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May 11, 2007

Ralph A. Wolff  
President and Executive Director  
Accrediting Commission for Senior Colleges and Universities  
Western Association of Schools and Colleges  
985 Atlantic Ave., Suite 100  
Alameda CA 94501

Dear Ralph:

Enclosed is the institutional proposal from CSU Bakersfield as part of the three-stage process for reaffirmation of accreditation by WASC. Our proposal is titled, "Walking the Talk: The Achievement of Student Learning and Community Engagement through University Alignment and Campus Culture."

The proposal is the outcome of institutional self-reflection on how we are moving forward toward realization of our vision:

"By 2014-15 CSU Bakersfield will be the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement. Realization of our vision will be advanced by recruitment, development and promotion of excellent and diverse staff within an organizational culture committed to excellence in all areas."

We look forward to collaborating with WASC and our colleagues in higher education on the Capacity and Preparation Review team visit in fall 2009, and the Educational Effectiveness Review team visit in spring 2011. With best regards.

Sincerely,

Horace Mitchell  
President

Enclosure

# ***“Walking the Talk”***

**The Achievement of Student Learning and Community  
Engagement through University Alignment and Campus Culture**



**California State University, Bakersfield**

**Institutional Proposal**

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## **“WALKING THE TALK”: CSUB AS A STUDENT-LEARNING-CENTERED AND COMMUNITY-INVOLVED INSTITUTION**

In the previous Western Association of Schools and Colleges (WASC) accreditation cycle, California State University, Bakersfield (CSUB), positioned itself as a student-learning-centered institution. The WASC Senior Accreditation Commission also noted that CSUB had significant community involvement. The Commission urged CSUB to sustain its momentum toward student learning, better organize its infrastructure for academic improvement, better link technology initiatives to CSUB’s mission and strategic plan, and continue its commitment to diversity.

Over the next five years, CSUB will link its strategic goals to four major strategic themes that will focus on student learning and community engagement. It will demonstrate whether CSUB can “walk the talk,” whether it can link its actions to its vision.

A primary goal of CSUB is to educate and graduate students with the critical thinking, writing, speaking, and mathematical skills needed to function in modern American society and the global environment. Beyond critical skills, CSUB graduates should also have a strong ethical framework, an understanding of diversity and culture, and the ability to apply technology. Graduates should develop disciplinary knowledge, analysis, and application skills and should actively engage in personal development and community involvement.

The proposal development process began in January 2006. In September 2006, President Horace Mitchell unveiled five draft strategic goals that outline the university processes that will promote learning and engagement.

- **Goal 1. Extend faculty and academic excellence and diversity**
- **Goal 2. Enhance the quality of the student experience**
- **Goal 3. Strengthen community engagement**
- **Goal 4. Develop an excellent and diverse staff**
- **Goal 5. Develop a campus culture with a sense of community and a commitment to organizational excellence.**

From its 18-month proposal development process, CSUB identified four strategic themes that link the strategic plan to student achievement of the critical learning dimensions of the CSUB graduate.

- **University Alignment (Strategic goals 1, 4, and 5)**
  - The congruence between the University’s vision, mission, and strategic goals and key university components, including program goals and objectives, student-learning goals and objectives, academic support services, personnel recruitment/hiring and development procedures, and resource allocation.
- **Campus Culture (Strategic goal 5)**
  - The overall commitment of all elements of the campus community to a culture of shared responsibility and accountability for learning, scholarship, service, and collegiality/civility.
- **Student Learning (Strategic goals 1 and 2)**
  - The ability of the University’s academic and academic support programs to engage students in knowledge acquisition, skill development, self-actualization/personal development, and readiness for change through the development of basic skills, literacy, information competency, discipline-based knowledge and analytical skills, and community involvement.
- **Community Engagement (Strategic goal 3)**
  - The values, behaviors, and strategies that link the administration, faculty, staff, and students to the outside service community and motivate both the campus community and the larger community to collaborate and develop learning experiences that both engage student learning and improve the quality of life for the larger community.

# WASC Proposal Development Process

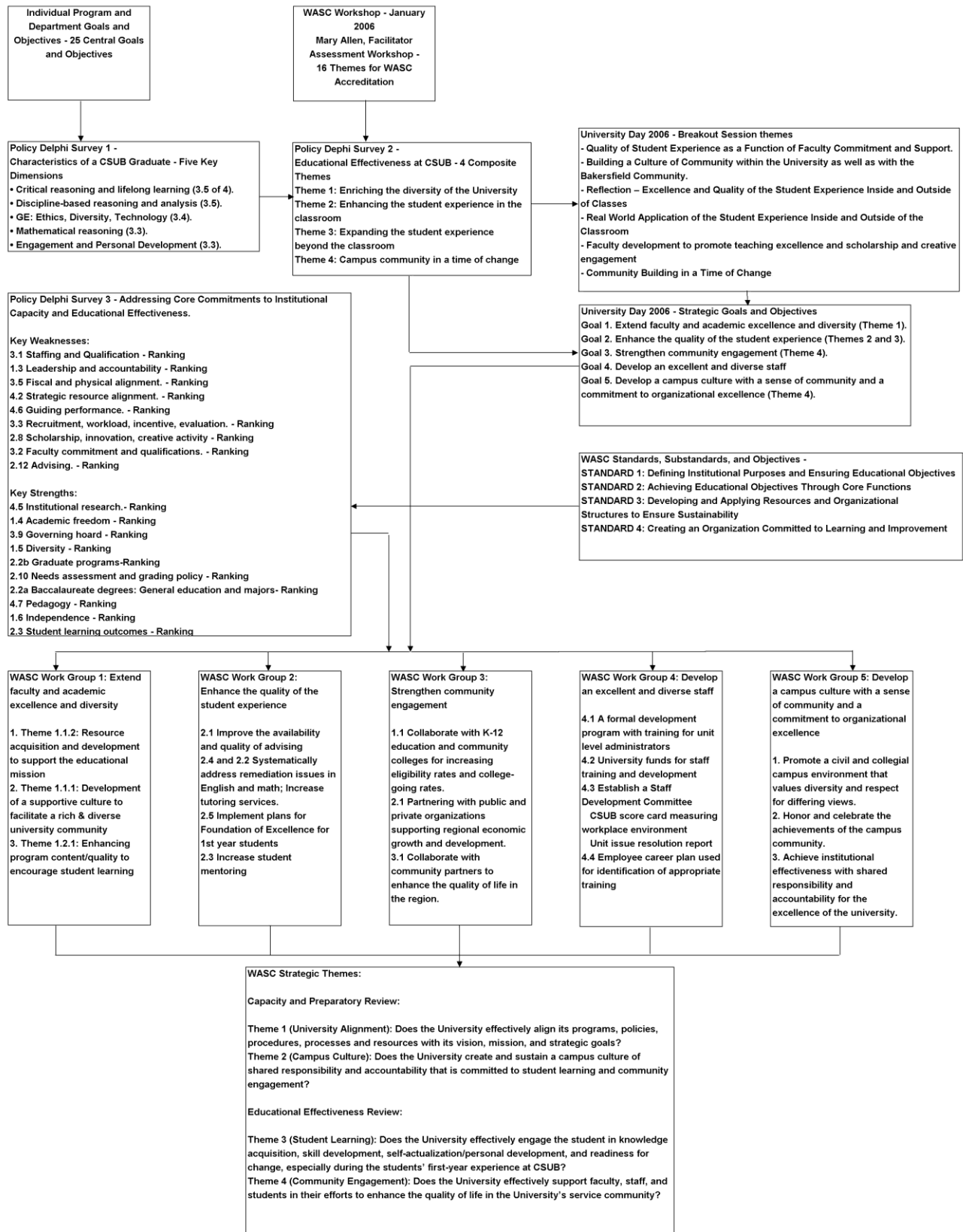


Figure 1. CSUB WASC Proposal Development Process

## **A. INSTITUTIONAL CONTEXT AND RELATIONSHIP TO WASC STANDARDS**

### ***A.1. Institutional Context Statement***

California State University, Bakersfield (CSUB), is a comprehensive public university offering undergraduate and graduate programs that advance the intellectual and personal development of its students. A concentration on scholarship, diversity, service, community engagement, global awareness, and life-long learning enhances an emphasis on student learning and development. The University collaborates with partners in the community to increase the region's overall educational level, enhance its quality of life, and support its economic development. CSUB's vision is to become the leading campus in the California State University (CSU) system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement by 2014 – 2015.

CSUB opened in September 1970 as the 19th member of the current 23-campus CSU system. CSUB is located on a 375-acre site in metropolitan Bakersfield. The Carnegie Foundation for the Advancement of Teaching currently classifies CSUB as a Master's College and University, large program. Some 7,800 undergraduate and graduate students attend CSUB at either the main campus in Bakersfield or the off-campus center in Antelope Valley. The CSU system is the largest, the most diverse, and one of the most affordable university systems in the country with 417,000 students and 46,000 faculty and staff.

CSUB has four academic schools: Business and Public Administration, Education, Humanities and Social Sciences, and Natural Sciences and Mathematics. The Western Association of Schools and Colleges (WASC) fully accredits the University, with seven academic programs also accredited by national accrediting organizations.<sup>1</sup>

CSUB offers a range of undergraduate and graduate degrees in the liberal arts, natural sciences, social sciences, and professional fields. The university currently has 36 baccalaureate degrees, 23 master's degrees, 19 certificate programs, and 12 credential programs. In 2005/2006, CSUB granted a total of 1,653 degrees (1,368 bachelor's degrees and 285 master's degrees), the largest number of degrees awarded in CSUB history.

A profile of the CSUB student body in fall 2006 appears in Table 1. The most significant trends since 2002 are an increase in the percentage of students who are full-time from 70 percent to 77 percent and an increase in the Latino percentage of the student body from 29 percent to 34 percent. A close examination of the [Summary Data Form in Appendix E](#) suggests some encouraging trends in undergraduate graduation rates. Although the overall graduation rate for the freshman cohorts of 1998, 1999, and 2000 is low (39%), the percentage increased from 37 to 41 percent. The lowest rates occurred for African-American freshmen (23%) and male freshmen (30%). Transfer student graduation rates are much higher (66%), although the rates declined slightly from the 1998 to 2000 cohorts. The lowest transfer graduation rates occurred for international students, African-American, and male transfer students. The graduation rate for all graduate students from 2001 to 2004 was 49 percent. In contrast to the undergraduate student population, the highest graduation rates occurred for international students (53%), African-American (53%), and Native American (67%) graduate students. The lowest rate was for male graduate students (42%).

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<sup>1</sup> The accrediting organizations include the California Commission on Teacher Credentialing (CCTC), the National Council for the Accreditation of Teacher Education (NCATE), the California Board of Registered Nursing (BRN), the Commission on Collegiate Nursing Education (CCNE), the Association to Advance Collegiate Schools of Business (AACSB International), the National Association of Schools of Public Affairs and Administration (NASPAA), the Council on Social Work Education (CSWE), and the American Chemical Society (ACS).



**Table 1. CSUB Student Profile, Fall 2006**

Location:	Bakersfield	88%	Gender:	Female	67%
	Other <sup>a</sup>	12%		Male	33%
Enrollment	New	28%	Ethnicity:	American Indian	1%
	Continuing	72%		Asian	6%
Level:	Undergraduate	79%		Black	8%
	Graduate	21%		Latino	34%
Time Base:	Full-Time	77%		White	38%
	Part-Time	23%		Non-Resident Alien	2%
				Unidentified	11%

<sup>a</sup>Antelope Valley, Santa Maria, Santa Clarita, and online

The profile of faculty, staff, and administrators appears in Table 2. Table 3 identifies the four-year trends for the percentages of female and minority faculty who are tenured or tenure track. Both show slight but significant increases over the four-year period.

**Table 2. CSUB Faculty, Staff, and Administrator Profile, Fall 2005**

		Faculty:	Staff:	Administrators:
Gender:	Female	50%	64%	44%
	Male	50%	36%	56%
Ethnicity:	American Indian	0%	1%	0%
	Asian	8%	6%	6%
	Black	5%	6%	16%
	Latino	8%	26%	16%
	White	76%	59%	61%
	Other	2%	1%	0%
Time-Base:	Full-Time	65%	88%	98%
	Part-Time	35%	12%	2%

**Table 3. Percentage of Female and Minority Faculty Who Are Tenured or Tenure Track**

Percentage Female		Percentage Minority	
Year	% Tenure Track	Year	% Tenure Track
2002	37%	2002	22%
2003	39%	2003	24%
2004	40%	2004	25%
2005	43%	2005	26%

CSUB has experienced a significant change in leadership in the last six years. President Horace Mitchell and Provost and Vice President for Academic Affairs Soraya Coley joined CSUB in 2004 and 2005, respectively. All four of the academic school deans and the Associate Vice President for Antelope Valley Center have also joined the University in their current positions during the last six years. In addition, the Dean for Extended University; Interim Assistant Vice President for Grants, Research and Sponsored Programs; Interim Associate Vice President for Academic Programs (and Dean for Undergraduate and Graduate Studies); Interim Associate Vice President for Faculty Affairs; Associate Vice President for Enrollment Management; and Vice President for Student Affairs have been in their respective positions for two years or less. These recent changes in leadership provide a unique opportunity to re-define the University's vision and mission over the next 10 years and to develop and implement a strategic plan that will operationalize the new vision and mission.

CSUB approaches its commitment to institutional capacity and educational effectiveness with a number of strengths and challenges. The previous WASC accreditation identified the strengths and challenges of sustaining momentum, organizing for learning, technology as a means, and diversity in meeting our goals. The WASC Accrediting Commission for Senior Colleges & Universities commended CSUB in all areas, but urged CSUB to

sustain and expand its efforts. CSUB's response answered many of these concerns (see [Appendix C](#) for a full discussion).

When faculty, staff, and administrators assessed CSUB's alignment with WASC standards (discussed in more detail in the [Section A.2](#)), they identified as significant strengths CSUB's institutional research, CSUB policies on academic freedom, decision-making autonomy, diversity programs, the development and operation of academic programs, the assessment of student needs, and the development of student-learning outcomes. On the other hand, the university community identified the areas needing significant attention as effective leadership and accountability, efficient and transparent budget and resource allocations, faculty and staff development, use of evidence to promote improvement, support for research and creative activity, student support, and alignment of all these elements. In short, the CSUB community believed that CSUB did very well at laying out its intentions, but the university was much less successful at implementing actions consistent with those intentions. The focus of the current accreditation cycle is to improve CSUB's ability to "walk the talk," to link university alignment and campus culture systematically with student learning and community engagement.

One critical step in the walk is the current state of the institution's approaches to identifying and assessing student-learning outcomes across the institution. Since the last WASC accreditation, CSUB has developed an assessment infrastructure that includes an Assessment Director, Faculty Teaching and Learning Center/University Assessment Center (TLC/UAC), a UAC Advisory Council, and a UAC website. The TLC/UAC provides faculty workshops on classroom assessment and grading rubrics. The UAC helps departments and programs design and conduct assessments. The UAC website compiles and disseminates information on assessment across the university.

Despite the development of campus-wide assessment efforts, CSUB has much work to complete (see [Data Appendix E, Data Exhibit 7, Table 22](#)). CSUB has yet to develop university-wide learning objectives and a comprehensive assessment plan. Nearly all assessment occurs at the level of the department or program. Even at this level, not all programs have developed learning outcomes (80%), disseminated those outcomes to the university community (75%), developed direct assessment of the outcomes (43%), or used outcome data to make program improvements (48%). Department and program assessments feed into the five-year academic program review process, but CSUB as an institution rarely employs evidence of student learning as the basis for allocating resources or rewarding performance. Table 4 summarizes the status of student-learning assessment at CSUB. It provides baseline data for the Capacity and Preparatory and Educational Effectiveness Reviews.

**Table 4. Percentage of programs achieving assessment process outcomes, 2007**

	Program has learning objectives	Learning objectives on assessment website	Indirect measure of impact (attitudinal or focus group)	Direct measure of impact (embedded or summary test)	Instructors use results for improvement	Departments or programs use results for improvement	Assessment reports on assessment website
Undergraduate programs	89.8%	85.7%	49.0%	51.0%	91.8%	42.9%	61.2%
Graduate programs	61.5%	53.8%	38.5%	26.9%	57.7%	57.7%	46.2%
All programs	80.0%	74.7%	45.3%	42.7%	80.0%	48.0%	56.0%

## **A.2 Preliminary Self-Review under the WASC Standards**

Is CSUB a learning organization? Has the University implemented programs, policies, procedures, and reward structures that facilitate the development of thoughtful, creative, ethical, and responsible citizens? These critical questions will drive CSUB's assessment of the quality and effectiveness of its diverse structures and processes over the next five years.

During the proposal development process, the WASC steering committee asked faculty, staff, and administrators to assess in four online surveys CSUB's readiness on the four (4) WASC standards, 10 sub-standards, and 43 objectives and sub-objectives. Sixty-one respondents evaluated at least one objective. Areas of low performance were WASC standards rated as both needing significant attention and being a high priority. Areas of high performance were WASC standards that CSUB did well and did not need addressing. The areas of weakness and strength appear in Table 5.

**Table 5. Areas of strength and weakness across the WASC standards - Survey summary**

<b>Important Objectives Needing Significant Attention</b>	<b>N</b>	<b>Mean*</b>	<b>Std. Deviation</b>
3.1 Staffing and qualification	17	0.706	0.356
1.3 Leadership and accountability	43	0.686	0.374
3.5 Fiscal and physical alignment	15	0.650	0.420
4.2 Strategic resource alignment	18	0.625	0.346
4.3 Guiding performance	16	0.578	0.384
3.3 Recruitment, workload, incentive, evaluation	16	0.563	0.393
2.3 Scholarship, innovation, creative activity	24	0.552	0.417
3.2 Faculty commitment and qualifications	16	0.547	0.400
2.12 Advising	23	0.522	0.405
2.13 Student support services.	21	0.476	0.395
<b>Objectives CSUB Does Well that Do Not Need Addressing at This Time</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
4.5 Institutional research.	13	0.154	0.298
1.4 Academic freedom	41	0.195	0.271
3.9 Governing board (trustees)	14	0.196	0.369
1.5 Diversity	42	0.202	0.318
2.2b Graduate programs	24	0.208	0.262
2.10 Needs assessment and grading policy	22	0.239	0.323
2.2a Baccalaureate degrees: General education and majors	27	0.278	0.320
4.7 Pedagogy	17	0.279	0.341
1.6 Independence	40	0.281	0.397
2.3 Student learning outcomes	27	0.287	0.365

**\*Scale ranges from 0 (Do not address, CSUB does well) to 1 (High priority, needs significant attention)**

The third round of the Campus Policy Delphi suggests that faculty, administrators, and staff at CSUB have both positive and negative evaluations of CSUB's status on WASC accreditation standards. These results provided important input into the WASC Work Groups that prepared the capacity, preparatory, and educational effectiveness strategies for the CSUB accreditation process.

### ***A.3. Process for Proposal Development and Leadership Involvement***

Figure 1 on page V outlines the full proposal development process. Preparation for the self-study began with the articulation of the University vision in President Horace Mitchell's inaugural address in September 2004 (see [Appendix A](#) for the CSUB vision, mission, and draft strategic goals). The work continued in April 2005 with the creation of the WASC Planning Committee and the WASC Steering Committee by Soraya Coley, Provost and Vice President for Academic Affairs. The 27-member Planning Committee drew widely from the campus community, including administrators from Student Affairs, Business and Administrative Services, and Academic Affairs; deans and associate deans from all four academic schools and the Library; and faculty from all four academic schools. The WASC Steering Committee included the Chair of the Planning Committee (a Public Policy and Administration Professor), the Vice President of Student Affairs, the Associate Vice President for Enrollment Management, the Interim Associate Vice President for Faculty Affairs, the Director for the Faculty Teaching and Learning Center/University Assessment Center (TLC/UAC), the Chair of Philosophy and Religious Studies (also one of two CSU state-wide academic senators), and the Special Assistant to the Provost for Academic Planning (formerly the Associate Vice President for Academic Programs and Dean for Undergraduate and Graduate Studies).

The formal process began with the attendance of the Provost and five Steering and Planning Committee members at the WASC Proposal Workshop at Pomona College in January 2006. In addition, more than 100 faculty and staff gathered on January 20, 2006, to explore the topic: "Defining Excellence and Promoting a Culture of Evidence at CSUB." Dr. Mary Allen, CSUB Professor Emerita of Psychology and founding Director of the TLC/UAC, well known for her work on assessment of student-learning outcomes and educational effectiveness,

facilitated the session. An outcome of this half-day session was the generation of multiple ideas that provided potential themes for the WASC accreditation process.

The Chair of the WASC Planning Committee developed a three-stage Policy Delphi survey process, using online surveys and feedback to identify the characteristics of the CSUB graduate, the proposed themes for the WASC accreditation, and the status of the University with regard to the WASC standards. The three stages of the survey took place from April 2006 to July 2006 and October 2006 to December 2006. Faculty, staff, administrators, students, alumni, advisory board members, and community members all participated. Total responses for the three surveys varied from 61 for the third stage to 312 for the second. Response rates averaged 2 percent for students and community members, 7 percent for faculty and staff, and 15 percent for administrators (see [Appendix B](#) for an executive summary of the three reports).

Drawing on previous strategic planning exercises and his own initiatives, President Mitchell presented draft strategic goals and objectives in September 2006 as part of his address to the campus community during University Day (see [Appendix A](#) for draft strategic goals). The WASC Steering Committee examined the learning objectives, themes, and strengths and weaknesses about the WASC standards and concluded that the results of the year-long WASC development process had generated an accreditation roadmap very close to the President's strategic directions for the University. The Steering Committee made the decision to organize five WASC Work Groups corresponding to each of CSUB's five strategic goals. The five WASC Work Groups drew their membership from the WASC Planning Committee and more than 70 key faculty, staff, and administrators identified by the Steering Committee.

The WASC Work Groups received their charge in November 2006. The primary leads for each Work Group attended the WASC Proposal Workshop in January 2007 at California State Polytechnic University, Pomona. The Steering Committee presented the Work Groups the outcomes from the three-stage Policy Delphi survey process summarizing the strengths and weaknesses of CSUB under the WASC standards organized by strategic goal. The Committee charged the Work Groups with identifying current programs and activities associated with their respective goal and three objectives, identifying new programs and activities that might further CSUB toward better achievement of the goals and objectives, developing outcome measures for each objective, and developing or identifying the culture of evidence necessary to determine the effectiveness of the initiatives. After initial organizational meetings in November 2006, the five Work Groups met several times from January 2007 to March 2007 (see [Appendix D](#) for the WASC Workgroup reports). Using evidence from the proposal development process, the Steering Committee developed the strategic framework for the accreditation process. The Chair of the Planning Committee drafted the proposal.

The President's Cabinet and other key leaders of the University played a critical role in all of the stages of the process. The President provided strategic direction to the process through the University's vision and the development of the five strategic goals and the three objectives for each strategic goal and met with the Steering Committee and Work Group Primary Leads concerning the progress of the proposal. The Provost initiated the proposal process, attended the WASC Proposal Workshop in January 2006, met quarterly with the Steering Committee, and provided feedback on the work products at various stages of the proposal process. The Vice President of Student Affairs, Associate Vice President for Enrollment Management, the Interim Associate Vice President of Faculty Affairs, the Director for the Faculty TLC and University Assessment Center, Department Chair for Philosophy and Religious Studies, and the Special Assistant to the Provost for Academic Planning (formerly Associate Vice President of Academic Programs) served on the Steering Committee that met weekly, and all members provided important input on the development of the strategic framework for the accreditation.

## **B. FRAMING THE REVIEW PROCESS TO CONNECT THE CAPACITY AND EDUCATIONAL EFFECTIVENESS REVIEWS**

### ***B.1. Overview and Goals for the Accreditation Review Process***

This section outlines the strategic framework for our multi-year process of self-reflection, evaluation, and change. The model focuses on the achievement of student-learning and community-engagement outcomes through university alignment and campus culture. University alignment and campus culture will serve as the main themes for the Capacity and Preparatory Review. CSUB cannot achieve educational effectiveness without the alignment of

the vision, mission, and strategic goals to all elements of the University's infrastructure and without the development of a campus culture of mutual respect, shared responsibility, and accountability that derives its power from a university-wide acceptance of CSUB as a student-learning-centered institution.

Student learning and community engagement will serve as the main themes for the Educational Effectiveness Review. The current accreditation cycle will advance CSUB's commitment to student-learning outcomes by developing university-wide learning outcomes, focusing initially on the "Golden Four" of critical thinking, critical writing, critical speaking, and mathematical reasoning. A university-wide assessment plan will allow the development of rubrics for these and other critical outcomes. The second theme of the EER will focus on community engagement. Engagement means the values, behaviors, and strategies that link the University to the community and global environment and develop learning experiences that both engage student learning and improve the quality of life in the community. For the community-engagement theme of this accreditation, CSUB will develop curricular, co-curricular, and extra-curricular activities and programs that both engage student learning and improve the quality of life in the local and global community.

The remainder of the section examines the questions that each theme will address. CSUB will draw on the University Council, the Assessment Council, the WASC Work Groups (including faculty, staff, administrators, and alumni), the student government association, and the wide range of community and advisory board members to develop four research teams that will coordinate the efforts for each theme. The University Council will oversee the research teams evaluating university alignment and campus culture. The Assessment Council will supervise the research teams examining student learning and community engagement. Examples of outcomes and sample indicators accompany each theme. This model should provide CSUB with a structure and process to self-reflect, evaluate, and make appropriate changes.

## **Strategic Frame: Achieving Student Learning and Community Engagement through University Alignment and Campus Culture**

### **Capacity and Preparatory Review**

**Coordinating Organizations:** University Council with University Alignment Research Team, Campus Culture Research Team, Assessment Council, and Institutional Planning and Research

*Theme 1 (University Alignment): Does the University effectively align its programs, policies, procedures, processes, and resources with its vision, mission, and strategic goals?*

*Theme 2 (Campus Culture): Does the University create and sustain a campus culture of mutual respect, shared responsibility, and accountability that is committed to student learning and community engagement?*

**Overall outcomes of the Capacity and Preparatory Review:**

- 1) CSUB strategic plan,
  - a. CSUB assessment and community-engagement plan,
  - b. CSUB plan for first-year students,
  - c. Alignment of outcomes, resources, processes, and procedures to strategic and assessment plans, and
- 2) Measurable improvement in quality of campus culture.

### **Educational Effectiveness Review**

**Coordinating Organizations:** Assessment Council with Student-learning Research Team, Community-engagement Research Team, University Council, and Institutional Planning and Research.

*Theme 3 (Student Learning): Does the University effectively engage the student in knowledge acquisition, skill development, self-actualization/personal development, and readiness for change, especially during the students' first-year experience at CSUB?*

*Theme 4 (Community Engagement): Does the University effectively support faculty, staff, and students in their efforts to enhance the quality of life in the University's service community?*

## **Overall Outcomes of the Educational Effectiveness Review:**

- 1) **Improvement in learning outcomes.**
  - a. General education (“Golden Four,” ethics, diversity, technology, personal development, and community involvement),
  - b. Improvement in discipline-based knowledge and skills,
- 2) **Improvement in community engagement.**
  - a. Increase in number of service learning courses and internships.
  - b. Improvement in student community participation from service learning and internships.
  - c. Improvement in outcomes for target populations of service learning and internship projects.
  - d. Improvement in college eligibility and college attendance rates.
  - e. Improvement in faculty and staff interaction in community.
  - f. Improvement in community satisfaction with CSUB.

## ***B.2. Approach for the Capacity and Preparatory Review***

The University Council with the University Alignment and Campus Culture Research Teams will address the WASC Core Commitment to Institutional Capacity. The Assessment Council, Student-learning and Community-engagement Research teams will provide support. CSUB must demonstrate that it functions with clear purposes and policies, high levels of institutional integrity, fiscal stability, and organizational structures and processes to fulfill its vision, mission, and strategic goals. In consultation with the WASC Steering Committee, each research team will examine the detailed research questions of its theme and determine their completeness and their relationships to the WASC Standards (especially Standards 1, 3, and 4). The research teams will document and disseminate their deliberations and will draft reflective essays built on the key research questions.

