ACADEMIC SENATE EXECUTIVE COMMITTEE
Agenda
Tuesday, October 5, 2021
10:00 a.m. – 11:25 a.m.
Video Conference

1. CALL TO ORDER

2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK
   President Zelezny (Time Certain 11:00 – 11:30)

3. APPROVAL OF AGENDA (Time Certain 10:05)

4. APPROVAL OF MINUTES
   September 21, 2021 Minutes

5. CONTINUED ITEMS
   a. AS Log (handout)
      i. AAC (J. Tarjan)
      ii. AS&SS (E. Correa)
      iii. FAC (M. Rees)
      iv. BPC (C. Lam)
   b. Provost Update (V. Harper)
   c. Searches (V. Harper)
      i. AVP GRaSP –The Call for At-Large and Open Call for the BPA position ends at 5:00 p.m. The committee meet Falls '21 and Spring '22.
      ii. AVP IRPA – B. Street elected. The committee meets this Fall.
      iii. Dean BPA – Provost and EC selection for majority of faculty members
      iv. Dean NSME – (4) FT tenured faculty member elected. The committee meets during the 2021-2022 academic year.
      v. Dean Antelope Valley – The Open Call to the university for the BPA position, ends at 5:00 p.m. The committee meets Fall '21 and Spring '22
      vi. Dean Library – established committee meets Spring '22
      vii. Associate Dean Undergraduate and Graduate Studies - The Call for At-Large and Open Call for A&H, BPA ends at 5:00 p.m. The committee meet Falls '21 and Spring '22.
   d. Financial and strategic planning transparency and faculty participation

6. NEW DISCUSSION ITEMS (Time Certain 10:45)
   a. Senate Meeting Date Change
   b. Exam Modality for Flex Classes

c. New Course and Curriculum Revision proposals – AAC (handout)

d. Policies: Reimbursement Rate, and Professional Development Funding (handout)

e. Title Change - Library Staff Manager (handout)

f. Summer Compensation

g. Sociology Concentration Revision proposal (handout)

h. Senate Calendar and Potential Timelines in Standing Committee(s)

i. Academic Integrity

    i. Academic Integrity Pledge

j. Sabbatical Process Improvement - FAC

k. Elections and Appointments – M. Danforth

    i. ATI Working Group

        1. Appointments

        2. Sub-committee – Instructional Materials

    ii. Fourth attempt to fill position turns to EC appointment – Handbook Change

    iii. School Elections Committee – Handbook Change 202.7

    iv. Order of Business – Bylaws change (Section III. A.)

    v. Standing Committee Bylaws change – (Section IV)

        1. Chair Election Statement of Interest (J. Tarjan's suggestion)

        2. Two-years on Senate requirement

        3. Structure of BPC

        4. Strike "at least" (J. Tarjan's suggestion)

    vi. Committee proliferation

l. Strategic Plan Group data gathering instrument(s)

m. Academic Freedom revisited – FAC

n. Distinguished Professor Award – (handout) FAC

o. Faculty Poll regarding online instruction (Hold pending further information)

p. Alma Mater (Hold pending further investigation)

q. Assigned Time application revision and timing (Hold pending further information) – FAC

7. **AGENDA ITEMS FOR SENATE MEETING October 7, 2021 (Time Certain 11:00 a.m.)**

Approval of Minutes

Announcements

- President Zelezny (Time Certain 10:10)
- Elections and Appointments – M. Danforth

Approval of Agenda (Time Certain 10:05)

Reports

Resolutions (Time Certain 10:35)

Consent Agenda
New Business
RES 212206 Winter Intersession 2021-2022 Calendar Update
Old Business
RES 212204 MA INST Moratorium
RES 202105 CSUB Policy on Use of sUAS – GRaSP Update

Open Forum (Time Certain 11:15)

8. COMMENTS FROM THE FLOOR

9. ADJOURNMENT (Time Certain 11:25 am)

ACADEMIC SENATE EXECUTIVE COMMITTEE
Minutes
Tuesday, September 21, 2021
10:00 a.m. – 11:25 a.m.
Video Conference

Members: **A. Hegde (Chair), M. Danforth (Vice-Chair), J. Millar, M. Martinez, E. Correa, C. Lam, M. Rees, J. Tarjan, V. Harper**
Absent: **M. Martinez**

1. CALL TO ORDER
   A. Hegde called the meeting to order.

2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK
   Academic Support Services – D. Jackson and B. Street presented a summary of their response to the WSCUC Recommendations. WSCUC is scheduled to visit CSUB in Spring 2023. They want data segmented by students served by population, etc. B. Street selected as Faculty Leadership Fellow to look at the data.
   CSU Advising Recommendations dated December 3, 2020 included consistent advising for students, tutoring, and course scheduling.   The findings were: Available data was difficult to acquire and interpret, and accuracy is an issue. Effectiveness was extremely limited, and no known analysis of effectiveness was done. Some recommendations for Academic Support Services are to be more effective in student experience, the need for advising and tutoring structural connection, begin aligning staff to student ratios as defined in best practices at other universities. Faculty advising is a separate conversation about what the relationship is between faculty and staff advising. Their presentation, *Student Success Initiative at CSUB,* is attached to these minutes.
   Comment: Focus group of students on their experience at CSUB is needed. (J. Tarjan)
   Response: The request to ASI is planned. (B. Street)
   Comment: Thank you to D. Jackson and B. Street for producing a report of Gold Standard for its depth and scope and to B. Street for his leadership to make the institution better. Any changes that come about from the report, the Senate will be fully involved. (V. Harper)
   Comment: Faculty Advising Training needs to be reinstituted.   Consider returning the One Stop for students to get answers to their questions. Technology hasn't been reviewed by faculty. Example Schedule Builder and Road Map. The technology is channeling the student without the ability to move things around. More discussion on technology needed. (M. Rees)

Q: Is qualitative data available? Could the difficulty in collecting data be perhaps due to case load?   It will help to address what can be changed. (E. Correa)

Comment: When the report was presented at Provost Council, the question was, does Senate have to be involved. The response was "absolutely". (A. Hegde)

See *Academic Support Services at CSUB* presentation attached to the minutes.

Time Capsule – The draft will be circulated to the EC for edits and then see if other faculty want to give feedback. (A. Hegde)

Campus Climate Survey – Per meeting with the President, the raw data is in. The consulting company will produce a summary based on the raw data. The discussion will be in context of Diversity, Equity, and Inclusion (DEI). (A. Hegde)

Paper SOCI option - D. Boschini and ITS inquired whether there is an interest in hard-copy SOCIs for face-to-face and flex courses. Discussion ensued.

The DCLC was favorable to have both electronic and hard-copy SOCIs submittals available option. (A. Hegde) Face-to-face and flex modality instructors in Management and Marketing were adamant about making paper SOCIs an option. (J. Tarjan) Paper SOCIs are vastly superior to the electronic SOCIs. Electronic SOCIs need to be functionally equivalent. (M. Danforth) The decision on whether we use paper or electronic SOCIs should be left entirely up to faculty. It is not an ITS nor Administrator decision. (A. Hegde) Yes. (V. Harper)

Faculty who are up for promotion, doing RTP, and who have low SOCI rate of completion due to the pandemic, etc., are concerned about how SOCIs are being used in RTP. They shouldn't be penalized for something they don't have control over. (E. Correa)

3. <u>APPROVAL OF AGENDA</u>
    E. Correa moved to approve the agenda. C. Lam seconded. Approved.

4. <u>APPROVAL OF MINUTES</u>
    E. Correa moved to approve the September 7, 2021 Minutes. C. Lam seconded. Approved.

5. <u>CONTINUED ITEMS</u>
    a. AS Log (handout)
        i. AAC (J. Tarjan)
            Referral 23 - MA INST Moratorium was sent to EC as RES 212204
            Referral 02 Department Formation Criteria Revision – a joint task force formed.

Referral 09 Proposal to Employ HIP Tracking - questions arose around tracking, access, funding, etc.

Referral 07 GECCo Reporting Structure – the discussion included reporting relationship between GECCo and other entities, timely course submissions, whether faculty know what they do.

ii. AS&SS (E. Correa)

Referral 09 Proposal to Employ HIP Tracking – Members were concerned if different people are teaching that class, how to continue the assessment and making sure it includes HIP. Instructors' academic freedom needs to be respected. Assessment directors have been invited to AS&SS. Some have either not responded or accepted and then not shown up.

Referral 19 DEI Faculty Fellows Exploratory Group Report – While this referral wasn't sent to AS&SS, they met with FAC to discuss how the committee was created and whether guidelines show committee formation and selection have to go through Senate. (E. Correa) There would have been some benefit to including people who have already been working on this. (M. Danforth) The call for the DEI Faculty Fellows was made from the Provost's Office. (A. Hegde) AS&SS asked for an update on the Testing Center.

iii. FAC (M. Rees)

Referral 03 Electronic RTP as Application Standard – Committee members were given the survey results to examine. (M. Rees)

Referral 04 - Exceptional Service Article 20.37 Application and Screening Process - Investigating rubrics of other CSU campuses on exceptional service.

Faculty Fellows report – It's confusing because the statements were along the line of there not being enough opportunities for committee service. To the contrary, there are many committees with vacant positions. Perhaps more discussion with faculty is needed.

FAC joined with AS&SS on DEI report. Data on Campus Climate is not accessible. If there is general data that isn't identifiable would be helpful to share. It may take time to make the information useful. FAC and AS&SS are looking for next steps.

iv. BPC (C. Lam)

Referral 18 CSUB Policy on Use of sUAS – GraSP Update to EC as RES 212205

Referral 07 GECCo Reporting Structure – BPC would like to see GECCo have oversight; report to AAC. Basically, it's going back to the old Committee on Academic Requirements and Standards (CARS) structure. AAC would approve any changes that GECCo proposes. BPC is waiting for the decisions from the other two committees. Discussion ensured. It's not clear to some that GECCo is responsible for course

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requirements and learning outcomes and making adjustments to those. Would approving courses and assessment be under AAC? If yes, faculty will be very upset about delays due to another level of bureaucracy. (J. Tarjan) Part of the structural change could be what to delegate to GECCo, and what they would have to submit to the Senate for approval, such as changing First Year Seminar (FYS) to a single two-unit class from two one-unit classes. The precedence is CARS. (M. Danforth) The details can be worked out in joint committee discussion before it comes to Senate. (A. Hegde) Referral 19 DEI Faculty Fellows Exploratory Group Report – BPC is addressing where there are gaps and will be making a recommendation for a new referral.

b. Provost Update (V. Harper)
    i. Office Hours – the Provost will be taking calls from faculty and staff
    ii. Data Summit-Eliminating Equity Gaps is scheduled for Friday. It dovetails with DEI tactics. He's please with progress on the proposal sent to Senate [Referral 19]. He's ex-officio on BPC. The conversation was outstanding; faculty engaged with what needs to be done. The reporting of the Senate's involvement helps the potential for a Fellowship Program.
    iii. Pandemic Research Group – They are requesting funding
    iv. GRaSP Evaluation Committee - They produced a remarkable document. The Provost will be working to make changes to make them more service oriented.
    v. Captured Positions Released for Hiring – Those faculty positions launched through the department chairs. The President's investment in Academic Affairs is appreciated. (V. Harper) Discussion ensued.
    CSUB is well-past recruiting time. CSUB gets the budget to hire faculty after the deadline for scheduling classes. It is not a good practice. (J. Tarjan) A biennial budget has been recommended to the Chancellor's Office (CO). (V. Harper) When will Chairs be given their budget? Will there be an announcement for additional new lines? (E. Correa) The budget will be known next week. (V. Harper)
c. Searches (V. Harper)
    i. AVP GRaSP – Senate Office sent Call for Nominations for (5) FT Tenured Faculty; (1) from each school plus (1) At-Large. The committee meet Falls '21 and Spring '22. Second Call for A&H, BPA in process.
    ii. AVP IRPA – B. Street elected, and the committee is about to commence.
    iii. Dean BPA – Request for EC's support of his appointments: B. Licon for Staff, a Dean, D. Boschini AVP FA, Heath Niemeyer from University Advancement, Connie Perez-Andreessen as Community Member. (V. Harper) The Provost and EC select one or two faculty for majority of faculty members. Two candidates came forward. (A. Hegde) The Provost will look at the candidates and get back to EC next time. (V. Harper)
    iv. Dean NSME – SEC sends Call for Nominations for (4) FT tenured faculty
    v. Dean Antelope Valley – BPA member left the committee. BPA is running a second call for replacement. The committee meets Fall '21 and Spring '22

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      vi.   Dean Library – established committee meets Spring '22

     vii.   Associate Dean Undergraduate and Graduate Studies - Call made for Nominations for (1) FT Tenured Faculty from each school and (1) At-Large on behalf of AVP AP. Second Call for A&H, BPA, SS&E in process.

   d. Financial and strategic planning transparency and faculty participation (deferred)

6. <u>NEW DISCUSSION ITEMS</u>
   a. Summer 2022 Schedule – From M. Novak. It's a calendar issue. Referred to BPC.
   b. Faculty Hall of Fame (HOF) selection process – the HOF was initiated by the Dean of the Library.   The Library handled all of it. The Library wants the entire selection process to go through the Faculty Honors and Awards Committee (FHAC). The Library's argument is that doesn't have the resources. (A. Hegde) Consider the hand-off of data, wherever it resides, in the transition. The previous recipients need not be lost. (M. Danforth) Referred to FAC.
   c. School Elevation Exploratory Committee (SEEC) – The Provost sent a proposal for a group to explore changing schools to colleges. The charge and proposed membership are in the agenda materials. The committee will select the Faculty Co-Chair to work with Co-Chair D. Boschini. If the SEEC's report recommends that CSUB should go from schools to colleges, there would be a separate implementation committee formed. (A. Hegde) There are stages to go from idea formation to implementation. The SEEC would start in Fall of 2021 and complete in Spring of 2022. They would outline a timeline and costs associated with the move. (V. Harper) EC agreed on moving forward. An election to be held. (A. Hegde)
   d. Exam Modality for Flex Classes (deferred)
   e. New Course and Curriculum Revision proposals – AAC (deferred)
   f. Senate Calendar and Potential Timelines in Standing Committee(s) (deferred)
   g. Academic Integrity
      i.   Academic Integrity Pledge
   h. Sabbatical Process Improvement – FAC (deferred)
   i. Elections and Appointments – M. Danforth (deferred)
      i.   ATI Working Group
         1. Appointments
         2. Sub-committee
     ii.   Fourth attempt to fill position turns to EC appointment – Handbook Change
     iii.   School Elections Committee – Handbook Change 202.7
     iv.   Standing Committee Bylaws change – (deferred)
         1. Chair Election Statement of Interest (J. Tarjan's suggestion)
         2. Two-years on Senate requirement
         3. Structure of BPC

4. Strike "at least" (J. Tarjan's suggestion)
   v. Committee proliferation
   j. Strategic Plan Group data gathering instrument(s) (deferred)
   k. Academic Freedom revisited – FAC (deferred)
   l. Distinguished Professor Award – (handout) FAC (deferred)
   m. Faculty Poll regarding online instruction (Hold pending further information)
   n. Alma Mater (Hold pending further investigation)
   o. Assigned Time application revision and timing (Hold pending further information) – FAC

7. **AGENDA ITEMS FOR SENATE MEETING September 23, 2021 (Time Certain 11:00 a.m.)**
   Approval of Minutes
   Announcements
   - President Zelezny (Time Certain 10:10)
   - Elections and Appointments – M. Danforth
   Approval of Agenda (Time Certain 10:05)
   Reports
   Resolutions (Time Certain 10:35)
       Consent Agenda
       New Business
       RES 212204 MA INST Moratorium
       RES 202105 CSUB Policy on Use of sUAS – GRaSP Update
       Old Business
       RES 212202 Early Award of Tenure
   Open Forum (Time Certain 11:15)

8. COMMENTS FROM THE FLOOR
   - Senate meeting change – There is a meeting scheduled during exam week. M. Danforth and A. Hegde will examine the volume of work of the Senate. Carry topic to the next EC meeting.
   - Standing Committee Orientation – A non-faculty member didn't understand the role of non-officio sub-committee members. The Standing Committee orientation is sent to the chairs at the start of the academic year.
   - Mark Martinez is out on leave for a few weeks.

