 ITV; distance; Antelope Valley

M

Mandatory Advising
 Math Placement Test
 Math Tutoring Comments
 Meeting to prepare for 2011/12 Program Review Process.
 Mentor Report 2009/10
 Mid-Year Student Assessment
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 MOUAP Template
 Multiple Subjects - OASIS Tutoring Center
 MYSA data (Mid-Year Student Assessment Survey)

N

National Survey of Student Engagement (NSSE)
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 New Faculty Orientation
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 NSM&E Academic Plan

O

Office of Student Involvement and Leadership
 Office of Student Involvement and Leadership.
 Milestones and Events
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 Online Task Force Report
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Partnerships with Local High Schools
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 PLSI 300 - Syllabus
 PLSI 380 - Syllabus
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R

Reading Institutes for Academic Preparation (RIAP)

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 Resources for Academic Change (REACH)
 Resources for Academic Change (REACH) workshops data
 Rights and Responsibilities of Students
 RTP Handbook July 2009
 Rubric for Assessment Plans
 Rubric for Mapping Courses to Learning Outcomes
 Rubric for Philosophy to Assess Arguments
 RunnerLink
 RWAC Case Study

S

Sabbatical Reports
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 School of Arts and Humanities Academic Plan
 School of Social Sciences & Education
 Science Tutoring Comments
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 Senate Resolutions
 Service Learning Guidelines
 Seven WASC Work Groups
 SSE Academic Plan
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 Strategy and timeline for addressing the FYE Survey
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T

TaskStream
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U

Undergraduate Program Curriculum Map (folder)
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 University Handbook (05.13.11)
 University Handbook.faculty role in curriculum,
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 University Handbook.faculty role in governance
 University Learning Outcomes (ULOs Approved 2010)

University Learning Outcomes (ULOs approved 2010)
 University Learning Outcomes Across Units
 University Learning Outcomes Booklet
 University Program Review Committee
 University Program Review Committee Report to Senate
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 University Program Review Committee Staffing Policy
 University Strategic Plan
 University Strategic Planning and Budget Advisory
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 University Strategic Planning and Budget Advisory Council
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W