CSUB governance committees and the university administrative leadership will review the work of the research teams and take appropriate action to improve the University’s commitment to institutional capacity. This process will involve faculty, staff, students, and administrators.

### **University Alignment**

***Theme 1: Does the University effectively align its programs, policies, procedures, processes and resources with its vision, mission, and strategic goals?***

Some of the most critical weaknesses identified in the Policy Delphi surveys and WASC Workgroups dealt with the alignment of the University’s activities to its vision, mission, and strategic goals. To improve student learning and community engagement, all programs, departments, personnel, and resources must support the strategic goals and objectives of the University. Alignment will require the development of an integrated infrastructure for assessing our progress in matching our actions to our intentions.

**The University Council and University Alignment Research Team will coordinate the following topics as well as others that may develop:**

1. **How effectively do academic and academic support program goals and objectives and their student-learning and development goals and objectives align with the CSUB vision, mission, and strategic goals? University Council, University Alignment Research Team, Student-learning Research Team, Community-engagement Research Team, University Program Review Committee.**
  - a. Outcomes:
    - i. University-wide learning objectives linked to the vision, mission, and strategic goals (WASC Standards 1.5, 2.3, 2.4, 2.5, and 2.6).
      1. “Golden Four,” critical thinking, critical writing, critical speaking, mathematical reasoning (primary focus).
      2. Ethics, diversity, and culture.
      3. Personal development and community involvement.

- ii. Development and implementation of university-wide assessment and community-engagement plan (WASC Standards 1.2 and 4.7).
    - iii. Development and implementation of Foundations of Excellence plan (WASC Standards 1.2, 2.1, 2.2, and 4.7).
    - iv. Continued implementation of Campus Actions to Facilitate Graduation (CAFG) plan.
    - v. Student-learning objectives for all academic programs (including distance and off-campus programs) linked to vision, mission, and strategic goals (WASC Standards 2.1 and 2.2).
    - vi. Alignment of student support, co-curricular, and extra-curricular programs (with special attention to advising) to vision, mission and strategic goals (WASC Standards 1.7, 2.3, 2.10, 2.11, 2.12, 2.13 and 2.14).
    - vii. Creation of scoring rubric for academic program review process (WASC Standard 2.7).
  - b. Sample indicators:
    - i. Percentage of courses that satisfy academic requirements using common scoring rubrics for “Golden Four” and other general education objectives.
    - ii. Percentage of departments and programs linking assessment of student-learning outcomes to university-wide assessment plan.
    - iii. Improvement in graduation rates following implementation of CAFG plan.
    - iv. Significant improvement in the percentage of undergraduate and graduate programs with learning outcomes, the percentage of programs with published learning outcomes, the percentage of programs using direct measures, and the percentage of departments and programs (including distance and off-campus programs) using assessment results for program improvement.
    - v. Percentage of programs receiving adequate scores on scoring rubric for academic program reviews.
    - vi. Student satisfaction levels with student support services, co-curricular activities, and extra-curricular activities.
2. **Does CSUB effectively allocate its fiscal and material resources to promote the CSUB vision, mission, and strategic goals? University Council, University Alignment Research Team, Administration, Faculty, and Staff.**
- a. Outcomes:
    - i. Development and implementation of CSUB strategic plan (WASC Standards 4.1, 4.2, and 4.3).
    - ii. Development and implementation of timely, effective, and transparent budgeting processes at all levels that reflect the strategic plan (WASC Standard 3.5).
  - b. Sample indicator:
    - i. Trends in program budget allocations given CSUB strategic priorities.
3. **Does CSUB actively link the hiring, development, and promotion of faculty, staff, and administrators to the CSUB vision, mission, and strategic goals? University Council, University Alignment Research Team, Administration, Faculty, and Staff.**
- a. Outcomes:
    - i. Development of staff handbook and implementation of staff hiring and development plan (WASC Standards 3.1 and 3.3).

- ii. Development and implementation of unit-level supervisory training program (WASC Standards 3.1 and 3.3).
  - iii. Revision and implementation of retention, tenure, and promotion guidelines to reflect engagement in student learning, especially first-year students, and assessment of student learning (WASC Standard 3.2).
  - iv. Expansion of faculty development and assessment resources in the Faculty Teaching and Learning Center (WASC Standard 3.4).
- b. Sample indicators:
  - i. Percentage of RTP guidelines with meaningful credit for engagement of student-learning and assessment activities under teaching, scholarship, and service.
  - ii. Percentage of faculty involved in curricular and co-curricular activities for first-year students.
  - iii. Percentage of staff with career plans under the staff development program.
  - iv. Percentage increases in internal and external monetary support for faculty research and development.

## **Campus Culture**

### ***Theme 2: Does the University create and sustain a campus culture of shared responsibility and accountability that is committed to student learning and community engagement?***

In its previous WASC reaccreditation, CSUB positioned itself as a student-learning-centered institution. Commitment to and a realization of shared responsibility and accountability are central to the goals of such an institution. The University community must not only accept the vision and mission, but it must understand and be integral partners in the establishment and maintenance of a culture of student learning and community engagement.

**The University Council and Campus Culture Research Team will coordinate the following topics as well as others that may develop:**

- 1. How effectively has the University disseminated its vision, mission, and strategic goals to the campus community and the larger service community? President, University Advancement, and Information Technology Services.**
  - a. Outcome: Community knowledge of and commitment to CSUB vision, mission and strategic plan (WASC Standard 4.8).
  - b. Sample indicator: Community climate indicators from periodic community surveys.
- 2. Does the University leadership promote campus-wide engagement to review and assess its progress in achieving the vision, mission, and strategic goals of the University? Administration, University Council, and Academic Senate.**
  - a. Outcome: Administration, faculty, staff and student commitment to CSUB vision, mission, and strategic plan (WASC Standards 1.2, 1.3, 4.6, and 4.7).
  - b. Sample indicators: Campus culture indicators from National Survey of Student Engagement (NSSE) and campus culture survey.
- 3. Does the University create settings that foster students' understanding of the intersection between domestic and global issues and their sense of responsibility as local and global citizens?**
  - a. Outcomes: Development and maintenance of a diverse faculty, staff, and administration; development and maintenance of diverse student body; broadened student knowledge of participation in the global environment; increased faculty, staff, administrator, and student tolerance for diverse points of view (WASC Standards 1.4 and 1.5).
  - b. Sample indicators: Percentage change in demographic categories of faculty, staff, students, and administration; percentage of students meeting adequate standards on GRE scoring rubrics; diversity and tolerance indicators from NSSE and campus culture survey.



4. **Does the University support and reward faculty, staff, and administrators for their activities in the continual development of CSUB as a student-learning-centered organization? Human Resources, departments, and Associate Vice President for Faculty Affairs.**
  - a. Outcome: Inclusion of assessment activities in staff and administrator development plans and departmental RTP guidelines (WASC Standard 2.4 and 3.3).
  - b. Sample indicator: Percentages of RTP guidelines and career plans containing reward structures for engagement in student learning, especially first-year students, and assessment of student learning.
5. **Does the University create a supportive work environment for the realization at all levels and across all units of shared responsibility and accountability? Human Resources, departments, and programs.**
  - a. Outcome: Supportive work environment (WASC Standard 3.3).
  - b. Sample indicator: CSUB scorecard measuring work environment.
6. **Does the University foster high quality teaching, research/scholarship, and service by the faculty and staff? Faculty, Departments, and University Review Committee**
  - a. Outcomes: Increased research productivity; greater faculty use of assessment and active learning; more faculty engagement in the larger community (WASC Standards 2.8 and 2.9).
  - b. Sample indicators: Average number of refereed publications or creative activities per faculty member; percentage of RTP files containing assessment or active learning materials; percentage of RTP reviews citing assessment and evaluation in review; percentage of RTP files identifying community engagement and service learning in the faculty service evidence.

### ***B.3. Approach for the Educational Effectiveness Review***

The Assessment Council, Student-learning, and Community-engagement Research Teams, with the assistance of the University Alignment and Campus Culture teams, will address the WASC Commitment to Educational Effectiveness. The University Council, University Alignment, and Campus Culture Research Teams will provide support. CSUB must provide evidence of clear and appropriate educational objectives and design at the institutional, school/division, and program/unit levels. CSUB must conduct ongoing systematic reviews (including data collection and analysis) that assure program delivery and student-learning outcomes appropriate to the degree or certificate awarded. In addition, academic support services must also conduct ongoing systematic reviews (including data collection and analysis) that assure student-learning and development outcomes that facilitate personal growth, interpersonal competence, and self-responsibility. In consultation with the WASC Steering Committee and the Assessment Council, each research team will examine the detailed research questions of its theme and determine their completeness and their relationships to the WASC Standards (especially Standards 2 and 4). The research teams will document and disseminate their deliberations and will draft reflective essays built on the key research questions.

CSUB governance committees and university administrative leadership will review the work of the research teams and take appropriate action to improve the University's commitment to educational effectiveness. The process will involve faculty, staff, student, and administrative governance committees.

## **Student Learning**

***Theme 3: Does the University effectively engage the student in knowledge acquisition, skill development, self-actualization/personal development, and readiness for change, especially during the students' first year at CSUB?***

In its previous WASC reaccreditation, CSUB positioned itself as a student-learning-centered institution. CSUB has developed an extensive inventory of program goals and objectives, assessments of program goals and objectives, and individual department actions in the University Assessment Center's library. CSUB must take the next step and incorporate routine assessment of overall student-learning and development outcomes into the overall strategic plan for the University.

The Assessment Council and Student-learning Research Team will examine the following topics as well as others that may develop:

- 1. How effectively are the university requirements for the baccalaureate degree, including General Education, American Institutions, and Gender, Race and Ethnicity (GRE), linked with student engagement, academic success, and personal development? Faculty, Departments, Associate Vice President of Academic Programs, Committee on Academic Requirements and Standards (CARS), and General Education subcommittees.**
  - a. Outcomes: Comprehensive, integrated general education program (WASC Standard 2.2).
  - b. Sample indicators: Percentage of general education courses using scoring rubrics that apply across the curriculum (especially the “Golden Four,” American Institutions, and GRE); percentage of academic programs using scoring rubrics, portfolios, or summary tests to evaluate achievement of learning outcomes; percentage completing remediation within one year; retention rates; graduation rates.
- 2. How effectively do the CSUB academic programs, especially in the student’s first year at CSUB, foster critical reasoning, problem solving, literacy, information competency, and lifelong learning skills by graduation? Faculty, Departments, Associate Vice President of Academic Programs, and CARS.**
  - a. Outcomes: Significant improvement between first year and graduation year in each of these areas; significant improvement between first-year cohorts (WASC Standard 2.2).
  - b. Sample indicators: Percentage of students meeting adequate levels of performance on scoring rubrics for each of these skill areas; percentage of students meeting acceptable levels of performance on Collegiate Learning Assessment; value added on Collegiate Learning Assessment.
- 3. How effectively do the academic programs foster discipline-based and career-based reasoning and analysis? Faculty, Programs, Departments, and Associate Vice President of Academic Programs.**
  - a. Outcomes: Percentage of graduating students meeting departmental or program learning outcomes (WASC Standards 2.2, 2.5, and 2.6).
  - b. Sample indicators: Percentage of graduating students meeting adequate levels of performance on departmental or program scoring rubrics, portfolios, or exit examinations.
- 4. How effectively do the academic support programs foster personal growth, interpersonal competence, and self-responsibility? Vice President for Student Affairs, Faculty, and Staff.**
  - a. Outcomes: Development and implementation of learning outcomes for academic support units, co-curricular activities, and extra-curricular activities; development of scoring rubrics for personal growth, interpersonal competence, and self-responsibility; identification of percentage of students meeting adequate standards of performance (WASC Standards 2.11, 2.12, and 2.13).
  - b. Sample indicators: Existence of scoring rubrics; improvement over four years in percentage of students meeting adequate standard on rubrics.
- 5. How effectively does the CSUB experience, especially the first-year experience, integrate the student’s academic learning and personal development and promote citizenship and community participation? Faculty, Departments, Associate Vice President of Academic Programs.**
  - a. Outcomes: Development and implementation of learning outcomes for citizenship, civic engagement, and community participation in service learning courses (No WASC Standards).
  - b. Sample indicators: Percentage of students meeting adequate standards on learning outcomes in service learning courses.

## **Community Engagement**

***Theme 4: Does the University effectively support faculty, staff, and students in their efforts to enhance the quality of life in the University’s service community?***

Engagement in the larger San Joaquin Valley community has always been one of the primary elements in CSUB's strategic vision. The University's research centers, professional schools, the visual and performing arts programs, and intercollegiate athletics have played significant roles in enhancing the quality of life in the Bakersfield area and for the southern San Joaquin Valley. For its current accreditation, CSUB must document and assess the quality of its interactions and collaborations with the larger community and its contributions toward improving the quality of life in the region.

**The Assessment Council and Community-engagement Research Team will examine the following topics as well as others that the team may develop:**

- 1. How effectively does the University collaborate with school districts and community colleges to increase college eligibility and college attendance rates? Four Academic Schools, University Outreach, Faculty, and Administration.**
  - a. Outcomes: Coordinated programs with school districts and community colleges (No WASC Standards).
  - b. Sample indicators: Four-year increases in college eligibility and college attendance rates among graduating Kern County high school juniors and seniors.
- 2. How effectively does the University create and support partnerships that facilitate regional economic growth and development? University Advancement, School of Business and Public Administration, Faculty, and Administration**
  - a. Outcome: Partnerships with community organizations (No WASC Standards).
  - b. Sample indicators: Number of partnerships, number of jobs generated by partnerships, net profits from economic activities linked to university–community partnerships.
- 3. Does the University support and reward faculty, staff, and students for service learning that enhances the quality of life in the University's service community?**
  - a. Outcome: Increased use of service learning and internships in academic courses and programs; increased use of service learning and internships in faculty and staff development plans (No WASC Standards).
  - b. Sample indicators: Percentage of courses with service learning components; percentage increase of internships; percentage of RTP files and staff career plans with service learning components and internship sponsors.
- 4. Does the University actively promote community interest in theatre, music, visual arts, literature, culture, ethical and social issues, and intercollegiate athletics?**
  - a. Outcomes: Increased numbers of events for theatre, music, visual arts, literature, culture, and ethical and social issues on campus; improved community knowledge of and attendance at these events; completed transition to Division I for intercollegiate athletics (No WASC Standards).
  - b. Sample indicators: Periodic community survey results; attendance at events.

## **C. Demonstrating a Feasible Plan of Work and Engagement of Key Constituencies.**

### ***C.1. Workplan and Milestones.***

The Capacity and Preparatory Review site visit is fall 2009. The Self-Study report will be due three months earlier (July to September 2009). The Educational Effectiveness Review site visit is spring 2011. The Self-Study Report is due three months earlier (January to March 2011). The workplan and milestones appear below.

#### **Year 1 – September 2007 to December 2008**

During the first year, CSUB will focus on the restructuring of the University Council and Assessment Council and the revision of their responsibilities and authorities; the establishment of the four research teams; and the development of a comprehensive strategic plan (including assessment, community engagement, budgeting, and

academic program review plans). Human Resources will begin supervisory training and the creation of a staff development plan. In addition, the groups and teams will begin work on the “Golden Four” rubrics and academic program review rubric. Departments and programs will develop learning objectives and assessment plans if incomplete.

- **September – October 2007:** Administration restructures University Council and Assessment Council and revises their responsibilities and authority.
- **September 2007 – October 2007:** The President and all elements of the university community initiate formal strategic planning process by the appointment of strategic planning committee.
- **September 2007 – December 2007:** CSUB administers National Survey of Student Engagement and Collegiate Learning Assessment.
- **September 2007 – December 2007:** Human Resources department begins training program for supervisory personnel on staff development.
- **October 2007:** Administration appoints a staff development committee.
- **October 2007:** WASC Steering Committee, University Council, and Assessment Council recruit and train University Alignment, Campus Culture, Student-learning, and Community-engagement Research Teams.
- **October 2007 – March 2008:** Student-learning research committee develops “Golden Four” scoring rubrics with assistance from CARS, its subcommittees, and faculty responsible for these courses.
- **October 2007 – March 2008:** Campus Culture Research Team begins development of community attitudinal survey and campus climate survey.
- **October 2007 – December 2008:** Departments and programs with incomplete assessment plans begin process of identifying student-learning goals and objectives and developing direct measures of assessing student learning.
- **October 2007 – December 2008:** Strategic planning committee initiates strategic plan, assessment plan, community-engagement plan, academic program review revision, and budget process revision as part of the strategic planning process.
- **October 2007 – March 2009:** Staff development committee develops staff development plan, staff handbook, and CSUB scorecard on work environment.

## **Year 2 – January 2009 – December 2009**

During the second year, CSUB will finish development of its strategic plan; administer the “Golden Four” rubrics in appropriate general education classes; administer the community and campus climate surveys; begin development of rubrics for other courses satisfying university requirements for a degree; complete alignment of departmental assessment plans; and develop and submit the Capacity and Preparatory Review.

- **January 2009 – March 2009:** The Campus Culture Research Team will administer and compile the community and campus culture surveys.
- **January 2009 – March 2009:** Strategic planning committee finalizes strategic plan (and all components).
- **January 2009 – March 2009:** Unit supervisors implement staff development plans and begin creation of staff career plans.
- **January 2009 – June 2009:** Faculty will administer “Golden Four” scoring rubric in appropriate general education classes. Student-learning Research Team and CARS will evaluate the results.
- **January 2009 – June 2009:** The Student-learning Research Team with CARS and its subcommittees will develop rubrics for other courses satisfying university degree requirements.
- **January 2009 – June 2009:** Departments and programs complete assessment plans and use feedback to promote program improvement.
- **March 2009:** Staff development committee administers, compiles, and disseminates CSUB Scorecard.
- **March 2009 – June 2009:** Administration begins implementation of alignment components of strategic plan.
- **March 2009 - June 2009** – Campus Culture team establishes and disseminates benchmarks for community and campus climate.
- **June 2009** – University Alignment Research Team evaluates CSUB progress on University Alignment theme, including budgeting process and academic program review process.
- **June 2009** – Student-learning Research Team evaluates completeness of assessment system.
- **June 2009** – Community-engagement Research Team evaluates initial implementation of community-engagement plan.

- **July 2009 – September 2009:** WASC Steering Committee and research teams prepare Capacity and Preparatory Review self-study with input from the University Council and Assessment Council.
- **September 2009 – December 2009:** Capacity and Preparatory Review site visit.

### **Year 3 – January 2010 to December 2010**

During the third year, CSUB will implement the new general education scoring rubrics, portfolios, or examinations. The university will also evaluate the success of “Golden Four” rubrics, the overall departmental success in achieving discipline-based learning outcomes, and the effectiveness of community-engagement and service-learning programs.

- **January 2010 – March 2010:** Faculty will implement new rubrics for courses satisfying university requirements.
- **January 2010 – March 2010:** Campus Culture Research Team (or Institutional Planning & Research) administers, compiles, and disseminates community and climate surveys.
- **January 2010 – March 2010:** Staff Development Committee administers and compiles CSUB Scorecard.
- **January 2010 – September 2010:** Student-learning Research Team collects, compiles, analyzes, and reports “Golden Four” learning outcomes and discipline-based learning outcomes.
- **January 2010 – September 2010:** Community-engagement Research Team collects, compiles, analyzes, and reports community-engagement learning outcomes.
- **October 2010 – December 2010:** University Council uses university alignment outcomes data, climate survey results, and CSUB Scorecard to measure improvement in alignment and culture, identify strengths and areas of improvement, and develop action plan to implement further change in alignment and culture.
- **October 2010 – December 2010:** Assessment Council uses “Golden Four,” other university requirements, and discipline-based assessment results to evaluate student learning and community engagement, identify strengths and weaknesses, and develop an action plan to implement further change in learning and engagement.

### **Year 4 – January 2011 to June 2011**

During the fourth year, CSUB will compile the Educational Effectiveness Review self-study and prepare for the Educational Effectiveness site visit.

- **January 2011 – March 2011:** WASC Steering Committee and research teams prepare the Educational Effectiveness Review self-study with input from the Assessment Council and University Council.
- **April 2011 – June 2011:** Educational Effectiveness Review site visit.

## ***C.2. Effectiveness of Data Gathering and Analysis Systems***

The University’s data gathering and analysis system has two major components, the Office of Institutional Planning and Research and the University Assessment Center. Both operate under the administrative oversight of the Provost and Vice President for Academic Affairs. The Office of Institutional Planning and Research provides the University with information and analysis in support of budgeting, operations, planning, and policy determinations. Institutional Planning and Research maintains databases of historical and current data about the University, including applications, enrollments, retention rates, degrees granted, demographics, test scores, grades, courses, and outcomes. It also conducts surveys of students and faculty for program and service assessment and feedback for quality improvement. Institutional Planning and Research also provides consulting services to assist other campus units in assessing their programs and technical support in data analysis and reporting. The Office of Institutional Research and Planning also maintains diversity information about faculty, staff, and students on its website. In addition, the California State University Office of Analytic Services provides summary information on applications, enrollments, academic performance, proficiency, and graduation rates across the CSU system.

The primary task of the University Assessment Center is to create a culture of evidence at CSUB through meaningful, manageable, and sustainable assessments that lead to organizational improvement, especially for student learning and development. The University Assessment Center’s mission focuses on using the WASC accreditation process to move CSUB forward in achieving its vision of excellence; promoting and developing effective internal systems of data collection and analyses; and developing a wider base of assessment expertise among the faculty, staff, and administration. To these ends, the University Assessment Center Director serves on the WASC Steering Committee. In addition, the Center conducts departmental assessments on request, develops assessment templates usable by faculty and staff unfamiliar with assessment procedures, provides assessment

consultation to academic departments and academic support services, sustains a small grant program to support departmental and program assessments, and maintains a comprehensive CSUB assessment website that disseminates information on student-learning and development outcomes and program assessments.

Nearly all academic programs and a few academic support services units have student-learning and development objectives and outcomes posted on the CSUB Assessment website. Most academic and academic support units have program assessments conducted within the last six years. Several contain reports on decisions made based on the assessment information. However, the website does not contain complete information for student-learning and development goals and objectives for graduate programs, and not all assessments—student learning and development or program-level—are accessible to all segments of the University.

CSUB will increase the time-base of the University Assessment Center Director from half-time to full-time to facilitate on-going assessments of student learning and development. Both offices—Institutional Research and Planning and University Assessment Center—will focus on the alignment of assessment activities with CSUB's vision, mission, and strategic goals and objectives. The offices also will develop more effective external measures of University and program success in engaging the community and in producing educated and technologically skilled CSUB graduates who will contribute to the economic growth and development of the community and to the quality of life in the larger service community.

### ***C.3. Commitment of Resources to Support the Accrediting Review***

The President and the Provost have committed a budget to the ongoing assessment effort. They have also committed to making the University Assessment Center Director full-time so that this person will be an integral participant in both the WASC accreditation process and the long-term commitment of the University to student learning and development and to community engagement.

To increase university alignment across all the university requirements for the baccalaureate degree, including General Education, American Institutions, GRE, and the Roadrunner First-Year RUSH-A Program, the Academic Senate and the Administration have developed a Committee on Academic Requirements and Standards (CARS) whose function is to ensure that all the components of the first-year experience at CSUB have administrative structures, policies, procedures, student-learning goals and objectives, and ongoing systematic assessments of those student-learning goals and objectives. The activities of CARS will be a critical component of both the university alignment and student-learning themes.

The University Assessment Center will maintain and expand the assessment website to include (1) academic and academic support goals and objectives for student learning and development and (2) assessments of those student-learning and development goals and objectives for all academic programs, academic support services, and co-curricular and extra-curricular programs/activities. These assessment activities will foster the themes of university alignment, student learning, and community engagement.

CSUB has also committed to the use of several national and state assessment tests to develop short- and long-term measures of student success in their learning and development. These assessments include the National Survey of Student Engagement (NSSE), the Collegiate Learning Assessment (CLA) that focuses on undergraduate critical analysis skills, the Computer and Information Literacy Competency exam, the Foundations of Excellence assessment plan (developed for first-year students at CSUB based on a national program), and the Campus Actions to Facilitate Graduation program developed by the CSU. In addition, CSUB will use several student-learning outcomes developed for the professional accrediting organizations cited above.



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## **INSTITUTIONAL STIPULATION STATEMENT FOR THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

California State University, Bakersfield (CSUB) will use the review process to demonstrate its fulfillment of the Core Commitments to Institutional Capacity and to Educational Effectiveness. The university will engage in the process with seriousness and candor and ensure that data presented are accurate. CSUB guarantees that the Institutional Presentation fairly presents the institution.

CSUB has published and publicly available policies in force on institutional integrity, research, educational programs, faculty, library, students, and finances. CSUB will make such policies available for review on request throughout the period of accreditation. The institution will pay special attention to its policies and recordkeeping regarding complaints and appeals.

CSUB will abide by procedures adopted by the Commission to meet United States Department of Education (USDE) procedural requirements.

CSUB will submit all regularly required data, and any data specifically requested by the Commission during the period of Accreditation (or Candidacy).

CSUB has reviewed its off-campus programs and distance education degree programs to ensure that WASC has approved all programs as required by the WASC Substantive Change process.

Horace Mitchell, President

May 15, 2007

Date

## **Appendix A – CSUB Vision, Mission, and Draft Strategic Goals and Objectives**

### ***CSUB Vision***

By 2014-15, CSU Bakersfield will be the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement. Realization of our vision will be advanced by recruitment, development and promotion of excellent and diverse staff within an organizational culture committed to excellence in all areas.

### ***CSUB Mission***

California State University, Bakersfield, is a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. An emphasis on student learning is enhanced by a commitment to scholarship, diversity, service, global awareness, and life-long learning. The University collaborates with partners in the community to increase the region's overall educational level, enhance its quality of life, and support its economic development.

### ***Draft Strategic Goals and Objectives***

- **Goal #1: Extend Faculty and Academic Excellence and Diversity.**
  - Objective 1.1. Recruit, develop, retain, and promote an excellent and diverse faculty.
  - Objective 1.2. Develop new and ensure that existing academic programs are excellent and responsive to student, regional, and national needs, offering diverse intellectual perspectives and an awareness of the global environment.
  - Objective 1.3. Advance student learning and offer innovative approaches for faculty teaching, research, and creative activities by providing academic facilities and library, technology, and other academic resources.
- **Goal #2: Enhance the Quality of the Student Experience.**
  - Objective 2.1. Achieve student-learning and development outcomes.
  - Objective 2.2. Improve student retention and graduation rates.
  - Objective 2.3. Create a vibrant campus life which engages our diverse student body.
- **Goal #3: Strengthen Community Engagement**
  - Objective 3.1. Collaborate with partners in K-12 education and community colleges to advance educational achievement within the region, including increasing eligibility rates for college admission and college-going rates.
  - Objective 3.2. Partner with public and private organizations, elected officials, and other entities to support regional economic growth and development.
  - Objective 3.3. Collaborate with community partners to enhance the quality of life in the region.
- **Goal #4: Develop an Excellent and Diverse Staff**
  - Objective 4.1. Recruit, hire and develop excellent and diverse staff, supervisors, and managers
  - Objective 4.2. Advance the professional development of staff, supervisors, and managers through ongoing training and a performance accountability system that supports a culture of service to the campus community
  - Objective 4.3. Ensure appropriate levels of staffing commensurate with current and future campus needs.
- **Goal # 5: Develop a Campus Culture with a Sense of Community and a Commitment to Organizational Excellence**



- Objective 5.1. Promote a civil and collegial campus environment that values diversity and respect for differing views.
- Objective 5.2. Honor and celebrate the achievements of the campus community.
- Objective 5.3. Achieve institutional effectiveness with shared responsibility and accountability for the excellence of the University.