9. ADJOURNMENT
   A. Hegde adjourned the meeting at 11:29.

Academic Support Services at CSUB: Student Success through Advising, Tutoring, Supplemental Instruction, and Course Scheduling

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A Summary Report Prepared and Presented by
Brian D. Street, Ph.D. Associate Professor, Kinesiology
California State University, Bakersfield

March 1st, 2021

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Executive Summary

The recommended strategies presented here reflect analysis of data and plans for improving Academic Support Services that are proposed to support timely graduation of CSUB students. These recommendations are, in part, in response to the WSCUC report, which stated "The team [WSCUC visiting committee] recommends that CSUB ensure consistency, effectiveness, and quality of academic support services, including advising, tutoring, supplemental instruction, and course scheduling, to foster success for all students". In this report it is proposed, broadly across Academic Support Services, the adoption of new programmatic and organizational strategies, and technology and tools adoption to improve the consistency, effectiveness, and quality of Academic Support Services. It is proposed that each of the units work with a high level of coordination structurally and organizationally, adopt technology and tools of best practice, and implement consistent and accurate data reporting for use in campus decisions. With each, and as a whole, this will aid the student in finding and identifying needed resources, improve the impact and consistency of Academic Support Services, have a more effective and efficient use of campus resources, and ultimately lead to improved success of all CSUB students.

Summary Recommendation

- Create a high level of coordination, structurally and organizationally, within Academic Support Services. This organizational strategy is to create consistent experiences for students, to facilitate effective communication and interactions between units, and the efficient use of resources across Academic Support Services.

- Adopt new technology and tools of best practice. Any adoption should increase communication between units, simplify and/or make more efficient, and converging, tasks across Academic Support Services.

- Pursue staff to student ratios within Academic Support Services that align with the Council for the Advancement of Standards in Higher Education.

- Create new norms for collecting, analyzing, and reporting of data within Academic Support Services that is shared and integrated across the units. The norms should be based on consistent and accurate data to drive decision-making across the various units and align with the goals of the Strategic Plan of CSUB.

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1.0   Introduction

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Fostering student success is the core mission of California State University, Bakersfield (CSUB) and the California State University (CSU) system. Objectives for student success within the CSU system are to improve graduation rates, persistence, time to degree, and the affordability for students. To these ends, significant resources and effort have been directed into these objectives, notably, the Graduation Initiative 2025[1]. This initiative was launched in Fall 2016 and provides funding and other resources to the 23 campuses within the CSU system, working towards the aforementioned objectives, through innovation and strategic planning. Further, CSUB has recently (2019) ratified and approved a new campus strategic plan[2] (2019-2024), with the first goal of the strategic plan to "Strengthen and Inspire Student Success and Lifelong Learning". The CSU Graduation Initiative 2025 aligns funding and other resources of the CSU towards student programs geared to meet the CSU system objectives and the CSUB strategic plan to improve the success of CSUB students.

1.1   WSCUC Report Findings

The review and evaluation of policy and programs for student success are an important exercise when determining the impact and progress of system and campus initiatives. CSUB is accredited by the Western Association of Schools and Colleges, Senior College and University Commission (WSCUC), which is an important accrediting body for public and private schools, colleges, and universities in the United States. The last accreditation cycle at CSUB, started in 2018, and included a campus evaluation. In early 2020, CSUB received reaffirmation of accreditation for a period of eight years. One of the recommendations made by the Commission is to "Ensure consistency, effectiveness, and quality of academic support services, which include advising, tutoring, supplemental instruction, and course scheduling, to enhance student success for all students."[3] To address Commission recommendations related to Academic Support Services, CSUB will be asked, during a Special Visit by the Commission in spring 2023, to provide the following:

- Data on students served, disaggregated by demographic variables
- Organizational charts, staffing ratios, and resource allocations to service units
- Evidence of effectiveness of academic support services

To aid the campus in meeting this Special Visit by the Commission, specifically related to student success and Academic Support Services, I was appointed as a Faculty Leadership Fellow at the end of May 2020, to commence my work on June 1, 2020. With a goal not only to meet the needs for accreditation, but to also pursue the CSU and CSUB objectives of student success proactively and strategically.

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[1] Information on Graduation Initiative 2025 can be found here https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/What-Is-Graduation-Initiative-2025/Pages/default.aspx
[2] Information on CSUB Strategic Plan 2019-2014 can be found here https://www.csub.edu/strategicplan
[3] Reaffirmation document can be found here
https://www.csub.edu/WSCUC/_files/CAL_200226_CSUB_AV.pdf#Reaffirmation%20Letter

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1.2   Information and Data Collection Process

Information and data collection for this Fellowship are based on undergraduate students at CSUB enrolled from Fall semester of 2017 through the Spring semester of 2020. Information and data acquisition occurred throughout the Summer and Fall of 2020. Wherever information or data is missing it was not available due to the campus's COVID-19 response or not available from the unit, program leads, or assigned coordinators, unless stated. Initial steps included review of the WSCUC report, standards, and CSU and CSUB policies regarding the Academic Support Services of advising, tutoring, supplemental instruction and course scheduling. In addition, extensive meetings and communication exchanges with unit, program leads, or assigned coordinators to discuss policy and data acquisition. Bimonthly meetings took place between Dr. Jackson and I, where the Fellowship work progress was discussed, and future steps were planned. The following sections include data and information that came from this work and begin to address the campus's response to the WSCUC report related to Academic Support Services. The availability and accuracy of data across the Academic Programs Services were a key hurdle of this report, and this will be addressed further in the recommendations for each unit.

1.3   Process to Identify Recommendations for Improvement

Along with the work to meet the Special Visit in Spring 2023 by the WSCUC Commission, recommendations are based on acquired data and analysis, and in consultation across the units of interest. These recommendations for the various Academic Support Services were developed in alignment with previous CSU reports and consultation with unit, program leads, or assigned coordinators, and with Dr. Jackson. Any recommendations should go through the appropriate channels of shared governance and consultation, including the Academic Support Services unit leads, the Associate Vice President for Academic Affairs and the Provost and Vice President for Academic Affairs.

2.0 Advising

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2.1 Advising Organizational Chart (01/15/21)

Academic Affairs
Provost and Vice President
Vernon Harper

Interim Associate Vice President for Academic Affairs, Dean of Academic Programs
Debra L. Jackson

- **Academic Advising & Resource Center Advising Coordinator**
Denise Romero
  - **The Helen Louise Hawk Honors Program**
Denise Romero
  - **Undeclared Advisor**
Fatima Ramos
  - **SAP/Probation Advisor**
Misty Croney
  - **SAP/Probation Advisor**
Jisel Silva-Cornejo
  - **Interdisciplinary Studies Advisor**
Janine Cornelison
  - **Graduate Advisor**
Adrianne Silva

Arts and Humanities Dean
Robert Frakes

- **Associate Dean**
Liora Gubkin
  - **Advisor**
Adriana Sixtos
  - **Advisor**
Christina Ramirez
  - **Advisor**
Janine Cornelison

Business and Public Administration Interim Dean
John Stark

- **Associate Dean**
Seung B. Bach
  - **Advising Center Coordinator**
Cindy Zúñiga-Prado
  - **Advisor**
Christina Hernandez
  - **Advisor**
Belen Mendiola

Natural Sciences, Mathematics, and Engineering Interim Dean
Todd McBride

- **Interim Associate Dean**
Karlo Lopez
  - **Advising Coordinator**
Vacant
  - **Advisor**
Micah Lopez
  - **Advisor and LSAMP Coordinator**
Dodie Hyatt
  - **Advisor**
Glenda Guizar
  - **Advisor**
Yolanda Moreno
  - **STEM Pathways Advisor**
Jeannie Gonzalez
  - **STEM Pathways Advisor**
Paul Salie
  - **Advisor**
Anayeli Gomez-Navarro
  - **PreHealth Advisor**
Eva DeLeon
  - **Nursing Advising**
Joshua John

- **Associate Dean**
Tanya Boone-Holladay
  - **Advising Center Coordinator**
Yvette Morones
  - **PSYC Advisor**
Feliza Sanchez
  - **PLSI Advisor**
Jennifer Henley
  - **ANTH & SOC Advisor**
Irene Monroy
  - **CRJU Advisor**
Luz Ramirez
  - **KINE Advisor**
Karen Ziegler-Lopez
  - **CAFS Advisor**
Gilverto Herrera
  - **Advisor**
Maricela Ramirez

Social Sciences and Education Dean
James Rodriguez

- **Liberal Studies Director**
Adam Sawyer
  - **Advisor**
Araceli Esparza
  - **Advisor**
Dina Hallmark
  - **Advisor**
Sonia Gonzalez
- **Teacher Education Chair**
BreAnna Evans-Santiago
  - **Advisor**
Vacant

CSUB Antelope Valley Interim Dean
Doreen Facile-Anderson

- **Advisor**
Lea Antone

Enrollment Management Associate Vice President
Dwayne Cantrell

- **Kegley Center For Student Success Assistant Director**
Melisa Cruz
  - **Advisor**
Ivan Rojo
  - **Advisor**
Tianyu Bao
  - **Advisor**
Andrew Dickenson
  - **Advisor**
Daniela Guardado
- **International Students and Programs**
Sonia Silva
  - **Advisor**
Gabriela Ochoa Vega

Student Affairs Associate Vice President
Jim Drnek

- **Veterans Center Coordinator**
Jamie Pacheco

Extended Education & Global Outreach Dean
Mark Novak

- **Director**
Rhonda Dawson
  - **Advisor**
Raushel Salyards
  - **Advisor**
Dalia Ramirez
  - **Advisor**
Vacant

2.2   Advising Data and Summary

CSUB has seen continual growth year over year in the number of undergraduate students (Table 1). This trend is also generally observed across undergraduate students from the special population units.

*Table 1. Total undergraduate students at CSUB across schools, campuses, and special populations. Some students may be counted more than once. Percent change is based Fall 2017 to Fall 2019 change. * Represents the percent change across all the schools and campuses.*

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	% Change
Arts and Humanities	2178	2183	2188	2193	2198	2203	**0.92**
Business and Public Administration	1650	1566	1679	1560	1656	1494	**0.36**
Natural Sciences, Mathematics, and Engineering	2422	2195	2392	2248	2596	2345	**7.18**
Social Sciences and Education	3664	3559	3974	3842	4307	4079	**17.55**
CSUB, Antelope Valley	402	406	414	405	423	419	**5.22**
School and Campus Totals	**10316**	**9909**	**10647**	**10248**	**11180**	**10540**	**7.73***
International	252		199		168		**-33.33**
Liberal Studies	683	717	764	689	913		**33.67**
Honors					318		
Athlete	276		293		307		**11.23**
Undeclared	129		155		171		**32.56**
Probation	954	533	997	572	923	453	**-3.25**

As of Fall 2019, the school of Social Sciences and Education (SSE) made up 38% of undergraduate student at CSUB, with the remaining from the school of Natural Sciences, Mathematics, and Engineering (23%), school of Arts and Humanities (20%), school of Business and Public Administration (15%), and the Antelope Valley campus (4%). The trend of growth in undergraduate students overall (+7.73%) was heavily driven by SSE (+17.55) over the period of analysis. For undergraduate students from the special population units, there was a reported drop in international students (-33.33%), but in a positive trend, a decreasing number of probation undergraduate students (-3.25%), which is encouraging when comparing absolute changes between growth in total students and those on probation.

The number of students served (meeting with a staff academic advisor) are presented here (Figure 1) by school and campus. Spring 2020 appointment numbers may have been affected by COVID-19 and the campus changes in response to COVID-19 concerns. The methods for recording advising appointments varied from school and campus, as hard-copy paper appointments, calendar recording, and an online appointment model were used. This may create discrepancy for comparison across schools and campuses.

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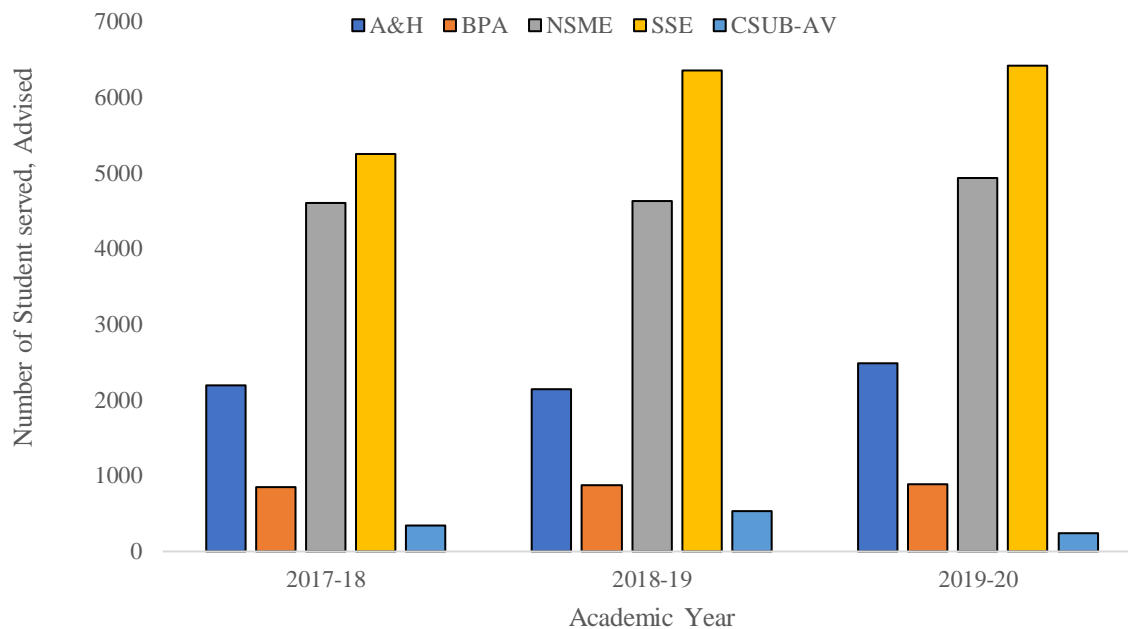
Figure 1. Number of students receiving advising appointments across academic year by school and campus.

The school of Arts and Humanities (A&H) reported an average of 2276 appointments and advised on average 103.98% of undergraduate students from the school each year. A&H also reported an 11.82% increase (Figure 1) in advising appointments over the analysis period (Fall 2017 to Fall 2019), and a 0.92% increase in total undergraduate student growth (Table 1) over the same period in the school. An average of 875 or 52.64% of all undergraduate students received advising appointments from the school of Business and Public Administration (BPA) each year. BPA reported a 4.04% increase in advising appointments and a 0.36% total increase in undergraduate student growth in the school. The school of Natural Sciences, Mathematics, and Engineering (NSME) reported an average of 4724 advising appointments and an average of 191.28% of undergraduate students were advised in the school each year. NSME reported a 6.59% increase in total advising appointments and a 7.18% increase in total undergraduate student growth. SSE reported an average of 6605 advising appointments and 150.68% undergraduate students were advised from the school each year. SSE reported an 18.15% increase in advising appointments and a 17.55% increase in total undergraduate student growth. The Antelope Valley (AV) campus reported an average of 371 appointments and 90.02% of the undergraduate students were advised from the campus each year. The AV campus reported a 29.24% decrease[4] in advising appointments and a 5.22% increase in undergraduate student growth.

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[4] Decrease may have been, in part, due to COVID-19 and the response to changes in access to campus.

Figure 2. Undeclared and probation students receiving advising appointments across academic year.