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 WASC Commission Letter of 03.03.10
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1.1	Values	1.8	Collective Bargaining Agreements
1.1	Vision	1.8	Grievance and Settlement History
1.2	Institutional Proposal, 2007	1.9	Academic Program Annual Report Template
1.2	Strategic Plan	1.9	Academic Program Annual Reports
1.3	Antelope Valley Program Scan	1.9	Approval Letter to Change Theme
1.3	Chemistry Program Proposal	1.9	CPR Report Final with Appendix
1.3	Computer Engineering Proposal	1.9	CPR Team Report and Recommendations
1.3	Data Reports created by IRPA	1.9	Credit Hour Policy and Procedures
1.3	Faculty Diversity Report	1.9	Institutional Proposal, 2007
1.3	Institutional Proposal, 2007	1.9	MOUAP Template
1.3	Office of Student Involvement and Leadership	1.9	Program Review Guidelines and Template
1.3	Office of Student Involvement and Leadership	1.9	Program Review Revision Process
1.3	Office of Student Involvement and Leadership.	1.9	Program Reviews
1.3	Milestones and Events	1.9	Sample MOUAP - Chemistry
1.3	On-Line Learning and Distance Education	1.9	University Program Review Committee Report to Senate 2010/11
1.3	Overview	1.9	University Program Review Committee Staffing Policy
1.3	Online Task Force Report	1.9	WASC Commission Action Letter of 03.10.00
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1.4	Collective Bargaining Agreements	2.1	A&H Academic Plan
1.4	CSUB Employee Handbook	2.1	Academic Program Data Profiles
1.4	Policy on Academic Freedom and Responsibility	2.1	Academic Programs
1.4	Rights and Responsibilities of Students	2.1	Access to Success Survey and Results 2009
1.4	University Handbook 05.13.11	2.1	Assessment of Online Classes
1.4	Use of University Properties and Free Speech Manual	2.1	BCSSE survey results
1.5	College Assistance Migrant Program	2.1	Beginning College Survey of Student Engagement (BCSSE)
1.5	College Assistance Migrant Program Annual Performance Report (2009.10 APR)	2.1	BPA Academic Plan
1.5	Early Start 2010 Results	2.1	CAMP Annual Performance Report (2009.10 APR)
1.5	EARLY START PROGRAM	2.1	Chemistry Program Proposal
1.5	Educational Opportunity Program	2.1	College Assistance Migrant Program
1.5	Educational Opportunity Program (EOP)	2.1	College Student Inventory
1.5	Summer Bridge	2.1	Computer Engineering Proposal
1.5	EOP Summer Academy	2.1	CSUB 101
1.5	Faculty Diversity Report	2.1	CSUB 103
1.5	Summer Bridge	2.1	CSUB 105
1.6	Budget Advisory Committee (now USP/BAC)	2.1	CSUB Antelope Valley Information
1.6	Enrollment at CSUB increased by 8% over the past 5 years.	2.1	CSUB/BC Transfer Resource Center
1.6	Kern County Network for Children's 2010 report card	2.1	Early Assessment Program (EAP).
1.6	Partnerships with Local High Schools	2.1	Early Assessment Program (EAP).CSU Executive Order 665
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2.1	English Placement Test	2.3	PLSI 490 - Syllabus
2.1	EOP Summer Academy	2.3	Policy Delphi
2.1	Executive Order 665	2.3	PPA 503 - Syllabus
2.1	First-Year Experience Brochure	2.3	Principles of Assessment 2010
2.1	First-Year Experience Survey	2.3	Reflective Essay One
2.1	Golden Four	2.3	RWAC Case Study
2.1	GST 121 for college survival skills	2.3	University Learning Outcome (ULO's Approved 2010)
2.1	GWAR Assessment Requirement	2.3	University Learning Outcomes Across Units
2.1	GWAR Rubric	2.3	Undergraduate Programs Curriculum Maps folder
2.1	Hawk Honors Program		
2.1	List of all Faculty Courses offered: online; ITV; distance; Antelope Valley	2.4	"Golden Four "
2.1	Math Placement Test	2.4	Access to Success Committee
2.1	Meeting to prepare for 2011/12 Program Review Process.	2.4	Curriculum Map-GE/UWR to ULO's
2.1	NSM&E Academic Plan	2.4	Curriculum Maps
2.1	On-Line Learning and Distance Education Overview	2.4	EDCI 691 ED Tech Rubric
2.1	Program Review Guidelines and Template	2.4	Principles of Assessment 2010
2.1	Program reviews-Seven-year timeline for program reviews	2.4	Seven WASC Work Groups
2.1	School of Arts & Humanities (Homepage)	2.4	University Handbook - faculty role in curriculum pedagogy and standards
2.1	School of Social Sciences & Education (Homepage)	2.4	University Learning Outcome (ULO's Approved 2010)
2.1	SSE Academic Plan	2.4	University Program Review Committee
2.1	Student Health Center	2.4	WASC Work Group Reports (folder)
2.1	Student Health Center Student Assessment	2.4	Undergraduate Programs Curriculum Maps folder
2.1	Student Health Center Survey regarding Patient		
2.1	Summer Bridge	2.5	CSUB 101 Syllabus
2.1	Veterans Affairs/Troops to College	2.5	CSUB 103
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2.2	"Golden Four "	2.5	EDCI 691 ED Tech Rubric
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2.2	Chemistry Program Proposal	2.5	First-Year Experience Brochure
2.2	Computer Engineering Proposal	2.5	GST 121 for college survival skills
2.2	Credit Hour Policy and Procedures	2.5	GWAR Rubric
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2.2	Math Placement Test	2.5	PLSI 300 - Syllabus
		2.5	PLSI 380 - Syllabus
2.3	CSUB 101 Syllabus	2.5	PLSI 490 - Syllabus
2.3	CSUB 103	2.5	PPA 503 - Syllabus
2.3	CSUB 105	2.5	Rubric for Mapping Courses to Learning Outcomes
2.3	Curriculum Map-GE/UWR to ULO's	2.5	Rubric for Philosophy to Assess Arguments
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2.6	Rubric for Philosophy to Assess Arguments	2.10	Hobsons EMT Retain
		2.10	MYSA data (Mid-Year Student Assessment Survey)
2.7	Academic Program Annual Report Template	2.10	National Survey of Student Engagement
2.7	Academic Program Annual Reports	2.10	NCAA's FLAG
2.7	Academic Program Data Profiles	2.10	Policy Delphi
2.7	Access to Success (A2S)	2.10	RWAC Case Study
2.7	Curriculum Map-GE/UWR to ULO's	2.10	strategy and timeline for addressing the FYE Survey
2.7	Curriculum Maps		
2.7	Meeting to prepare for 2011/12 Program Review Process.	2.11	Associated Students, Inc.
2.7	MOUAP Template	2.11	CLA Results 2007.08
2.7	Principles of Assessment	2.11	CLA Results 2008.09
2.7	Program Review Guidelines and Template	2.11	University Learning Outcomes Across Units
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3.4	BlackBoard Course Training	3.8	University Strategic Planning and Budget Advisory Council
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4.3	Academic Program Annual Reports	4.4	Rubric for Assessment Plans
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- 4.6 Undergraduate Programs Curriculum Maps folder
- 4.6 University Handbook - faculty role in curriculum pedagogy and standards
- 4.6 University Program Review Committee
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- 4.8 Seven WASC Work Groups
- 4.8 University Learning Outcomes Booklet
- 4.8 WASC Work Group Reports (folder)