### **Extend Faculty and Academic Excellence and Diversity**

CSUB must recruit, develop, retain, and promote an excellent and diverse faculty. Second, CSUB must develop and support new academic programs committed to academic excellence and, at the same time, ensure that existing academic programs receive sufficient continuing support to achieve/maintain academic excellence. All programs, new as well as existing, must be responsive to student, regional, and national needs, offer diverse intellectual perspectives, and foster an enlightened awareness of the global environment and our integral roles in such an environment. Third, CSUB must advance student learning and support innovative approaches for faculty teaching, research, and creative activities by providing up-to-date instructional facilities, library and information resources, and technology resources.

### **Enhance the Quality of the Student Experience**

CSUB must achieve student-learning and development outcomes through its co-curricular and extra-curricular activities. While the University is committed to the learning and development outcomes for all its students, it will have special focus on its first-year students “in-transition,” i.e., first-time freshman students, new transfer students, and re-entry adult students. Secondly, CSUB is committed to improve student retention and graduation rates, which corresponds to one of the major initiatives of the CSU system. Finally, CSUB is committed to create and maintain a vibrant campus life that engages the University’s diverse student body to facilitate their development as productive citizens.

### **Strengthen Community Engagement**

The third goal focuses on the University’s links to the larger society. CSUB must continue to build upon its partnerships with K-12 education and community colleges to advance educational achievement and literacy (reading/writing, mathematics, and sciences) within the region, including increasing eligibility rates for college admission and college-going rates. Secondly, CSUB must join forces with public and private organizations, elected officials, and other entities to support regional economic growth and development by increasing the educated and technologically skilled workforce. Finally, CSUB must continue working collaboratively with community partners to enhance the “quality of life” in the region through the visual arts, music and theatre performances, intercollegiate athletics, and literary and cultural endeavors.

### **Develop an Excellent and Diverse Staff**

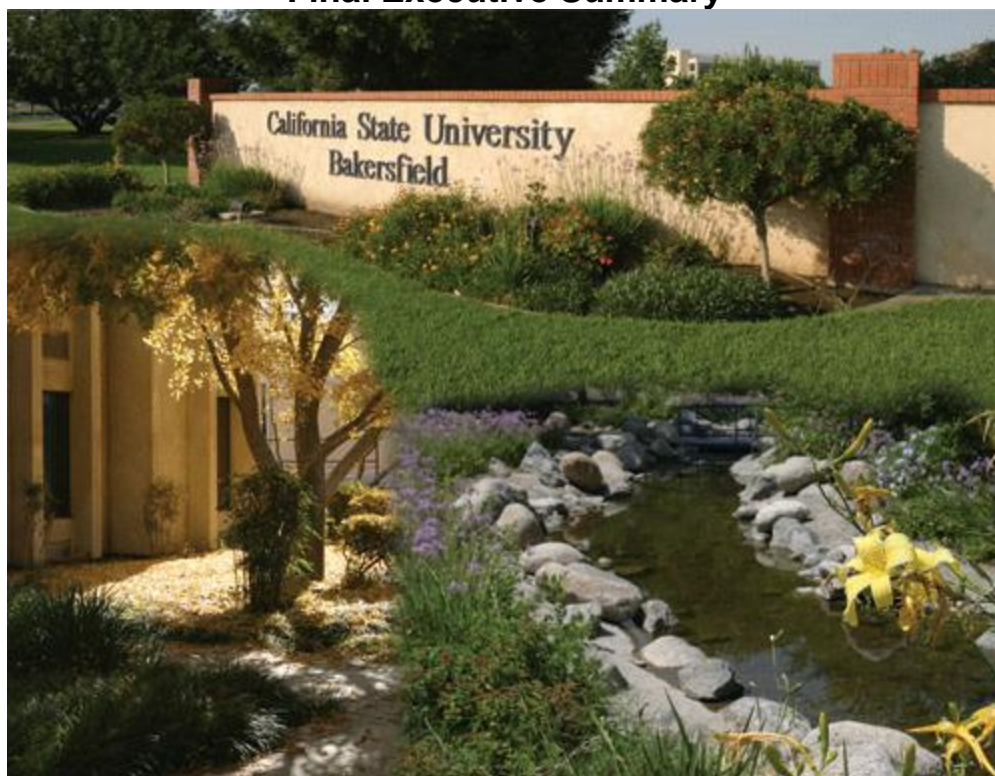
Much of the success of a university depends on the knowledge, skills, and commitment of its support staff. CSUB must continue to recruit, hire and develop excellent and diverse staff, supervisors, and managers. Secondly, CSUB must advance the professional development of staff, supervisors, and managers through ongoing training and a performance accountability system that supports a culture of service to the campus community. Finally, CSUB must ensure appropriate levels of staffing commensurate with current and future campus needs and provide appropriate compensation and recognition for the varied responsibilities accepted by our staff.

### **Develop a Campus Culture with a Sense of Community and a Commitment to Organizational Excellence**

The final goal recognizes the importance of a campus culture supporting shared responsibility and accountability for the development of the University as a student-learning-centered organization. To achieve this goal, CSUB must promote a civil and collegial campus environment that values diversity in all its aspects and fosters respect for differing views. Secondly, CSUB must honor and celebrate the achievements of the campus community, including faculty, staff, students, and alumni. Most importantly, CSUB must achieve institutional effectiveness with shared responsibility and accountability for the excellence of the University at all levels and across all units.



**Appendix B - Learning Outcomes, Educational Effectiveness, and  
WASC Standards – The Campus Policy Delphi  
Final Executive Summary**



**CSUB WASC Planning Committee  
Prepared by: R. Steven Daniels, Ph.D., Chair  
January 7, 2007**

## **Executive Summary**

### **Introduction**

What distinguishes a California State University, Bakersfield (CSUB), graduate? What knowledge, skills, and abilities should a CSUB student demonstrate on completion of a CSUB undergraduate or graduate degree? Is CSUB a learning organization defined by its mission and vision and committed to the development of thoughtful, creative, ethical, and responsible citizens? Respondents participated in a three-round Delphi exercise designed to identify areas of consensus and conflict concerning student-learning outcomes, educational effectiveness goals, and CSUB performance on four WASC accreditation standards.

- 1) Between 144 and 219 respondents answered one or more of the 106 closed-ended questions on the first survey. This represents approximately 9 percent of the faculty and administrators, 7 percent of the staff, and 2 percent of the students at CSUB. Forty-seven to ninety-four respondents answered the seven open-ended questions.
- 2) Between 207 and 312 respondents answered one or more of the closed-ended questions on the second-round survey. This represents approximately 7 percent of the faculty, 13 percent of administrators, 6 percent of the staff, 2 percent of the students, and 2 percent of the alumni, advisory board members, and community members with valid e-mails at CSUB. Twenty to sixty-six respondents answered the three open-ended questions.
- 3) Sixty-one respondents rated the effectiveness or importance of at least one of the forty-three WASC objectives or sub-objectives on the third survey. This represents approximately 5 ½ percent of the faculty, almost 18 percent of administrators, and nearly 6 percent of the staff.

The surveys identified learning outcomes, educational effectiveness themes linked to the CSUB strategic plan, strengths and weaknesses under the current WASC standards, and action recommendations.

### **Key Learning Dimensions**

- 1) **Critical reasoning** (3.5 on a scale of 4). This factor contained critical thinking, reading, writing, and speaking. In addition, the factor included most of the scales on problem solving, continual inquiry, and life-long learning.
- 2) **Discipline-based reasoning and analysis** (3.5). This dimension contained discipline- and career-based outcomes focusing on discipline-specific knowledge, research design and analysis, application to the real world, and career preparation.
- 3) **General education reasoning and analysis** (3.4). This dimension focused on general education and career-based outcomes that evaluated ethical frameworks, diversity, technology applications, and information management.
- 4) **Mathematical reasoning** (3.3). This factor contained all of the outcomes associated with mathematical calculations, mathematical applications, and mathematical reasoning.
- 5) **Engagement** (3.3). This factor included the outcomes on community engagement, self-knowledge, teamwork, and interpersonal skills.

### **Top Learning Outcomes**

- 1) The development of critical reasoning, problem solving, analysis, and synthesis skills (thinking, writing, reading, speaking).
- 2) The development of basic knowledge in a discipline.
- 3) The application of disciplinary knowledge to real-world problems.
- 4) The development and application of an ethical framework for real-world situations.
- 5) The promotion of self-actualization, individual development, emotional intelligence, and/or life-long learning.
- 6) The promotion of adaptability and the development of a future orientation.
- 7) The promotion of diversity, multiculturalism, and a global focus.

## **Educational Effectiveness Themes**

- 1) Promoting student development and success.
- 2) Commitment to a quality student experience in the classroom and campus facilities and extracurricular enrichment.
- 3) Creating an environment for students, faculty, and staff to establish community partnerships/collaboration in research, education, and service.
- 4) The promotion of faculty and academic excellence.

## **CSUB Strategic Goals**

- 1) Goal 1: Extend faculty and academic excellence and diversity (Theme 4).
- 2) Goal 2: Enhance the quality of the student experience (Themes 1 and 2).
- 3) Goal 3: Strengthen community engagement (Theme 3).
- 4) Goal 4: Develop an excellent and diverse staff.
- 5) Goal 5: Develop a campus culture with a sense of community and a commitment to organizational excellence (Theme 2).

## **Preparation for WASC Accreditation**

### **Goal 1: Extend faculty and academic excellence and diversity**

#### **WASC objectives with low CSUB performance**

- 1) **Standard 4.6.** Leadership commitment to use assessment and evaluation to improve performance;
- 2) **Standard 3.3.** Alignment of faculty and staff recruitment, workload, incentive, and evaluation practices at CSUB with the university mission and goals [also Goal 4];
- 3) **Standard 2.8.** Promotion of scholarship, innovation, and creative activity; and
- 4) **Standard 3.2.** Recruitment and retention of adequate qualified faculty to achieve educational objectives, oversee academic policies, and ensure integrity and continuity of academic programs.

#### **WASC objectives with high CSUB performance**

- 1) **Standard 1.5.** Recognition and tolerance of diversity in policies, programs, and practices [also Goal 5];
- 2) **Standard 2.2b.** Development and operation of peer-reviewed and professional certified graduate programs;
- 3) **Standard 2.2a.** Provision of baccalaureate degrees with both well-defined general education requirements and in-depth study in a major;
- 4) **Standard 2.7.** Adequate evaluation (with faculty oversight) of teaching and learning to ensure the achievement of student-learning outcomes;
- 5) **Standard 1.6.** Adoption of education as primary mission and autonomous operation as an institution of higher learning [also Goal 5]; and
- 6) **Standard 2.3.** Clear expectations for student learning in its academic programs, policies, and co-curricular experiences.

### **Goal 2: Enhance the quality of the student experience**

#### **WASC objectives with low CSUB performance**

- 1) **Standard 2.12.** Promotion of student understanding of program requirements and provision of timely, useful, and regular advising; and
- 2) **Standard 2.13.** Alignment of student support services with the needs of students and academic programs.

#### **WASC objectives with high CSUB performance.**

- 1) **Standard 2.10.** Periodic identification of the characteristics of its students and assessment of their needs, experiences, and levels of satisfaction.

### **Goal 3: Strengthen community engagement**

#### **WASC objectives with low CSUB performance**

- 1) None

#### **WASC objectives with high CSUB performance**

- 1) None

#### **Goal 4: Develop an excellent and diverse staff**

##### **WASC objectives with low CSUB performance**

- 1) **Standard 3.1.** Recruitment and retention of adequate qualified personnel to support programs and maintain operations; and
- 2) **Standard 3.3.** Alignment of faculty and staff recruitment, workload, incentive, and evaluation practices at CSUB with the university mission and goals [also Goal 1].

##### **WASC objectives with high CSUB performance**

- 1) None

#### **Goal 5: Develop a campus culture with a sense of community and a commitment to organizational excellence**

##### **WASC objectives with low CSUB performance**

- 1) **Standard 1.3.** Leadership performance, accountability, and responsibility;
- 2) **Standard 3.5.** Alignment of fiscal and physical resources to the mission; and
- 3) **Standard 4.2.** Planning processes that align academic, personnel, fiscal, physical, and technological needs with the strategic plan.

##### **WASC objectives with high CSUB performance**

- 1) **Standard 4.5.** Institutional research;
- 2) **Standard 1.4.** Promotion of academic freedom;
- 3) **Standard 1.5.** Recognition and tolerance of diversity in policies, programs, and practices [also Goal 1];
- 4) **Standard 3.9.** Maintenance of an independent governing board with sufficient authority to oversee organizational integrity, policies, and operations; and
- 5) **Standard 1.6.** Adoption of education as primary mission and autonomous operation as an institution of higher learning [also Goal 1].

### **Recommendations**

#### **Learning Outcomes**

- 1) Link both general education and discipline-based learning to real-world experiences.
- 2) Increase mentoring and interaction with students.
- 3) Develop common learning outcomes, best practices, and class and curriculum linkages to mission.
- 4) Maintain quality control of student outcomes.
- 5) Continue past successes in academic program development and further develop the CSUB focus on student-learning outcomes.

#### **Operations**

- 1) Focus improvement efforts on faculty knowledge and teaching skills.
- 2) Increase interdisciplinary communication and coordination.
- 3) Provide adequate funding to schools, departments, and programs and link funding to University, school, department, and program mission.
- 4) Improve recruitment, retention, workload, incentive, and evaluation practices for faculty and staff consistent with the CSUB strategic plan;
- 5) Improve leadership performance, accountability, and responsibility;
- 6) Improve the alignment of academic, personnel, fiscal, physical, and technological needs with the strategic plan;
- 7) More actively promote scholarship, innovation, and creative activity;
- 8) Provide timely, useful, and regular advising and better student support services to meet the needs of students and academic programs.
- 9) Highlight the institutional research program and continue successful student needs assessments.
- 10) Maintain and promote academic freedom.
- 11) Maintain and actively use CSUB decision-making autonomy to advance the CSUB mission.
- 12) Further develop the university focus on diversity.

The first and second rounds of the Campus Policy Delphi suggest that faculty, administrators, students, and staff at CSUB have a fairly clear set of expectations concerning student-learning outcomes. They clearly articulate appropriate actions that can be taken by faculty, departments, schools, and the University to achieve these learning

outcomes. They also clearly identify appropriate educational effectiveness themes that the University should pursue to enhance the success of its graduates. The third round of the Campus Policy Delphi suggests that faculty, administrators, and staff at CSUB have both positive and negative evaluations of CSUB's status on WASC accreditation standards. In general, the faculty, staff, and administration believed that CSUB faced the greatest performance deficits in several areas of personnel, leadership, alignment, scholarship, and student support. By contrast, the respondents believed that the university did well on institutional research, academic freedom, decision-making autonomy, diversity, program development and operation, student needs assessment, and learning outcome development.

*R. Steven Daniels*

*Professor of Public Policy and Administration*

*Chair, WASC Planning Committee*

## **Appendix C – Responses to Previous WASC Recommendations**

The WASC Accreditation Commission for Senior Colleges and Universities (Commission) issued its previous recommendations to CSUB on March 10, 2000. The Commission commended the University for developing “an innovative self study that enabled it to reflect on the ways in which it is using assessment and technology to enhance student-learning and to leverage the assessment and technology initiatives to speed and broaden them.” The Commission also noted CSUB’s development as a student-learning-centered university and a center for community engagement. To enhance further the University’s development of these goals, the Commission made several recommendations.

### **Sustaining Momentum**

While recognizing the importance of CSUB’s work in student-learning outcomes assessment and use of technology to support student learning that contributed to the University’s status as a student-learning-centered institution, the Commission believed that the University community must further discuss and develop the concept of student-learning outcomes. Without a wide understanding of, and commitment to, this concept of student-learning outcomes, it will not serve to link CSUB academic and academic support programs and activities to the University vision, mission, and strategic goals. The Commission expressed particular concern because of the impending changes in University leadership.

The hiring of a new President, Provost, Vice President of Student Affairs, school deans, and other senior-level academic administrators provided an opportunity to define further the University’s vision, mission, and strategic direction. The first step was the formal adoption of the University’s vision statement (see the previous section) in September 2004 by President Horace Mitchell, following positive recommendations from the Academic Senate, Academic Affairs Council, and President’s Cabinet. The second was the development of five (5) strategic goals and three (3) objectives for each strategic goal as presented in President Mitchell’s 2006 University Day Address. The third will be the development of a full strategic plan, following extensive campus-wide discussion of the strategic goals and objectives.

Despite the adoption of the new vision statement, CSUB still needs ongoing discussion and further development of the concept of a student-learning-centered institution. Alignment at all levels and across all units remains one of the University’s critical issues. CSUB must develop clear linkages among its diverse programs, policies, processes, and resources, with the University vision, mission, and strategic goals. The development of university-wide alignment at all levels and across all units will be one of the themes of the CPR.

### **Organizing for Learning**

The Commission commended CSUB for its work on student-learning outcomes assessment and its training and support for faculty assessment activities of student learning. It noted especially the progress in the School of Arts and Sciences. However, the Commission urged the School of Education and the School of Business and Public Administration to expand and focus their efforts on student-learning outcomes assessment. In addition, although most academic units at CSUB gathered assessment data, few units (with some notable exceptions) used the data in an ongoing systematic manner for making decisions about curricula, course sequencing and scheduling, and/or program requirements.

Since the issuance of the Commission’s Action Letter, CSUB divided the School of Arts and Sciences into two separate academic schools--the School of Humanities and Social Sciences and the School of Natural Sciences and Mathematics. In addition, the School of Education and the School of Business and Public Administration have implemented systematic processes for assessing student-learning outcomes as part of their respective accreditation processes. The University Assessment Center has developed an extensive database of goals, objectives, and assessments for all four of the academic schools and their respective departments/programs, as well as for numerous academic support services of the University.

In general, nearly all undergraduate academic programs and departments have published student-learning goals and objectives, including nearly all components of the General Education program. By contrast, only the Master’s degree programs in the School of Education and the School of Business and Public Administration have

published student-learning goals and objectives. The Master's programs in the other two schools do not have active computer links in the student-learning outcomes database. Similarly, none of academic support services has published student-learning and development goals and objectives that are accessible to the entire University community.

Assessment activities for student learning and development unfortunately have become more sporadic. The majority of academic programs have student-learning assessment reports published between 2000 and 2006. Most of these assessments use both direct and indirect assessment procedures, including published and locally developed tests (e.g., Business Administration), embedded assignments and course activities (e.g., Criminal Justice, English, Psychology, Teacher Education), portfolios (e.g., Art, Communications, Modern Languages), collective portfolios (e.g., Public Policy and Administration), and focus group interviews (e.g., Political Science, Mathematics).<sup>2</sup> Unfortunately, many of these reports are not accessible to the University community. In addition, few academic programs provide evidence that they use the data from these assessments for making decisions regarding the development of new curricula or revising existing curricula, sequencing and scheduling of courses, and/or program requirements.

Despite the absence of published student-learning and development goals and objectives for academic support services, all units have implemented some form of assessment. CSUB primarily uses these assessments to identify "problems", to improve service for their "customers" (i.e., students), and to gather information on the degree of "satisfaction" with services provided. In other words, most academic support programs use their assessments internally and do not provide access to the general University community.

The alignment of goals and objectives for all academic programs and academic support services at the program/unit level as well as at the school/division level with the University vision, mission, and strategic plan will be a critical element in the CPR. In addition, the publishing of student-learning and development goals and objectives for the Master's programs and academic support units so that they are readily accessible to the University community will be another critical element in the CPR. Successful alignment will also require the development and systematic assessment of student-learning and development goals and objectives for the University's co-curricular and extra-curricular programs. The development of common scoring rubrics and systematic assessments for the General Education curriculum and other university requirements for the baccalaureate degree and the widespread use of systematic assessments for all programs/activities implemented to improve student learning and development will be critical elements of the EER.

## **Technology as a means**

The Commission noted that CSUB had devoted considerable attention to the creation of a technology infrastructure for supporting student learning and development, but it also expressed concern that the technology initiatives did not effectively link to the University's vision, mission, and strategic plan. Since the last WASC review, CSUB has continued to develop and use new technologies to advance student learning. These developments have occurred in the areas of e-learning, instructional television, library services, and information resources. More importantly, these programs have assessed their customer service, the effectiveness of the technology in promoting student learning, and the quality of staff training. However, these assessments have occurred largely in response to specific problems and requests, and they have not reflected a broader assessment of these services with regard to the overall vision, mission, and strategic direction of the University.

The importance of technology to the overall strategic plan of the University will require CSUB to focus on aligning the application of technology for student learning to the University vision, mission, and strategic goals and objectives in the CPR. In addition, the quality of faculty, staff, and administrator training in these new technologies and their ability to develop linkages in the application of these technologies to the broader mission and strategic goals of the University will play a critical role in the evaluation of the campus culture in the CPR.

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<sup>2</sup> Drawn from the direct and indirect assessments activities identified by Mary J. Allen. 2004. *Assessing Academic Programs in Higher Education*. Bolton, MA: Anker Publishing Company, Inc.



## Diversity

The Commission notes that CSUB's mission "is clearly built upon a commitment to diversity in faculty and staff, in teaching a diverse population, and in developing an environment that enhances learning and individual development." CSUB has clearly demonstrated success in creating a hospitable campus environment that supports and respects diversity. The Commission recommended that the University expand its efforts on diversity and assessment to ensure continuation of a supportive learning environment for all student populations.

CSUB has continued its commitment to diversity in all its aspects. Diversity plays a critical role in the University's vision, mission, and strategic goals and objectives. Each academic school's mission statement places considerable emphasis on diversity, globalism, and multiculturalism. The baccalaureate degree at CSUB requires all undergraduate students to complete an approved course on gender, race, and ethnicity (GRE). In 2006, the university-wide GRE Committee revised the guidelines for the approval of GRE courses to include a substantial consideration of marginalized populations in the global or U.S. context; a theoretical foundation for the interplay of gender, race, and ethnicity; an in-depth exploration of the interplay of these three characteristics; and a comparison of the foreign and U.S. contexts of gender, race, and ethnicity. The Committee will implement a formal assessment process of all GRE-approved courses to evaluate their coverage of these principles and to assess student learning of these principles in these courses.

Systematic assessment of student learning of diversity issues has historically been sporadic at CSUB. Service Learning and Community Partnerships evaluated reflective essays from students enrolled in General Studies 207A, B, and C (Community Services Learning) and Psychology 397 (Psychology Internship) to identify the key concepts that students derived from their service learning experiences. Eight core concepts that were identified in the assessment process included a positive experience, career choices, citizenship, communication skills, personal change, disciplinary applications, ethics, and diversity. Citizenship, communication skills, personal change, and diversity speak directly to diversity learning outcomes in these students. Unfortunately, few other General Education and academic programs reported systematic assessments of their diversity-related objectives for their students.

The University operates within federal, state, and local diversity guidelines for the hiring, retention, and promotion of faculty and staff. Most faculty and staff hiring and development programs focus on demographic diversity rather than broader definitions of diversity. The University does not systematically evaluate the effectiveness of its hiring process and development programs in terms of diversity issues.

CSUB recognizes that the CPR will require systematic evaluation of diversity issues with regard to both university alignment and campus culture. The EER will require CSUB to focus on the systematic assessment of the effectiveness of the diversity learning outcomes across the curriculum.

## **Appendix D – WASC Workgroup Reports**

### ***WASC Workgroup #1. Extend faculty and academic excellence and diversity***

March 2, 2007

CSUB WASC Steering Committee  
c/o Provost Office  
Campus Mail

Re: Group #1 Recommendations for the WASC Institutional Proposal 2007

Steering Committee Members:

Attached is a worksheet that reflects the collective wisdom of the members of WASC Group #1: Extending Faculty & Academic Excellence as to the key themes to guide the WASC efforts over the next several years. While each of these areas is of importance to the campus community, we understand that the focus of the WASC efforts must be narrowed. With this in mind, we feel that the best way to approach the attached efforts is to consolidate and prioritize as follows:

#### Consolidate:

1. Create one resource theme by combining 1.1.2 (Resource acquisition and development) with the first two items in the third section (1.3.1: Technology upgrades and 1.3.2: Increasing specialized support).
2. Create one culture theme by combining 1.1.1 (Development of a supportive culture) in the first section with the second item in section two (1.2.2: Enhancing program operation) and the last item in the third section (1.3.3: Greening of our campus operations).

#### Prioritization:

1. Theme 1.1.2: Resource acquisition and development to support the educational mission
2. Theme 1.1.1: Development of a supportive culture to facilitate a rich & diverse university community
3. Theme 1.2.1: Enhancing program content/quality to encourage student learning

Should you have any questions about the above, please do not hesitate to contact us.