Undeclared student advising appointments increased by 22.77% (Figure 2), with an increase of 32.56% in total students over the analysis period (Fall 2017 to Fall 2019), and an average appointment rate based on total students of 237.46% each year. Probation student advising appointments increased by 71.47% (Figure 2), with a decrease of -3.25% in total students under probation from 2017-18 to 2019-20, and an average appointment rate based on total students of 43.69% each year.

Student to advising staff ratio for the four schools and the Antelope Valley campus (Figure 3) demonstrate a general trend of improving equity and ratios. The school of Arts and Humanities reported an increase of 59 additional students per advisor from Fall 2017 to Fall 2019 (319:1 v. 378:1), BPA reported an of increase of 73 (297:1 v. 370:1), NSME reported a decrease of 87 (606:1 v. 519:1), SSE reported a decrease of 272 (926:1 v. 654:1), and AV reported an increase of 21 (402:1 v. 423:1). Although improved, SSE remains with the highest number of students per advisor, and A&H and BPA with the lowest. Student to staff ratios for special populations (Figure 4), although not well reported, remained constant across the analysis period.
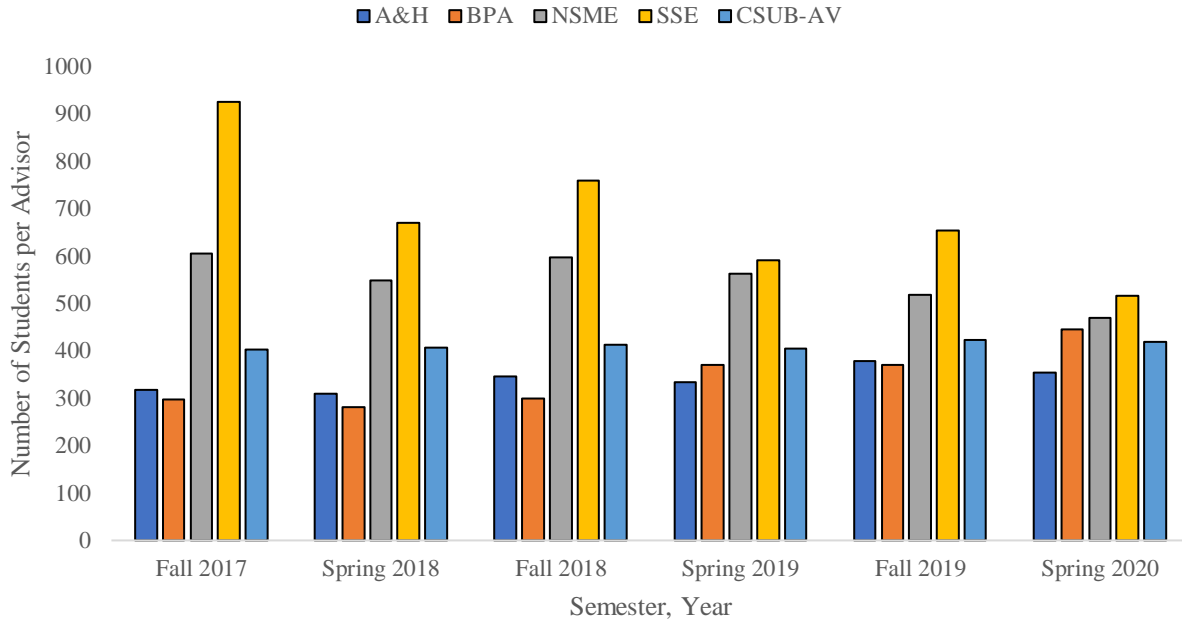
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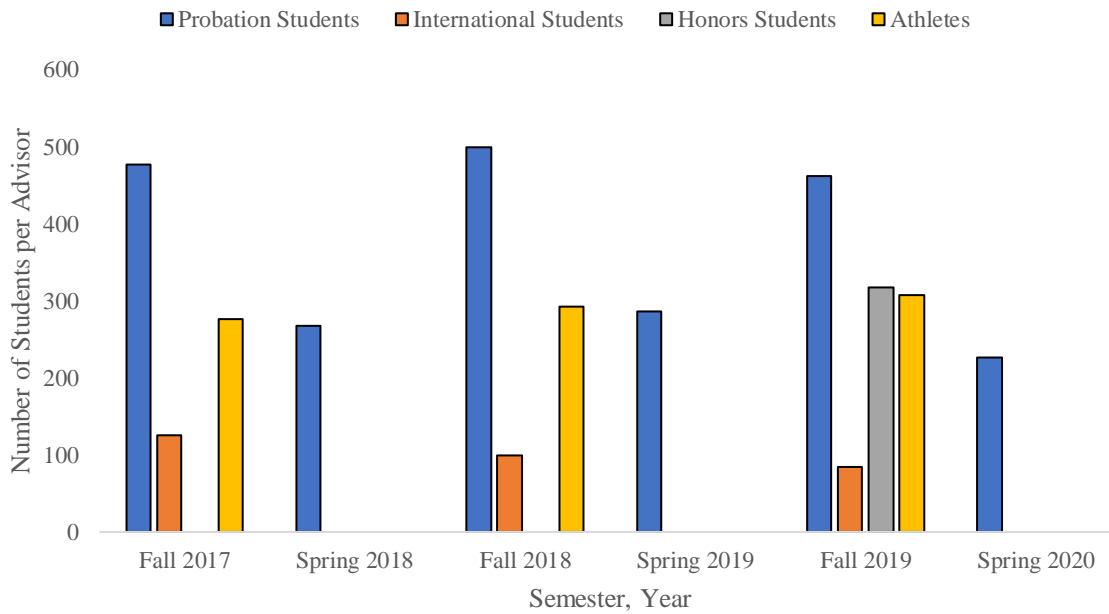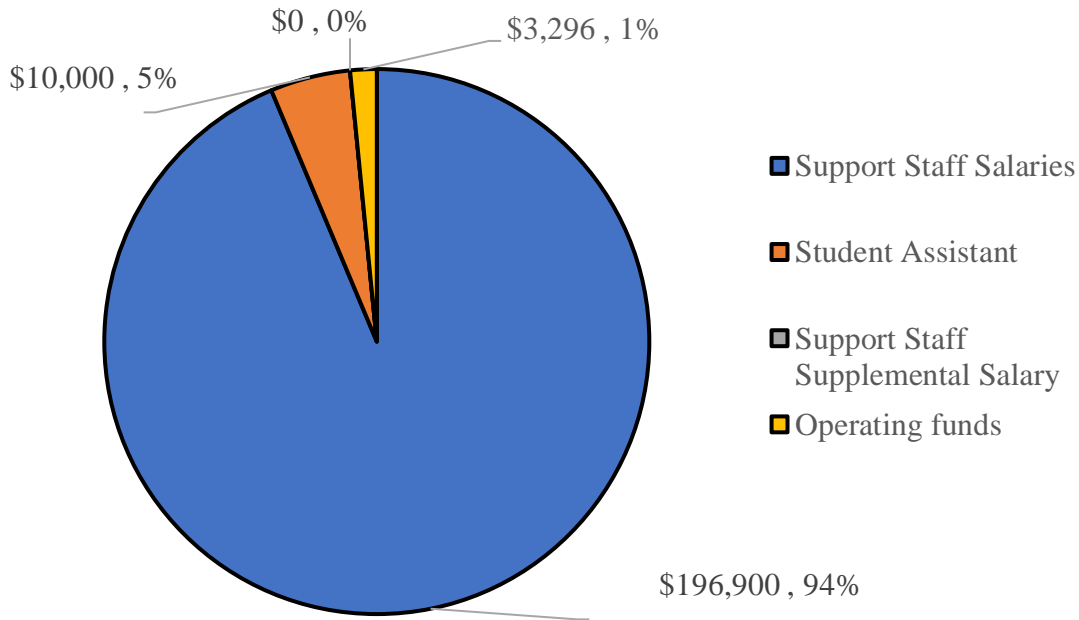***Figure 3. Advising staff to student ratios across semester by school and campus.***

***Figure 4. Advising staff to student ratios for special population students across semesters.***

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Figure 5. The school of Arts and Humanities budget allocation by proportion and percentage for 2019-20.

The school of Arts and Humanities reported a budget allocation of $210,196 in 2019-20 (Table 2), with a 9.94% ($19,001) increase in funds from 2017-18 to 2019-20 and 94% ($196,900) of funds for 2019-20 allocated to support staff salaries (Figure 5).

Table 2. The school of Arts and Humanities budget allocation for 2017-18 through 2019-20.

| Source	2017-18	2018-19	2019-20
Support Staff Salaries	$ 178,304.00	$ 191,157.00	$ 196,900.00
Student Assistant	$ 10,000.00	$ 10,000.00	$ 10,000.00
Support Staff Supplemental Salary	$ 0	$ 0	$ 0
Operating funds	$ 2,890.00	$ 3,085.00	$ 3,296.00
Total	**$ 191,194.00**	**$ 204,242.00**	**$ 210,196.00**

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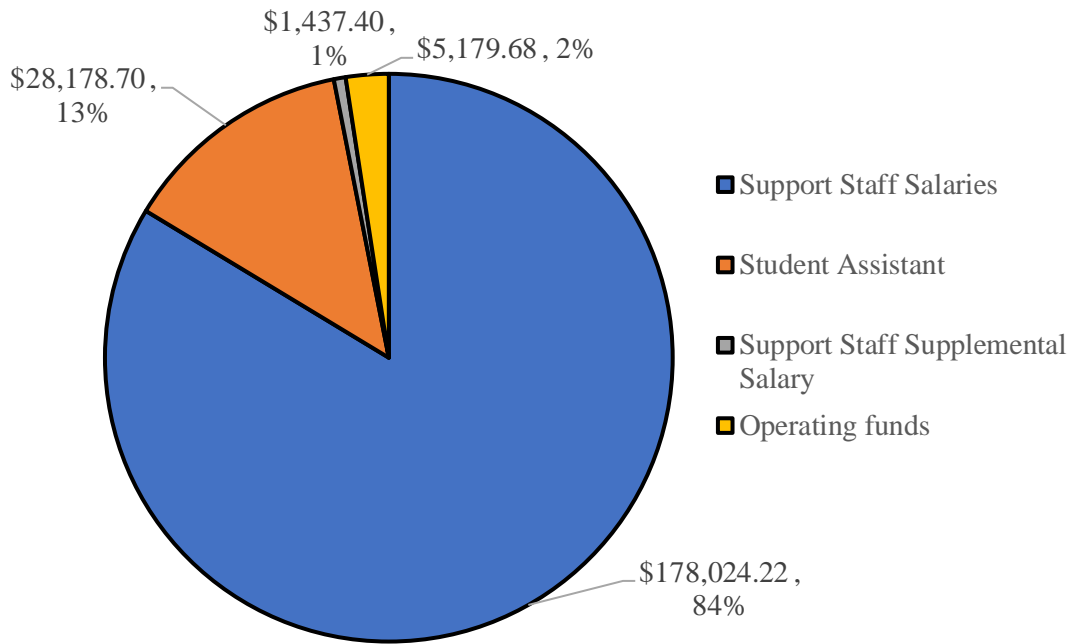
Figure 6. The school of Business and Public Administration allocation by proportion and percentage for 2019-20.

The school of Business and Public Administration reported a budget allocation of $212,820 in 2019-20 (Table 3), with a 5.42% ($12,251.55) decrease in funds from 2017-18 to 2019-20 and 84% ($178,024.22) of funds for 2019-20 allocated to support staff salaries (Figure 6).

Table 3. The school of Business and Public Administration budget allocation for 2017-18 through 2019-20.

| Source	2017-18	2018-19	2019-20
Support Staff Salaries	$ 173,804.87	$ 197,352.00	$ 178,024.22
Student Assistant	$ 44,211.25	$ 39,583.75	$ 28,178.70
Support Staff Supplemental Salary	$ 3,732.50	$ 471.31	$ 1,437.40
Operating funds	$ 3,323.93	$ 6,448.02	$ 5,179.68
Total	**$ 225,072.55**	**$ 243,855.08**	**$ 212,820.00**

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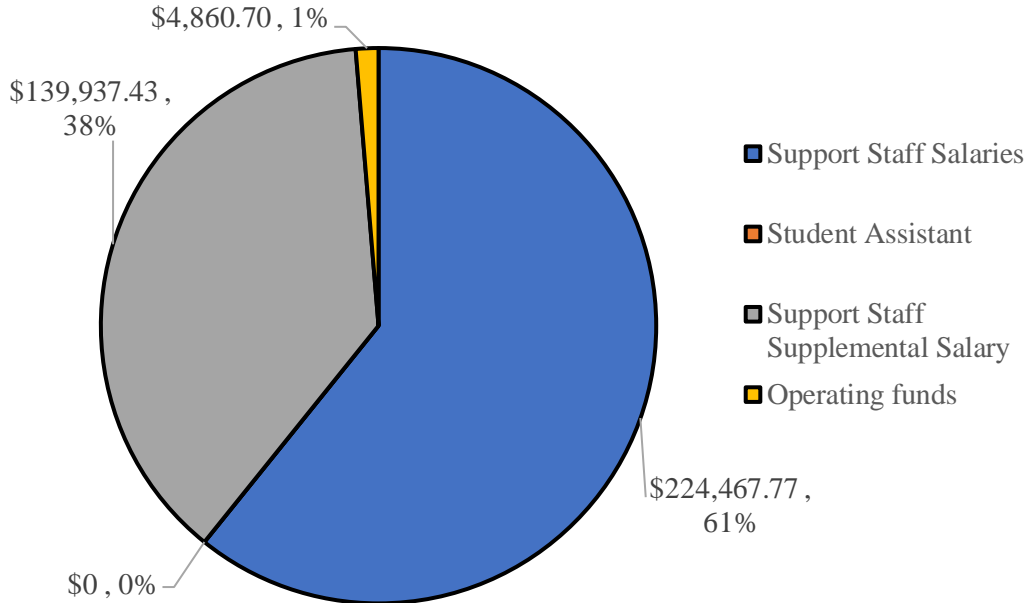
Figure 7. The school of Natural Sciences, Mathematics, and Engineering allocation by proportion and percentage for 2019-20.

The school of Natural Sciences, Mathematics, and Engineering reported a budget allocation of $369,265.90 in 2019-20 (Table 4), with a 21.02% ($98,288.42) decrease in funds from 2017-18 to 2019-20 and 61% ($224,467.77) allocated to support staff salaries and 38% ($139,937.43) to support staff supplemental salary from funds for 2019-20 (Figure 6).

Table 4. The school of Natural Sciences, Mathematics, and Engineering budget allocation for 2017-18 through 2019-20.