Appendix I Acknowledgements

Acknowledgements

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Cabinet

- Horace Mitchell, President
- Soraya M. Coley, Provost and Vice President for Academic Affairs and Interim Vice President for Development
- Michael A. Neal, Vice President for Business Administrative Services
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- Jacqueline Mimms, Associate Vice President, Enrollment Management
- Beth Rienzi, Associate Vice President, University Advancement
- Clarke Sanford, Assistant Vice President, Information Technology Services
- Kallya Shenoy, Director, Administrative Computing Services

Editors and Report Preparation:

- Jennifer Burger, Public Affairs Coordinator

- EJ Callahan, Activities Coordinator, Student Involvement and Leadership
- Laura Catherman, Director, Student Union
- Soraya M. Coley, Provost and Vice President for Academic Affairs and Interim Vice President for Development
- Jane Evarian, Director, Community Engagement and Career Education
- Joe Fiedler, Mathematics
- Kim Flachmann, Professor, English
- Andreas Gebauer, Faculty Assessment Coordinator; Chair, Chemistry
- Monica Grimes-Horsey, Administrative Support Coordinator, Enrollment Management
- Curtis Guaglianone, Special Assistant to the Provost, Academic Affairs
- Laura Hecht, Assistant Vice President, Institutional Research, Planning and Assessment
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- Jacquelyn Kegley, Chair, Academic Affairs Committee, Academic Senate and Chair, Philosophy and Religious Studies
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- Robert Provencio, Chair, Music
- Micki Reichle, Graphic Artist, Reprographics
- Rhonda Rutledge, Analyst/Specialist, Academic Programs