Sincerely,

Rachel Bzostek  
EJ Callahan  
Bob Carlisle  
Gene Clark  
Doug Dodd

Laura Hecht  
Marla Iyasere  
Carl Kemnitz  
Vandana Kohli  
Janet Millar

Anthony Nuno  
Don Oswald  
Maria Paleologou  
Beth Rienzi  
Jan Ruiz

John Stark, Chair  
Isabel Sumaya  
Emily Thiroux

**Table 6. Working Group I Recommendations for the CSUB WASC Proposal. Goal #1: Extend faculty and academic excellence and diversity**

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
1.1: Recruit, develop, retain, and promote excellent and diverse faculty	1. Development of a supportive, diverse culture, wherein newcomers receive supportive socialization, mentoring is the norm for those beginning new responsibilities, all processes and procedures are transparent, and scheduling/planning is a mindful process that values and enhances individual contributions and effort toward collective goals.	1a. Climate survey 1b. <u>Objective measures</u> to include: faculty service obligations, number of prep's per year, teaching schedules, and priority for research resources. 1c. Inventory mentoring systems and share best practices 1d. Measure and evaluate advising loads 1e. Survey efforts in socialization.	-Provost - TLC and the Assessment office -School Deans - Departments -General Website disclosure -ASI	Baselines will be established in each of the areas. These will be compared with follow-up data from ongoing data collection to look for trends. In addition, the baseline and trend data can be compared with external data from comparable environments.	-As support for a resource request to address deficiencies -As a basis for rewarding exemplary performance by a school or dept. -As a foundation for improvement plans -As a contribution to program reviews and administrator/chair evaluations	-Positive trends -Favorable comparisons with external baselines -Increased efforts to improve outcomes	-Fiscal constraints -Lack of buy-in -Lack of management guidance and support
	2. Resource acquisition and development is planned and implemented to prioritize the educational mission of the university by facilitating competitive recruitment, professional development (of all teaching faculty), academic research, and quality teaching.	2a. <u>Budgets</u> : built with honest disclosure and meaningful categories down to the dept. level, clear SFR targets buy school/dept., and open commitment to research support 2b. Logical space allocation to support education 2c. Monitoring release time for new faculty, chairs, research, etc. 2d. Open reporting on revenue (state funds and private fundraising)	-Provost -School Deans -Dept. Chairs -Website disclosure -ASI	The first step is development of a clearer reporting format for financial information. Next, historical data needs to be reformatted into the new reports. From this point, trends, progress toward goals, and comparisons with external benchmarks are all possible.	-Budget requests should be justified via the new format - Results can be used as a part of program reviews, as well as a contribution to administrator and chair evaluations	-Balanced budgets -Progress toward identified budget targets -Favorable comparison with external benchmarks	-Lack of Financial Staff buy-in -Lack of training for chairs and administrators in how to read and use budget data -Fiscal constraints

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
1.2: Develop new and ensure that existing academic programs are excellent, responsive to student, regional, and national needs, and offer diverse perspectives and an awareness of the global environment.	1. Enhancing Program Content/Quality by identifying guidelines for content and a set of common skills for development, supporting appropriate delivery (in class and via distance learning), and by effective assessment of learning outcomes in an environment of joint responsibility (faculty/student).	1a. Existence and alignment of program SLOs 1b. Active program assessment 1c. Progress toward stated program goals 1d. Use of discipline-based guidelines 1e. Existence and use of mechanisms for sharing best practices across campus 1f. External surveys of employers, community, and alumni for satisfaction with programs 1g. Develop, use, and assess skill-based and professional exit exams 1h. Stop-out studies to learn why students drop out of programs 1i. Compare and contrast delivery mode effectiveness (in class, ITV, online, etc.) 1j. Specifically evaluate the outcomes of remote campuses compared with the main campus 1k. Evaluate learning as a joint responsibility between faculty / students 1L. Track changes in student skill levels (pre/post) 1m. Track class sizes and student outcomes	-Provost -TLC and Assessment ofc. -School Deans -Dept. Chairs and faculty -Faculty Senate -ASI	Benchmarks will be established and progress will be tracked. In addition, comparisons can be made with external sources.	-Data acquired can be used in program review process -Funding decisions can be informed by program success and needs -Depts. can use the data in faculty development - Data can inform course and program development -Data can be used to guide development of a supportive learning community to build program excellence.	-Positive trends -Favorable comparison with external benchmarks - Stakeholder satisfaction with student outcomes	-Fiscal constraints - Lack of buy-in - Failure to use the data to make meaningful program and financial decisions
	2. Enhancing Program operation by reducing the “bunker” mentality across schools and depts., alignment of efforts across the campus, adoption of new programs only after establishing a valid constituent need, building appropriate support for existing programs, seeking equity in workloads across schools and depts., and conducting program reviews in a truly developmental spirit.	2a. Inventory and track integrating structures across and within schools 2b. Development of policies requiring and guiding needs assessment for new programs 2c. Evaluation of the efficacy of the current program review process through faculty surveys /qualitative outcome reviews. 2d. Evaluation of possibilities to streamline the program review process.	-Provost - TLC and the Assessment ofc. -School Deans -Dept. Chairs and faculty -Faculty Senate	-Alignment and evaluation efforts will be conducted for each program under review, with an emphasis on quality outcomes and coordination efforts with appropriate partners. - Guidelines for new programs to establish and justify the need for the program will be established and utilized - The program review process, itself, will be evaluated and adjusted as needed to facilitate quality program outcomes	- Administrators and Dept. Chairs can be evaluated on their efforts to enhance campus coordination as appropriate for their position - New programs should only be approved with sufficient and compelling need - Data should be used as a basis for revision of the program review process to increase its utility	-More efficient utilization of campus resources -Increase in inter-disciplinary programs and course acceptance -Fewer underutilized new programs -Increased satisfaction with and relevance of the program review process - Increased stakeholder satisfaction with campus programs	-Lack of buy-in -Failure to enforce new criteria -Fiscal constraints

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
1.3: Advance student learning and offer innovative approaches for faculty teaching, research, and creative activities by providing academic facilities, library, technology, and other academic resources	1. Technology upgrades: Installing, upgrading, and replacing technology to support faculty activities	1a. Updating the definition of a “Smart Classroom” 1b. All classrooms should be “smart” 1c. Upgrade and expand computer lab facilities 1d. Upgrade and establish a refresh cycle for faculty office machines. 1e. Train faculty members on use of new equipment.	IRTS with input from University committees and the Schools	Benchmark standards should be developed using models from other CSU/UC campuses and from professional groups. These benchmarks should then be compared to actual status, with “gaps” identified. Plans should then be developed to close the identified gaps.	Budgets should be impacted by the identified gaps to prioritize spending.	-Inventories of current rooms and equipment. - Review of compliance with established refresh cycles. - Satisfaction surveys among users.	Fiscal constraints
	2. Increasing the specialized support facilities for teaching and research	2a. Support for specialized collections (physical conservation area, reading rooms, acquisitions, and online access to primary sources). 2b. Expansion of the laboratory facilities and acquisition/up-grading of equip. 2c. Expansion and improvement of the theater and art areas (along with upgrading their equipment)	Department chairs as a part of faculty development efforts	Appropriate development plans should be set up for each faculty member, with progress on the plan tracked.	Requests for new equipment or technical resources tied to capability to use the requested materials.	- Outcomes tracked from use of the materials (research produced, classroom impact, etc.). - Satisfaction with training tracked	Individual faculty members’ time to participate in the training.
	3. Greening of our campus operations	3a. Establishment of baselines (i.e., carbon footprint, emissions, solid waste volume, shade area, etc.) 3b. Identification of appropriate benchmarks (AASHE, etc.)	- Provost - School Deans - Dept Chairs - Faculty - Community constituents	Current levels of support will be inventoried and a needs list developed. Projects will then be prioritized and funding committed to reduce the “gap” in needs.	Fund raising and capital budgets should be informed by this effort	-Reduction of the “wish list” - Satisfaction among constituent audiences -Utilization rates	-Fiscal constraints - Lack of buy-in
			- Campus administrators - Faculty -Students -Website disclosure	Establishment of baselines and improvement targets, with monitoring of progress.	-Included in the annual budget process -As a factor in building design and equipment purchases	-Improvement in baseline numbers - Continuing budget commitment -AASHE membership and participation	-Fiscal constraints - Lack of buy-in

## **WASC Workgroup #2. Enhance the quality of the student experience**

DATE: March 20, 2007

TO: CSUB WASC Steering Committee

FROM: Work Group #2

Leaders: Melanie Butler and Karen Stocker

Group Members: Dominique Apollon, Curt Asher, Ken Beurmann, LaKeysha Carter, Emerson Case, Gitika Commuri, Terry Dunn, John Emig, Bob Fallon, Kathleen Gilchrist, Pam Gomez, Rupayan Gupta, Rod Hersberger, Kristine Holloway, Roy Lafever, Kendyl Magnuson, Marisa Marquez, Jacqueline Mimms, Yvette Morones, Paul Newberry, Robert Provencio, Debby Rodrigues, Shelley Ruelas, Mary Slaughter, Luis Vega, Helga Wendelberger

RE: Group #2 Recommendations for WASC Self-Study Proposal 2007

Work Group 2 was charged with the following goal or theme: To Enhance the Quality of the Student Experience. Under this goal were three objectives: (1) extend student-learning and development outcomes through co-curricular and extra-curricular activities; (2) improve student retention and graduation rates; and (3) create a vibrant campus life which engages our diverse student body.

According to the Delphi report, two of our weaknesses as an institution follow: (1) promotion of student understanding of program requirements and provision of timely, useful, and regular advising, and (2) alignment of student support services with the needs of students and academic programs.

As we worked on our goal and began to flesh out the areas in which we felt the campus needed to focus energy and attention, objective 2 of the Campus Goal 2 and the areas identified as weaknesses 1 and 2 of the Delphi report began to coalesce into specific actionable ideas. We have extended the ideas found in the Delphi report to find out what is currently being done to address these weaknesses related to objective 2. We have outlined several recommendations for future actions in order to take a pro-active approach to addressing these needs through outreach and consistent monitoring and revision of our strategies as needed. These recommendations can be directed toward existing committees, departments, and efforts on campus, including the "CSU Access to Excellence," "Foundations of Excellence," and "CSU Facilitating Graduation 22-Points-of-Light" that are addressing some of these concerns.

In addition, we would like to recommend a movement toward objective 3 by implementing 3.2 and 3.1 over a longer period of time, during which we will continue the process of evaluation and re-direction as needed. Other engagement outcomes in objectives 1 and 3 could be considered as resources permit.

Attached is a chart reflecting the combined ideas and possible actions that we can see as addressing the quality of student experience on our campus. Of these ideas, we recommend the following WASC self-study focus and prioritization:

### **2.1 Improve the availability and quality of advising**—Timeline: immediate action over 2 years with ongoing assessment.

- a. Inventory of best practices among academic departments. Query each academic program about current advising practices to provide data to Academic Support & Student Services Committee (ASSSC). The ASSSC would then provide a variety of models for programs to choose from, reflecting the varied needs of programs of different sizes and heterogeneous concerns. Reward best practices, address problem areas.
- b. Systematically use road maps. Make sure courses that are needed to keep students on track to graduate on time are not canceled.
- d. Enforce mandatory advising in accordance with the recent resolution passed by the Academic Senate.
- e. Increase coordination among diverse groups (academic programs, enrollment management, CAMP, EOP, STAAR, AV advising center, etc.). Share outlines of advising recommendations for each student

(perhaps using a groupware program). We support the centralized advising model currently being considered by Enrollment Management as a supplement to academic programs advising.

#### Additional Notes on Engagement Outcome 2.1

In order to carry out 2.1.b. effectively, departments will need to connect each major's roadmap with actual course scheduling and establish a policy on core course offerings that are more "student friendly." In order to make advising run more smoothly, it will be necessary to communicate rules for academic progress, advising, registration, and deregistration. In addition to using email to do this, we can make use of the campus newspaper, taking care to avoid bureaucratic language. Other ideas that came up in our brainstorming sessions included "Reward" students when they "do the right thing"; do not implement course unit limits or change long-standing procedures without careful discussion of impact of policy change on students; and include items about these areas as FAQs on campus website.

Make advising available on-line (near the course schedule link) in the form of a chart showing the steps/prerequisites toward academic goals, broken out for lower and upper division and varying by major. Ensure that Degree Audit system for new PeopleSoft Campus Solutions clearly identifies each baccalaureate degree requirement, e.g., A1, A2, A3, A4, rather than just Area A for GE. Develop strategies for circulation of information related to advising (see 2.1.c).

Implement systematic advising workshops involving faculty, staff, evaluators, and articulation staff. While current budget may be prohibitive, it would help faculty advisors to have a help line staffed by evaluators to address articulation issues and other questions as they arise.

#### **2.4 and 2.2 Systematically address remediation issues in English and math; Increase tutoring services–**

Timeline: these two items should be addressed simultaneously with immediate action and ongoing assessment.

##### **2.4. c. Use summer, term breaks, and weekends for required "remediation"**

- a. Require participation in tutoring services. We understand that Title V funding may not be renewed. Campus needs to make sure that reading, writing, and math tutoring are continued at the current level, even if funding from Title V is no longer available. We understand that an ad hoc committee through the Provost's office is working on this.
- b. Ensure that every remedial student has some form of mentoring (through CAMP, EOP, STAAR, Title V, other peer mentoring, etc.)

##### **2.2. b. Require tutoring for 1<sup>st</sup> year courses with high rates of DFWI (look into on-line tutorials).**

**2.5 Implement plans for Foundation of Excellence for 1<sup>st</sup> year students**–Timeline: we understand that an action plan is due in spring with a timeline from the Foundations of Excellence Committee. We support this plan.

**2.3 Increase student mentoring**–Timeline: immediate action as supplement to tutoring with ongoing assessment; a, d, & f work with programs in the next 1-2 years; b, c, & e, 3 to 5 years for full implementation.

- f. Encourage programs to implement more informal opportunities for faculty, staff, and students to meet and discuss non-academic issues, e.g. civility, self-responsibility, professionalism, etc. In order to ensure departmental buy-in, this can be presented as an opportunity to increase student interest in major.
  - a. Expand current Roadrunner Faculty Mentor Program.
  - d. Schedule regular training workshops for faculty mentors and peer-mentors. If it is not already being done, lower-division instructors should have some training/criteria to identify students that are potentially at-risk and have some training in how to work with them.
  - b. Implement peer-mentoring for each major, especially for students in their 2<sup>nd</sup> year at CSUB. Instructors could recommend students who would be good peer mentors. Have a representative from tutoring services go into each lower-division classroom at some point in the school year to introduce themselves and their services to students. This could make seeking help less intimidating for students.
  - c. Implement "alumni-mentoring" for each major (2<sup>nd</sup> year students may be a specific target). This could include "job shadowing" or other informal "real-world" experience.
  - e. Provide additional on-campus employment opportunities for students (to lead to staff mentoring and increase access to mentoring services).

The following engagement outcomes in objective 3, while important to WASC endeavors, may lie beyond the scope of this assessment period. These items should be assigned to a group or committee for further consideration. We understand a group in Student Activities may already be working on 3.2.

**3.2 Increase student participation in activities sponsored by the ASI, Student Union, Career Development Center and Student Activities**–Timeline: move toward this goal now to reach full implementation in 10 years.

**3.1 Increase faculty/student attendance in department/program activities**–Timeline: move toward this goal now to reach full implementation in 10 years.

Objective 1 (Extend student-learning and development outcomes through co-curricular and extra-curricular activities) would require longer-range planning, and therefore we have not prioritized it among our recommendations to the WASC Steering Committee.

Having attended the WASC Institutional Workshop held in Pomona, we understand that for the purposes of the WASC self-study, the campus should narrow its focus to a maximum of three manageable goals. We strongly recommend that objective 2 from Work Group 2 be included among those goals, given that advising and student learning are common to WASC work groups, CSU Access to Excellence, Foundations of Excellence and the CSU Facilitating Graduation 22 “Points-of-Light” as key areas of focus.



**Table 7. Working Group 2 Recommendations for the CSUB WASC Proposal. Goal #2: Enhance the Quality of the Student Experience**

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
Objective 1: Extend Student learning and development outcomes through co-curricular and extra-curricular activities	<b>1.1 Increase service learning opportunities.</b> What needs to be done: a. Inventory what we are currently doing b. Convene “information workshops” for faculty on service learning and its benefits for student learning c. Systematically work with faculty on developing service learning components for their courses d. Create reward system for faculty who provide successful service learning experiences for students e. Recognize formally students who make valuable contributions through their service learning activities	1.1.a. Initial survey to academic programs regarding potential for increased use; survey to students to find out what was most useful	Service Learning Task Force (headed by John Dirkse) SL may have surveys of students		Inform SL about improvements needed  1.1.b & c. inform faculty of possible uses (could happen through the TLC)  1.1.e Contribution of students can be recognized at graduation or Outstanding Student brunch/event  Promote the campus to community through contributions of its students	Increase student participation and resume building opportunities	- no current director in office (position has been announced)  - resources or release time required for 1.1.d
	<b>1.2 Create learning communities</b> What needs to be done: a. Work with Dean of Undergraduate Studies, School Deans, & Departments to develop selected learning communities, possibly starting with 1 <sup>st</sup> -year students in the Roadrunner RUSH-A Program b. Provide necessary resources (faculty time, course scheduling, etc.) to implement the selected learning communities	(In development by RUSH-A/FYE Task Force)				Improve retention and engagement of students	- resources (1.2.b)
	<b>1.3 Increase student research &amp; creative activities</b> What needs to be done: a. Inventory what we are currently doing b. Determine how these students are recognized for their involvement in research & creative activities c. Survey faculty, staff, and students as to their knowledge of what students are doing in research & creative activities d. Survey faculty and students as to what more	1.3.a-b, e. Survey programs about current activities, rewards, and resources needed  1.3.c-d. Review results of survey	Undergraduate Studies and/or GRASP		To expand programs and involve more student	Same as above	Same as above

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<p>the programs should be doing</p> <p>e. Determine resources needed to accomplish recommendations/suggestions from faculty/student survey</p> <p>f. Develop hard-copy booklet and website of student scholarship, research, internship, service learning, and CSUB 105/305</p> <p><b>1.4 Create a “Presidential Internship” program to develop student leaders</b> What needs to be done:</p>	<p>sent to faculty, staff and students</p> <p>1.3.f. (print-out of booklet or website)</p> <p>(In development by RUSH-A/FYE Task Force) --CSUB 105/305</p>				Same as above	Same as above
Objective 2: Improve student retention & graduation rates	<p><b>2.1 Improve availability &amp; quality of advising</b> What needs to be done:</p> <p>a. Inventory of best practices among academic departments, Admissions and Records, and the Advising Center</p> <p>b. Systematically use road maps</p> <p>c. Disseminate information (electronic, printed, etc., on academic standing/progress, changes in requirements, etc.) Create and maintain a Frequently Asked Questions (FAQ) page about advising on the CSUB website; include video streaming to illustrate/support the FAQ. Questions arising from training and support workshops for advisors could be included on this site as well. Work with communications program to have their majors create a DVD on “good” vs. “poor” preparation for advising sessions as well as the</p>	<p>2.1.a. Inventory of best practices: Query each academic program about current advising practices.</p> <p>2.1.b. Track number of students not able to graduate on time because of a critical not offered</p> <p>2.1.b-g Exit interviews (revise to include Qs on items b- g)</p>	<p>Departments report to dean, reports to Academic Support and Student Services Comm. (ASSSC) in Acad. Sen.</p> <p>Institutional Planning compiles exit data relevant to each department &amp; sends to Departments</p>	<p>Consider motivations for “reverse transfer” and determine problem areas for advising.</p>	<p>ASSSC provides a variety of models for programs to choose from, reflecting the varied needs of prog. of diff. sizes and heterogeneous concerns.</p> <p>Reward best practices, address problem areas.</p> <p>Use data to improve course scheduling, quality and availability of advising, coordination among programs, for subsequent cohorts</p>	<p>More students get advising</p> <p>In later AYs fewer reports of delayed graduation.</p> <p>Increase in retention and timely graduation.</p> <p>Same as above</p>	<p>- Dept. “buy in”</p> <p>- low return rate of exit surveys</p> <p>- in some programs more faculty needed to offer full range of required courses</p> <p>- resources</p>

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<p>importance of getting advising vs. the danger of having no advising. Create two different DVDs (captioned for hearing impaired). One should be a 3-4 minute clip for presentation at Orientation, Advising, and Registration days, and a 15-20 minute presentation should be created for use in CSUB 101/301 and by various programs/units in their respective “introduction to major/careers” courses. Develop a hardcopy booklet and website of contributions by students, including scholarship, research, internships, service learning, CSUB 105 and 305; include office and contact person(s) information; distribute to all first-time freshmen and transfer students; and in outreach efforts. Use a student-friendly format, such as FAQs.</p> <p>d. Enforce mandatory advising e. Increase coordination among diverse groups (academic programs, enrollment management, Title V, CAMP, EOP, STAARS, AV advising center, etc.) f. Target specific student populations, specifically 1<sup>st</sup>-year, international, remedial, &amp; disabled students g. Coordinate career assessment and exploration b/w all advising groups, CSUB 101/301, and Career Development Center</p>	<p>including AV &amp; disabled students; survey “reverse transfer” students</p> <p>2.1.d. Track number of students advised</p> <p>After addressing these suggestions, track cohort of 1<sup>st</sup> time freshmen, EO 665, and transfer students through graduation.</p> <p>2.1.h Survey workshop participants</p> <p>Track number of students using</p>	<p>Advisors keep tallies; report to departments; depts. report to ??</p> <p>Entity(ies) in charge of workshops</p> <p>Advising Cntr; OASIS and AAC may have</p>	<p>Compare numbers of students advised before and after change in policy</p>		<p>Increased number of students completing developmental English/math and staying in school</p>	<p>needed to develop and administer “reverse transfer” survey and cohort of 1<sup>st</sup> time freshmen and transfer students - 2.1.d. dept. “buy in” (req. extra paperwork)</p>

Objective	Engagement Outcomes	Data/ Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<p>h. Develop regular training (workshops) &amp; support (evaluator help line) for faculty &amp; staff</p> <p><b>2.2 Increase tutoring services</b> What needs to be done: a. Require tutoring for “popular” LD courses b. Require tutoring (look into on-line tutorials) for 1<sup>st</sup>-year courses with high rates of DFWI c. Provide UD tutors in every major (tutors may receive course credit) d. Schedule regular training workshops for tutors</p> <p><b>2.3 Increase student mentoring</b> What needs to be done: a. Expand current Roadrunner Faculty Mentor Program b. Implement peer-mentoring for each major, especially students in their 2<sup>nd</sup> year at CSUB c. Implement “alumni-mentoring” for each major (2<sup>nd</sup> year students may be specific target) d. Schedule regular training workshops for faculty mentors &amp; peer-mentors</p>	<p>tutoring services; survey professors and students regarding current effectiveness;</p> <p>“Before and after” GPA, test scores, decreased DFWI rates, track “hits” on tutorial website</p> <p>Compare GPA of mentees and peer-mentors before and after instating peer mentoring programs</p>	<p>records</p> <p>2.3.a-b. Roadrunner Faculty Mentor Prog., STAAR, ETS, EOP/AAC, CAMP, Title V (etc.) and ??</p> <p>2.3.c Alumni Office</p> <p>2.3.a-d coordination among above offices</p>		<p>Improvement of future workshops</p> <p>Improve tutorials; focus greater emphasis on what works</p> <p>Improve mentor programs; increased number of students in formal programs;</p>	<p>Increase participation in workshops and increase retention and graduation rates</p> <p>Decrease in DFWI rates</p> <p>Greater use of tutoring services Increased retention of LD students</p> <p>Increased retention of LD students and engagement of UD students</p>	<p>- TLC does faculty advising training—no centralized training for staff. - Resources required for evaluator help-line</p> <p>- budget considerations – requires more student tutors</p>

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<p>e. Provide additional on-campus employment opportunities for students (staff mentoring &amp; increase access to mentoring services)</p> <p>f. Encourage programs and academic clubs to implement more informal opportunities for faculty, staff, and students to meet and discuss non-academic issues, e.g. civility, self-responsibility, professionalism, etc.</p> <p><b>2.4 Systematically address remediation issues in English &amp; Math</b> What needs to be done: a. Require participation in tutoring services b. Ensure that every remedial student has some form of mentoring (through CAMP, EOP, STAAR, Title V, etc.) c. Use summer, term breaks, &amp; weekends for required “remediation” d. Use EAP more effectively in the high schools</p> <p><b>2.5 Implement plans for Foundations of Excellence for 1<sup>st</sup>-year students</b> What needs to be done: a. Provide sufficient resources to implement the plans coming from the nine Dimension committees b. Provide sufficient resources for Roadrunner RUSH-A Program for all students “in-transition”—first-time freshman students and new transfer &amp; re-entry students c. Implement appropriate plans from the Dimension committees to address large % of 2<sup>nd</sup> year students NOT returning for their 3<sup>rd</sup> year, i.e., “sophomore slump.”</p>	<p>2.3.f. Qualitative--campus atmosphere improvement</p> <p>Timely completion of remedial courses</p> <p>Reduced need for remedial courses</p>	<p>2.3.e. President’s Office</p> <p>2.3.f. All offices on campus</p> <p>2.4.a. HUM 277 and related courses (to be developed); Open writing labs (OASIS) and open math labs (?? To be developed?)</p> <p>Foundations of Excellence Committee should determine means of assessment and use of findings</p>		<p>Increased informal contact between faculty/staff and students</p> <p>Better cost/benefit ratio—efficient use of resources</p>	<p>2.3.f. Qualitative--campus atmosphere improvement</p> <p>Timely completion of remedial courses</p> <p>Reduced need for remedial courses</p>	<p>- lack of oversight for all types of mentoring (faculty, peer, alumni)</p> <p>- resources</p> <p>- faculty/staff lack of knowledge to bridge walls w/students</p> <p>- Student lack of buy-in, lack of knowledge of how to tap into informal mentor network</p> <p>- resources</p>

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
Objective 3: Create a vibrant campus life which engages our diverse student body	<b>3.1 Increase faculty/student attendance in Department/Program activities</b> What needs to be done: a. Inventory what we are currently doing (lecture series, theatre/music performance, art shows, science/match activities, faculty/student research & creative activities, summer opportunities, employment opportunities, etc.) b. Survey faculty, staff, & students as to their knowledge & participation in these diverse activities c. Develop strategies for more effective publicity, provide “incentives” for attendance (e.g., credit for students), etc. d. Link activities to CSUB “vision” e. Create central office for scheduling university events f. Develop central site on campus for publicizing events, e.g., cafeteria g. Systematically include AV campus h. Reward departments for development of lecture series (lower costs of room, food, etc.) i. Develop talks on more “vernacular” topics of general interest j. Distribute vouchers to new students (esp. CSUB 101/301) to encourage attendance k. Look into PSAs, costs for advertisement off campus, increase on-campus advertisement in cafeteria, gallery of DDH, Student Union, and Dining Commons to announce events.	Estimate attendance of past events; keep accurate counts of attendance; track patterns in time/day of well attended events; brief exit surveys to see how students found out about events	Sponsor of events report to ??		Adjust scheduling and maximize successful advertising strategies	Increase attendance	- resources
	<b>3.2 Increase student participation in activities sponsored by the ASI, Student Union, Career Development Center &amp; Student Activities</b> What needs to be done: a. Inventory what we are currently doing (student club activities, intramurals, luncheons, Career Day, Career workshops, lectures/performances, etc.) b. Survey students as to their knowledge & participation in these diverse activities c. Develop strategies for more effective	Same as above	ASI, Student Union, Career Development Center, and Student Activities		To increase attendance	Increased Attendance and student engagement	- resources

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<p>publicity, provide “incentives” for attendance (e.g., credit for students), etc.</p> <p>d. Link activities to CSUB “vision”</p> <p>e. Create central office for scheduling university events</p> <p>f. Develop central site on campus for publicizing events, e.g., cafeteria</p> <p>g. Systematically include AV campus (provide transportation)</p> <p>h. Link activities with residential halls and dining commons</p> <p>i. Make scheduling/reservation process at Student Union more “student friendly”</p> <p><b>3.3 Take advantage of opportunities when the CSUB Recreation Center is opened</b> What needs to be done:</p> <p>a. Link activities to be developed to CSUB “vision”</p> <p>b. Link activities with new student residential halls, when they become operational</p> <p>c. Provide chairs and tables for “informal gatherings”</p> <p>d. Use as 2<sup>nd</sup> campus site for publicizing events</p> <p><b>3.4 Implement other campus-wide activities/changes</b> What needs to be done:</p> <p>a. “Market Day” around the holidays</p> <p>b. Provide more tables and chairs around campus, e.g., cafeteria, red-brick walkway, quad next to faculty towers, etc.</p> <p>c. Reduce “obstacles” in scheduling campus events</p> <p>d. Install events display on Stockdale Highway &amp; Camino Media and maintain currency</p> <p>e. Assign a student group to be responsible for some campus-wide activity each month</p> <p>f. Display student/faculty art work (paintings, sculpture, ceramics, drawings, prints, etc.) at some central site, e.g., cafeteria, Student Union, new Recreation Center</p>	<p>Use of center (numbers)</p>	<p>ASI, Dorm RAs, Student Activities, and PEAK?</p> <p>Needs coordinating committee</p>		<p>Use to inform recreation center scheduling</p>	<p>Same as above</p>	<p>- resources</p>

Objective	Engagement Outcomes	Data/ Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<p>g. Change time block schedule to have some “open times” during the week specifically for social events, informal gatherings, lectures, etc.</p> <p>h. Have a special AV day each academic term where AV students are “bussed” to main campus for activities (may be linked with recommendation of assigning student group to be responsible for the campus-wide activity)</p>						



### **WASC Workgroup #3. Strengthen community engagement**

Our nation's human capital is a valuable resource, and the quality of that capital is based primarily upon the success of our educational system. The higher the education level of our nation's population in general, the more efficient, productive, and valuable the human capital will be, ultimately translating into greater economic productivity, technology, and standard of living. *"Schooling and advancement of knowledge are both major sources of economic growth. It is obvious that they are not natural resources; they are essentially man-made, which means that they entail savings and investment. Investment in schooling is presently, in the United States, a major source of human capital"* (Schultz, 1963, *The Economic Value of Education*, p.46).

This view continues to be supported in California. Dr. Nancy Shulock, who, in her October 2006 report of the Institute for Higher Education Leadership & Policy at Sacramento State University, says, *"there is no substitute for an educated populace in California's drive for economic and social health"* (Shulock, 2006, *State of Decline: Gaps in College Access and Achievement Call for Renewed Commitment to Educating Californians*).