Source	2017-18	2018-19	2019-20
Support Staff Salaries	$ 294,235.86	$ 324,294.79	$ 224,467.77
Student Assistant	$ 0	$ 0	$ 0
Support Staff Supplemental Salary	$ 171,163.59	$ 184,947.23	$ 139,937.43
Operating funds	$ 2,154.87	$ 6,172.80	$ 4,860.70
Total	**$ 467,554.32**	**$ 515,414.82**	**$ 369,265.90**

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$0 , 0%

$0 , 0%

$7,000.00 , 1%

- Support Staff Salaries
- Student Assistant
- Support Staff Supplemental Salary
- Operating funds

$502,634.00 , 99%
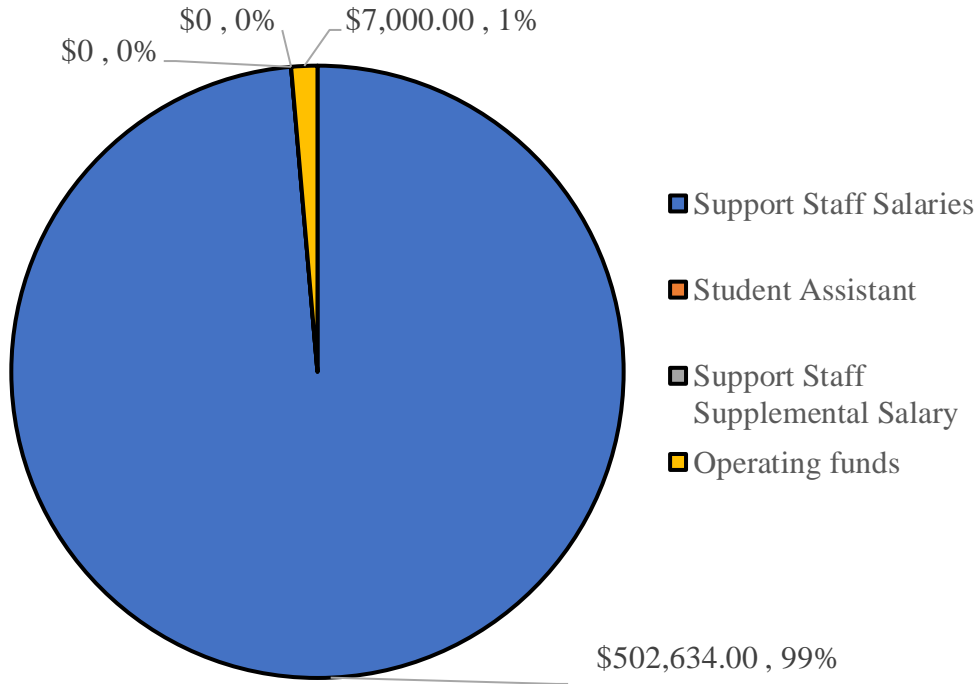
Figure 8. The school of Social Sciences and Education allocation by proportion and percentage for 2019-20.

The school of Social Sciences and Education reported a budget allocation of $509,634.00 in 2019-20 (Table 5), with a 25.27% ($172,315.00) decrease in funds from 2017-18 to 2019-20 and 99% ($502,634.00) allocated to support staff salaries from funds for 2019-20 (Figure 8).

Table 5. The school of Social Sciences and Education budget allocation for 2017-18 through 2019-20.

Source	2017-18	2018-19	2019-20
Support Staff Salaries	$ 673,024.00	$ 601,950.00	$ 502,634.00
Student Assistant	$ 0	$ 0	$ 0
Support Staff Supplemental Salary	$ 0	$ 0	$ 0
Operating funds	$ 8,925.00	$ 8,500.00	$ 7,000.00
Total	**$ 681,949.00**	**$ 610,450.00**	**$ 509,634.00**

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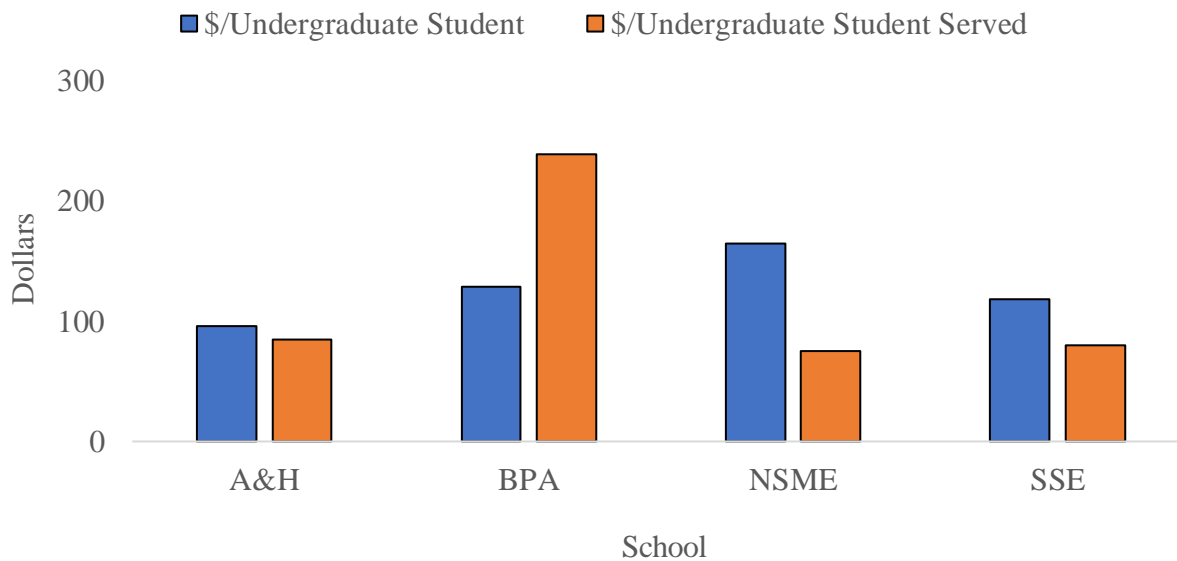
Figure 9. Dollar per total undergraduate student and per student served for advising across the CSUB schools for 2019-20.

The school of Arts and Humanities reported a cost of advising per A&H undergraduate student of $95.63 and a student served (advised) cost of $84.52 in 2019-20, BPA reported a cost per student of $128.52 and a student served cost of $238.86, NSME reported a cost per student of $164.26 and a student served cost of $74.87, SSE reported a cost per student of $118.33 and a student served cost of $79.44.

2.3   Advising Effectiveness

Objective evidence of effective advising was limited, with many units, schools, and campuses not conducting any analysis associated with student experiences with advising, and when data was collected there is no evidence that analysis of the data took place. The school of Arts and Humanities surveyed school students for advising experiences. In the Spring of 2020, 126 students were surveyed (5.06% of students receiving an advising appointment), the survey included if the students were advised by a staff and/or faculty advisor, and written comments regarding their positive or negative experiences with advising. The school of Natural Sciences, Mathematics, and Engineering survey for Fall 2020 included 268 students (5.43% of students receiving an advising appointment), and looked for objective scoring for student experiences, the impact of the advising session, and written comments. The Antelope Valley Campus used a survey similar to that used in the school of Natural Sciences, Mathematics, and Engineering.

2.4   Advising Recommendations for Improvement

The recommended strategies presented here reflect analysis of data and plans for improving advising services that support timely graduation of CSUB students. Programmatic strategies, technology and tools, and organizational improvement strategies have been identified.

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2.4.1 Technology, Tools, and Data Improvement

Improvement and adoption of technology and tools is an important strategy for CSUB[5] to aid in advising effectiveness and consistency. Best practices from other CSU and UC campuses, as well as in the Chancellor's Office recommendation on advising, identify and provide examples for CSUB to look to and consider adopting. With growing enrollment at CSUB, it is important to leverage tools and technology to support advisors and provide students direct access to advising information, with a focus to promote a greater degree of advising consistency. For example, too often, advisors are learning about a student's academic issues too late in the term to intervene, this can lead to increased time-to-degree or affect student persistence. Using real-time technology between advisor and student, that would include an accurate class scheduler, degree audit system, academic planner (ie., degree roadmaps), and predictive academic analytics (with each shared across the various Academic Support Services units), could help advisors predict and respond early to barriers to student success and aid advisors progressing students towards a timely graduation. Further, making this technology available to students would increase student knowledge, allowing them to better advocate for themselves, and have the opportunity for students to interact with and receive guidance more effectively from advisors, especially early in their academic progress; early effective advising has been shown to improve student persistence, success, and time-to-degree[6]. At a minimum, the general accuracy and consistency (across schools and campuses) of available resources must be a priority moving forward, as many of the resources available to current students (for example, advising school or unit websites) are either outdated or not accurate. Consistency and accuracy should continue as a priority as the campus looks to adopt new technology and policy. Having one place as the repository for student advising information (and across Academic Support Services) will aid the student in finding and identifying needed resources, but also improve the accuracy and consistency of advising.

Data requested as part of this report, was either not available or difficult to acquire. This obstacle brings attention to an opportunity for significant improvement in data norms and the use of data-driven decision making. It is important for campuses to assess where certain students or student populations are having issues and determine how advising efforts and relevant data can be used to identify those strategies that are most effective in supporting student success and timely graduation. Assessing advising programs and services can help CSUB determine what is working well, areas in need of improvement, and how to best allocate resources for student success. Making data easily acquired and consistently reported, across qualitative and quantitative measures, on advising and the effectiveness of advising processes across the campus should be made a priority when adopting technology changes to advising. The current lack of ease and consistency around advising data makes it difficult to determine where issues are and then how to improve advising. Additionally, as it is currently, tracking and reporting on advising data for specific student demographics is not occurring. Including student demographic data and reporting will improve the ability to integrate this data for use in student success initiatives as part of the campus's strategic plan. Norms for regular data acquisition and analysis should be made consistent across the school and campuses, a working group or task force should be

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[5] The CSU recommendations on advising technology can found here - https://www2.calstate.edu/csu-system/news/Pages/Academic-Advising-Vital-Tools-for-Timely-Graduation.aspx

[6] Lynch-Holmes, K. Troy, A.B., & Ramos, I. (2012). Early alert & intervention: Top practices for retention (White paper: connect.edu). Retrieved from http://info.connectedu.com/Portals/119484/docs/early_alert_white_paper_final.pdf

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organized, that includes individuals across the various stakeholders to determine data needs and analysis expectations.

2.4.2 Organizational and Structural Strategies for Improvement

A lack of consistency and coordination of advising services can inadvertently lead to inefficiencies and conflicting advising practice for advisors and the guidance given to students that can delay a student's progress to degree. Improving the consistency and coordination of advising services and the professional development of advisors can be critical to support student success. There has been a general push to establish a central home for campus-wide academic support programs, in particular for advising, in California and across US institutions of higher learning. Creating an organizational culture and infrastructure that enables collaboration and a high level of coordination of advisors will facilitate more efficient and consistent responses to students and may allow for a more efficient use of resources. The current advising structure, although can often afford each school/unit to adopt strategies that best serve their advisees, can, especially as the student population grows, create inefficiencies of resources and a loss of consistency in the student experience. The structure of this proposed high coordination for advising can have many forms, advising instead of based on school, could be based by academic year (e.g., freshman, sophomore, etc) or by standing (e.g., incoming freshman, incoming transfer, and continuing students), this structure should be decided upon by what would best serve students, with a priority in any structural changes to be directed towards consistency and effectiveness of advising.

Professionalization of advising staff by providing training and professional development opportunities for advisors signals the importance of the advising staff and provides improved quality in academic advising services to students. Specialized training can also help provide advisors with the expertise and tools they need to better support students' timely progress to degree. Investment in time and resources for advisors to have access to extensive training programs should be available to campus staff advisors; to provide advisors the opportunity to develop greater depth of knowledge and skills in a particular area of need and to promote continuous improvement and adoption of best practices in academic advising.

An important area when considering advising effectiveness will also require a look at the student-to-advisor ratio, and what would be an appropriate number to provide the best possible experience for the student. As noted in the Council for the Advancement of Standards in Higher Education[7], guidelines are provided to achieve effective advising and determine advising efficacy, which include student-to-advisor ratios guidelines. Achieving appropriate student-to-advisor ratios could be based on both resource allocation changes and the proposed restructuring the organizational makeup of advising mentioned above. This and other advising recommendations stated here will require an investment, but academic advising may be the single most underestimated characteristic of a successful student experience[8] while at University. For many students, academic advising provides the only out-of-class contact they have with a faculty or member of the professional staff. Making sure our CSUB students have access to a

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[7] Jennifer B. Wells, Noah Henry-Darwish (2019). CAS Professional Standards for Higher Education (10th Ed.). Council for the Advancement of Standards in Higher Education.
[8] Richard J. Light. (2004). Making the Most of College: Students Speak Their Minds. Harvard University Press.

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consistent and effective advising experience can play an important role in the success towards degree completion.

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3.0 Tutoring

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3.1 Tutoring Organizational Chart (Fall 2020)
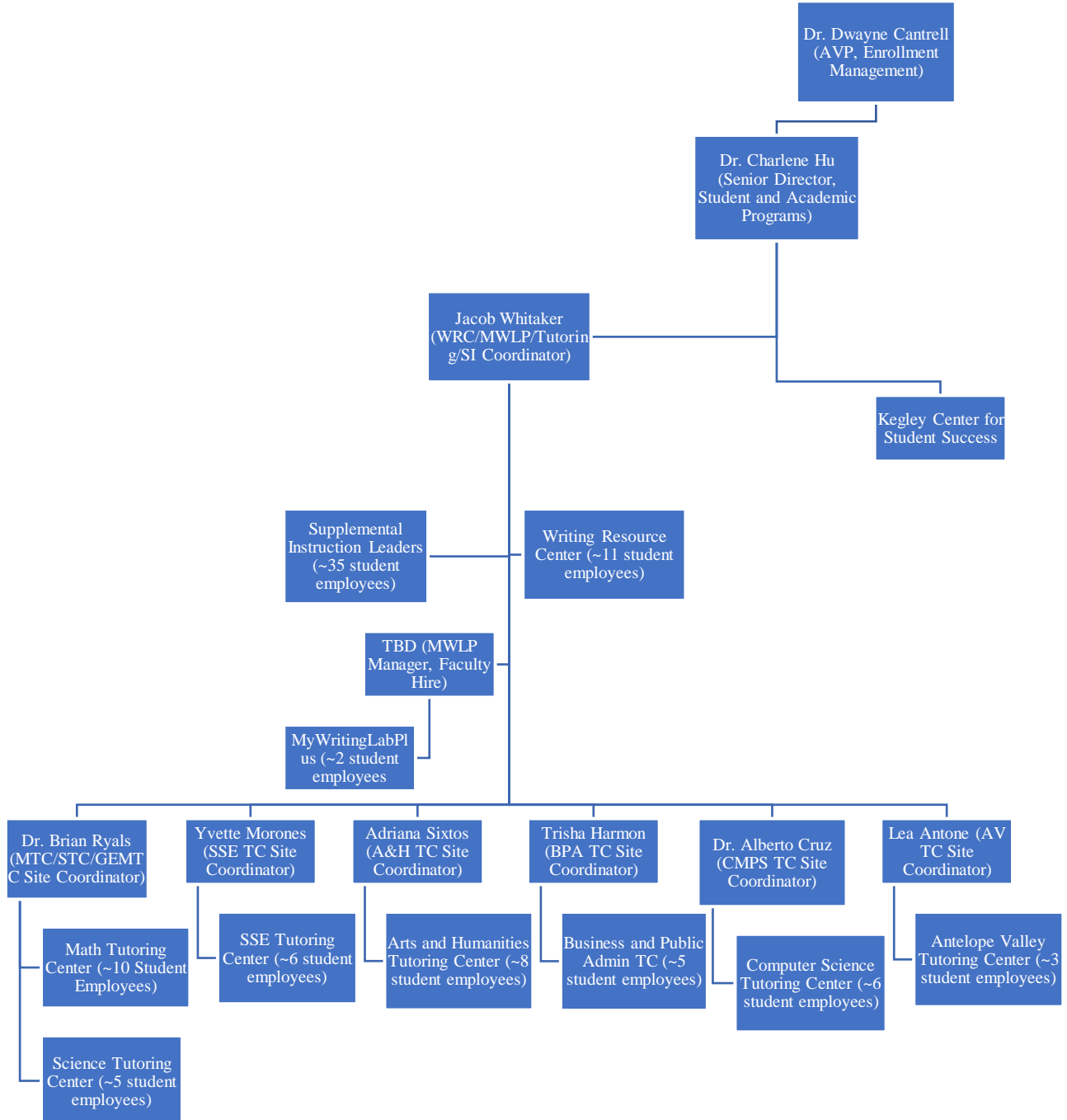
3.2   Tutoring data and summary

Most University campuses offer academic tutoring services to some degree, often through a learning assistance center that may offer a range of related services. Academic tutoring services play an important role in supporting student success, and have been associated with positive student outcomes, such as improved grades and retention rates[9]. Over the past several decades, academic tutoring has emerged as a distinct element of higher education, with increasing attention paid to the effective organization and administration of these services.