Strategic WASC Action Team (SWAT) 2010/2011

- Jana Barton, School of Social Sciences and Education
- Justin Coon, Information Technology Support Services
- Kim Flachmann, English
- Robin Flores, Faculty Affairs
- Monica Grimes-Horsey, Enrollment Management
- Curtis Guaglianone, Academic Affairs
- Ernie Hashim, Media Services
- Laura Hecht, Institutional Research, Planning and Assessment
- Toni Jacobs, Elementary Education
- Rob Meszaros, Public Affairs
- Linda Mikita, Academic Affairs
- Nancy O'Kane, Reprographics
- Stephanie Prielipp Credentials
- Micki Reichle, Reprographics
- Rhonda Rutledge, Academic Programs
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- Andreas Gebauer, Chair, Budget and Planning Committee, Academic Senate and Chair, Chemistry
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- Laura Hecht, Assistant Vice President, Institutional Research, Planning and Assessment
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- Kathleen Knutzen, Dean, School of Social Sciences and Education
- Vandana Kohli, Chair of the Academic Senate and Chair, Sociology
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- John Emery, Dean, School of Business and Public Administration
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- Jacqueline Hughes, Representative, California Faculty Association and Chair, Teacher Education
- John Hultsman, Interim Vice President, Student Affairs and Associate Vice President, Antelope Valley Center
- Jacquelyn Kegley, Chair, Philosophy and Religious Studies
- Craig Kelsey, Interim Dean, School of Education and Dean, Extended University
- Vandana Kohli, Vice Chair, Academic Senate and Chair, Sociology/Antropology
- Jacqueline Mimms, Associate Vice President, Enrollment Management
- Edna Molina, Faculty Diversity Group Representative
- Michael A. Neal, Vice President for Business and Administrative Services
- Carlos Ortiz, President, Associated Students, Inc.
- Robert Provencio, Faculty, Music
- Beth Rienzi, Associate Vice President, Faculty Affairs
- Debby Rodrigues, Student Services Coordinator, Antelope Valley Center
- Clarke Sanford, Assistant Vice President, Information Technology Support Services
- Edwin H. Sasaki, Interim Dean, School of Humanities and Social Sciences
- Kelly Sawyer, SETC Chief Steward, Bakersfield Campus
- Kenny Simpson, Staff Forum Co-Chair
- Vetta Uraine, Staff Forum Co-Chair

Strategic Planning Work Groups Work Group One A: Faculty Excellence and Diversity

- Jacquelyn Kegley, Work Group One A Co-Chair, Chair, Philosophy and Religious Studies
- Beth Rienzi, Work Group One A Co-Chair, Associate Vice President, Faculty Affairs

- Sophia Adjaye, Chair, English
- Doreen Anderson-Facile, Faculty, Sociology/Anthropology
- Rachel Bzostek, Faculty, Political Science
- Anne Duran, Faculty, Psychology
- John Emery, Dean, School of Business and Public Administration
- Joe Fiedler, Chair, Budget and Planning Committee
- Michael Harville, Faculty, Counseling Center
- Robert Horton, Interim Associate Vice President, Grants, Research and Sponsored Programs
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- Charles Lam, Faculty, Mathematics
- Tomás Martínez, Chair, Public Policy and Administration
- Charles MacQuarrie, Antelope Valley Center Faculty Representative
- Janet Millar, Chair, Faculty Affairs Committee (FAC)
- Edna Molina, Faculty, Sociology/Anthropology
- Donna Simmons, Faculty, Communications
- John Stark, Chair, Management and Marketing
- Chuck Tate, Antelope Valley Center Faculty Representative

Work Group One B: Academic Program Excellence and Diversity

- Mustafah Dhada, Work Group One B Co-Chair, Associate Vice President, Academic Programs
- Brian Hemphill, Work Group One B Co-Chair, Faculty, Sociology/Anthropology
- Janet Armentor-Cota, Faculty, Sociology/Anthropology
- Julio Blanco, Dean, School of Natural Sciences and Mathematics
- Robert Carlisle, Faculty, English
- Stanley Gene Clark, Associate Dean, H&SS, International Programs and Students Representative
- Tiara Cox, Alumni Representative
- Evelyn Coyle, Executive Assistant to the President
- R. Steven Daniels, Faculty, Public Policy and Administration
- Michael Flachmann, Director, Hawk Honors Program, Faculty, English
- Andreas Gebauer, Chair, Committee on Academic Requirements and Standards (CARS)
- Laura Hecht, Assistant Vice President, Institutional Research, Planning and Assessment
- Rod Hersberger, Dean, University Library
- Jacquelyn Kegley, Faculty Athletic Representative (FAR) and Chair, Philosophy and Religious Studies
- Maynard Moe, Chair, Academic Affairs Committee (AAC) and Faculty, Biology