A 2005 CSUB Economic Impact Study conducted by Dr. Abbas Grammy at California State University Bakersfield (CSUB) also supports this view at the local level. Cal State Bakersfield has served a vital role in developing the human capital of the area. Dr. Grammy noted in the CSUB Economic Impact Report published in 2005 that CSUB both directly and indirectly significantly impacts the economy of Kern County. *"CSUB has [a] \$706 million impact on Kern County"* through the over 4,000 jobs the university contributes to the local economy and its direct and indirect spending of \$268 million in the county. Dr. Grammy also noted in his report of the study that CSUB helps increase the earning power of its graduates by \$145 million. Dr. Grammy concluded that *"\$1 of direct spending by CSUB creates an additional \$4.64 of income in Kern County."*

While the economic impact of the university on the region and its graduates is clear and significant, there is still work to be done. In September 2006 Robert Price noted in the Bakersfield Californian newspaper, *"you wonder about Bakersfield's brain drain, the city's lack of high-tech (and medium-tech) jobs and the dearth of cultural diversions. Is there a connection? You bet. An educated population affects all those things. It attracts employers looking for workers with university-level skill-sets. An educated population fires up the local economy by bringing higher-paying jobs. It gives homegrown talent, which too often goes away to college and never comes back, more incentive to stay home. It enlivens the cultural environment by creating patrons for museums, symphony halls and other arts venues -- further fortifying an environment likelier to attract desirable employers... Statewide, about 28 percent have four-year degrees. In Kern County, though, half that percentage -- just 14 percent -- have a university diploma. It won't get better anytime soon. In 2004-2005, Kern County's best high school seniors passed advanced placement tests -- one measure of college-readiness -- barely 20 percent of the time. Fresno County, by comparison, had 32 percent of its advanced-placement student pass the test. The state as a whole, 45 percent"* (The Bakersfield Californian, 09/13/06, Record 420095714). It is the mission of California State University, Bakersfield, to address important issues like these in our service region as the university strives to attain its goal of becoming the leading campus in the CSU by 2014-15.

#### **Goal #3: Strengthen Community Engagement**

An important component in achieving the University's mission is to strengthen community engagement by focusing on the following objectives: (1) collaborating with K-12 education and community colleges for increasing eligibility rates and college-going rates; (2) partnering with public and private organizations supporting regional economic growth and development; and (3) collaborating with community partners to enhance the quality of life in the region.

Community engagement with the university comes through the many programs and activities implemented through the university that serve and involve the community with the campus. This engagement with the community has often been initiated by individual faculty members or departments. This engagement has also been developed through university-wide initiatives such as the programs and activities of University Outreach and the Division I initiative. Community engagement is vital and necessary to both the university and the community.

In order to evaluate CSUB's engagement in areas identified by WASC Working Group III as exemplars of the university's engagement with the community, we have provided the following Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis.

In our SWOT Analysis, we will focus on only a few of the many examples of community engagement programs established by CSUB. These programs are listed under their respective goals:

## **Objective 1. Collaborating with K-12 education and community colleges for increasing eligibility rates and college-going rates.**

Programs Targeted:

1. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)
2. PIQE (Parent Institute for Quality Education)
3. Title V
4. Cal-SOAP (Southern San Joaquin Valley California Student Opportunity and Awareness Program)
5. TRIO (Educational Talent Search)

Strengths: These programs have been implemented successfully by the university. Some data are available to provide both current assessment of some of these programs and can be used for benchmark purposes. Kern County Superintendent of Schools and the school districts served by the university are already targeted in these programs. The university has committed resources to supporting these programs.

Weaknesses: The size of the region served by the university and the reality that university resources to develop the programs are limited suggests that in the future not all the programs can be fully implemented at all schools throughout the region served by the university. The staff and university resources for these programs are comparatively small and limit expansion of the programs even in some of the schools where they are currently in place. Not all programs have assessment data that can be used for benchmark purposes. Some programs do not have well-developed assessment plans or staff with time to devote to assessment.

Opportunities: There are many schools in the region in which to implement these programs. CSUB and school district staff members are enthusiastic and prepared to implement these programs if given more support. With the focus on CSUB's WASC proposal, specific objectives and assessment measurements can be created for these and other university programs to increase eligibility rates and college-going rates.

Threats: One of the largest threats comes from the dependability of sources of funding and limited budgets of CSUB and the university's partners (KHSD) in this endeavor. Competition for limited resources, primarily funding, is fierce, and CSUB is faced with competing for funds with a smaller staff than many other universities. Competition from junior colleges with lower fees might mean students we support with our programs will go elsewhere for their educations.

## **Objective 2. Partnering with public and private organizations supporting regional economic growth and development.**

Programs Targeted:

### **1. Public-Private Partnerships**

Three public-private partnerships are currently being developed. All have received preliminary approval from the CSU Board of Trustees.

- Bakersfield Adventures for the Mind, or BAM, a children's learning center for ages 4-12, proposed by Kern Community Foundation and Partners. A 35,000-square-foot facility would feature hands-on permanent and rotating exhibits, interactive education and recreational activities in a state-of-the-art center. It would also provide a teacher-training institute that would provide opportunities for CSUB in teacher training and education. The proposed site is adjacent to FACT, fronting Camino Media.
- Crisp & Cole Towers and Center of Excellence. Twin 31-story towers (24 stories per CSU trustees) linked by a "Sky Club," parking facilities, "Emergency Management Center of Excellence," and a child-care facility. The project would include a hotel, condominiums, and restaurants, parking for the proposed campus baseball stadium, and classroom and office space for CSUB. Proposed location is on the southwest quadrant of the campus.
- Gregory D. Bynum & Associates, a four-story, 100,000-square-foot office building, proposed for a site adjacent to Roadrunner Way. The building would be leased to office-space tenants with the potential for collaborations with the CSUB School of Business and Public Administration.

### **2. Kern Economic Summit and Kern Economic Journal**

### 3. University Demonstration Center for Community Development

This center is being proposed by Dr. John Hultsman, who created a similar center at Arizona State University. The purpose of the center as noted by Dr. Hultsman (see attached materials) "would be to explore creative ways in which universities can partner with community entities (e.g., local governments, business and industry associations, non-profits) to improve the quality of community life. . . ." The center would support the goals of the Kern Economic Summit in that it would serve as a way to bring university faculty and students together with community organizations. The center might begin with developing a partnership with one industry in the area in need of expansion and that would want to employ our graduates (such as the accounting industry). The two-fold purpose of this partnership would be to help the industry expand in the Kern area and provide employment for our graduates.

### 4. Division I Initiative

### 5. Alumni Affairs

Strengths: Community leaders support and encourage CSUB's community-engagement programs. The first three public/private partnerships have received preliminary approval from the CSU. Private partners are eager and enthusiastic about these partnerships. Division I fundraising has been successful. The community is behind the Division I effort. Alumni affairs is active and growing. CSUB created an Alumni Hall of Fame and inducted its first five members in 2007. The Kern Economic Summit and Journal have become well established and successful. The 2007 summit had the largest attendance of any previous summits. Economics professors have created significant relationships and partnerships with business leaders in the community. A major goal of the partnership between the university and Kern development leaders is to work together to present Kern County as a place to do business.

Weaknesses: There are many community groups and members with which CSUB can and ought to create relationships. However, with its current budget crisis, CSUB is limited in its ability to create these relationships by the resources it has available to devote to these efforts. The university may risk alienating some members and groups in the community because it must prioritize its efforts.

Opportunities: Community leaders and groups are supportive and enthusiastic about CSUB's role in the community. This opens doors and creates positive relations in the community. Business in the Kern region is growing. More white-collar jobs can be developed if Kern economic development continues. The University Demonstration Center for Community Development provides a place where partnerships with the community can be developed.

Threats: As with the other two objectives for strengthening community engagement, one of the largest threats comes from the limited budget of CSUB. Another threat is the competition from Bakersfield College for community support and resources. Additionally, the economic situation in the Kern area can affect the ability of potential community partners to create partnerships with the university.

### 3. Collaborating with community partners to enhance the quality of life in the region:

#### 1. Osher Lifelong Learning Institute

#### 2. Fine Arts

- Taste of the Arts (university and local artists and performers share their talents with the community, attendance is free)

#### Art

- Children's Art Institute (service-learning component of Art 302 and Art 402)
- Taste of the Arts (university and local artists)

#### Theatre

- Theatrefest (general public is invited)
- Theatre for Youth Touring Production (tours to elementary school and libraries)
- Spotlight Festival (for drama students at local high schools to come to CSUB)

#### Music

- Bakersfield Jazz Festival
- Many other CSUB vocal and instrumental groups perform at the university and in the community

#### 3. Kegley Institute of Ethics

Strengths: These activities and programs have been implemented successfully. Some data are available on the success of these programs. For example, attendance at the Bakersfield Jazz Festival can be measured. The number of concerts and other performances by CSUB students and faculty members is known. The number of students participating in art education service learning is known. There is also evidence on the success of these programs. University members are committed to the future of these programs.

Weaknesses: Some of the exemplars of partnering with the community are programs developed and supported by the university and not necessarily examples of partnerships between CSUB and the community. These programs and activities are dependent on university resources and support and in some cases grants that may or may not be renewed. Individual faculty members initiated and continue to ensure the success of some of these programs. There is little documented qualitative evidence of the impact of many of these activities and programs.

Opportunities: With the focus on CSUB's WASC proposal, specific objectives and assessment measurements can be created for these activities. The university can build on these programs to strengthen community involvement with the campus.

Threats: Since individual faculty members developed some of these activities/programs, if those faculty members leave the university or do not get support for their efforts, they may choose to discontinue their involvement. The existence of the program could be jeopardized if another faculty member does not step in to run the activity/program. A second threat is resources to conduct the activities/programs. The budget crisis could mean that some of these programs/activities would not get funding or support from the schools and departments sponsoring the programs/activities.

## Conclusion

Working Group III identified numerous programs and activities from which the university and the community benefit. The constraints of the WASC process led the group to select a relatively small number of activities and programs as exemplars of the university's engagement with the community. There may be others as worthy, or even more worthy, examples of how the university is engaged with the community that should be a focus of the university's commitment to this goal. It was difficult to identify all the programs since there is no central place in the university in which all activities and programs with a community-engagement element are tracked.

Overall, the university is very involved with the community given the limited resources available to departments and faculty members to develop programs for the community and to create partnerships with community organizations.

We recommend that the university do the following to strengthen community engagement and more fully understand the strengths and weaknesses of this goal:

- Conduct a survey of the off-campus community to determine the strengths and weaknesses of CSUB regarding our engagement with the community.
- Conduct a survey of the campus community to more fully identify and understand the campus community's involvement with the Kern community.
- Develop a central place in which community-engagement activities are tracked and evaluated.
- As part of the WASC process, develop evaluation measures for activities and programs to determine (1) the nature of the university-community partnership in the activity/program, (2) who in the university and community are involved in the activity/program, and (3) the success of the activity/program from the perspective of the community and the university.

**Table 8. Working Group 3 Recommendations for the CSUB WASC Proposal. Goal #3: Strengthen Community Engagement**

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
3.1 Collaborate with K-12 education and community colleges for increasing eligibility rates and college-going rates	<p><u>1. Increase the eligibility and college-going rates for Kern County high school graduates</u></p> <p><u>2. Increase enrollment of high school and junior college transfer students to CSUB</u></p> <p><u>3. Increase # of districts and schools served by CSUB programs</u></p>	<p><u>Test Results</u></p> <p><u>Survey Results</u></p> <p><u>Expansion of Programs</u></p> <p>Programs:</p> <p>1. Gear Up</p> <p>2. PIQE - Parent Institute for Quality Education</p> <p>3. Title V - BC/CSUSB Transfer Component</p> <p>4. Cal-SOAP Southern San Joaquin Valley California Student Opportunity and Awareness Program</p> <p>5. TRIO - Educational Talent Search</p>	<p>Kern County Supt of Schools</p> <p>CSUB Institutional Planning and Research</p> <p>High School Districts</p> <p>Community Colleges Research Departments</p> <p>CSUB Outreach</p>	<p>Survey Analysis</p> <p>Quantitative Measurements - # of students who attended program(s)</p> <p>Qualitative Measurements - descriptive responses to program(s)</p> <p>Performance Indicators Measurements - satisfaction?</p> <p>Annual report/analysis from CSUB Outreach</p>	<p>Quality Improvement</p> <p>Justify funding of programs</p> <p>Yearly Reports</p> <p>Strategic Planning</p>	<p>Assessment Scores</p> <p>Productivity Measures - # of participants, applicants, admits, enrolled</p> <p>Cost Measures - \$ to improve eligibility or recruitment of students</p>	<p>Families living below the poverty level</p> <p>High level of students on free/reduced meals</p> <p>19.8% of Kern County high schools graduates meet CSU course pattern requirements (2003-04)</p> <p>Limited Resources: - funding - staff</p>

Objective	Engagement Outcomes	Data/ Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
3.2 Partner with public and private organizations supporting regional economic growth and development	<u>1. Development of public/private real estate developments to advance mission of CSUB</u>	<u>Acceptance of developments by CSU trustees</u>  <u>Completion of projects</u>  <u>Media Coverage</u>  <u>Community Response</u>	President and University	Meet expectations for support of university by public/private partnerships	To determine - success of private/public partnerships - whether additional private/public partnerships will be developed.	- Monetary success of public/private partnerships - Stronger and closer relationships with private individuals and organizations in the region. - Number, type, and tone of media stories	- CSU approval of partnerships - Resources of community organizations to become partners
	<u>2. Continuing partnership between CSUB and Kern County Economic Summit</u>	<u>Continuance of annual Kern Economic Summit</u>  <u>Continued publication of Kern Economic Journal</u>	Kern Business Community - Chambers of Commerce CSUB professors and staff of Kern Economic Development Council Professors /	Use benchmark criteria to measure success of summit from quantitative and qualitative evaluations of summit.	To determine - continued involvement in the summit - university support (resources) given to the summit.	- Increased involvement of organizations in the region in the summit. - Increased attendance at summit - Increasing involvement of university representatives in the summit - economic outcomes for region	- Economic situation in region - Resources and support available from CSUB
	<u>3. Create a University Demonstration Center for Community Development</u>	<u>Implementation of community development initiatives in the region and in Antelope Valley</u>	Administrators / Staff of community development center	As center is created, create criteria to evaluate success of center.  Establish evaluation and assessment criteria and procedure to track the center's contribution to the community	Results of Center's initiatives and community partnerships can be used to identify specific situations in which the university's support has enhanced business development in the region.	- # of initiatives developed - Success of initiatives - University-wide involvement in initiatives	- CSUB interest in and approval of the center - Territorial and political issues among schools/departments - Resources to establish center
	<u>4. Enter Division I</u>	<u>Entrance into Division I Addition of Sports Programs Funds Raised Community Leaders Involvement in Fundraising and Other Aspects of Initiative Track Media Coverage Alumni involvement in CSUB's outreach to the community Surveys</u>	President Director of Athletics Members of university and community managing and supporting the Division I initiative CSUB Development Office Alumni Affairs University Development	Assessment of initiative by members of university and community  Quantitative and Qualitative Measurements	To help reach the university's vision of excellence.  To raise additional funds for the university	Entrance into Division I and entrance into DI conference  Increased community attendance at university sports activities  Funds raised Number, type, and tone of media stories	Need for invitation from DI conference  Challenge of fundraising in the region
	<u>5. Alumni Affairs</u>	<u>Institutional Research</u>		Quantitative and Qualitative Measurements -# of active alumni -# of alumni serving on school and department advisory boards -Interviews and focus groups with alumni -Economic impact of alumni in region	Improve relationships with alumni  Yearly Reports  Alumni direct involvement with university schools and departments	Productivity Measures - # of alumni active in alumni organization # of alumni serving on schools and departments advisory boards # alumni donations # alumni serving as mentors to current students	Ability and desire of alumni to be involved with CSUB Resources available to alumni affairs Willingness of schools and departments to connect with alumni (resources of schools/departments may hinder efforts)

Objective	Engagement Outcomes	Data/ Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
3.3 Collaborate with community partners to enhance the quality of life in the region	<p><u>1. Osher Lifelong Learning Institute</u></p> <ul style="list-style-type: none"> <li>- Adult learners will see CSUB as a place they can come to learn.</li> <li>- Engage community members as teachers of adult education</li> </ul> <p><u>2. CSUB Fine Arts</u></p> <ul style="list-style-type: none"> <li>- Improve quality of life through experiences in the arts.</li> <li>- Support talented youth in performance and in education for musical achievement</li> </ul> <p><u>3. Kegley Institute of Ethics</u></p> <ul style="list-style-type: none"> <li>- Support ethics research</li> <li>- Increase awareness of ethical issues in the region</li> </ul>	<p><u>Course Evaluations</u></p> <p><u>Surveys</u></p> <ul style="list-style-type: none"> <li>- OLLI members</li> <li>- Instructors</li> </ul> <p><u>Media Coverage</u></p> <p><u>Expansion of course offerings and locations</u></p> <p><u>Track participation numbers</u></p> <ul style="list-style-type: none"> <li>- schools</li> <li>- students</li> <li>- CSUB students</li> </ul> <p><u>Evaluations</u></p> <ul style="list-style-type: none"> <li>- CSUB departments</li> <li>- participants (schools and individual students)</li> </ul> <p><u>Media Coverage</u></p> <p><u>Track participation</u> in institute events</p> <p><u>Evaluation of Program</u></p> <p><u>Specific Event Audience Response</u></p> <p><u>Local and National Media Recognition of Institute</u></p> <p><u>Speakers and topics</u></p>	<p>Osher Staff</p> <p>HSS Dean</p> <p>CSUB Fine Arts Departments</p> <p>HSS Dean</p> <p>K-12 Schools</p> <p>Community partners (i.e., Jazz Festival)</p> <p>HSS Dean</p> <p>Kegley Institute Administrator and Board</p>	<p>Review course offerings</p> <p>Membership data</p> <p>Data on participation in OLLI programs</p> <p>Track type and quantity of media coverage</p> <p>Participation #s analysis</p> <p>Evaluations analyses</p> <p>Interviews and focus groups with participating schools' principals and teachers</p> <p>Track type and quantity of media coverage</p> <p>Quantitative Measurements</p> <ul style="list-style-type: none"> <li>- attendance #s</li> </ul> <p>Qualitative Measurements</p> <ul style="list-style-type: none"> <li>- evaluation of program and events comments</li> <li>- quality and celebrity of speakers and topics</li> </ul> <p>Coverage of institute in local and national media</p> <p>Ethics surveys of members of Kern business, nonprofit, and other organizations</p>	<p>Request for additional funding from Osher Institute</p> <p>To build stronger and more extensive relationships with community members</p> <p>OLLI Annual Report</p> <p>Improve participation in programs</p> <p>Justify funding of programs</p> <p>Annual Reports</p> <p>Justification for funding and other forms of support for programs</p> <p>To obtain grants and other funding for institute</p> <p>Assess impact of ethics issues in Kern organizations</p> <p>Justify funding of institute by the university</p>	<p>Levels of Participation</p> <ul style="list-style-type: none"> <li>- more OLLI members taking classes</li> <li>- more people joining OLLI</li> </ul> <p>Response of participants to classes and membership in OLLI</p> <p># of participants</p> <ul style="list-style-type: none"> <li>- schools</li> <li>- K-12 students</li> <li>- community members</li> <li>- tickets sold or distributed to events</li> </ul> <p>#s of CSUB students involved in programs</p> <p>#s of CSUB faculty involved in programs</p> <p>Educational Benefits of Programs</p> <p>Amount, type, and tone of media coverage</p> <ul style="list-style-type: none"> <li>- # of participants at events</li> </ul> <p>Grants Obtained</p> <p>Amount, type, and tone of media coverage</p>	<p>Perception of many adult learners in the community that unless they are seeking a BA degree, they don't "fit" at CSUB</p> <p>Lack of money to pay teachers</p> <p>Dependence on OLLI grant(s) to fund program</p> <p># of CSUB students in courses with service learning components to teach fine arts in schools</p> <p>Funding</p> <p>Interest in programs by media</p> <p>Community arts groups may feel competition from CSUB in some areas</p> <p>Challenge of measuring ethics in organizations</p> <p>Kegley Institute has no staff - run by administrator</p>

## **WASC Workgroup #4. Develop an excellent and diverse staff**

The University recognizes that in order to develop an excellent staff and diverse staff, staff must have regular opportunities for professional development and training. The University also recognizes that individual professional development and training needs to align with the Institution's Mission and Goals if the institution is to achieve organizational excellence. Excellence is characterized by the relationships between the unit members, across units and across levels of the University. These relationships establish positive working environments and effective performance in which each individual contributes to the unit's goals and CSUB mission. The positive working environment represents, reflects, respects and values different persons, voices and perspectives.

This proposal recommends that the University embark on a five-year program to develop an excellent and diverse staff through:

- A formal development program with training for unit level administrators
- University funds for staff training and development
- Establish a Staff Development Committee
  - CSUB score card measuring workplace environment
  - Unit issue resolution report
- Employee career plan used for identification of appropriate training

### **Timeline for implementation**

#### **Year 1 actions:**

**Development Program training:** MPPs receive training on how to assist staff in developing personal, professional development plans that are in alignment with and reinforce the strategic plan of the university and the unit level goals and objectives. This first year establishes the parameters that will be used to fund individual development plans and set expectations for staff as plans are developed.

#### **Staff Development Committee:**

Set up the committee with selection of members. This committee would have a membership from the following areas: (1) representative HR, (1) among the VPs, (4) one representative from each school for a total of four, and (4) individuals elected/selected from across the various Business and Administrative Services divisions. Each member would serve a five-year term with staggered membership so there is some committee continuity. This Committee would design and implement the CSUB Score Card. This Committee would provide information about staff perception of the workplace environment through administration of the CSUB Score Card and summary of the Resolution Reports.

#### **Score Card:**

The Staff Development Committee develops dimensions of the Score Card describing/measuring a positive work environment. Focus groups, with inter-unit membership of staff, faculty and administrators, would provide feedback about the dimensions. Based on the dimensions, a set of survey questions would be developed. Pilot surveys would be administered spring quarter.

#### **Career plans:**

HR identifies various models of career plans. A series of discussion groups with inter-staff membership review the models and design the campus model. Spring quarter all staff receive information about the new model.

#### **Year 2 actions:**

##### **Development Program training:**

Quarterly discussion forums for MPPs regarding mentoring issues related to the Career plans. Supervisors begin working with staff to write out their plans.



**Career plans:**

At the unit level, individuals design/develop professional development plans that tie-in with and support the institutional strategic mission as well as the unit level goals and objectives. Supervisors and individuals identify campus resources that could be used to achieve the path goals. Specifically, the identification of training, mentoring, interdisciplinary interaction, and educational options would be noted in the plan. At this level, specific training programs are identified, and costs for the training are determined. Plans for how the newly developed expertise will be shared with the unit are also identified at this stage.

**Staff Development Committee:**

Committee chair provides update on the Dimensions and pilot project for CSUB at University Day. In addition, the chair provides a short summary of the types of issues solved in the Resolution Reports. These Reports would be posted on a website so that other departments/units could reference effective strategies to resolve common issues. This summary would celebrate and recognize some of the strategies.

**CSUB Score Card and Resolution Reports:**

Given information from the 1<sup>st</sup> pilot program, the CSUB Score Card would be revised and in full scale administration Spring quarter. The results would be reported at the next University Day. This would begin an annual cycle with revision of the card in the sixth year. During University Day, there could be discussion groups to comment on the Score Card information.

Discussion groups and forums among various units would be used to discuss the dimension scores and identify areas each unit may contribute for improvement. Each Unit would identify one single issue/problem of that unit that the group will address and solve (not individual goal related). The unit issue will be self-defined by the unit given staff interests, professional development concerns and/or operations problems. A short report summarizing the issue and actions taken will be sent to the Staff Development Committee. These reports will be part of the next University Day report given by the Staff Development Committee. The Staff Development Committee will summarize effective strategies and celebrate solutions. These Reports would also be posted on a website so that other departments/units could reference effective strategies to resolve common issues.

**Year 3 actions:**

Training Plans are funded from University funds set aside to support this initiative. At the end of year 3, a satisfaction assessment of the program is undertaken to gauge success and make adjustments.

Continued training of MPPs given identified issues from quarterly discussion. Specific training opportunities would be identified given information from the Staff Development Committee, CSUB ScoreCard, and staff career plans.

For University Day, the Staff Development Committee will summarize effective strategies and celebrate solutions identified in the Resolution Reports. In addition, the Committee will report the score for each dimension of the CSUB Score Card. During University Day, there could be discussion groups to comment on the Score Card information.

Fall quarter, there will be recognition of unit group actions through publication, website, or some public forum. Other units may learn and gain ideas for their area from this public documentation. This cycle of survey and unit problem solving continues each year.

Years 4-5: Funding of plans continues. At the end of year 5, another satisfaction assessment is undertaken to gauge effectiveness of the initiative.

**Table 9. Working Group 4 Recommendations for the CSUB WASC Proposal. Goal #4: Develop an excellent and diverse staff**

<b>Objective</b>	<b>Engagement Outcomes</b>	<b>Data/ Evidence</b>	<b>Who interprets evidence?</b>	<b>Process of interpretation of evidence</b>	<b>How will findings be used?</b>	<b>Measurement Indicator</b>	<b>Obstacles</b>
1.1 Recruit, hire and develop staff, supervisors and managers	1. Orientation program and evaluations.	1a. HR procedures and policy promoting excellence and diversity. 1b. HR vision and mission statements.	-HR	Unit review and summary to HR performed annually.	Review of staff levels used for recruitment targets and effectiveness report used for performance reviews.	A pre-determined percentage from the CSUB report card.	-Consistent communication of information from top to bottom. -Discussion and communication of interests and issues from bottom to top.
1.2 Appropriate levels of staffing	1. Campus report card based on formula of appropriate levels.	1a. CSUB Grade Report. 1b. HR procedures and policy promoting excellence and diversity.	-HR -Management -Campus community	Unit review and summary to HR performed annually.	Review of staff levels used for recruitment targets and effectiveness report used for performance reviews.	A pre-determined percentage from the CSUB report card.	-Consistent communication of information from top to bottom. -Discussion and communication of interests and issues from bottom to top.
1.3 Effective service given campus needs	1. Campus report based on service survey	1a. CSUB Grade Report.	-Campus Community	Unit review and summary to HR performed annually.	Review of staff levels used for recruitment targets and effectiveness report used for performance reviews.	A pre-determined percentage from the CSUB report card.	-Consistent communication of information from top to bottom. -Discussion and communication of interests and issues from bottom to top.
1.4 Training activities given duties of unit/division for staff	1. Access and reward for continued training. 2. Self-reflection and evaluation of the unit. 3.Strength/Weakness analysis.	1. Strength and weakness report posted on website.	-HR -Management -Staff -Faculty	Unit review and summary to HR performed annually.	-Review of staff levels used for recruitment targets. - Quarterly meetings between division and unit to increase communication and discussion.	A pre-determined percentage from the CSUB report card.	-Transition of units/division with growth of University producing institutional change affecting procedures and processes within units

<b>Objective</b>	<b>Engagement Outcomes</b>	<b>Data/ Evidence</b>	<b>Who interprets evidence?</b>	<b>Process of interpretation of evidence</b>	<b>How will findings be used?</b>	<b>Measurement Indicator</b>	<b>Obstacles</b>
1.5 Training activities for supervisors and managers	1. Supervisor to staff discussions for career path/ plan. 2. Self-reflection and evaluation of the unit. 3. Strength/Weakness evaluation.	1. Strength and weakness report posted on website.	-HR -VP's	Unit review and summary to HR performed annually.	-Review of staff levels used for recruitment targets. - Quarterly meetings between division and unit to increase communication and discussion.	A pre-determined percentage from the CSUB report card.	-Lack of skills and training for supervisors.
1.6 Discussion and design of unit plan for constructing positive work environment	1. Supervisor to staff discussions for career path/plan. 2. Self-reflection and evaluation of the unit. 3. Strength/Weakness evaluation.	1. Strength and weakness report posted on website. 2. Analysis of unit and division part of the CSUB Grade Report.	-HR -Management -Staff -Faculty	Unit review and summary to HR performed annually.	-Review of staff levels used for recruitment targets. - Quarterly meetings between division and unit to increase communication and discussion.	A pre-determined percentage from the CSUB report card.	-Transition of units/division with growth of University producing institutional change affecting procedures and processes within units
1.7 Self reflection of your service task per quarter/annual	1. Individuals should have freedom to advance or not and at what speed. 2. Select training activities. 3. Participation in unit discussions and analysis.	1. Career plan.	-HR -Management -Staff -Faculty	Supervisor and Division review	-Review of personal goals	A pre-determined percentage from the CSUB report card.	-Trust within the unit. -Professionalism in review process and procedures.
1.8 Complete your career plan	1. Individuals should have freedom to advance or not and at what speed. 2. Select training activities.	1. Career plan.	-HR -Management -Staff -Faculty	Supervisor and Division Review	-Review of personal goals. -Professionalism in review process and procedures.	A pre-determined percentage from the CSUB report card.	-Professionalism in review process and procedures

## ***WASC Workgroup #5. Develop a campus culture with a sense of community and a commitment to organizational excellence.***

### **Summary:**

WASC Work Group #5 initially met 14 and 15 November 2006 to generate ideas regarding each of the three objectives for Strategic Goal 5, "Develop a campus culture with a sense of community and a commitment to organizational excellence." The ideas generated during these two "brain-storming" sessions focused on (1) what CSUB was currently doing to meet each objective and (2) what CSUB should or could be doing differently or additionally to better achieve each objective. Many, many ideas were generated, and the Work Group Primary Leads, Bruce Hartsell and Tom Blommers, attempted to organize these ideas into the recommended matrix.