CSUB reported 13,870 undergraduate students who made tutoring visits in 2019-20 (Table 7) or 124.06% of total students, which was a decrease from 2017-18 visits of 15,760 (-13.63%). A consistent number of tutors were available to students (total 44) for Fall 2017 through Fall 2019, although complete data prior to Fall 2018 (Table 6) was not available. The school of Arts and Humanities (A&H) tutoring center reported an average of 403 tutoring visits (Table 7) or on average 18.35% (based on Fall 2019 enrollment) of undergraduate students from the school. An average of 480 or 29.01% of all undergraduate students visited the school of Business and Public Administration (BPA) tutoring center. The school of Natural Sciences, Mathematics, and Engineering (NSME) houses three tutoring centers, Computer Science Tutoring Center, Mathematics Tutoring Center, and the Science Tutoring Center, each reported an average of 2597, 2977, and 2016 tutoring visits, respectively. These represented on average 100% (Computer Science Tutoring Center), 114.68% (Mathematics Tutoring Center), and 87.81% (Science Tutoring Center) of NSME students visiting a tutoring center within the school; it must be noted that students outside of NSME may have visited one of these tutoring centers. The school of Social Sciences and Education (SSE) tutoring center reported an average of 2016 tutoring visits and 46.81% of school undergraduate students. The Antelope Valley (AV) campus reported an average of 125 tutoring center visits and 29.47% of the undergraduate students from the campus. Due to the COVID-19 Pandemic, all tutoring services at CSUB went virtual on March 23rd, 2020. All data is through March 18th, 2020.

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[9] Hendriksen, S. et al. "Assessing Academic Support: The Effects of Tutoring on Student Learning Outcomes." Journal of College Reading and Learning. Spring 2005. pp. 60-61. http://eric.ed.gov/?id=EJ689654

Table 6. Total number of undergraduate students by major per tutor across semesters from Fall 2017 to Fall 2019.

Major	Fall 2017	# of Tutors	Spring 2018	# of Tutors	Fall 2018	# of Tutors	Spring 2019	# of Tutors	Fall 2019	# of Tutors
Anthropology	25	-	23	-	23	0	27	0	29	0
Art/Art History	114	-	110	-	112	1	105	1	127	1
Biol and Human Biol Sciences	731	-	694	-	762	3	708	3	784	3
Account/Finance	439	-	484	-	496	2	459	2	484	2
Mgmt/Marketing	900	-	805	-	884	2	840	2	887	2
Chem & Biochem	180	-	159	-	182	3	157	3	166	2
Child, Adol, Fam Studies	269	-	273	-	283	0	303	0	349	0
Communications	220	-	217	-	245	0	251	0	276	0
Comp Science	544	-	507	-	575	5	529	5	588	5
Criminal Justice	591	-	556	-	656	1	617	1	668	1
Economics	158	-	149	-	168	3	164	3	181	3
English	188	-	186	-	194	0	200	0	216	0
Geol Sciences	74	-	75	-	59	1	60	1	49	1
History	107	-	109	-	143	1	147	1	187	2
Interdisciplinary	10	-	10	-	17	0	23	0	29	0
Kinesiology	466	-	455	-	480	1	470	1	493	1
Liberal Studies	764	-	797	-	835	0	836	0	974	0
Mathematics	151	-	132	-	152	11	135	11	168	11
Modern Lang/Lit	48	-	54	-	73	2	75	2	93	2
Music	68	-	56	-	58	2	51	2	60	2
Nat Sci & Sci Ed	22	-	22	-	26	0	22	0	17	0
Nursing	640	-	527	-	685	1	532	1	701	1
Philosophy	27	-	27	-	31	1	30	1	37	1
Physics and Eng	344	-	298	-	313	1	300	1	280	1
Political Science	133	-	129	-	131	0	121	0	131	0
Psych and Counseling Psych	708	-	677	-	793	1	819	1	969	1
Public Policy & Admin	33	-	33	-	25	0	26	0	20	0
Religious Studies	7	-	6	-	7	1	8	1	7	1
Sociology	357	-	368	-	390	1	390	1	446	1
Theatre	23	-	23	-	23	0	20	0	24	0
Undeclared	286	-	905	-	375	0	894	0	357	0
Total	**8627**	**0**	**8866**	**0**	**9196**	**44**	**9319**	**44**	**9797**	**44**

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Table 7. Number of undergraduate students receiving tutoring by tutoring center for 2017-18 through 2019-20. Due to the COVID-19 Pandemic, all tutoring services at CSUB went virtual on March 23rd, 2020. All data is through March 18th.

Tutor Center	2017-18	2018-19	2019-20
Arts and Humanities Tutoring Center	261	534	415
CSUB Antelope Valley Tutoring Center	151	136	87
Business and Public Administration Tutoring Center	623	489	329
Computer Science Tutoring Center	2350	1698	3744
Mathematics Tutoring Center	4291	4336	3050
Science Tutoring Center	2457	2135	1457
SSE Tutoring Center	487	698	1030
Writing Resource Center	5140	3945	3758
Total	**15760**	**13962**	**13870**

The A&H tutoring center reported an 8.4% increase (Figure 10) in tutoring center visits over the analysis period (Fall 2017 to Fall 2019), BPA tutoring center reported a 10.5% decrease, NSME tutoring centers (Computer Science Tutoring Center, Mathematics Tutoring Center, and the Science Tutoring Center) had an overall increase of 19.1%, the SSE tutoring center reported a 10.4% increase, the Antelope Valley tutoring center reported a 10.9% decrease, and the Writing Resource Center reported a 3.4 % decrease in tutoring visits.
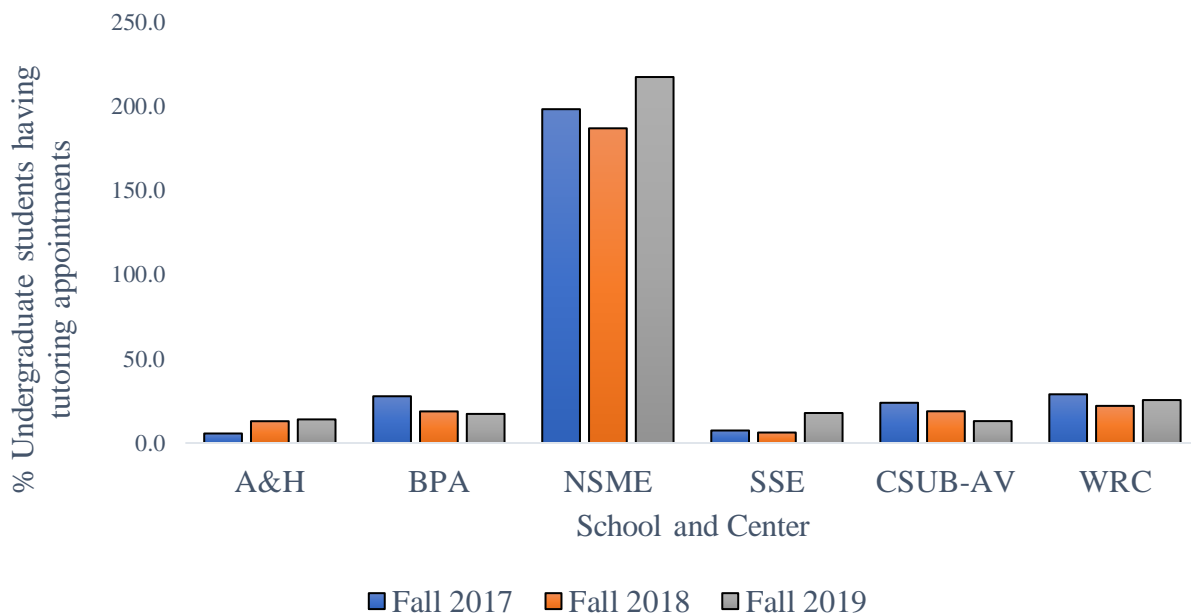
Figure 10. Percent of total undergraduate students per school attending a tutor appointment from Fall 2017 to Fall 2019.

The A&H tutoring center reported a student appointment to tutor ratio of 42:1 and a total school undergraduate to tutor ratio of 220:1. BPA tutoring center reported ratios of 66:1 and 331:1, NSME tutoring centers (Computer Science Tutoring Center, Mathematics Tutoring Center, and the Science Tutoring Center) reported overall ratios of 344:1 and 108:1, SSE reported ratios of 206:1 and 861:1, AV reported ratios of 44:1 and 212:1, and the Writing Resource Center reported ratios of 376:1 and 1118:1, respectively. The Writing Resource Center and SSE tutoring report the highest number of students per tutor.
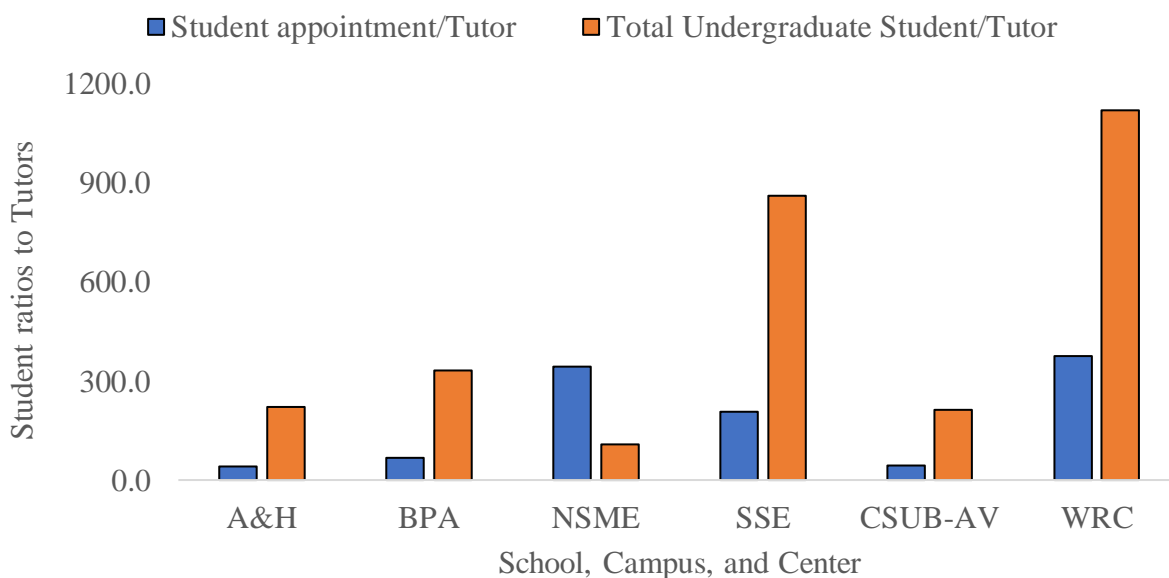
Figure 11. Student to tutor ratios by school, campus, or center for Fall 2019.

Budget allocation for tutoring in 2019-20 saw 65% ($145,000) to the NSME tutoring centers (Computer Science Tutoring Center, Mathematics Tutoring Center, and the Science Tutoring Center) and the Writing Resource Center (Figure 12).

*Table 8. Budget expenditures by tutoring center 2017-18 through 2019-20. * 2019-20 budget values represent budget allocations.*

Tutoring Center	2017-18	2018-19	2019-20*
A&H	$26,878	$20,334	$25,000
BPA	$16,942	$16,820	$17,000
Computer Science	$20,968	$20,694	$15,000
Math	$47,180	$46,562	$45,000
Science	$15,726	$15,520	$25,000
SSE	$26,574	$26,768	$27,000
Antelope Valley	$13,472	$9,572	$10,000
Writing Resource Center	-	$45,744	$60,000
Total	**$167,740**	**$202,014**	**$224,000**

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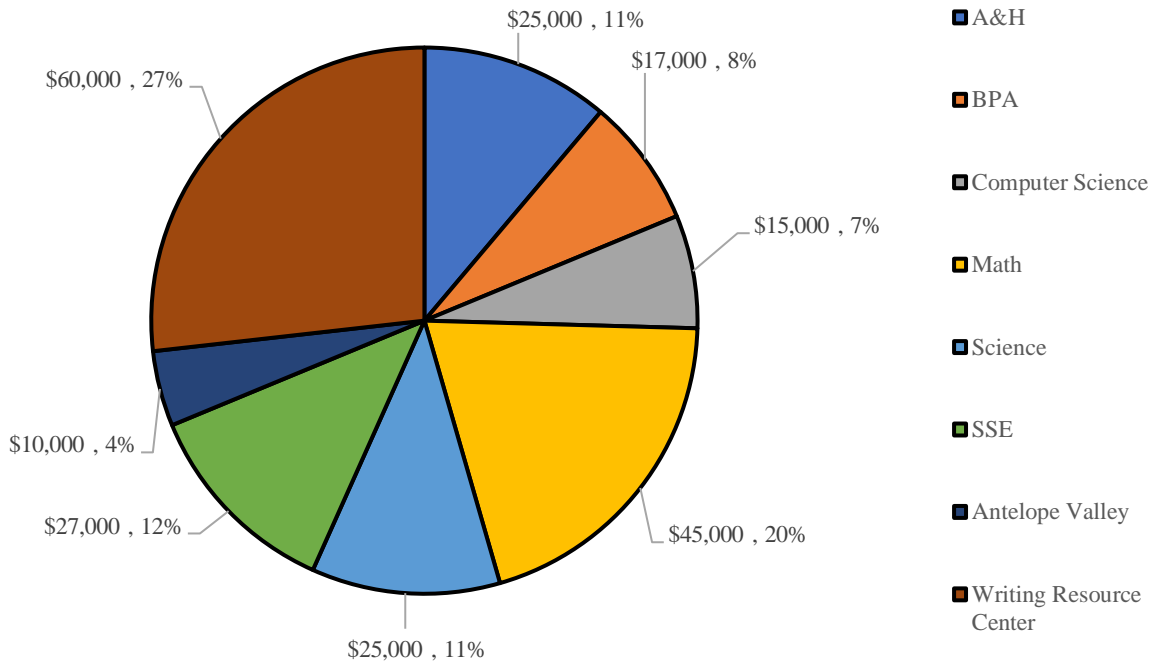
Figure 12. Allocated tutoring funds by school, campus, or center for 2019-2020.

A&H tutoring center reported a cost per A&H undergraduate student tutoring visit of $60.24 in 2019-20, BPA tutoring center reported a cost of $51.67, The three NSME tutoring centers reported a cost of $10.29, SSE tutoring center reported a cost of $26.22, AV reported tutoring center reported a cost of $114.94, and the Writing Resource Center reported a cost of $15.97, respectively.
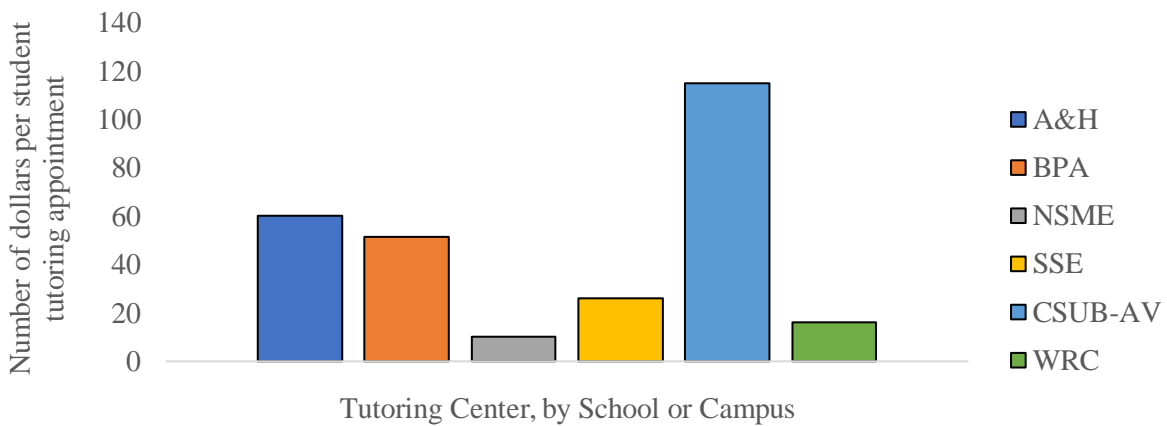
Figure 13. Dollar per undergraduate student served by school, campus, or center for 2019-2020.