- Anthony Nuño, Faculty, Modern Languages and Literatures
- Robert Yohe, Faculty, Sociology/Anthropology

Work Group Two A: Student Experience - Integrated Student Academic Support

- Jacqueline Mimms, Work Group Two A Co-Chair, Associate Vice President, Enrollment Management
- Robert Provencio, Work Group Two A Co-Chair, Chair, Academic Support and Student Services Committee
- Elena Avina, Student Representative, Past President, Associated Students, Inc.
- EJ Callahan, Activities Coordinator, Student Activities
- Janice Clausen, Director, Services for Students with Disabilities
- Gitika Commuri, Faculty, Political Science
- Helia Corral, Faculty, Modern Languages and Literatures
- Evelyn Coyle, Executive Assistant to the President
- John Dirkse, Associate Dean, Academic Programs
- Laura Hecht, Assistant Vice President, Institutional Research, Planning, and Assessment
- Kristine Holloway, Librarian, Antelope Valley Center
- Craig Kelsey, Interim Dean, School of Education and Dean, Extended University
- Carlos Ortiz, President, Associated Students, Inc.
- Mary Slaughter, Chair, Communications
- Isabel Sumaya, Director, Student Success and Retention Center (SSRC)
- Luis Vega, Faculty, Psychology

Work Group Two B: Student Experience - Vibrant Student Life

- Maria Escobedo, Work Group Two B Co-Chair, Program Director, CAMP, Interim Director, Title V Program
- Debby Rodrigues, Work Group Two B Co-Chair, Student Services Coordinator, Antelope Valley Center
- Marina Avalos-Kegley, Director, Student Activities
- Crystal Becks, Director, Student Housing and Residential Life
- Emerson Case, Director, Roadrunner First-Year RUSH-A Program
- Laura Catherman, Director, Student Union
- Joe Ely, Antelope Valley Center, Student Representative
- Mark Harriman, Director, Student Recreation Center
- Cheryl Holsonbake, Research Associate, Institutional Research, Planning, and Assessment
- Janet Millar, Interim Director, Counseling Center
- Nicole Van Dyke, Athletics Representative
- Karen Ziegler, Academic Advisor, School of Business and Public Administration, Student Services Center

Work Group Three: Community Engagement

- Jane Evorian, Work Group Three Co-Chair, Director, Career Development Center

- John Hultsman, Work Group Three Co-Chair, Interim Vice President Student Affairs and Associate Vice President, Antelope Valley Center
- Tanya Boone, Faculty, Psychology
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- Douglas Dodd, Faculty, History
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- Michelle Jackson, Director, Service Learning and Community Partnerships
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- Craig Kelsey, Interim Dean, School of Education and Dean, Extended University
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- Mark Martinez, Chair, Political Science
- Kathy Miller, Director, Public Affairs
- Robert Reed, Roadrunner Club President
- Donna Simmons, Faculty, Communications
- Kenny Simpson, Co-Chair, Staff Forum
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- Steve Watkins, Director, Outreach

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- Kellie Garcia, Work Group Four Co-Chair, and Director, Human Resources
- Clarke Sanford, Work Group Four Co-Chair, and Assistant Vice President, Information Technology Support Services
- Kathy Carpenter, Staff Representative, School of Business and Public Administration
- Laura Catherman, Director, Student Union, and Student Affairs Staff Representative
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- Ray Finnell, CSUEU Representative
- Cindy Goodmon, Staff Representative, Athletics
- Rita Gustafson, Enrollment Management Staff Representative
- Patrick Jacobs, Assistant Vice President, Facilities Management
- Lisa McQuin, Staff, Criminal Justice, School of Humanities and Social Sciences
- BJ Moore, Faculty, Public Policy and Administration
- Elizabeth Powers, Staff, Instructional Support Technical, School of Natural Sciences and Mathematics
- Ron Radney, Director, Financial Aid

- Kelly Sawyer, SETC Representative
- Randy Schultz, Faculty, Education, Antelope Valley Center
- Christina Shiery, Staff, Faculty Teaching and Learning Center
- Brandee Torres, Staff, Antelope Valley Center
- Vetta Uraine, Staff Forum Representative
- Doug Wade, Assistant Vice President, Fiscal Services