On 07 February 2007, WASC Work Group #5 met to review and critique the draft matrix and to generate ideas, especially outcome measures, for Objective 5.3, "Achieve institutional effectiveness with shared responsibility and accountability for the excellence of the university." We decided to focus on Objective 5.3 because the Campus Policy Delphi survey of faculty and staff identified three major weaknesses associated with Strategic Goal 5: (1) leadership performance, accountability, and responsibility; (2) alignment of fiscal and physical resources to the mission, and (3) planning processes that align academic, personnel, fiscal, physical, and technological needs with the strategic goals. These three identified weaknesses were judged to be associated primarily with Objective 5.3. Again, many, many ideas were generated. An attempt to organize the diverse ideas led to the creation of five (5) different "groups." An attempt to "label" these five "groups" into either process or outcome measures was NOT successful.

Therefore, the Primary Leads and the Steering Committee representative reviewed all the input generated by the Work Group and decided upon three (3) outcome areas for "shared responsibility and accountability": (1) alignment of faculty and staff professional and personal development to create greater sense of unity and ownership; (2) alignment of university processes for student learning and development again to create greater sense of unity and ownership and, at the same time, make these processes more "transparent" for all entities--students, faculty, and staff; and (3) CSUB image to create more recognizable "brand recognition" for CSUB and greater sense of unity and ownership. These three (3) outcome areas were then incorporated into a revised draft matrix.

WASC Work Group #5 met again on 05 April to review and critique the revised draft matrix. There was considerable discussion regarding the draft, especially the need for CSUB to take immediate action regarding the formation of some university-wide group that would have responsibility and authority to review, recommend, and make decisions regarding issues of shared responsibility/accountability, civility/collegiality, and honors/achievements. Based upon these discussions, the final matrix was developed.

### **Priorities:**

Based upon the final matrix for WASC Work Group #5, we recommend the following priorities for the WASC capacity and preparatory review:

**Priority #1:** 1A, 2A, & 3A, all of which recommend either (1) revising the charter for University Council or (2) creating a new university-wide "campus climate" task force with review, recommending, and decision-making responsibilities and authority for oversight of civility/collegiality, honors/achievements, and shared responsibility/accountability issues.

Note: With the creation of this entity with its responsibilities and authority, several of the other engagement outcomes would follow, i.e., 1C, 2B, and 3D (the campus-wide assessment pieces) and 1D, 2C, and 3E (the implementation of new practices/activities, exclusive of bullets #1 and #2 of 3E)

**Priority #2:** 1B and 3C, create and maintain a Staff Handbook, and Bullets #1 and #2 of 3E, create more explicit statements in the Faculty Handbook spelling out faculty role(s) in shared governance, shared responsibility, and shared accountability in their respective departments/programs.

Note: There currently is NO Staff Handbook, so this would require considerable effort among the staff, but its success would increase a greater sense of ownership and unity among the staff. While the Faculty Handbook has general statements about faculty role(s) regarding shared responsibility and accountability, most of these statements focus on shared governance that is defined primarily as the relationship between the Academic Senate and the Administration. This priority would engage the faculty to develop explicit statements of shared responsibility and accountability about program development and revision of requirements, curriculum development and revision, course sequencing and scheduling (including the addition and closing of sections), faculty recruitment and hiring, relationship(s) with the Department Chair and School Dean, etc.

**Priority #3:** 2D, improve communications regarding faculty, staff, and student achievements and maintain a historical record of all achievements.

Note: It was discovered during the current WASC process that CSUB has no central repository for historical information regarding faculty, staff, and student achievements. Surprisingly, these records were kept by individual departments/programs, school offices (largely through annual reports), public relations office, alumni office, etc. Furthermore, whatever records that were kept were only for the past few years and no more than 10 years ago. Therefore, it appears as if we may have already lost the records of faculty, staff, and student achievements from CSUB's "early years." In addition, faculty, staff, and student achievements do not get very broad distribution in either the campus community or larger service community. This recommendation is to ensure that these shortcomings do NOT continue.

**Priority #4:** 3B, review and revise, as needed, the structure of campus committees/task forces, including Academic Senate, to facilitate shared governance, shared responsibility, and shared accountability among faculty, staff, administrators, and students.

Note: This item is very much related to Priority #1, but focuses attention to consider the current **structure** of all our current committees/task forces, including the Academic Senate, not just our current processes. It is of lower priority because we believe that as CSUB aligns its processes, it will become apparent that the university will need to revise its structures to be more effective and efficient.

#### **Timelines:**

**Priority #1:** Immediate--begin Fall 2007; alignment of university processes to effect shared responsibility and accountability at all levels and across all units likely will take at least two (2) years.

**Priority #2:** Immediate--begin Fall 2007; development of Staff Handbook and additional language for Faculty Handbook likely to take at least one (1) year and another year for full review and approval by appropriate groups and individuals.

**Priority #3:** Immediate--begin Fall 2007 and continue improvement over entire time period.

**Priority #4:** Follow-up as appropriate depending upon actions resulting from Priority #1.

**Table 10. Working Group 5 Recommendations for the CSUB WASC Proposal. Goal #5: Develop a campus culture with a sense of community and a commitment to organizational excellence**

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
1. Promote a civil and collegial campus environment that values diversity and respect for differing views.	<p>A. Systematic data on campus climate</p> <p>What needs to be done:</p> <ol style="list-style-type: none"> <li>Formally and systematically assess how successful the university is meeting current statements that reflect respect for diversity and mutual respect for each other: <ul style="list-style-type: none"> <li>Formal statements in Faculty Handbook, University Catalog, and CSUB website</li> <li>Formal resolutions by the Academic Senate on collegiality and professional responsibility</li> </ul> </li> <li>Provide a periodic “report card” (e.g., every 2 years) based upon the above assessments, and engage the entire university in discussing the results of this report card and implementing appropriate actions to remedy any “shortcomings.”</li> </ol> <p>B. Implement new activities/practices focused specifically on respect for diversity in all its forms and mutual respect for each other as individuals:</p> <p>What needs to be done:</p> <ol style="list-style-type: none"> <li>Create and implement practices that would encourage and reward faculty for interdisciplinary</li> </ol>	<p>A. Existence of relevant documents</p> <ol style="list-style-type: none"> <li>Statements in Faculty Handbook, University Catalog, and CSUB Website</li> <li>Periodic Survey Report</li> </ol>	<p>- University Council</p> <p>-Academic Senate</p>	<p>The University Council and Academic Senate will review existing documents and periodic reports to monitor progress and to make recommendations for continued improvement.</p>	<p>The findings will be part of a formal process of evaluation and improvement. University leaders will use the findings to improve processes identified in the evaluation</p>	<p>-Positive trend lines on quantitative measures (e.g. periodic survey results)</p> <p>- Development of new or improved processes, e.g. policies and recognition events</p>	<p>- Differing perceptions of concepts</p> <p>- Conflicting priorities</p> <p>- Financial limitations</p>

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<p>teaching, i.e., solve the budgetary problems of FTES distribution of course enrollments and faculty work load.</p> <p>2. Increase student interest and participation in interdisciplinary minors, e.g., develop “links” (discipline-based, personal growth/development, professional career paths, etc.) between interdisciplinary minors and one or more “traditional” academic majors.</p> <p>3. Clearly practice and reward decision-making processes at all levels of the university that cultivate an environment where differing views can be freely expressed, seriously considered, and sincerely RESPECTED even when disagreements exist and continue to exist.</p> <p>4. Provide more opportunities for faculty, staff, and students to gather “informally,” e.g., more tables and benches located around campus—quad between Administration &amp; Classroom Building, red brick walkway between Education Building &amp; DDH/Sci I, quad adjacent to Runner Café, Alumni Park, Library lawn, Tejon Plaza in BDC.</p> <p>C.Improve communication within and across</p>	<p>B. Practices in place</p> <p>1. Interdisciplinary courses in catalog for 25% of departments.</p> <p>2. Each interdisciplinary course offered at least once every two years.</p> <p>3. University survey supports perception that differing views are encouraged and respected in decision-making processes.</p> <p>4. Suitable seating exists in proximity to each classroom and office building.</p> <p>C. Existence of regular, formal</p>					

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<p>departments/programs regarding how unit-level mission and goals regarding respect for diversity and mutual respect for each other “fits” with university vision, mission, and goals.</p> <p>What needs to be done:</p> <ol style="list-style-type: none"> <li>1. Increase formal and informal opportunities for faculty, staff, and students to meet with university administration.</li> <li>2. Devote one day each academic year with the “theme” of respect for diversity and mutual respect for each other; have presentations, workshops, conferences, papers, etc., from faculty, staff, students on this theme</li> </ol>	interdepartmental, inter-program, and university-wide meetings that focus on respect for diversity of views.					
2. Honor and celebrate the achievements of the campus community.	<p>A. Systematic data on how campus honors and celebrates achievements of the campus community</p> <p>What needs to be done:</p> <ol style="list-style-type: none"> <li>1. Formally and systematically assess how successful the university is using current practices to honor and celebrate the achievements of the campus community:</li> </ol> <ul style="list-style-type: none"> <li>• University-wide: University Day, President’s Fall Receptions, Annual Christmas Party, CSUB Fall &amp; Spring BBQs, Fall &amp; Spring Commencements, <u>Cal State Today</u>, <u>The Roadrunner</u>, Taste of the Arts, etc.</li> </ul>	A. Existence of a regular formal process to evaluate recognitions, honors, and accomplishments.	- University Council - Academic Senate	The University Council and Academic Senate will review periodic reports to monitor progress and to make recommendations for continued improvement.	The findings will be part of a formal process of evaluation and improvement. University leaders will use the findings to improve processes identified in the evaluation	- Positive trend lines on quantitative measures (e.g. periodic survey results) - Development of new or improved processes, e.g. policies and recognition events	- Differing perceptions of concepts - Conflicting priorities - Financial limitations



Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<ul style="list-style-type: none"> <li>• Faculty: Millie Ablin Outstanding Professor award, Outstanding Research/Scholarship award, Outstanding Leadership award, faculty sabbaticals, etc.</li> <li>• Students: Hawk Honors Program, Arts &amp; Science Merit Award Scholars, Honor Brunches/Dinners (for each School), Summer Bridge/CAMP/STAARS recognition dinners, Alpha Chi and other honor societies, Athletic Award luncheon/BBQ, Hispanic Scholarship Dinner, Williams Scholarship Dinner, etc.</li> <li>• Staff: Staff Forum Awards</li> <li>• Community: Scholarship Donors Luncheon, John Brock Dinner, Fall &amp; Spring CSUB Foundation Board Receptions, President's Associates, Kegley Institute of Ethics programs, etc.</li> <li>• Elementary/High School Students: Math Field Day, Science Bowl, Model UN, U.S. Constitution—We the People, Academic Decathlon, GEAR UP, ETS, etc.</li> </ul> <p>2. Provide a periodic “report card” (e.g., every 2 years) based upon the above assessments, and engage the entire university in discussing the results of this report card and</p>						

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<p>implementing appropriate actions to remedy any “shortcomings.”</p> <p>B. Implement new activities/practices focused specifically on honoring and celebrating the achievements of the campus community:</p> <p>What needs to be done:</p> <ol style="list-style-type: none"> <li>1. Implement department/program-based social activities for honoring/celebrating achievements of students, faculty, &amp; staff</li> <li>2. Celebrate the birthdays and employment anniversaries of all faculty and staff through formal communication to the campus community from the President’s office.</li> <li>3. Implement a faculty/staff “expertise day” at least once each academic term so that faculty/staff have an opportunity to share their expertise with the campus community.</li> <li>4. Implement a “Celebrate CSUB Day” during the first month of Spring Term each academic year.</li> <li>5. Implement a Student/Child Day and/or Faculty-Staff/Child Day for children of campus community to “shadow” their parent for half-a-day; end this day with a luncheon or special reception with the President who could highlight the recent achievements of the campus community.</li> </ol>	<p>B. Annual report of new recognitions, honors, and celebration events.</p>					

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<p>6. Implement a Faculty-Staff Thanksgiving luncheon on the Wednesday before Thanksgiving and use the event to convey thanks to the faculty and staff for their contributions and achievements.</p> <p>7. Increase our connection with our Antelope Valley Center, e.g., a spring “Poppy Day” at the AV Center with lunch and celebration of achievements of the AV campus community.</p> <p>8. Develop new academic programs that would “connect” to our community, e.g. Basque history &amp; culture, country &amp; western music, Southern San Joaquin Valley history (early Indian history, agriculture, petroleum, military, etc.)</p> <p>9. Consider using staff expertise and interests, in addition to those of the faculty, for service learning opportunities for our students.</p> <p>10. Implement mechanisms/processes to allow on-line “smile reports” or “random-acts-of-kindness reports”</p> <p>C. Improve communication across university regarding faculty, staff, and student achievements. Develop process for maintaining historical record of faculty, staff, and student achievements.</p>	<p>C. Existence of central reporting of achievements and public reporting of those achievements.</p>					

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<p>What needs to be done:</p> <ol style="list-style-type: none"> <li>1. Develop central location for “advertising” faculty, staff, and student achievements, e.g., cafeteria, library, DDH, etc.</li> <li>2. Increase media coverage of faculty, staff, and student achievements, especially <i>The Runner</i> and <i>The Bakersfield Californian</i>.</li> <li>3. Create a quarterly newsletter to communicate faculty, staff, and student achievements for that academic term.</li> <li>4. Highlight faculty, staff, and student achievements during university-wide gatherings, e.g., University Day, a new Faculty-Staff Thanksgiving luncheon, Celebrate CSUB Day, etc.</li> <li>5. Maintain historical record of faculty, staff, and student achievements that can be accessed on-line.</li> </ol>						
3. Achieve institutional effectiveness with shared responsibility and accountability for the excellence of the university.	<p>A. Systematic data on shared responsibility and accountability</p> <p>What needs to be done:</p> <ol style="list-style-type: none"> <li>1. Formally and systematically assess how successful the university is “living up to” current practices/statements of shared governance, responsibility, and accountability:</li> </ol> <ul style="list-style-type: none"> <li>• Statements in Faculty Handbook, University Catalog, and CSUB website</li> <li>• Academic Senate</li> </ul>	<p><b>A. Existence of Faculty &amp; Staff Professional and Personal Development</b></p> <ol style="list-style-type: none"> <li>1. Individual development               <ol style="list-style-type: none"> <li>a. Workshops—teaching improvement (faculty), technology (faculty &amp; staff), campus policies (faculty &amp; staff)</li> </ol> </li> </ol>	<p>- University Council</p> <p>- Academic Senate</p>	<p>The University Council and Academic Senate will review periodic reports to monitor progress and to make recommendations for continued improvement.</p>	<p>The findings will be part of a formal process of evaluation and improvement. University leaders will use the findings to improve processes identified in the evaluation</p>	<p>-Positive trend lines on quantitative measures (e.g. periodic survey results)</p> <p>- Development of new or improved processes, e.g. workshops, and opportunities, e.g. scholarships,</p>	<p>- Differing perceptions of concepts</p> <p>- Conflicting priorities</p> <p>- Financial limitations</p>

Objective	Engagement Outcomes	Data/ Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<p>Committees—Academic Affairs, Academic Support &amp; Student Services, Budget &amp; Planning, Faculty Affairs</p> <ul style="list-style-type: none"> <li>• Committee on Professional Responsibility (CPR)</li> <li>• Committee on Academic Requirements &amp; Standards (CARS)</li> <li>• Enterprise Systems Committee (ESC, oversight of all campus technology systems)</li> <li>• Student Athlete Advising Council (SAAC); Faculty Athletic Representative (FAR), Athletic Academic Advisor</li> <li>• University Council; President's periodic letter to the campus community</li> <li>• Academic Affairs Council; School Deans Council</li> <li>• Department Chair meetings</li> <li>• Department meetings</li> <li>• Accreditation process—WASC for university, as well as program specific for business administration, teacher education, nursing, public administration, and social work</li> </ul> <p>2. Provide a periodic "report card" (e.g., every 2 years) based upon the above assessments, and engage the entire university in discussing the results of this report card and implementing appropriate actions to remedy any "shortcomings."</p>	<p>b. Mentoring—new faculty &amp; staff (training of "mentors")</p> <p>c. Workshops on "effective" performance evaluations—RTP and PTR (faculty), annual performance evaluations (staff)</p> <p>d. Workshops on technology currency (faculty &amp; staff)</p> <p>e. Increase faculty &amp; staff salaries and/or "benefits"</p> <p>2. Team-work development</p> <p>a. Systematic assessment of "satisfaction" of faculty, staff, &amp; students for CSUB and its diverse services and programs</p> <p>b. Increase "sense of unity" and "sense of ownership" for CSUB and its programs</p> <p>c. Develop "sense of team-work," i.e., effectively "covering" of each other</p> <p>d. Increase formal &amp; informal interaction among</p>				mentorships, internships	

Objective	Engagement Outcomes	Data/Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
	<p>B. Implement new activities/practices focused specifically on shared responsibility and accountability. What needs to be done:</p> <ul style="list-style-type: none"> <li>Develop more explicit statements in the Faculty Handbook spelling out the role of faculty (vis-à-vis department chair and school dean) in the governance, responsibility, and accountability of their respective departments, including curriculum development/revision, student-learning goals &amp; objectives, program/major requirements, course scheduling (including the addition or closing of sections), hiring new faculty &amp; staff, mentoring new faculty &amp; staff, etc.</li> <li>Implement workshops where “best practices” of shared governance, responsibility, and accountability can be highlighted and dialogue can be initiated on how all departments can develop these “best practices.”</li> </ul>	<p>different constituencies e. Recognize formally and reward systematically community service (faculty, staff, and students)</p> <p>Student Learning and Development 1. Data-based decision-making regarding our students a. English and math proficiency rates for incoming 1<sup>st</sup> time freshman students b. Grade distributions for basic skills courses (the “Golden Four”—public speaking, college composition, critical thinking, &amp; quantitative reasoning) c. Systematic assessment of “Golden Four” with report card to university constituencies for review and action d. Course enrollments each academic term e. Graduation</p>					

Objective	Engagement Outcomes	Data/ Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
		<p>rates f. “Satisfaction” of faculty, staff &amp; students with student learning &amp; development</p> <p>2. Increase opportunities a. Increase student mentoring by faculty, staff, and, possibly, alumni b. Increase number and diversity of internships in academic programs c. Increase on-campus housing for students d. Increase on-campus employment of students e. Increase scholarships and grants-in-aid for qualifying students f. Increase faculty/staff participation in student groups/activities</p> <p>CSUB Image 1, Student enrollments and faculty/staff hiring “parallel demographics of</p>					

Objective	Engagement Outcomes	Data/ Evidence	Who interprets evidence?	Process of interpretation of evidence	How will findings be used?	Measurement Indicator	Obstacles
		<p>the region/state.</p> <p>2. Increase fund raising activities for CSUB and its academic and academic support programs.</p> <p>3. Increase alumni contributions (monetary and “in-kind” service</p> <p>4. Increase successful grant writing by faculty &amp; staff</p> <p>5. Achieve efficient &amp; effective budgeting process for individual units/programs</p> <p>6. Implement “transparent processes” in budgeting, admissions, advising, course registrations, financial aid, payment of fees, etc.</p>					



## Appendix E – Summary Data Form and Required Data Exhibits

### WASC/ACSCU Summary Data

Institution: California State University, Bakersfield President/CEO: Dr. Horace Mitchell Date Submitted: 5/15/2007

Year Founded: 1965

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 2006

Table 11. IPEDS Data for Enrollment by Ethnicity and Gender

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	5753.23	6101	111	461	69	385	2224	2144	707	2071	4030
Non-degree	1.73	5	0	0	0	0	2	3	0	3	2
Total	5754.96	6106	111	461	69	385	2226	2147	707	2074	4032

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

**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)

☐ freshmen and transfer students combined (use Tables 2 and 3)

**Table 12. IPEDS Data for 6-Year Cohort Graduation Rate, Last 3 Years, by Ethnicity and Gender**

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 %
1998	37.6%	20.0%	25.6%	25.0%	38.5%	39.9%	38.1%	42.3%	27.2%	43.6%
1999	37.5%	28.6%	22.2%	25.0%	46.2%	33.8%	45.5%	29.0%	27.3%	43.9%
2000	41.5%	40.0%	20.9%	0.0%	45.1%	42.1%	45.8%	41.9%	33.8%	45.8%
<b>3-Year Averages:</b>	39.0%	27.3%	22.9%	13.3%	43.7%	38.4%	43.4%	37.5%	29.5%	44.5%

**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 13. IPEDS Data for 6-Year Cohort Transfer Student Graduation Rate by Ethnicity and Gender**

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 %
1998	69.9%	50.0%	60.7%	42.9%	70.6%	77.7%	71.3%	55.2%	62.2%	74.2%
1999	64.3%	54.5%	37.5%	81.8%	63.6%	66.9%	63.7%	74.6%	57.9%	67.8%
2000	63.8%	28.6%	55.6%	64.3%	50.0%	64.9%	66.0%	69.6%	55.0%	68.5%
<b>3-Year Averages:</b>	65.7%	43.6%	51.0%	65.6%	60.0%	69.2%	66.7%	68.9%	58.0%	69.8%

## 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 2006

**Table 14. IPEDS Data for Enrollment in Graduate Programs by Ethnicity and Gender**

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	649.5	846	18	82	6	42	229	386	83	236	610
Research Doctorate	0	0	0	0	0	0	0	0	0	0	0
Professional (Masters & Doctorate)	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>649.5</b>	<b>846</b>	<b>18</b>	<b>82</b>	<b>6</b>	<b>42</b>	<b>229</b>	<b>386</b>	<b>83</b>	<b>236</b>	<b>610</b>

**IPEDS Data for Cohort Graduation Rate, Last 3 Years, by Ethnicity and Gender:**

**Table 15. IPEDS Data for Graduate Cohort Graduation Rates, Last 3 Years, by Ethnicity and Gender**

Cohort Year	Graduation Percentage (all programs)	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/ Alaska Native %	Asian / Pacific Islander %	Hispanic/ Latino %	White/Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
2001-02__	41.9%	57.1%	45.5%	50.0%	45.5%	30.6%	44.4%	40.0%	43.8%	41.1%
2002-03__	55.6%	66.7%	60.0%	71.4%	57.1%	68.3%	51.5%	35.3%	39.0%	62.8%
2003-04__	51.6%	42.9%	54.5%	66.7%	44.4%	50.0%	52.94%	52.17%	42.6%	55.3%
<b>3-Year Averages:</b>	<b>48.9%</b>	<b>52.9%</b>	<b>52.8%</b>	<b>66.7%</b>	<b>48.1%</b>	<b>48.6%</b>	<b>48.8%</b>	<b>43.1%</b>	<b>41.9%</b>	<b>51.8%</b>

**Current Faculty:** Total FTE of faculty 385.66 as of Fall 2006 (date)

**Full-time** faculty headcount: 318 % Non-Caucasian 26.1% % Male 50.3% % Female 49.7%

**Part-time** faculty headcount: 167 % Non Caucasian 19.2% % Male 42.5% % Female 57.5%

**FTE Student-to-FTE Faculty Ratio:** 21.2

**Finances:**

**A. Annual Tuition Rate:** Undergraduate Resident Tuition: \$3,704 Undergraduate Non-Resident Tuition: \$13,874  
Graduate Resident Tuition: \$4,346 Graduate Non-Resident Tuition: \$14,520

**B. Total Annual Operating Budget:** \$76,689,315

**C. Percentage from tuition and fees:** \$20,132,263 26.3%

**D. Operating deficit(s) for past 3 years<sup>a</sup>:** (\$57,725,834) (FY2006 ); (\$57,716,370) (FY2005\_); (\$56,699,705) (FY2004\_)

**E. Current Accumulated Deficit<sup>b</sup>:** 0

**F. Endowment:** \$15,161,193 (March 31, 2007)

**Governing Board:** A. Size: 25 B. Meetings a year: 7

**Off-Campus Locations:** A. Number: 3 B. Total Enrollment: 913

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

A. Number: 13 BA, MS, MA B. Total Enrollment: 111  
3 credentials  
1 certificate

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<sup>a</sup> Annual operating deficit includes student fees, but does not include state support figures, which are considered non-operating funds.

<sup>b</sup> Cumulative deficit reflects both student fees and state support.