3.3   Tutoring Effectiveness

In Fall 2018, using the CSU Graduation Initiative Dashboard, four courses were identified as having high DFW rates and adversely affecting the graduation progress of students. These courses were:

- Chem 1000 (DFW Rate: 57%, n of students with DFW: 507)
- English 1109 (DFW Rate: 21%, n of students with DFW: 242)
- Math 1050 (DFW Rate: 47%, n of students with DFW: 174)
- Math 1209 (DFW Rate: 27%, n of students with DFW: 127)

The tutoring centers focused resources on reaching and providing support for students in these courses in Fall 2019.

Table 9. Student pass and DFW rates and tutoring center visits across Chem 1000, English 1109, Math 1050, and Math 1209 for Fall 2019.

|	No visits		1+ visits		2+ visits		3+ visits	
Chem 1000	n	%	n	%	n	%	n	%
Pass	152	50.33%	24	58.54%	18	60.00%	15	65.22%
DFW	150	49.67%	17	41.46%	12	40.00%	8	34.78%
Total	302	100%	41	100%	30	100%	23	100%
Eng 1109								
Pass	707	81.92%	209	86.01%	113	89.68%	57	95.00%
DFW	156	18.08%	34	13.99%	13	10.32%	3	5.00%
Total	863	100%	243	100%	126	100%	60	100%
Math 1050								
Pass	160	60.61%	55	63.95%	39	69.64%	33	75.00%
DFW	104	39.39%	31	36.05%	17	30.36%	11	25.00%
Total	264	100.00%	86	100.00%	56	100.00%	44	100.00%
Math 1209								
Pass	210	70.47%	33	78.57%	17	100.00%		
DFW	88	29.53%	9	21.43%	0	0.00%		
Total	298	100.00%	42	100.00%	17	100.00%		

Chem 1000
In Fall 2019, students who did not visit the Science Tutoring Center for Chem 1000 had a pass rate of 50.33% (n=152) and a DFW rate of 49.67% (n=150). Students who visited the tutoring center at least once had a pass rate of 58.54% (n=24) and a DFW rate of 41.46% (n=17). Students who visited the STC two or more times had a pass rate of 60% (n=18) and a DFW rate of 40% (n=12), and students with three or more visits had a pass rate of 65.22% (n=15) and a DFW rate of 34.78% (n=8).

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English 1109

In Fall 2019, students who did not visit the Writing Resource Center for English 1109 had a pass rate of 81.92% (n=707) and a DFW rate of 18.08% (n=156). Students who visited the writing center at least once had a pass rate of 86.01% (n=209) and a DFW rate of 13.99% (n=34). Students who visited the WRC two or more times had a pass rate of 89.68% (n=113) and a DFW rate of 10.32% (n=13), and students with three or more visits had a pass rate of 95% (n=57) and a DFW rate of 5% (n=3).

Math 1050

In Fall 2019, students who did not visit the Math Tutoring Center for Math 1050 had a pass rate of 60.61% (n=160) and a DFW rate of 39.39% (n=104). Students who visited the tutoring center at least once had a pass rate of 63.95% (n=55) and a DFW rate of 36.05% (n=31). Students who visited the MTC two or more times had a pass rate of 69.64% (n=39) and a DFW rate of 30.36% (n=17), and students with three or more visits had a pass rate of 75% (n=33) and a DFW rate of 25% (n=11).

Math 1209

In Fall 2019, students who did not visit the Math Tutoring Center for Math 1209 had a pass rate of 70.47% (n=210) and a DFW rate of 29.53% (n=88). Students who visited the tutoring center at least once had a pass rate of 78.57% (n=33) and a DFW rate of 21.43% (n=9). Students who visited the MTC two or more times had a pass rate of 100% (n=17) and a DFW rate of 0% (n=0).

3.4   Tutoring recommendations for improvement

3.4.1   Technology, tools, and data improvement

Increasing student access to tutoring should be a priority at CSUB. One area, in response to the pandemic, that could be an important strategy to continue, and could positively affect access, is the increased use of online tutoring. Utilizing online tutoring can be a continuation for online or distance courses, but may also provide a more convenient option for traditional students who do not have time to arrange a face-to-face meeting with a tutor. The effectiveness of online tutoring is not as well established as that of in-person tutoring, but research has found that students tend to be pleased with the format[10]. Online tutoring could be arranged through Zoom or Canvas, or as several other campuses[11] have done, utilize a third-party provider of online tutoring (e.g., eTutoring.org).

The ability to identify students that may benefit from tutoring, especially in particular areas, could be achieved through technology. Identifying students, early, and then ushering these students to the appropriate tutoring resources can be a proactive tool to benefit students' time to degree and persistence. Also, important data on tutoring effectiveness (e.g., student use and

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[10] Offenholley, K. "Online Tutoring Research Study for Remedial Algebra." Community College Journal of Research and Practice. March 19, 2014. http://www.tandfonline.com/doi/abs/10.1080/10668926.2013.803941?journalCode=ucjc20#preview

[11] [1] "Free Online Tutoring." Youngstown State University.
http://web.ysu.edu/gen/ysu_generated_bin/documents/basic_module/S14_YSU_eTutoring_flyer.pdf
    [2] "Welcome to eTutoring." Central Connecticut State University. http://web.ccsu.edu/tlc/tutoring/eTutoring.asp

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measures of time to degree or persistence with tutoring use), across student demographics, majors, and even at course level, would aid in tutoring effectiveness to the success of CSUB students. Having this information will end in effectiveness when allocating resources, the dynamics of student needs for tutoring could be identified, also improving efficiency for use by students.

3.4.2   Organizational and structural strategies for improvement

Tutoring services may be more effectively delivered through a coordinated administrative unit. The coordination between various learning assistance services such as the Writing Resource Center, and our various School tutoring centers can increase access and visibility to students. The optimal location for tutoring services is debatable, for example in Enrollment Management. However, because of its academic link, placement of tutoring services under Academic Affairs seems appropriate, with the integration with advising and supplemental instruction. Further, inclusion of faculty in tutoring would help the understanding and integration with tutoring service to faculty[12], providing channels by which faculty, advisors, or other officials may refer students for tutoring services.

Another benefit of this proposed organizational change is a possible improvement in cost-effectiveness of tutoring, as the data above clearly shows significant differences in cost across each tutoring centers. Consolidation would allow for more efficient management and a possible less-cost-per-student, both by reducing the overall cost, but also by allowing for unified planning to meet challenges such as increased service demands. Accountability, in practice and effectiveness would also benefit from this more coordinated organizational model, allowing for consistent tracking of student usage and outcomes. Lastly, as CSUB grows in student population and in use of tutoring services, addressing space needs for tutoring and student to tutor ratios should be an important component addressed for the campus.

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[12] Landsberger, J. "Learning by Design: An Interview with Frank Christ." Op. cit., p. 7

4.0   Supplemental Instruction

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4.1   Supplemental instruction organizational chart (Fall 2020)

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                    ┌──────────────────────────────┐
                    │   Enrollment Management       │
                    │  Associate Vice President     │
                    │      Dwayne Cantrell          │
                    └──────────────────────────────┘
                                 │
                    ┌──────────────────────────────┐
                    │   Student and Academic        │
                    │        Programs               │
                    │     Senior Director           │
                    │       Charlene Hu             │
                    └──────────────────────────────┘
                                 │
                    ┌──────────────────────────────┐
                    │  Supplemental Instruction     │
                    │       Coordinator             │
                    │      Jacob Whitaker           │
                    └──────────────────────────────┘
                                 │
                    ┌──────────────────────────────┐
                    │    Supplemental               │
                    │    Instruction                │
                    │   Leader Mentor               │
                    └──────────────────────────────┘
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CHEM 1010	CHEM 1000	CHEM 1003	MATH 1010	MATH 1050	MATH 1209	BIO 2210	CMPS 2010	PHIL 1019
CHEM 1010 SI Leader	CHEM 1000 SI Leader	CHEM 1003 SI Leader	MATH 1010 SI Leader	MATH 1050 SI Leader	MATH 1209 SI Leader	BIO 2210 SI Leader	CMPS 2010 SI Leader	PHIL 1019 SI Leader
CHEM 1010 SI Leader	CHEM 1000 SI Leader	CHEM 1003 SI Leader	MATH 1010 SI Leader	MATH 1050 SI Leader				
CHEM 1010 SI Leader				MATH 1050 SI Leader				
				MATH 1050 SI Leader				

4.2 Supplemental instruction data and summary
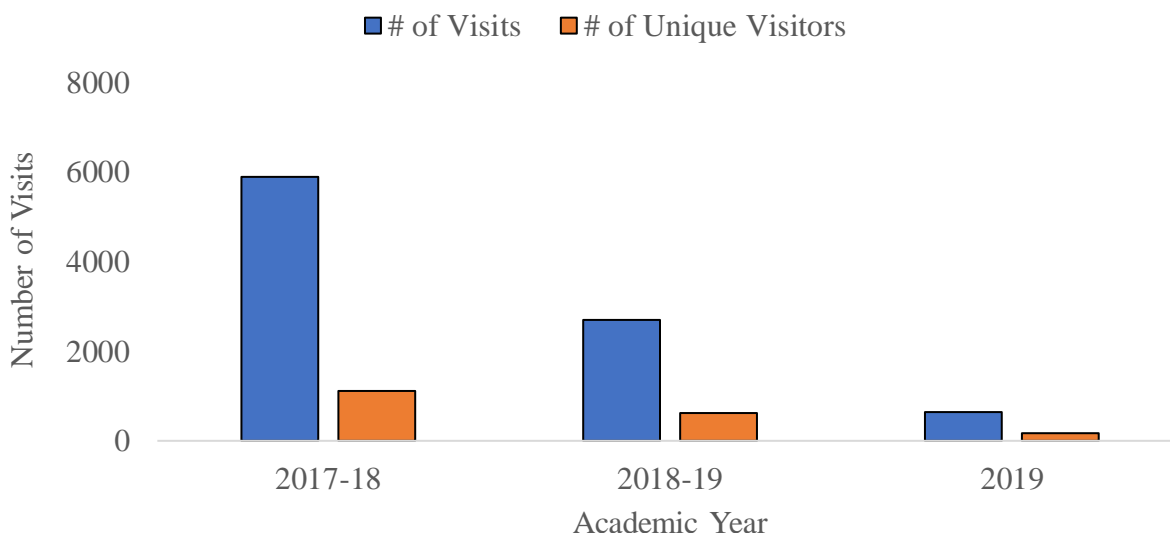
Figure 14. Number of students visits and unique student visits for supplemental instruction from Fall 2017 to Fall 2019. Note 2019 data is only for Fall 2019.

In 2017-2018, there was 5890 total visits for supplemental instruction reported (Figure 14), of those total visits, 1102 unique students who made at least one visit, with each student averaging roughly 5 visits (5.35 visits) to tutoring for supplemental instruction. In 2018-2019, 2689 total visits and 618 unique students made at least one visit, with each student averaging roughly 4 visits (4.35 visits). In Fall 2019, a total of 636 visits and 177 unique students made at least one visit, with each student averaging roughly 4 visits (3.59 visits). There is a clear decline in total, unique and average visits by students using supplemental instruction. This decline is also shown in the number of supplemental instruction tutors (Figure 15), going from 23 in 2017-18 to 10 in Fall 2019. In 2017-2018, the ratio of total visits to tutors was 256:1 and 48:1 for unique student visits (Figure 15) for supplemental instruction. In 2018-2019, the ratio of total visits to tutors was 158:1 and 36:1 for unique student visits and in Fall 2019, the ratio of total visits to tutors was 64:1 and 18:1 for unique student visits. This change from 2017-2018 to Fall 2019 seems to be more driven by the change in student visits (total visit change of ~90%) and not the change in the number of tutors (~56%).

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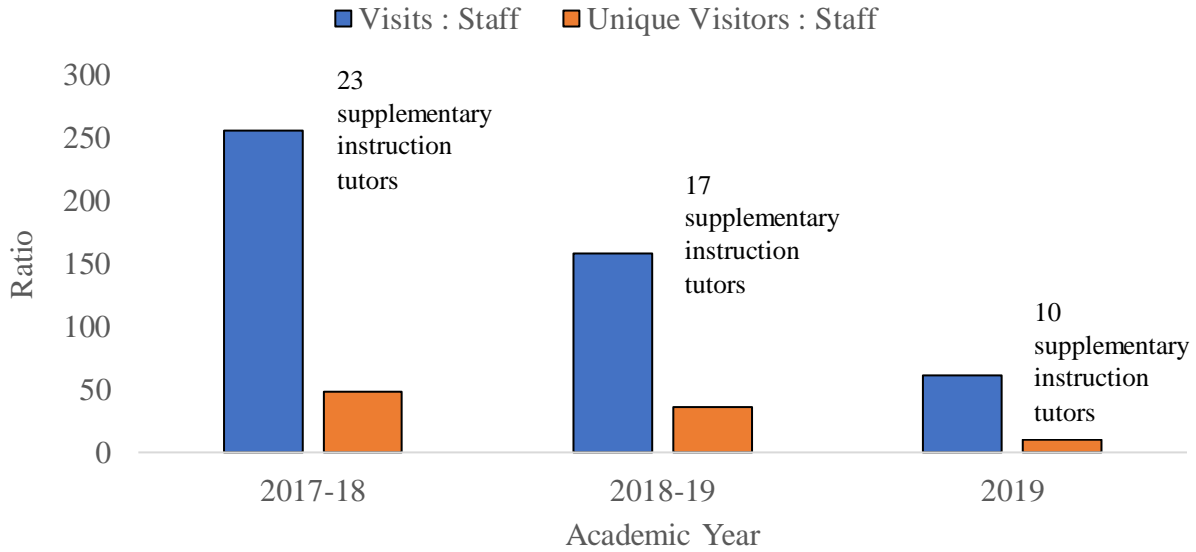
Figure 15. Ratio of students visits and unique student visits to supplemental instruction staff from Fall 2017 to Fall 2019. Note 2019 data is only for Fall 2019. Number of supplemental instruction tutors are based on a semester average between Fall and Spring semesters of each academic year.

Budget expenditures for 2017-2018 for supplemental instruction was $66,320, $48,960 for 2018-2019, and $28,880 for Fall 2019 (Table 10). The total cost per student and per unique student visit was reported to increase from 2017-2018 to Fall 2019 (Figure 16). In 2017-2018, the cost per total visits reported was $11.26 and $60.18 for each unique student who made at least one visit. In 2018-2019, $18.21 per total visits and $79.22 per unique student who made at least one visit. For Fall 2019, $45.41 per total visits and $136.16 per unique student who made at least one visit.

Table 10. Budget expenditures for supplemental instruction 2017-18 through 2019-20. Note 2019 data is only for Fall 2019.