Work Group Five: Campus Culture

- Steven Frye, Work Group Five Co-Chair, and Faculty, English, Antelope Valley Center
- Edwin H. Sasaki, Work Group Five Co-Chair, and Interim Dean, School of Humanities and Social Sciences
- David Beadle, Staff, Safety and Risk Management
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- Kristen Doud, Development and Donor Relations Officer
- Tina Giblin, CSUEU Representative
- Bruce Hartsell, Faculty, Social Work
- Meghan Haversack, ASI Representative
- Vandana Kohli, Vice Chair, Academic Senate and Chair, Sociology/Anthropology
- Janet Millar, Director, Counseling Center
- Michael A. Neal, Vice President for Business and Administrative Services
- John Price, Athletics Representative
- Rhonda Saltee, Staff, Mathematics
- Rebecca St. Croix-Martinez, Staff, Dean's Office, School of Humanities and Social Sciences
- Karen Stocker, Faculty, Sociology/Anthropology
- Miriam Vivian, Faculty, History
- Tim Vivian, Faculty, Philosophy/Religious

WASC WORK GROUPS 2007/2008

Work Group One

- Lead:** John Stark, Chair, Management/Marketing
- Rachel Bzostek, Faculty, Political Science
 - EJ Callahan, Staff, Student Activities
 - Robert Carlisle, Faculty, English
 - Savvina Chowdhury, Faculty, Economics
 - Janice Clausen, Director, Services for Student with Disabilities
 - Carol Dell 'Amico, Faculty, English
 - Douglas Dodd, Faculty, History
 - Mark Evans, Associate Dean, School of Business and Public Administration
 - Emilio Garza, Faculty, Education
 - Liora Gubkin, Faculty, Philosophy/ Religious Studies
 - Laura Hecht, Chair, Sociology/Anthropology
 - Ryan Howell, Faculty, Psychology

- Marla Iyasere, Dean, School of Humanities and Social Sciences
- Michelle Jackson, Staff, Undergraduate Studies
- Carl Kemnitz, Faculty, Chemistry
- Vandana Kohli, Faculty, Sociology
- Janet Millar, Staff, Counseling Center
- Anthony Nuño, Faculty, Modern Languages and Literatures
- Don Oswald, Faculty, Economics
- Maria Paleologou, Faculty, Philosophy and Religious Studies
- Beth Rienzi, Interim Vice President, Faculty Affairs
- Jan Ruiz, Faculty, Finance/Accounting
- Maureen Rush, Faculty, Mathematics
- Isabel Sumaya, Faculty, Psychology
- Emily Thiroux, Faculty, Communications

WASC Work Group Two

Lead: Melanie Butler, Staff, Career Development Center

- Lead:** Karen Stocker, Faculty, Anthropology
- Dom Apollon, Faculty, Political Science
 - Curt Asher, Librarian, University Library
 - Marina Avalos-Kegley, Director, Student Activities
 - Ken Beurmann, President, Associated Students, Inc.
 - LaKeysha Carter, Staff, Admissions and Records
 - Emerson Case, Faculty, English
 - Laura Catherman, Director, Student Union
 - Gitika Commuri, Faculty, Political Science
 - Terry Dunn, Director, Institutional Research and Planning
 - John Emig, Faculty, Communications
 - Bob Fallon, Director, Housing
 - Kathleen Gilchrist, Faculty, Nursing
 - Pam Gomez, Staff, Advising Center
 - Rupayan Gupta, Faculty, Economics
 - Rod Hersberger, Dean, University Library
 - Kristine Holloway, Librarian, Antelope Valley Center Library
 - Roy LaFever, Faculty, Chemistry
 - Kendyl Magnuson, Staff, Admission and Records
 - Marisa Marquez, Staff, Admissions and Records
 - Jacqueline Mimms, Associate Vice President, Enrollment Management
 - Yvette Morones, Staff, School of Humanities and Social Sciences
 - Paul Newberry, Faculty, Philosophy and Religious Studies
 - Robert Provencio, Faculty, Music
 - Debby Rodrigues, Student Services Coordinator, Antelope Valley Center
 - Shelley Ruelas, Vice President, Student Affairs
 - Mary Slaughter, Faculty, Communications
 - Luis Vega, Faculty, Psychology
 - Helga Wendelberger, Faculty, English