**Data Exhibit 1 - Headcount Enrollment by Level (Fall Term)**

**Table 16. Headcount Enrollment by Level (Fall Term)**

Total Headcount Enrollment		Lower-Division Headcount		Upper-Division Headcount		Graduate Headcount		Post-Baccalaureate (Non-Graduate) Headcount		Non-Degree Headcount		Total FTE Enrollment
2002	7741	1957	25.3%	3621	46.8%	779	10.1%	1384	17.9%	0	0.0%	6,655.9
2003	7924	2007	25.3%	3875	48.9%	782	9.9%	1260	15.9%	0	0.0%	6,792.1
2004	7755	2030	26.2%	3933	50.7%	804	10.4%	988	12.7%	0	0.0%	6,729.3
2005	7549	2075	27.5%	3885	51.5%	779	10.3%	810	10.7%	0	0.0%	6,737.8
2006	7711	2199	28.5%	3907	50.7%	846	11.0%	759	9.8%	0	0.0%	6,936.7

**Data Exhibit 2 - Headcount Enrollment by Status and Location (Fall Term)**

**Table 17. Headcount Enrollment by Status and Location (Fall Term)**

Total Headcount Enrollment		Full-Time Headcount		Part-Time Headcount		On-Campus Location Headcount		Off-Campus Location Headcount	
2002	7741	5491	70.9%	2250	29.1%	6747	87.2%	994	12.8%
2003	7924	5778	72.9%	2146	27.1%	6862	86.6%	1062	13.4%
2004	7755	5768	74.4%	1987	25.6%	6772	87.3%	983	12.7%
2005	7549	5753	76.2%	1796	23.8%	6633	87.9%	916	12.1%
2006	7711	5965	77.4%	1746	22.6%	6798	88.2%	913	11.8%

### ***Data Exhibit 3 - Degrees and Certificates Granted by Level (Academic Year)***

**Table 18. Degrees and Certificates Granted by Level (Academic Year)**

<b>Total Degrees Granted</b>		<b>Less than Two-Year</b>		<b>Associate</b>		<b>Bachelor</b>		<b>Post- Baccalaureate</b>		<b>Master</b>		<b>Doctorate</b>		<b>Other</b>	
2001-02	1308	0	0.0%	0	0.0%	1086	83.0%	0	0.0%	222	17.0%	0	0.0%	0	0.0%
2002-03	1449	0	0.0%	0	0.0%	1151	79.4%	0	0.0%	298	20.6%	0	0.0%	0	0.0%
2003-04	1501	0	0.0%	0	0.0%	1193	79.5%	0	0.0%	308	20.5%	0	0.0%	0	0.0%
2004-05	1597	0	0.0%	0	0.0%	1243	77.8%	0	0.0%	354	22.2%	0	0.0%	0	0.0%
2005-06	1630	0	0.0%	0	0.0%	1350	82.8%	0	0.0%	280	17.2%	0	0.0%	0	0.0%

### ***Data Exhibit 4 - Faculty by Employment Status***

**Table 19. Faculty by Employment Status**

<b>Total Faculty Headcount</b>		<b>Full-Time Faculty</b>		<b>Part-Time Faculty</b>		<b>Total Faculty FTE</b>
2002	508	293	57.7%	215	42.3%	366.1
2003	469	312	66.5%	157	33.5%	369.9
2004	445	309	69.4%	136	30.6%	360.2
2005	467	318	68.1%	149	31.9%	372.5
2006	485	318	65.6%	167	34.4%	385.7

## Data Exhibit 5 – Key Financial Ratios

**Table 20. Key Financial Ratios**

<b>Financial Ratio</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Return on Net Assets</b>				
Change in Net Assets / Total Net Assets at the beginning of fiscal year	-3%	9%	23%	1%
<b>Net Income Ratio</b>				
Change in Unrestricted Net Assets / Total Unrestricted Revenues	-6%	8%	-16%	2%
<b>Operating Income Ratio</b>				
Operating Income / Total Expenses	32%	36%	36%	40%
<b>Viability Rating</b>				
Expendable Net Assets / Long Term Debt	112%	483%	1773%	1764%
<b>Instructional Expense per Student</b>	\$1,285.92	\$1,354.09	\$1,449.53	\$1,572.05
<b>Net Tuition per Student</b>	\$599.42	\$653.45	\$711.00	\$807.64

## Data Exhibit 6 - Educational Effectiveness Indicators

**Table 21. Educational Effectiveness Indicators**

<b>CATEGORY At the institutional level:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>General Education Programs:</b>						
Area A Communication in the English Language	Yes	Learning objectives and goals stated in syllabus.  CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/GE/AREA_A/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/GE/AREA_A/outcomes.shtml</a>	Rubrics for course activities. Annual review of selected goal/ learning objective across sections of a course.	Area A Committee annual review of goals given courses. Department discussion of course rubric patterns	Inter-department discussions of course activities given faculty assessment. Annual review of learning activities for the Area	In progress
Area B Mathematics, Life, and Physical Science	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/GE/AREA_B/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/GE/AREA_B/outcomes.shtml</a>	Rubrics for course activities. Annual review of selected goal/ learning objective across sections of a course.	Area B Committee annual review of goals given courses. Department discussion of course rubric patterns	Inter-department discussions of course activities given faculty assessment. Annual review of learning activities for the Area	Winter 2003
Area C Arts and Humanities	Yes	Learning objectives and goals stated in syllabus.  CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/GE/AREA_C/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/GE/AREA_C/outcomes.shtml</a>	Faculty use of rubrics for course activities. Philosophy design critical thinking rubric applied across sections. Arts using graduate interviews.	Area C Committee annual review of goals given courses. Department discussion of course alignment per goal.	Inter-department discussions of course activities given faculty assessment. Annual review of learning activities for the Area	In progress
Area D Social and Behavioral Sciences	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/GE/AREA_D/Post_2003/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/GE/AREA_D/Post_2003/outcomes.shtml</a>	Rubrics for course activities. Annual review of selected goal/ learning objective across sections of a course.	Department discussions of course activities given faculty assessment. Annual review of goals given course offerings by Area D Committee.	Revision of course assignments and syllabus to reinforce learning objectives by instructors across departments.	Fall 2004



<b>CATEGORY At the institutional level:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>General Education Programs:</b>						
Theme I Natural Sciences and Technology	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/GE/Theme_I/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/GE/Theme_I/outcomes.shtml</a>	Writing assignments, compare implications in society today.	Inter-department discussions of course activities given faculty assessment.	Revision of course assignments and syllabus to reinforce learning objectives	Spring 2000
Theme II Arts and Humanities	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/GE/Theme_II/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/GE/Theme_II/outcomes.shtml</a>	Rubrics for course activities per area.	Department discussions of course activities given faculty assessment. Annual review of learning activities	Revision of course assignments and syllabus to reinforce learning objectives	April 18, 2006
Theme III Social and Behavioral Sciences	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/GE/Theme_III/Post_2003/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/GE/Theme_III/Post_2003/outcomes.shtml</a>	Rubrics for course activities per area.	Department discussions of course activities given faculty assessment. Annual review of learning activities	Revision of course assignments and syllabus to reinforce learning objectives	Fall 2004
Gender, Race, and Ethnicity	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/GE/GRE/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/GE/GRE/outcomes.shtml</a>  GRE committee revision of program goals/objective 2005-06	Earning a C or better in a qualified course that focuses on gender, race, and ethnicity.	Inter-department discussions of course activities given faculty assessment. Alignment of course offering to revised goals/objectives by GRE Committee.	Revision of course assignments and syllabus to reinforce learning objectives	February 2006
American Institutions	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/GE/AMER_INST/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/GE/AMER_INST/outcomes.shtml</a>	Earning a grade of C or better in both an US history and a US government course that has been pre-approved by the campus.	Department discussions of course activities given faculty assessment. Establishment of American Institutions Committee and procedures for annual review of course offering and learning objectives.	Revision of course assignments and syllabus to reinforce learning objectives	--
GWAR Graduate Writing Assessment Requirement	Yes	<a href="http://www.csub.edu/english/composition/students/GWAR_Info.htm">http://www.csub.edu/english/composition/students/GWAR_Info.htm</a>	Scoring a 65% or higher on a proficiency exam. Or a grade of C or better/credit in a qualified course. Use of common rubric for course assignments.	Composition Director provides training and discussion opportunities for instructors.	Revision of course assignments and syllabus to reinforce learning objectives	Winter 2004

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Business &amp; Public Administration</b>						
Applied Economics	Yes	Department in the process of finalizing material for Web site publication	Selected objective per year evaluated through embedded activity in a core course, culminating project of the capstone course and department developed concepts examination for majors	Annual review of assessment activities by the department faculty and individual faculty review of their course activities.	Based on embedded activity findings, appropriate curriculum changes are made and revision of course design or activities given other course assessment findings. Annual cycle of an objective for review based on a five year process.	*Part of the Econ Program Review completed 3/10/03
Finance and Accounting	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/bpa/fin/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/bpa/fin/outcomes.shtml</a>	Financial statement project, revenue recognition project, and/or fixed assets project. Independence project and/or financial fraud project. Analytical procedures project. Ethics cases. Alumni surveys and employer surveys.	Various professors, faculty, chair and the school assessment committee.	To make needed changes in the department curriculum to reinforce learning objectives of program and accreditation standards.	*2005
Management	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/bpa/manage/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/bpa/manage/outcomes.shtml</a>	Evaluation within specific courses of the degree program. Discussion of measurable outcomes for stated goals. In the process of designing rubrics and survey tools.	Various professors, faculty, chair and the school assessment committee. Annual review of learning objectives by department.	To make needed changes in the department curriculum to reinforce learning objectives of program. Annual cycle of an objective for review based on a five year process.	*2005

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Business &amp; Public Administration</b>						
Marketing	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/bpa/market/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/bpa/market/outcomes.shtml</a>	Discipline Test. Completion of MKTG 490 course and assignments, individual case studies.	Various professors, faculty, chair and the school assessment committee. Annual review of learning objectives by department.	To make needed changes in the department curriculum to reinforce learning objectives of program. Annual cycle of an objective for review based on a five year process.	*2005
Management Information Systems		CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/bpa/infosys/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/bpa/infosys/outcomes.shtml</a>	Seven programming assignments in MIS 220 and MIS 250. Employer survey and graduate survey. Research projects and hands-on exercises. 17 Case projects. Comprehensive term project.	Various professors, faculty, chair and the school assessment committee. Annual review of learning objectives by department.	To make needed changes in the department curriculum to reinforce learning objectives of program. Annual cycle of an objective for review based on a five year process.	*2005
Public Policy Administration	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/bpa/pubadm/in/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/bpa/pubadm/in/outcomes.shtml</a>	Selected objective per year evaluated through embedded activity in a core courses and review of Senior capstone project.	Various professors, faculty, chair and the school assessment committee. Annual review of learning objectives by department.	Based on embedded activity findings, appropriate curriculum changes are made and revision of course design. Annual cycle of an objective for review based on a five year process.	*2006
Master of Business Administration	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/bpa/mba/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/bpa/mba/outcomes.shtml</a>	ETS Major Field Test for the MBA; Capstone Project; SOCI; Annual Satisfaction Survey	Various professors, faculty, chair and the school assessment committee. Annual review of learning objectives by department.	To make needed changes in the department curriculum to reinforce learning objectives of program.	January 19, 2000

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Business &amp; Public Administration</b>						
Master of Public Administration	Yes	CSUB Assessment Website:  <a href="http://www.csub.edu/assessmentcenter/reports/bpa/mpa/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/bpa/mpa/outcomes.shtml</a>	Selected objective per year evaluated through embedded activity in a core course, Master's Paper.	Various professors, faculty, PPA Advisory Board and the school assessment committee. Annual review of learning objectives by department.	Based on embedded activity findings, appropriate curriculum changes are made and revision of course design or activities given other course assessment findings. Annual cycle of an objective for review based on a five year process.	March 20, 2003
MSA Organizational Administration	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/bpa/mpa/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/bpa/mpa/outcomes.shtml</a>	Selected objective per year evaluated through activity in a core course, Master's Paper.	Various professors, faculty, chair and the school assessment committee. Annual review of learning objectives by department.	To make needed changes in the department curriculum to reinforce learning objectives of program.	1993 – removed from the list of scheduled program reviews as there have no students in this program
MS Health Care Administration	yes	CSUB Assessment Website:  <a href="http://www.csub.edu/assessmentcenter/reports/bpa/">http://www.csub.edu/assessmentcenter/reports/bpa/</a>	Selected objective per year evaluated through embedded activity in a core course, Master's Paper.	Various professors, faculty, chair and the school assessment committee. Annual review of learning objectives by department.	Based on embedded activity findings, appropriate curriculum changes are made and revision of course design or activities given other course assessment findings. Annual cycle of an objective for review based on a five year process.	March 20, 2003

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Education</b>						
Advanced Educational Studies	yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe">http://www.csub.edu/assessmentcenter/reports/soe</a>	1. Department meetings to share experiences and discuss initiatives for improvement of student advising and faculty mentorship. 2. Conduct unit operation surveys per quarter. 3. Collect SOCI data for student feedback on curriculum and instruction. 4. Collaborate with other academic units and local professional community for applied experiences.	1. Department faculty 2. Unit Assessment Committee 3. Department faculty and School administration; and 4. Program advisory committee and various campus committees.	To maintain the professional accreditation standard set by NCATE through on going assessment of courses and over all curriculum. Quarterly discussions with annual review of goals/objectives.	*Not a degree program. Included in the MA in Education
Child Development * (note that 50% of the curriculum is now offered in both online and face-to-face format)	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe/cdev/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/soe/cdev/outcomes.shtml</a>	Collect SOCI data for student feedback on curriculum and instruction. Capstone activity in senior seminar course.	Various professors, faculty, program coordinator or the dean.	To make needed changes in the program curriculum to reinforce learning objectives of program. Annual review of learning objectives by department.	*May 2007 – review is under CAFS, degrees are no longer award in CDEV
Physical Education & Kinesiology	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe/peak/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/soe/peak/outcomes.shtml</a>	Grade of C or better in all PEAK courses, Peer teaching, graduating survey. Senior seminar project. Video analysis and assessment of specified motor skills in specific PEAK courses.	Various professors, faculty, program coordinator or the dean.	Annual review of course assessment projects in relation to program learning objectives. Revision of curriculum given findings.	May 1, 2001 2005

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Education</b>						
Special Education	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe/maedsp/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/soe/maedsp/outcomes.shtml</a>	Course level activities in the Preliminary Level I and the Professional Level II Education Specialist credential. Program Review of thesis or final projects given learning objectives. Survey of students/alumni regarding program. Comparative data from required credential tests.	Various professors, faculty, program coordinator or the dean.	Annual review of course assessment projects in relation to program learning objectives. Revision of curriculum given findings.	* (this is a concentration within the MA in Education) 2005
Teacher Education	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe/mateacheduc/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/soe/mateacheduc/outcomes.shtml</a>	Student Teaching, being observed by a senior faculty. Survey of students/alumni regarding program. Comparative data from required credential tests.	Various professors, faculty, program coordinator or the dean. Annual review of learning objectives by department.	Quarterly discussions with annual review of goals/objectives. Revision of curriculum given findings.	*N/A credential program – no degree awarded 2005
MA Advanced Education	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe/maadvanced/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/soe/maadvanced/outcomes.shtml</a>	Accreditation activities documenting student learning per courses and student/ alumni surveys of program.	Various professors, faculty, program coordinator or the dean. Annual review of learning objectives by department.	Quarterly discussions with annual review of goals/objectives. Revision of curriculum given findings.	* 2005
MA Bilingual/Multicultural	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe/maadvanced/edbi/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/soe/maadvanced/edbi/outcomes.shtml</a>	A core of required courses and a Spanish Proficiency Examination.	Various professors, faculty, program coordinator or the dean. Annual review of learning objectives by department.	To make needed changes in the program curriculum to reinforce learning objectives of program	* (this is a concentration within the MA in Education)
MA Curriculum & Instr.	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe/maadvanced/edci/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/soe/maadvanced/edci/outcomes.shtml</a>	Accreditation activities documenting student learning per courses and student/ alumni surveys of program.	Various professors, faculty, program coordinator or the dean. Annual review of learning objectives by department.	To make needed changes in the program curriculum to reinforce learning objectives of program	* (this is a concentration within the MA in Education)

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Education</b>						
MA Educational Admin.	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe/maadvancement/edadmin/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/soe/maadvancement/edadmin/outcomes.shtml</a>	Accreditation activities documenting student learning per courses and student/ alumni surveys of program. Thesis and final project reviewed	Faculty review course activities and department discusses survey results. Annual review of learning objectives given thesis candidates performance.	To make needed changes in the program curriculum given findings of survey, course activities and thesis reviews.	* (this is a concentration within the MA in Education) 2001
MA Reading Literacy *( note that courses are now offered in a variety of formats including online, hybrid and face-to- face)	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe/mateacheduc/read/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/soe/mateacheduc/read/outcomes.shtml</a>	Accreditation activities documenting student learning per courses and student/ alumni surveys of program. Survey of supervisor.	Various professors, faculty, program coordinator or the dean. Annual review of learning objectives by department.	To make needed changes in the program curriculum to reinforce learning objectives of program	* (this is a concentration within the MA in Education) Winter 2004
MA Special Education	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe/maedsp/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/soe/maedsp/outcomes.shtml</a>	Accreditation activities documenting student learning per courses and student/ alumni surveys of program	Faculty review course activities and department discusses survey results. Annual review of learning objectives.	To make needed changes in the program curriculum to reinforce learning objectives of program	* (this is a concentration within the MA in Education) 2005
MA Early Childhood/Family	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe/mateacheduc/ece/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/soe/mateacheduc/ece/outcomes.shtml</a>	Collect SOCI data for student feedback on curriculum and instruction. Capstone activity in senior seminar course.	Program review of survey results. Faculty review of course experiences. Annual review of learning objectives by department	To make needed changes in the program curriculum to reinforce learning objectives of program	* (this is a concentration within the MA in Education) --

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Education</b>						
MS Counseling	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe/maadvanced/schcounseling/index.shtml">http://www.csub.edu/assessmentcenter/reports/soe/maadvanced/schcounseling/index.shtml</a>	Survey of student and supervisor for supervised field experience or internship, and assessment of final culminating activity (thesis or comprehensive exam)	Program review of survey results. Faculty review of course experiences. Annual review of learning objectives by department.	Annual review to make needed changes in the program curriculum to reinforce learning objectives of program	* 1994 – Numerous delays were granted for this program due to change in units and to align review the accreditation schedule. Scheduled for 2007/08 Spring 2003
MS Counseling Psychology	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/soe/maadvanced/couns/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/soe/maadvanced/couns/outcomes.shtml</a>	A group of core courses, supervised internships/experiences that are videotaped, as well as group learning activities	Various professors, faculty, program coordinator or the dean. Annual review of learning objectives by department.	To make needed changes in the program curriculum to reinforce learning objectives of program	1994



<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Humanities &amp; Social Sciences</b>						
Anthropology	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/hss/anth/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/hss/anth/outcomes.shtml</a>	Survey of students/alumni regarding department experience. Senior seminar activities.	Various professors, faculty, and chair. Annual review of learning objectives by department.	Course revision given course evaluation. Changes in the department curriculum to reinforce learning objectives of program given survey findings.	May 2004
Art	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/hss/art/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/hss/art/outcomes.shtml</a>	Individual tutorial by instructor per student for course projects. Oral critique of students' work/projects by instructor. End of class interview and critique by instructor. Faculty mentoring majors in the development of professional portfolio and thesis statement.	Collective critique by the department faculty of a student major's work in the Senior Seminar course.  Collective review and discussion by the department faculty of student work in the Seniors' Gallery Exhibition (Art 491).	Revision of the criteria used for critiques in Senior Seminar and Art 491. To shift resources among areas of this classical art curriculum	February 21, 2002 current review 2007
Chicano Studies	No	Design of assessment plan with revision of program learning objectives/goals by faculty 2007-08	Evaluations in department specific courses. Senior Thesis.	Instructors in the program discuss issues.	Course revision by instructors.	n/a not a degree
Communications	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/COMM/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/COMM/outcomes.shtml</a>	Individual course activities in core curriculum for the major. Feedback reports for internships with supervisor and student survey of experiences. Senior seminar portfolio.	Various professors, faculty, and chair. Annual review of learning objectives by department.	To make needed changes in the department curriculum to reinforce learning objectives of program	November 30, 2006
Criminal Justice	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/hss/CRJU/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/hss/CRJU/outcomes.shtml</a>	Individual course activities in major curriculum. Senior seminar capstone activity. Senior/ alumni surveys	Faculty review of course activities and department discussion of capstone and survey results.	Annual review to make needed changes in the program curriculum to reinforce learning objectives of program	October 23, 2006

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Humanities &amp; Social Sciences</b>						
Econ, Environmental & Global Studies	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/ECON/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/ECON/outcomes.shtml</a>	Individual course activities in core curriculum of interdisciplinary program. Senior seminar capstone activity. Senior/ alumni surveys	Instructor discussion of curriculum given interdisciplinary nature of program. Program coordinator review survey and capstone activity.	Annual review to make needed changes in the program curriculum to reinforce learning objectives of program	* Part of Econ March 10, 2003 2007
English	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/ENGL/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/ENGL/outcomes.shtml</a>	Selected objective per year evaluated through embedded activity in a core courses and review of Senior capstone project. Survey of introductory course (200) and seniors (490).	Faculty review of course activities and department discussion of capstone and survey results	Based on embedded activity findings, appropriate curriculum changes are made and revision of course design. Annual cycle of an objective for review based on a five year process.	November 20, 2006
Environmental Resource Mgmt.	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/INST/ERM/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/INST/ERM/outcomes.shtml</a>	Individual course assessment of a single learning objective. Papers comparing authors. Essay examinations, reports. Specific course related material.	Program coordinator reviews student senior projects. Annual review of learning objectives by coordinator.	To make needed changes in the department curriculum to reinforce learning objectives of program	March 10, 2003
History	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/HIST/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/HIST/outcomes.shtml</a>	Evaluations in department specific courses, portfolio, and integrative project. Alumni survey and focus group of community experts. Rubric usage in course assignments.	Faculty review of course activities and department discussion of capstone and survey results	To make needed changes in the department curriculum to reinforce learning objectives of program	April 23, 2001
Liberal Studies	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/LBST/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/LBST/outcomes.shtml</a>	Evaluations in department specific courses. Senior Seminar/Thesis. Portfolio project.	Program coordinator reviews student senior projects. Annual review of learning objectives by coordinator.	Based on coordinator's review, appropriate curriculum changes are made and revision of course designs. Annual cycle of an objective for review based on a five year process.	June 8, 2006

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Humanities &amp; Social Sciences</b>						
Modern Languages	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/MODLANG/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/MODLANG/outcomes.shtml</a>	Portfolio for program. Focus groups of majors and survey.	Various professors, faculty, and chair. Annual review of learning objectives by department.	Revision of courses and requirements given portfolio performance and student opinions from surveys.	April 5, 2004
Music	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/MUSIC/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/MUSIC/outcomes.shtml</a>	Questions asked at quarterly applied music juries to evaluate both theoretical and historical knowledge, embedded questions in upper division core courses, and Senior Projects, including a choice of recital, performance/paper, or thesis.	Annual and quarterly discussion by all faculty of the curriculum given weaknesses and strengthens identified from course assessments and Senior Projects.	Revision of core courses given embedded questions activities. Modify curriculum design and activities to meet department objective of excellence in our training of our majors.	November 27, 2001
Theatre	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/THTR/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/THTR/outcomes.shtml</a>	Evaluations in department specific courses, student audition/portfolio presentations, senior research/performance project. Faculty interviews of majors. Use of embedded questions in exams.	Faculty review course activities and revise courses. Department discusses portfolio, performance activities and interviews information.	Revision of core courses given embedded questions activities. Modify curriculum design and activities to meet department objective of excellence in our training of our majors.	October 14, 1999
Philosophy	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/PHIL/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/PHIL/outcomes.shtml</a>	Senior Project, work on productions. Final exams, research papers. Student portfolio.	Department review of Senior narratives/ essays. Common rubric for critical thinking applied to essay of Senior Seminar, Spring quarters.	Department faculty discussions for curriculum revision. To make needed changes in the department curriculum to reinforce learning objectives of program	September 13, 2005

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Humanities &amp; Social Sciences</b>						
Political Science	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/POLISCI/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/POLISCI/outcomes.shtml</a>	Senior seminar, portfolio, essays/papers, personal assessment, analyses of courses. Standard test of American Government.	Senior Seminar faculty evaluate portfolio and entire faculty discuss trends and patterns of the evaluation.	To make needed changes in the department curriculum to reinforce learning objectives of program	January 28, 2003
Psychology	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/PSYC/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/PSYC/outcomes.shtml</a>	Evaluations in department specific courses. Portfolio.	Department faculty discussions for curriculum revision. Annual review of learning objectives by department.	To make needed changes in the department curriculum to reinforce learning objectives of program	May 12, 2003
Religious Studies	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/RS/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/RS/outcomes.shtml</a>	Course activities and senior seminar project. Supervisor interview.	Department faculty discussions for curriculum revision. Annual review of learning objectives by department	Department faculty discussions for curriculum revision.	November 10, 2004
Sociology	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/SOC/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/SOC/outcomes.shtml</a>	Personal portfolio with feedback. Senior seminar project. Student/alumni survey.	Department faculty discussions for curriculum revision. Annual review of learning objectives by department.	To make needed changes in the department curriculum to reinforce learning objectives of program	October 6, 2005
Spanish	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/HSS/SPAN/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/HSS/SPAN/outcomes.shtml</a>	Assessment test, papers and reflective essays.	Various professors, faculty, and chair. Annual review of learning objectives by department.	To make needed changes in the department curriculum to reinforce learning objectives of program	April 5, 2004 part of MODL
Women and Gender Studies	yes	CSUB Assessment Website: <a href="http://www.csubak.edu/assessmentcenter/reports/GE/GRE/index.shtml">http://www.csubak.edu/assessmentcenter/reports/GE/GRE/index.shtml</a>	Evaluations in department specific courses. Discussion of common assignments and rubric for annual assessment of one learning objective.	Instructors in the program discuss issues.	Revision of learning objectives and goals 2006-07. Course revision by instructors.	n/a
MA Anthropology	No	Discussion and design of learning objectives/goals by faculty 2006-07	Focus group and FIT assessment of graduates regarding program	Graduate program instructors re-examine curriculum and requirements	Revision of course sequence and requirements given annual feedback.	May 2007

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Humanities &amp; Social Sciences</b>						
MA English	No	Design of assessment plan with revision of program learning objectives/goals by faculty 2007-08	Student/alumni survey and discussion of Thesis Proposals by graduate faculty.	Graduate program instructors re-examine curriculum and requirements	Graduate program instructors discuss surveys and thesis activities.	November 20, 2006
MA History	No	Design of assessment plan with revision of program learning objectives/goals by faculty 2006-07	Comprehensive examinations and thesis projects. Alumni survey.	Faculty review of course activities and department discussion of thesis projects and survey results	Graduate program instructors discuss surveys and thesis activities.	April 23, 2001
MA Inter. Studies	No	Design of assessment plan with revision of program learning objectives/goals by faculty 2007-08	Review of prior thesis projects and design alumni survey.	Committee of faculty with Graduate Dean discussing survey and curriculum guidelines.	Revision of program requirements given annual feedback and survey.	New program in 2000; currently in process
MA Psychology	No	Design of assessment plan with revision of program learning objectives/goals by faculty 2007-08	Student/alumni survey and discussion of Thesis Proposals by graduate faculty.	Graduate program instructors re-examine curriculum and requirements	Graduate program instructors discuss surveys and thesis activities.	May 12, 2003
MA Sociology	No	Discussion and design of learning objectives/goals by faculty 2007-08	Focus group and FIT assessment of graduates regarding program	Graduate program instructors re-examine curriculum and requirements	Revision of course sequence and requirements given annual feedback.	October 6, 2005
MSW Social Work	Yes	<a href="http://www.csuabak.edu/socialwork/mission.shtml">http://www.csuabak.edu/socialwork/mission.shtml</a>	Accreditation activities reviewed by faculty. Alumni surveys. Course activities per learning objective.	Instructor revision of individual courses. Program faculty re-examine curriculum given accreditation process.	Revision of course activities and program curriculum given annual feedback and accreditation activities.	Currently in the process
MA Spanish	No	Design of assessment plan with revision of program learning objectives/goals by faculty 2007-08	Completion of core and specialty courses, capstone experience, and an oral comprehensive exam.	Graduate program instructors re-examine curriculum and requirements	Graduate program instructors discuss surveys and thesis activities.	Currently in the process

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Natural Sciences &amp; Mathematics</b>						
Biology	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/NSME/BIO/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/NSME/BIO/outcomes.shtml</a>	Two different assessment exams in their senior seminar capstone class. One is a survey prepared by the Biology Department to evaluate the program and its ability to prepare students in specific areas of science. The second assessment tool has been the administration of the Major Field Tests in Biology. This breaks down scores of all our students by subject category in the biological sciences, and compares them against a national average.	Various professors, faculty, and chair. Capstone class instructor reviews student work. Annual review of student performance on Field Test..	Revision of learning objectives and curriculum given survey and exam results of capstone activities.	August 29, 2005
Chemistry	Yes	Guidelines for curriculum established by the American Chemistry Society (accreditation)	Completion of core and specialty courses and capstone experience.	Various professors, faculty, and chair. Annual review of curriculum with documentation for accreditation activities.	To make needed changes in the department curriculum to maintain accreditation status.	April 28, 1998
Computer Science	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/NSME/CMPS/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/NSME/CMPS/outcomes.shtml</a>	Completed plan of study, required coursework, and completion of thesis or project.	Various professors, faculty, and chair. Annual review of learning objectives by department.	To make needed changes in the department curriculum to reinforce learning objectives of program	June 9, 2003
Geology	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/NSME/GEO/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/NSME/GEO/outcomes.shtml</a>	Completed plan of study, required coursework, and completion of thesis or project.	Various professors, faculty, and chair. Annual review of learning objectives by department.	To make needed changes in the department curriculum to reinforce learning objectives of program	June 4, 2004