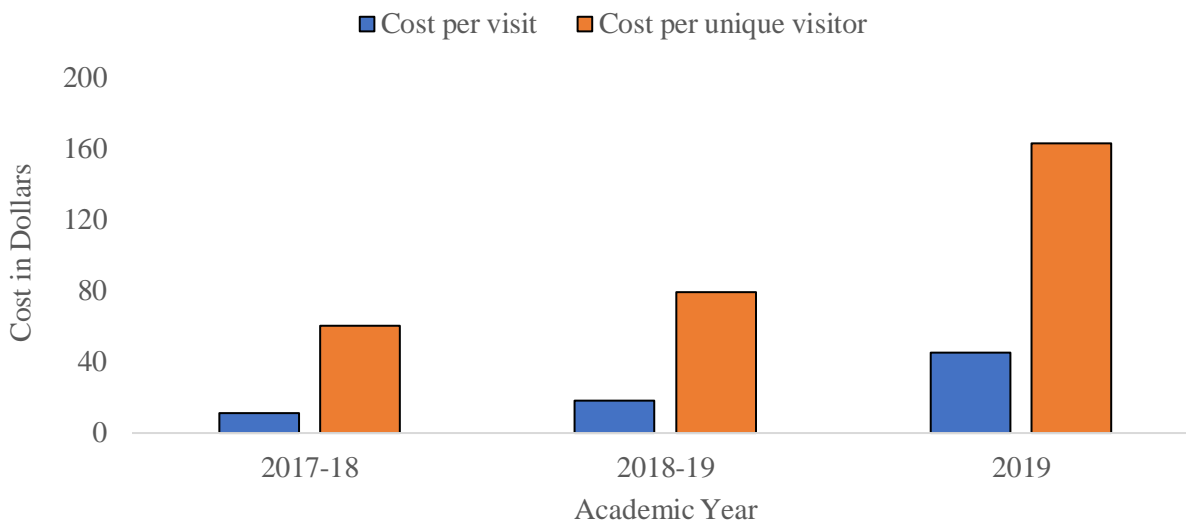| Academic year	Expenditure
2017-18	$66,320.00
2018-19	$48,960.00
2019	$28,880.00

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Figure 16. Cost in dollars per student visit and unique student visit for supplemental instruction from Fall 2017 to Fall 2019. Note 2019 data is only for Fall 2019.

4.3   Supplemental instruction recommendations for improvement

Supplemental Instruction should be peer-led, create deeper engagement, and enhanced learning of course material. Data reported above clearly shows the diminishing Supplemental Instruction programming, both in student engagement and in the resources. As our student populations grows and changes to remediation courses the campus should consider the impact of this reduction in Supplemental Instruction.

Isolating Supplemental Instruction from the mainstream of academic support services, creates a less than optimal structure between courses, faculty, staff, and students. Integrating Supplemental Instruction into the other units of academic support services (ie., advising and tutoring), is an important structural standing to maximize resources and the effectiveness of Supplemental Instruction into the overall academic support services objectives. Further, this structure supports student access and awareness, and the early detection of students and courses that would benefit from Supplemental Instruction support.

Another important issue should be placed on the choosing of courses that should receive support for Supplemental Instruction. This support should be based on need, for example, first-year courses or those with a 30% or higher rate of DFW grades[13]. Additionally, support could target gatekeeper and prerequisite courses required for certain majors that are significantly impacting student persistence and graduation rates. Yearly evaluations on the effectiveness and course criteria should be undertaken to plan for the subsequent Supplemental Instruction needs.

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[13] Arendale, D., & Martin, D. C. (1997). Review of research concerning the effectiveness of Supplemental Instruction from the University of Missouri – Kansas City and other Institutions. Kansas City, MO: The University of Missouri – Kansas City.

Currently, there is no evidence of this practice being employed. The purpose of evaluating is twofold: (a) to determine the effectiveness of the Supplemental Instruction programing and (b) to provide a rationale for institutional financial support. An evaluation should be completed at the student and course level[14]. Key measures of student success (ie., grade and DFW rates) for courses, as well as student engagement in Supplemental Instruction for impact of support; and then Supplemental Instruction programming should be implemented accordingly. Further, student feedback should be included in the evaluation Supplemental Instruction. This gives the students the opportunity to evaluate the programming and Supplemental Instruction leader's performance and give feedback on the perceived benefits of their Supplemental Instruction experience. Consideration of the survey can also ask questions for those who did not attend Supplemental Instruction sessions to find out their reasons for not attending, which helps the program consider changes to make Supplemental Instruction available to as many students as possible.

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[14] Blanc, R. A., DeBuhr, L. E., & Martin, D. C. (1983). Breaking the attrition cycle: The effects of Supplemental Instruction on undergraduate performance and attrition. Journal of Higher Education, 54, 81-89.

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5.0 Course Scheduling

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5.1 Course Scheduling organizational chart (12/12/20)

Interim AVP Academic Programs
Debra Jackson

All University Program

- Academic Affairs Committee Chair: Richard Gearhart
- General Education Committee Chair: Andreas Gebauer
- Honors Program Director: Jackie Kegley
- Interdisciplinary Studies Director: Alicia Rodriquez

Business and Public Administration

- Interim Dean John Stark
- Associate Dean Seung Bach
- Accounting & Finance Chair: Di Wu
- Economics Chair: Aaron Hegde
- Management & Marketing Chair: John Tarjan
- Public Policy Administration Chair: Chandra Commuri

Arts & Humanities

- Dean Robert Frakes
- Associate Dean Liora Gubkin
- Art & Art History Chair: Jesse Sugarman
- Communication Chair: Mary Slaughter
- English Chair: Steven Frye
- History Chair: Miriam Vivian
- Modern Languages and Literature Chair: M. Dustin Knepp
- Music and Theatre Chair: Joel Haney
- Philosophy and Religious Studies Chair: Steven Gamboa

Social Sciences & Education

- Dean James Rodriguez
- Associate Dean Tanya Boone-Holladay
- Advanced Educational Studies Chair: Yeunjoo Lee
- Anthropology Director: TBD
- Child Adolescent and Family Studies Chair: Elaine Correa
- Criminal Justice Chair: Reem Abu-Lughod
- Educational Leadership Director: Mahmoud Suleiman
- Kinesiology Chair: Kris Grappendorf
- Liberal Studies Program Director: Adam Sawyer
- Political Science Chair: Mark Martinez
- Psychology Chair: Kyle Susa
- Social Work: Chair: Jong Choi
- Sociology Chair: Janet Armentor
- Teacher Education Chair: Bre-Anna Evans Santiago

Natural Sciences, Mathematics & Engineering

- Interim Dean Todd McBride
- Interim Associate Dean Karlo Lopez
- Biology Chair: Paul Smith
- Chemistry & Biochemistry Interim Chair: Sarah Forester
- Computer, Electrical Engineering, Computer Science Chair: Saeed Jafarzadeh
- Geological Sciences Chair: Anthony Rathburn
- Mathematics Chair: David Gove
- Natural Science Chair: Carl Kloock
- Nursing Chair: Deborah Boschini
- Physics & Engineering Chair: Luis Cabrales

CSUB Antelope Valley

- Interim Dean Doreen Facile-Anderson
- 25Live Scheduler Jeanette Morris

Academic Operations and Support Services

- Director Lisa Zuzarte
- Academic Space Scheduler & 25Live Administrator Lilia Flores
- 25Live Event Scheduler Kelly Dozier

CSUB Extended Education and Global Outreach

- Dean Mark Novak
- Director of Academic Programs Rhonda Dawson
- Director of Professional and Continuing Education Jennifer Patino
- Records Coordinator Beth Garza

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5.2 **Course Scheduling and Classroom Assignment process**

Course Scheduling

1. Department Chairs and Academic Operations complete a Class Schedule Production Calendar. A developed timeline states the dates that departments begin building their schedule in PeopleSoft for a given academic year.
2. The timeline outlined also includes other important dates:
   a. Date when the schedule would be made available for viewing online for students and faculty
   b. Date when Academic Advising begins for Continuing Students
   c. Date of Registration for Continuing Students
   d. Date of Registration for New Students (First time freshmen and transfers)

Course Scheduling Timeline for Fall Semester Example

Date	Action/Academic Calendar Event	Completed By:
January 1 – March 15	-Begin Fall Schedule Build.	ASCs
February	-SPRING 2021 Census Day: APDB & ERS Reporting.	
Feb 15 – March 15	-Complete final PeopleSoft FALL Schedule Build. -Conduct audits and proof schedule for accuracy. -Confirm academic spaces requested per Large Classrooms, Computer Labs and ITV room negotiations.	ASCs
Feb 15 – March 15	-Confirm academic spaces requested per Large Classrooms, Computer Labs and ITV room negotiations.	Associate Deans
April 5	-FALL 2021 - Academic Advising Begins for Continuing Students	
May 3	-FALL TERM - Registration Begins for Continuing Students	
July 15	-FALL TERM - Registration Begins for New Students	
May 25	-FALL TERM - Academic Advising for Transfers	
June 15	-FALL TERM – Registration for Transfers	
TBD	-PeopleSoft Schedule Lockout for FALL Term Only	Academic Operations
TBD	-Review and assign Large Classrooms, Computer Labs and ITV Rooms per spreadsheets from Associate Deans	Academic Operations
TBD	-PS Export into 25Live -25 Live Optimization	Academic Operations & IT
TBD	-Re-Open PS Access FALL Term -ASCs: Contact AOS (Lilia) to inquire classroom availability for any new sections. ASCs: Notify AOS (Lilia) of any class cancellations, changes in meeting times (time blocks), enrollment limits, etc.	Academic Operations ASCs
August 23	Fall – First Day of Classes	

<u>Classroom Assignments Process</u>

1. The Associate Deans created two excel files to fairly negotiate the use of classroom spaces among the four schools for large classrooms and computer labs. Academic Operations would then assign classrooms to the course sections as listed on these files to lock in these spaces. After this process is complete, Academic Operations began the Optimization process of classroom scheduling for all the remaining course sections that do not use department designated academic spaces.
2. In the past the process of completing the Optimization of classroom spaces in PeopleSoft and 25Live typically occurred in August for Fall terms.

5.3   Course scheduling and Classroom Assignment process recommendations for improvement

Course scheduling and classroom assignment are important components to student success, especially graduation rates. As California State University, Bakersfield continues to grow in student body the effective administrating of course scheduling and classroom assignment will continue to become more complex, requiring efficient and consistent communication, structure, and process. A key process element will be to refine and improve the set timeline and deadline dates for Schedule Build Input and classroom assignments. Optimizing the timeline and deadlines in coordination with the academic calendar and the needs of students (individually and at each department each semester) to meet graduation should be the priority. Further, additional software should be considered to assist with classroom scheduling and integrate the work of Associate Deans and Department Chairs to predict student/course needs and matching those needs to Department roadmap outlines and classroom availability. Any adopted software should integrate processes, diminish workload, to both simplify, but also to increase consistency and accuracy. Lastly, adopted software and processes should look to effectively address classroom utilization rates. Providing regular training of software and the processes to course scheduling and classroom assignment for Associate Deans, Department Chairs, ASCs and Curriculum Committees is another important component to effective course scheduling.

Maximizing and reporting on campus classroom and instructional laboratory utilization is an important tool used to determine space needs by the CSU Board of Trustees and Chancellor's Office. Utilization data are used to aid the university in strategic planning, cost effective management of its facilities and in the development of master planning, and effective building utilization is important to delivering high quality education programs. One strategy is to review current teaching blocks and to consider aligning blocks more closely with current Chancellor's Office utilization standards. Lastly, continual analysis of student needs towards graduation, classroom availability, course cap numbers should be used in planning for future semester course scheduling.

Academic Affairs Committee: John Tarjan/Chair, meets 10:00am via Zoom
Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Dec 2, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures.			
	2020-2021 22 EEGO Course Offering - Summer Term	Carry over to 2021-2022	AAC Consider Summer Session as a single term with a cumulative student workload and what is the maximum number of units which enables student success.			
	2020-2021 23 MA INST Moratorium	Second Reading 10/7/21	AAC Consider the rationale as presented in the attached letter from the Director of INST and the impact on students in the program. RES 212204 MA INST Moratorium			
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 General Studies (GST) Department Formation		AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking		AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can dev & deliver HIPs, need for training guide for analysis & reporting.			

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Academic Support and Student Services: Elaine Correa/Chair, meets 10:00 via Zoom video conference
Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Dec 2, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
	2020-2021 Referral 26 Testing Center	Complete	AS&SS RES 202123 Academic Testing Center approved by Senate 3/18/21. Not by President pending Fall '21 enrollment, need, resources.			
9/28/21	2021-2022 Referral 10 Faculty Advising Structure		AS&SS Whether there is a need for a change to the advising structure Refer to AS&SS minutes 2021-05-06 for recommendations. See report from Faculty Fellow & AVP AP.			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking		AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can dev & deliver HIPs, need for training guide for analysis & reporting			

2

Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference
Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Dec 2, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 01 Extension of RES 192020 RTP Guidelines for 2020 to 2021		FAC The same factors that restricted or prevented faculty from doing certain activities related to RTP still exist.			
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures.			
8/24/21	2021-2022 03 Electronic RTP as Application Standard		FAC Whether use of vendor with electronic RTP application platform is viable for CSUB			
8/24/21	2021-2022 04 Exceptional Service Article 20.37 Application and Screening Process		FAC Research CSU campus' rubrics & applications and establish improvement and consistency to application & screening.			
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 General Studies (GST) Department Formation		AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 Referral 12 Criteria and Nomination Process for Faculty Awards		FAC Define meritorious, pressure from senior faculty, confidentiality of process			
	2020-2021 06 CSUB Patent Policy	Complete	FAC RES 202117 CSUB Patent Policy approved by Senate. Not by President pending CO policy update.			
	2019-2020 Referral 08 Honorary Doctorate – Handbook Change	Carry-over from 2 AYs	FAC refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED			
8/31/21	2021-2022 13 Notification to Chairs of Assigned Time		FAC Specifying the appropriate timing and notification to the department chair and how the coordination with AA and HR can improve.			
8/31/21	2021-2022 Referral 14 Proposal for the Creation of Ethnic Studies Department	AAC & BPC approved. FAC carry over to 2021-2022	AAC, BPC, FAC Consider how creation of new dept. affects current RTP process for impacted faculty, and the unit's response to FAC's recommendations of May 6, 2021.			
	See next page					

3

Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference
Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Dec 2, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
	2020-2021 Referral 17 Sabbatical Application Process Improvement	Carry over to 2021-2022	FAC Identify what is different or extra between the 1) Faculty Information Bulletin 2) Application Cover Sheet, 3) Handbook with directions for the applicant and 4) directions for the evaluating committee and then make consistent between them.			
8/31/21	2021-2022 17 Handbook 305.2.4 Early Award of Tenure and 305.3.4 Early Promotion of Probationary and Tenured Faculty		FAC The language regarding performance differs. Make them consistent. Departments need to have early tenure criteria or revise it. RES 212202 Early Award of Tenure	9/23/21	10/1/21	
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
8/31/21	2021-2022 20 Accessibility of Instructional Materials		FAC Identify owner and maintainer of textbook master list, specify policies for adopting a textbook.			
9/21/21	2021-2022 23 Faculty Hall of Fame Selection Process Change		FAC Whether selection process should move to FHAC; whether time conflict with Faculty Awards, data transfer			

4

Budget and Planning Committee: Charles Lam/Chair, meets 10:00am via Zoom video conference
Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Dec 2, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures.			
9/29/21	2021-2022 16 Institutional Research in Response to WSCUC Report		BPC Feedback from CO, access and permissions to data, what faculty needs, what data department chairs' need. See M. Malhotra's report			
	2020-2021 20 UPRC Changes	Pending Task Force. Tabled to 2021-2022	AAC, BPC Combine concerns from 2019-2020 #19 referral and 2020-2021 Addendum with the recommendations from UPRC current Chair and Jinping Sun's report.			
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 General Studies (GST) Department Formation		AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 18 CSUB Policy on Use of sUAS – GraSP Update	Second Reading 10/7/21	BPC Consider whether documents submitted by GraSP are informational or need action. RES 212205 CSUB Policy on Use of sUAS – GRaSP Update			
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
9/21/21	2021-2022 22 Summer 2022 Schedule EEGO		BPC Whether unequal days between two summer sessions, eliminate break, reinstate two five week terms in future.			