WASC Work Group Three

Lead: Donna Simmons, Faculty, Communications

- Maria-Tania Becerra, Faculty, Theatre
- Victoria Champion, Staff, University Outreach
- Robin Flores, Staff, Student Union
- Mendy Garcia, Faculty, Theater
- Curt Guaglianone, Dean, School of Education
- Aaron Hedge, Faculty, Economics
- Patricia Henry, Faculty, Social Work
- Ron Hughes, Faculty, Teacher Education
- Jacquelyn Kegley, Faculty, Philosophy and Religious Studies
- Kamala Kruszka, Faculty, Theatre
- Vikash Lakhani, Staff, Enrollment Management
- Cliona Murphy, Faculty, History
- Margaret Nowling, Faculty, Art
- Ron Pimentel, Faculty, Marketing
- Keith Powell, Director, Educational Opportunity Program
- Ron Radney, Interim Director, Financial Aid
- Randy Schultz, Faculty, Education
- Imelda Simos-Valdez, Director, Gear Up Program
- Sharon Taylor, Assistant Vice President, Fiscal Services
- Madhavappalil Thomas, Chair, Social Work
- Leanna Vendro, Staff, Antelope Valley Center
- Steve Watkin, Director, Outreach
- Laura Wolfe, Interim Vice President, University Advancement

WASC Work Group Four

Lead: Kellie Garcia, Director, Human Resources

- Tom Alvarez, Staff, Human Resources
- Primavera Arvizu, Director, McNair Program
- David Beadle, Director, Safety and Risk Management
- Kaye Bragg, Director, Faculty Teaching and Learning Center
- Patrick Choi, Staff, Services for Student with Disabilities
- Ray Finnell, Staff, Theater/CSUEU
- Kris Grappendorf, Faculty, PEAK
- Michael Harville, Counselor, Counseling Center
- Cary Larson-McKay, Faculty, Early Childhood and Family Education
- Roseanna McCleary, Faculty, Social Work
- Sonia Morentin, Staff, Student Affairs
- Suzanne Muller, Staff, Fiscal Services
- Shirlena Nadsady, Staff, Educational Opportunity Program
- Kelly O'Bannon, Faculty, Communications
- Ben Perlado, Staff, Enrollment Management
- Juana Rangel-Escobedo, Staff, Advising and Information Center
- Clarke Sanford, Assistant Vice President, Information Technology Systems
- Nancy Smith, Staff, Antelope Valley Center
- Ying Zhong, Librarian, University Library

Work Group Five

Lead: Tom Blommers, Faculty, Modern Languages and Literatures

Lead: Bruce Hartsell, Faculty, Social Work

- Shelia Barela, Staff, Safety and Risk Management
- Michael Chavez, Director, Procurement
- Jess Deegan, Chair, Academic Senate
- Michael Flachmann, Faculty, English and Director, Hawk Honors Program
- Bernadette Grant, Staff, Antelope Valley Center
- Rita Gustafson, Staff, Admissions and Records
- John Hultsman, Associate Vice President, Antelope Valley Center
- Pierre Igoa, Staff, Fiscal Services
- TJ Kerr, Faculty, Athletics
- Staci Loewy, Faculty, Geology
- Kathy Lund, Staff, Philosophy and Religious Studies
- Maynard Moe, Faculty, Biology
- BJ Moore, Faculty, Public Policy and Administration
- Evelyn Nelson, Executive Assistant to the President
- Judith Pratt, Faculty, Communications
- Oscar Rico, Physician, Student Health Center
- Edwin H. Sasaki, Special Assistant to the Provost for Academic Programs
- Steve Suter, Faculty, Psychology