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Natural Sciences &amp; Mathematics</b>						
Mathematics	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/NSME/MA TH/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/NSME/MA TH/outcomes.shtml</a>	Laboratory sessions in each course, homework, final examination, senior project. Major Field Test by ETS in Senior Seminar course.	Various professors, faculty, and chair. Annual review of learning objectives by department.	Revision of learning objectives given course assessment activities (2006-07).	February 18, 2004
Nursing	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/NSME/NURS/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/NSME/NURS/outcomes.shtml</a>	Faculty summary forms per courses. Student survey evaluation of courses and program. Student final project or thesis reviewed by faculty.	Various instructors per course and chair. Quarterly review by Program evaluation committee in consultation with other department curriculum committees.	To make needed changes in the department curriculum to reinforce learning objectives of program and accreditation guidelines.	November 30, 2005
Physics	Yes	CSUB Assessment Website: <a href="http://www.csub.edu/assessmentcenter/reports/NSME/PHYS/outcomes.shtml">http://www.csub.edu/assessmentcenter/reports/NSME/PHYS/outcomes.shtml</a>	Individual faculty course assessment per learning objective. Survey of majors.	Individual faculty course assessment per learning objective.	Individual faculty course assessment per learning objective.	1994 – currently in the process
MS Biology	The MS program does not begin until Fall 2007. Department discussions about goals/objectives	Department development curriculum and goals/objectives for the new program.	Review of independent research project and masters thesis reviewed by graduate committee. Required final comprehensive examination.	Faculty will review research project, thesis or comprehensive examination per different MS options. Annual review of learning objectives by department	To make needed changes in the new program curriculum to reinforce learning objectives of MS program	n/a new program
MS Geology	No	Design of assessment plan with revision of program learning objectives/goals by faculty 2007-08	Grade of B- or better and over all Graduate GPA of 3.0. Student/alumni survey and discussion of thesis proposals by graduate faculty.	Graduate program instructors re-examine curriculum and requirements	Graduate program instructors discuss surveys and thesis activities.	June 4, 2004

<b>CATEGORY List each degree program:</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (Please specify)</b>	<b>(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)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used?</b>	<b>(6) Date of last program review for this degree program</b>
<b>School of Natural Sciences &amp; Mathematics</b>						
MS Nursing	Yes	CSUB Nursing Website: <a href="http://www.csub.edu/nursing/MS_nursing.shtml">http://www.csub.edu/nursing/ MS_nursing.shtml</a>	Faculty summary forms per courses. Student survey evaluation of courses and program. Student final project or thesis reviewed by faculty.	Various instructors per course and chair. Quarterly review by Program evaluation committee in consultation with other department curriculum committees.	To make needed changes in the department curriculum to reinforce learning objectives of program and accreditation guidelines.	November 30, 2005
MA Mathematics	Faculty discussion for development	Design of assessment plan with revision of program learning objectives/goals by faculty 2007-08	Project on a mathematical topic or pilot action research in Mathematics education.	The mathematics graduate advisors (for MATH 591) and other members of the graduate faculty serving as committee.	Graduate program instructors discuss project activities.	New program scheduled for review in 2008/09



## Data Exhibit 7 - Inventory of Concurrent Accreditation and Key Performance Indicators

**Table 22. Inventory of Concurrent Accreditation and Key Performance Indicators**

(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 rates, etc.)	(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.
California Commission on Teacher Credentialing (CCTC) – BA 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	Spring 2000	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.
National Council for the Accreditation of Teacher Education (NCATE) – BA 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	Spring 2000	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) 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 rates, etc.)	(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.
California Board of Registered Nursing (BRN) – BS Nursing; MS Nursing	April 2002	Unknown	Unavailable	Unavailable
Commission on Collegiate Nursing Education (CCNE) – BS Nursing; MS Nursing	April 2002	Unknown	Unavailable	Unavailable
Association to Advance Collegiate Schools of Business (AACSB International) – BS in Business Administration (Accounting, Finance, Management, and Marketing); Master of Business Administration	Continuing Review, June 1999; Full Accreditation April 2003	<b>1998-1999</b> Scholarship incentive/reward system; Improvement in composition of academically and professionally qualified faculty; More effective career planning and guidance; More effective outcomes measurement; Improved MBA enrollment while enforcing admission standards; and Use of mission statement to guide performance and curriculum development. <b>2003</b> Standards met	<b>BA:</b> CSU Business Schools Consortium standardized test; Student satisfaction survey (Capstone course); SOCI <b>MBA:</b> ETS Major Field Test for MBA Students; Student satisfaction survey (Capstone course); SOCI	<b>ETS Major Field Test for the MBA:</b> <b>June 2003 (2002-2003):</b> <b>Overall:</b> Marketing 55th Management 80th Finance 80th Managerial Accounting 80th Strategic Integration 60 <sup>th</sup> <b>June 2005 (2003-2005):</b> <b>Overall:</b>

(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 rates, etc.)	(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.
National Association of Schools of Public Affairs and Administration – Master of Public Administration	July 2002	In conformity with NASPAA standards	<b>Communication</b> (Percentage 80%+ on oral, written, and teamwork rubrics, interpersonal under development); <b>Context of PA</b> (Percentage 80%+ on history, politics, theory, and diversity rubrics, career test question content rubric under development); <b>Critical thinking</b> (Percentage at 80%+ on theory application, problem solving, and ethical reasoning test question and paper content rubrics; percentage at 80%+ on design, analysis, and interpretation scoring rubrics; percentage scoring at 80%+ on evaluation, management, and culminating project reports); <b>Core public management competencies</b> (Percentage scoring 80+% on content rubric for PPA 503 policy memoranda, policy analysis exercises and test questions, budget projects, leadership memoranda, human resource case studies. Under development: management projects and information technology exercises).	<b>Culminating Project Content Rubric (Applied Method, Problem Solving)</b> <b>2005-2006: 77.5% at adequate level.</b> <b>2006-2007: 91.9% at adequate level</b>  <b>Writing Rubric</b> <b>2005-2006: 82.4% at adequate level</b> <b>2006-2007: 85.1% at adequate level</b>

(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 rates, etc.)	(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.																																																
Council on Social Work Education (CSWE) – Master of Social Work	Feb 2007	Curriculum Development and compliance with Social Work Standards for accreditation	Data on Curriculum Outcome Evaluation and Exit Evaluation	<div>Result of Curriculum Outcome Evaluation</div> <div>total</div> <table><tr><th>year of graduation</th><th>Mean</th><th>N</th><th>Std. Deviation</th></tr><tr><td>2003</td><td>4.3616</td><td>28</td><td>.46151</td></tr><tr><td>2004</td><td>4.5213</td><td>22</td><td>.32367</td></tr><tr><td>2005</td><td>4.4560</td><td>22</td><td>.35626</td></tr><tr><td>2006</td><td>4.4026</td><td>17</td><td>.39665</td></tr><tr><td>Total</td><td>4.4322</td><td>89</td><td>.39131</td></tr></table> <div>Results of Exit Evaluation</div> <div>total</div> <table><tr><th>Year of graduation</th><th>Mean</th><th>N</th><th>Std. Deviation</th></tr><tr><td>2003</td><td>3.5733</td><td>29</td><td>.61808</td></tr><tr><td>2004</td><td>4.2552</td><td>24</td><td>.58570</td></tr><tr><td>2005</td><td>4.2938</td><td>20</td><td>.49972</td></tr><tr><td>2006</td><td>4.1829</td><td>18</td><td>.37381</td></tr><tr><td>Total</td><td>4.0321</td><td>91</td><td>.62169</td></tr></table>	year of graduation	Mean	N	Std. Deviation	2003	4.3616	28	.46151	2004	4.5213	22	.32367	2005	4.4560	22	.35626	2006	4.4026	17	.39665	Total	4.4322	89	.39131	Year of graduation	Mean	N	Std. Deviation	2003	3.5733	29	.61808	2004	4.2552	24	.58570	2005	4.2938	20	.49972	2006	4.1829	18	.37381	Total	4.0321	91	.62169
year of graduation	Mean	N	Std. Deviation																																																	
2003	4.3616	28	.46151																																																	
2004	4.5213	22	.32367																																																	
2005	4.4560	22	.35626																																																	
2006	4.4026	17	.39665																																																	
Total	4.4322	89	.39131																																																	
Year of graduation	Mean	N	Std. Deviation																																																	
2003	3.5733	29	.61808																																																	
2004	4.2552	24	.58570																																																	
2005	4.2938	20	.49972																																																	
2006	4.1829	18	.37381																																																	
Total	4.0321	91	.62169																																																	

(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 rates, etc.)	(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.
American Chemical Society – BS in Chemistry	Unknown	Unknown	Overall quality of the undergraduate chemistry program: The number and competence of the teaching faculty; Teaching loads; Level, breadth, and depth of instructional offerings (especially at the advanced course level); Adequacy of facilities and supporting personnel; The aptitude of the students; The number of chemistry graduates per year; and The subsequent performance of those graduating from the program.	Unavailable.

## **Appendix F – Off-Campus and Distance Education Degree Programs**

CSUB offers 13 degrees, three credentials, and one certificate at the Antelope Valley campus in Lancaster, CA. Through Extended University Division, the university offers three degrees online, four degrees and one credential in Santa Clarita, CA, and one degree in Santa Maria, CA.

### ***Antelope Valley Campus, Lancaster, CA***

- Business (BS)
- Communications (BA)
- Criminal Justice (BA)
- Economics (BA)
- Educational Administration (MA)
- Educational Curriculum & Instruction (MA)
- Elementary Education (Credential)
- Special Education (Credential)
- Secondary Education Program (Credential)
- English (BA, MA)
- Liberal Studies (BA)
- Nursing (BS)
- Psychology (BA)
- Social Work (MS)
- Sociology (BA)
- Drug & Alcohol Studies (Certificate)

### ***Extended University***

#### **Online**

- Environmental Resource Management (BS)
- Administration (MS)
- Education (MA)

#### **College of the Canyons, Santa Clarita, CA**

- Multiple Subject Teaching Credential
- Liberal Studies (BA)
- Communications (BA)
- Education Literacy (MA)
- Education (MA)
  - Concentration in Curriculum and Instruction
  - Concentration in Administration

#### **John Hancock College, Santa Maria, CA**

- Business (BS)

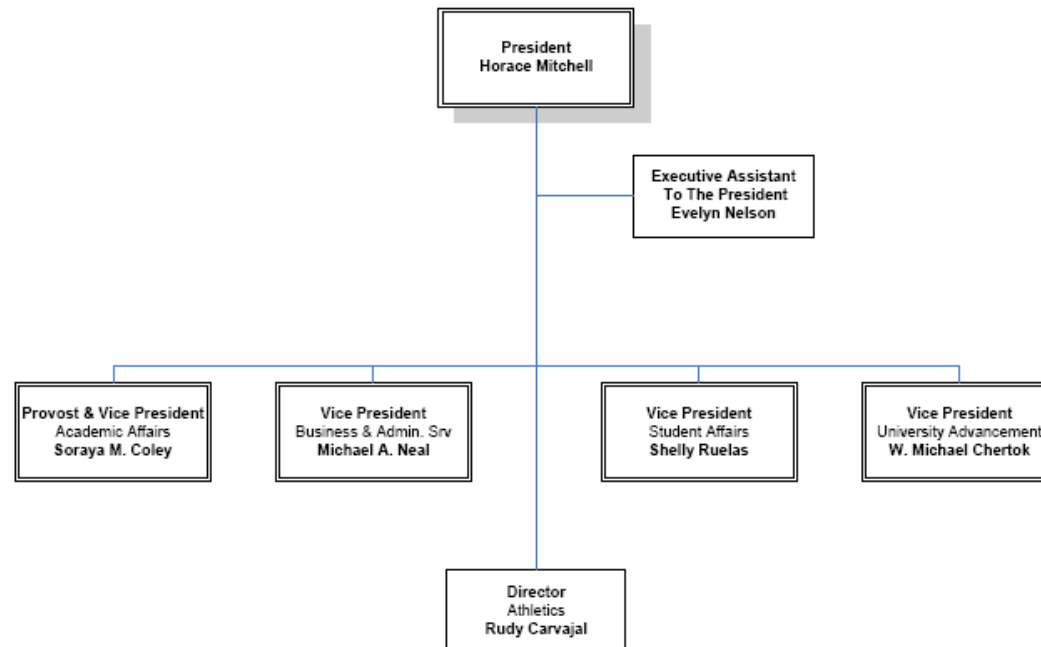
Departments and faculty at the main campus in Bakersfield design, administer, and evaluate degree programs online and at satellite campuses. As a result, all off-campus degrees must meet the student-learning outcomes of their respective departments and programs. In addition, all departments and programs must evaluate off-campus degrees as part of the five-year academic program review. The main Institutional Proposal outlines how CSUB will evaluate the off-campus degrees through the four themes of university alignment, campus culture, student learning, and community engagement.

## Appendix G – CSUB Organizational Charts



California State University, Bakersfield

ORGANIZATION CHART

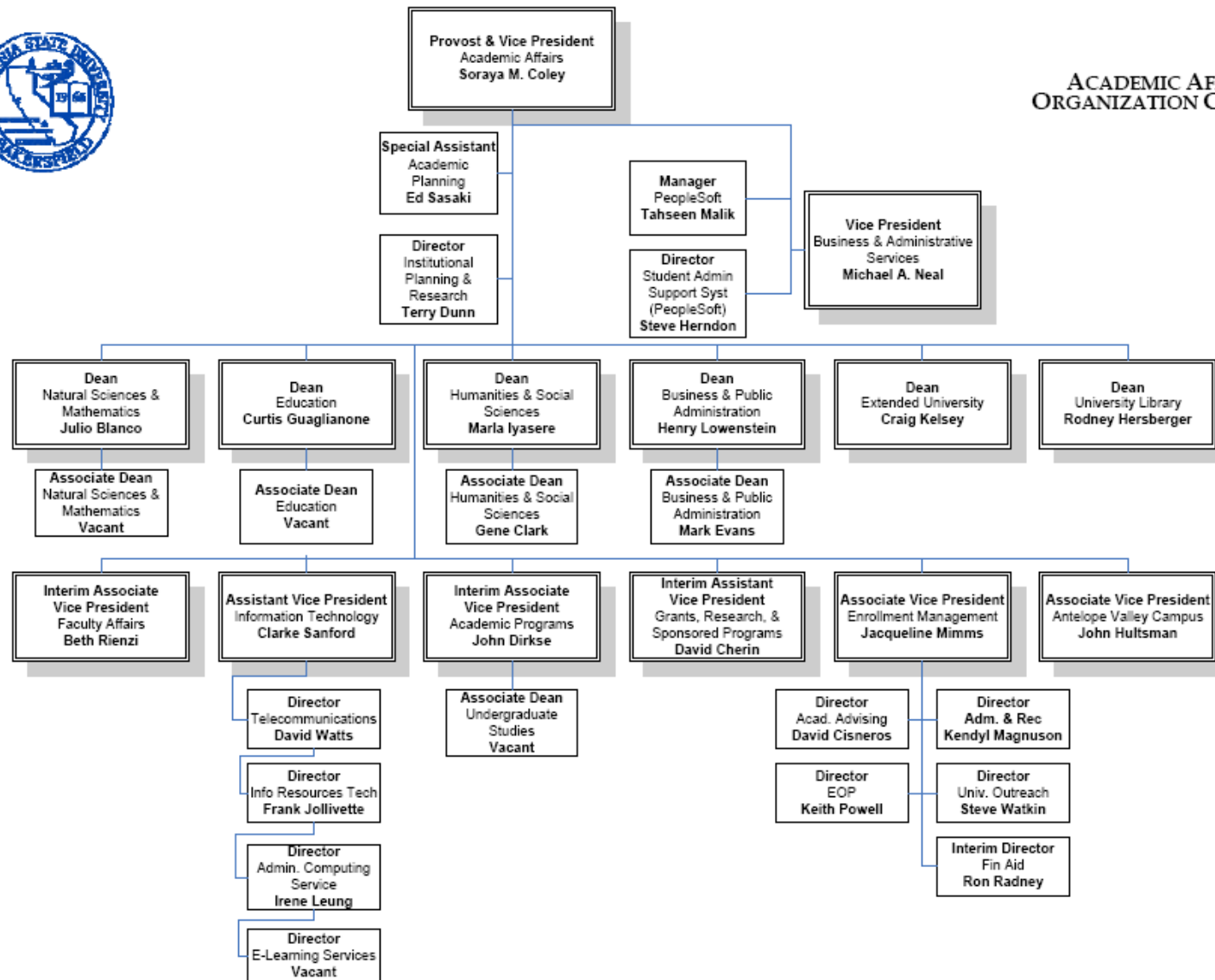


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Figure 2. CSUB Organization Chart



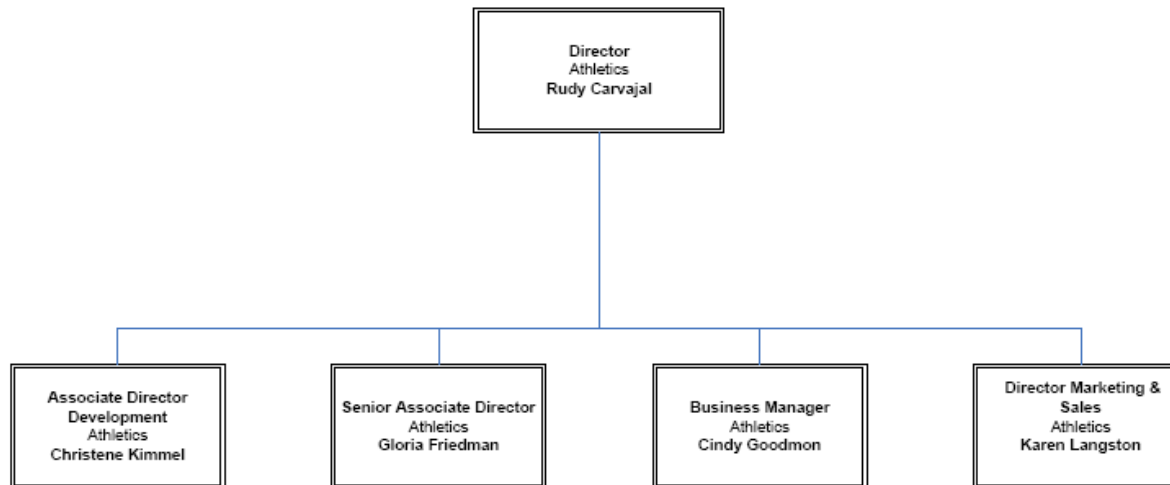
## ACADEMIC AFFAIRS ORGANIZATION CHART



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Figure 3. CSUB Academic Affairs Organization Chart





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Figure 4. CSUB Athletics Organization Chart



California State University, Bakersfield BUSINESS & ADMINISTRATIVE SERVICES  
ORGANIZATION CHART

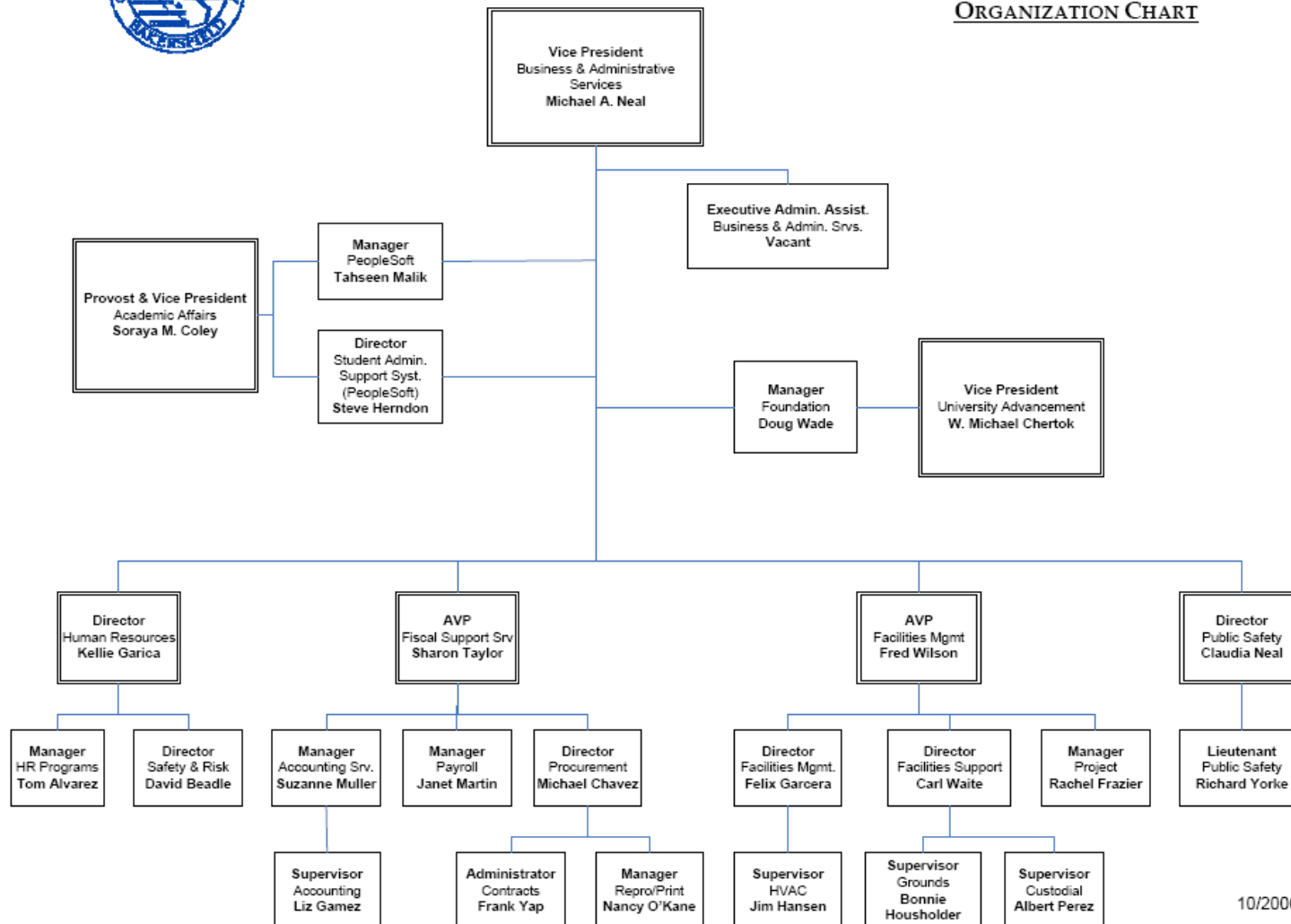
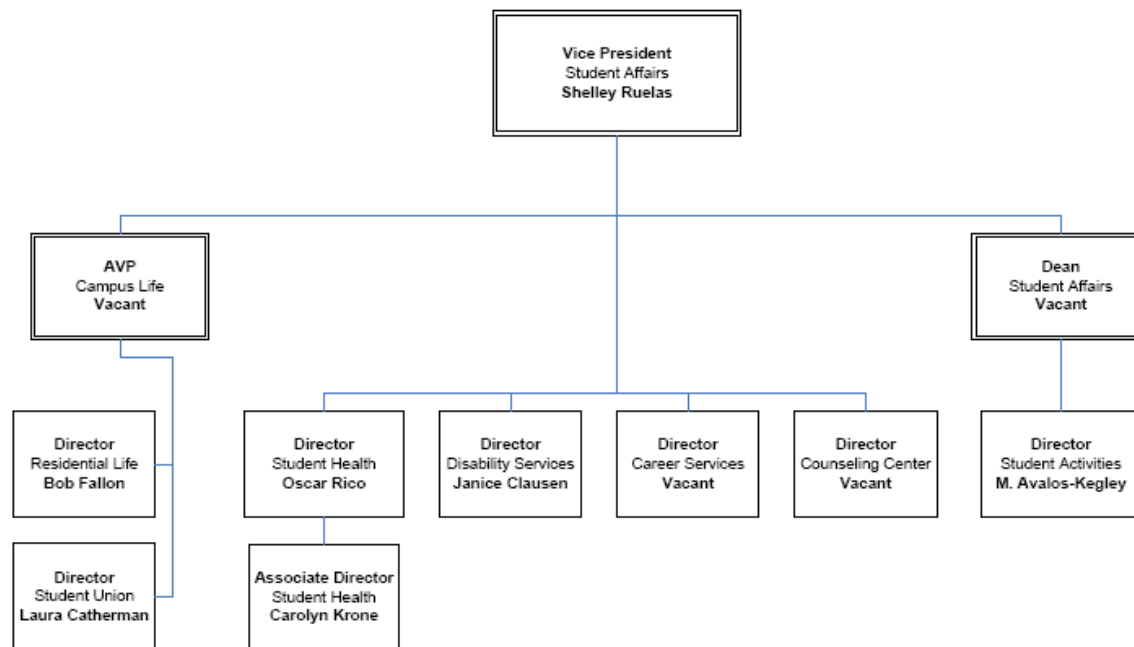


Figure 5. CSUB Business and Administrative Services Organization Chart



California State University, Bakersfield

STUDENT AFFAIRS  
ORGANIZATION CHART



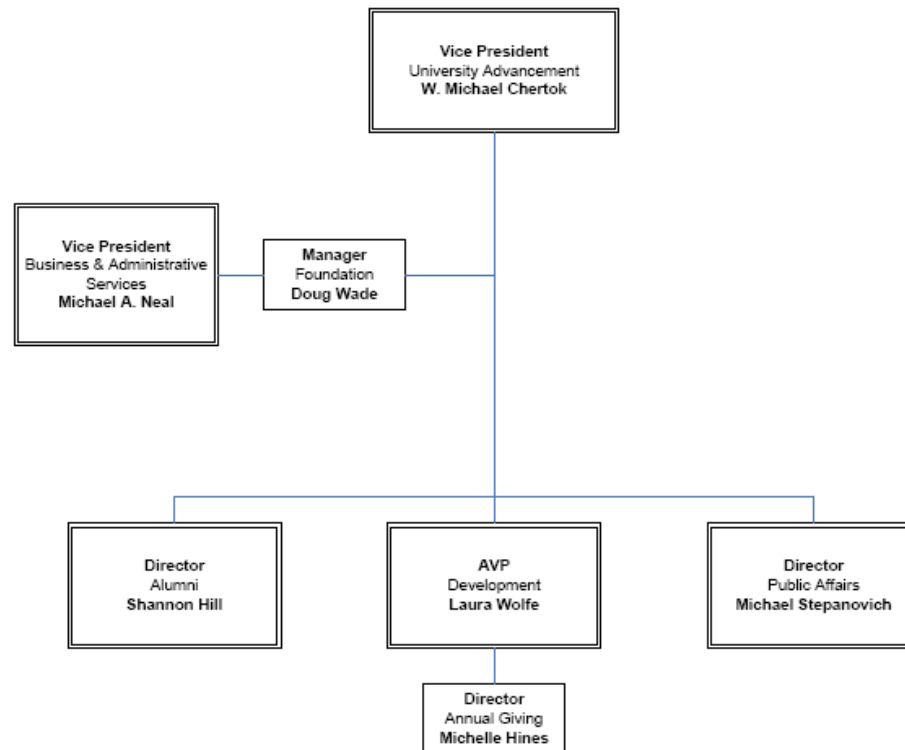
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Figure 6. CSUB Student Affairs Organization Chart



California State University, Bakersfield

UNIVERSITY ADVANCEMENT  
ORGANIZATION CHART



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Figure 7. CSUB University Advancement Organization Chart