5

From: John Tarjan
To: Aaron Hegde
Cc: Academic Affairs Committee Group; Rhonda Dugan
Subject: Referrals from Academic Affairs Committee
Date: Thursday, September 30, 2021 3:42:43 PM
Attachments: image001.png

Dr. Hegde, a couple of items came up in Academic Affairs Committee today that the Senate may want to consider. I added some related questions. Thanks. JT

1. Special Topics Courses (4770, 5770, 6770)
    a. What rules apply with regard to offering such a course initially?
    b. Is there a policy governing how many times an instance (e.g. The Collected Works of A. Hegde) of this course can be offered before it is subject to normal curricular processes?
        i. System policy?
        ii. Campus policy?
    c. Should there be campus guidance on how many different instances of the course can be used to fill program requirements or should that be left to programs?
1. Catalog Curricular Revisions
    a. Are the current deadlines appropriate (do they allow enough time for faculty to make adjustments to curriculum for the following year)?
    b. Can we improve understanding of the deadlines/processes involved? Perhaps a flow chart with dates could be provided to departments and curriculum committees.

John Tarjan
Chair, Management/Marketing
CSU, Bakersfield
BDC A 144 (Department Office)
BDC A 209
661-654-2181 (Department Office)
661-654-2321 (Office)

California State University, Bakersfield
Division of Academic Affairs

Guidance Title: Reimbursement Rate

Guidance Number:

Policy Status: Draft

Affected Units
Grants, Research, and Sponsored Programs (GRaSP); Sponsored Programs Post Awards; departments awarded grants.

Guidance Text
The University's reimbursement rate is based on the minimum weighted teaching unit (WTU) value for the Academic Year Assistant Professor classification (class 2360, range 3). The calculation is arrived at by dividing the minimum academic year salary by 30 WTUs. Salary rates are published by the Chancellor's Office on the CSU Salary Schedule. The reimbursement rate will be used for University funded assigned time, as well as in replacing tenured or tenure-track faculty for grant-funded assigned time. The Chancellor's Office also uses this rate for reimbursing the University for CSU funded assigned time.

The current reimbursement rate at time of this policy publication is $2,018.40.

Date Submitted to Policy Portal
06/22/2021

California State University, Bakersfield
Division of Academic Affairs

Policy Title: PROVOST Direct Reports Professional Development Funding

Policy Status: DRAFT

Affected Units
Provost's Council, Provost's Direct Reports

Policy Statement
Professional Development is a critical component of CSUB's success. By investing in people, CSUB internally grows its base of talent.

For professional development expenses above $500, the Provost must provide written authorization to his/her direct reports before any professional development expense is incurred. A professional development expense would be a workshop or training series designed to enhance an individual's skill or competence. Importantly, regular travel for conference meetings etc. are not included within the scope of this policy.

Consultations
Provost's Council

Approved Date
TBD

Effective Date
TBD

Date Submitted to Policy Portal
TBD

CSU Bakersfield

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Office of the Dean

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9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-3172
(661) 654-3238 FAX
library.csub.edu

To: Dr. Aaron Hegde, Chair, CSUB Academic Senate

From: Sandra Bozarth, Interim Dean, Walter W. Stiern Library
    (In Consultation with the Faculty in the Walter W. Stiern Library)

Date: September 23, 2021

Re: Administrator II, Library Staff Manager title change to Associate Dean of the Library

In accordance with handbook section 310.1, the tenured Faculty Librarians and Interim Dean of the Library at Walter W. Stiern Library would like to express our shared support for a title change of our current MPP Administrator II position, Library Staff Manager to an Associate Dean of the Library. The upcoming retirement of our current Library Staff Manager provides the opportunity to review and assess the needs of the university, the library and how best we can serve our students.

This change will allow for adequate recognition and support of the library and our user needs as well as leverage and access on our own campus and within the CSU. It also provides consultation with the faculty librarians and the Associate Dean in a theoretical way versus the operational functions of the library. The requirement of academic librarian experience, a terminal degree and tenure or progress towards tenure will also better support our department. The lack of an Associate Dean of the Library removes the library from significant conversations and processes. This absence of a connection puts our staff, faculty, and students at a disadvantage. For example, shared resource opportunities, pilot studies and procedures shared across the CSU are often discussed and decided among the Associate Deans within the CSU and our campus lacks this level of representation. Both small and large campuses' have Associate Library Deans within the CSU and currently there are 14 Associate Library Deans and an additional 5 assuming the same or similar responsibilities under different titles (Assistant Dean, Director or Associate Librarian titles).

We agree that a title change is in the best interest of the university and library to join the others and employ an Associate Dean of the Library. We are looking forward to a thoughtful review and discussion of this request for a title change.

Sincerely,

The Tenured Librarians at Walter W. Stiern Library and
Interim Library Dean

CSU Bakersfield
Business and Administrative Services

Office of Human Resources

Mail Stop: 37 ADM
9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-2266
(661) 654-2299 FAX
www.csub.edu/bas/hr

POSITION DESCRIPTION / CLASSIFICATION REVIEW FORM

The position description is the foundation for recruitment, determination of classification, formulation of work plans and the basis for performance management and evaluations. Supervisors are expected to review the position description with the employee: (1) when the employee begins the new assignment; (2) when the position description is revised; and (3) when the position is evaluated. Please note whenever there is a substantial change in the assignment, the position description should be revised and submitted to Human Resources to determine if there is a classification impact. This form is available on the HR webpage.

Name of current incumbent *(if filled position):*		**Date:** 9/23/2021
If vacant, name of previous incumbent:		
Job *(Classification)* **Code:** 3306	**Job Title:** Administrator III	**Position #:** (HR use only)
Working Title *(optional):* Associate Dean of the Watler W. Stiern Library		x **Exempt** ☐ **Non-Exempt**
Department ID:	**Department Name:** Library	**Time Base:** 1.0

A. ACTION REQUESTED:

Recruitment:

    ☐ New position

    x Replacement:

        ☐ No review required ☐ Review needed – substantial changes made

Classification Review: (Section J required, Cabinet Officer signature required)

    ☐ Initiate classification review (Organizational Chart must be attached)

    Requested by: ☐ *Employee* ☐ *Supervisor/Administrator* ☐ *CSU/HR*

Update existing position description:

    x No review required

    ☐ Review needed – substantial changes made

B. SIGNATURES:
Signature denotes that this position description is an accurate statement of assigned duties. As a supervisor, if you are not in agreement with duties described, please attach additional sheet describing the differences which will be used for additional review by Human Resources. This job description supersedes all prior job descriptions and is intended to describe the general content and essential requirements for the position listed above. It is not an exhaustive statement of duties. Management reserves the right to add or change the duties of this position as required at any time.

_____ _____
(Employee)   (Date)

_____ _____
(Supervisor)   (Date)

_____ _____
(Appropriate Administrator)   (Date)

_____ _____
(Cabinet Officer) req'd for classif. reviews   (Date)

C. **POSITION PURPOSE:** Please describe the basic primary function(s) of the position – the reason the position exists. In order to provide an accurate description of the position, please do not copy duty statements from the CSU Classification Standards.

The Associate Dean assists the Dean in providing administrative leadership to the Walter W. Stiern Library. Associate Dean organizes and oversees library operations which involves application of library knowledge, personnel management and technology skills to guide clerical, technical and profession staff to work towards goals and objectives.

D. **DUTIES AND RESPONSIBILITIES:** List 4 or 5 of the most significant or major duties in order of importance as well as marginal duties. Indicate the approximate percentage of time spent with percentages of no less than 5%. Total of all duties must add up to 100%.

1) MAJOR JOB DUTIES (Essential Functions)   PERCENTAGE %

     A. Assist the Dean with administration and operational oversight of the library   50
     B. Assist the Dean with assessment and accreditation issues and strategic goal setting   10
     C. Assist the Dean with community/university partnership   10
     D. Works closely with Library Dean, Budget Analyst and Librarians   20

2) OTHER JOB DUTIES (Marginal Duties)   10
- Perform other job-related duties and special projects as assigned.
- Attend training and maintain skill currency as appropriate to safely and effectively complete assignments including Disaster Service Work duties

The examples above illustrate typical work activities and are not meant to be all inclusive or restrictive.

Total = 100%

DUTY STATEMENTS (give examples of tasks under each heading):

1. MAJOR JOB DUTIES (Essential Functions)
A. Assist the Dean with administration and operational oversight of the library
- Oversees the operations in California State University, Walter W. Stiern Library Services department that consists of: Access Services, Acquisitions, Billing, Cataloging, Course Reserves, Database Management, Circulation, Electronic Resource Management, Resource Sharing, Serials and Stacks.
- Provides supervision and work schedules, hires, evaluates, trains, and recommends disciplinary action and dismissal of staff and student assistants (in adherence with collective bargaining agreements), if necessary, to ensure smooth operations of established policies. Ensuring additional support for library events, during, before and after hours.
- Works in collaboration with internal and external customers (students, faculty, staff and community) to fulfill the library's mission.
- Acts as front-line person for communicating and enforcing library policies.
- Represent the Dean on various committees and at university functions as requested by the Dean.
- Interact with various divisional offices and departments, such as Academic Affairs, Faculty Affairs, and Facilities Planning, as directed by the Dean.
- Accountable for money collection from business transactions, including balancing receipts, preparing cash deposits and managing audits.
- Assist with student related financial account issues related to library charges.

B. Assist the Dean with assessment, accreditation and strategic goal setting
- Responsible for collecting counts and reporting the number of people who enter the library
- Coordinate reporting to external agencies, such as, IPEDS, Association of College & Research Libraries (ACRL) statistics and required CSU Chancellor's Office statistics.
- Communicates the strategic initiatives

C. Assist the Dean with community/university partnership
- Attends meetings and events as needed.
- Work with the Dean and university advancement staff on alumni relations, community relations and fundraising projects
- Solicits and influences internal and external support

E. Works closely with Library Dean, Budget Analyst and librarians
- Collaborates with professional MLS (Master of Library Sciences) academic librarians.
- Monitors library material operating budgets and expenditures.
- Approves and accepts gifts donations to the Library.

2. OTHER JOB DUTIES (Marginal Duties)
- Perform other job-related duties and special projects as assigned.
- Attend training and maintain skill currency as appropriate to safely and effectively complete assignments including Disaster Service Worker duties.
- Responsible for library security, overseeing routine drills and evacuations as well as working with safety personnel, as needed, to ensure safety and security for staff, students and building.

E. REQUIRED QUALIFICATIONS: These should match those listed on the classification standards. Any supplemental qualifications should be listed as "preferred".

3) EDUCATION AND EXPERIENCE:
- Master's degree in Library and Information Science (ALA accredited) or its equivalent plus five years of progressively responsible work experience in academic libraries, which includes a minimum of three years supervising the work of others.
- Record of accomplishment sufficient to achieve tenure at the rank of Associate Librarian/Librarian
- Work experience in an academic setting, ideally Public Higher Education.
- Demonstrated commitment and ability to advance the university's goals in the areas of diversity, equity, and inclusive excellence. *preferred*

4) LICENSES, CERTIFICATES, CREDENTIALS:
- Possession of a valid driver's license or the ability to obtain by date of hire.

5) SKILLS, KNOWLEDGE, ABILITIES (SKA's):

- Demonstrated customer service experience requiring a very high level of diplomacy and professionalism.
- Ability to use tact and diplomacy to effectively handle a broad range of high level and sensitive interpersonal situations with diverse personalities, and to respond appropriately to conflicts and problems.
- Ability to initiate, establish, and foster communication and teamwork by maintaining a positive, cooperative, productive work atmosphere in the university with the ability to establish and maintain effective working relationships within a diverse population and with those from various cultural backgrounds.
- Excellent communication skills; ability to effectively communicate information in a clear and understandable manner, both verbally and in writing.
- Thorough knowledge of English grammar, spelling and punctuation.
- Ability to interpret, communicate and apply policies and procedures.
- Demonstrated ability to maintain a high degree of confidentiality.
- Excellent organizational and time management skills with the ability to set own priorities to coordinate multiple assignments with fluctuating and time-sensitive deadlines.
- Excellent computer skills and competence with a variety of computer applications including word-processing, spreadsheets, databases, on-line systems, Internet as well as online calendaring and email.
- Working knowledge of or ability to quickly learn university infrastructure, policies and procedures.
- Regular and reliable attendance is required.

    INSERT THE FOLLOWING RECOMMENDED SKAs AS APPROPRIATE: (listed all above)
- **LIST AS NEEDED the ability to operate specific machines and/or equipment; knowledge and skills of specific hardware/software.**

F. PREFERRED QUALIFICATIONS: Note any additional knowledge, skills, experience, certificates, education, or licenses that are desired for this position.

- Knowledge of Alma, Primo, OCLC and other library software
- Demonstrated skills in an institutional/educational environment utilizing a customer-oriented and service-centered attitude.

G. SPECIAL CONDITIONS:

-
-
-

INSERT THE FOLLOWING IF APPLICABLE:
- Must be willing to travel overnight and attend training programs off-site for occasional professional development.
- Must be able to work overtime, occasional holidays, and adjust working hours to meet special jobs. May be called back periodically to perform work as needed on an emergency basis.

INSERT FOR PAY PLAN POSITIONS: can remove red sections
- This position is paid under the 10/12 OR 11/12 pay plan, where salary for 10 months or 11 months is distributed over 12 months with **INSERT MONTH(S)** off (with pay, benefits, and vacation/sick leave accrual continuing through months off).

INSERT FOR ALL NEW RECRUITMENTS:
- **BACKGROUND CHECK:** Satisfactory completion of a background check (including a criminal records check) is required for employment. CSU will make a conditional offer of employment, which may be rescinded if the background check reveals disqualifying information, and/or it is discovered that the candidate knowingly withheld or falsified information. Failure to satisfactorily complete the background check may affect the continued employment of a current CSU employee who was conditionally offered the position.

- **SENSITIVE POSITION:** Sensitive positions are designated by the CSU as requiring heightened scrutiny of individuals holding the position, based on potential for harm to children, concerns for the safety and security of the people, animals, or property, or heightened risk of financial loss to the CSU or individuals in the university community.

INSERT FOR POSITIONS IN ATHLETICS:
- Candidate must be committed to the adherence of NCAA rules and regulations.

INSERT IF APPLICABLE:
- **MANDATED REPORTER:** The person holding this position is considered a "mandated reporter" under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 Revised July 21, 2017 as a condition of employment.

- **DESIGNATED POSITION:** This position is currently on the List of Conflict of Interest Designated Positions for CSU Bakersfield. This requires the filing of a statement of Economic Interest on an annual basis and the completion of training within 6 months of assuming office and every two years thereafter.

ALWAYS INCLUDE:
- **EQUAL EMPLOYMENT OPPORTUNITY:** This university is committed to Equal Employment Opportunity. Applicants will be considered without regard to gender, race, age, color, religion, national origin, sexual orientation, genetic information, marital status, disability or covered veteran status.

H.   PHYSICAL DEMANDS & WORK ENVIRONMENT (must be completed):
Indicate the type of physical effort which is essential to the position activities:

☐ **SEDENTARY WORK** – involves mainly sitting; minimal walking and standing; lifting light weight objects limited to 15 pounds.

x **LIGHT WORK** – involves mainly sitting, up to 25% standing or walking; lifting medium weight objects limited to 25 pounds.

☐ **MEDIUM WORK** – up to 40% of the activities involve sitting, standing, squatting, kneeling or walking; lifting heavy weight objects limited to 50 pounds; may involve pushing and pulling objects within the weight limits.

☐ **HEAVY WORK** – 50% or more of the activities involve walking, standing, squatting, kneeling or climbing; lifting heavy weight objects which may exceed 50 pounds.

Indicate the type(s) of environmental factors which are essential to the position activities:

☐ Is exposed to excessive noise

☐ Is around moving machinery

☐ Is exposed to marked changes in temperature and/or humidity

☐ Is exposed to dust, fumes, gases, or radiation, microwave

x Drives motorized equipment (golf cart)

x Works in confined quarters

☐ Works in high places

☐ Other:

☐ N/A

I. SUPERVISION:

Supervision Received: *Describe the nature of supervision the employee in the position will receive.*

☐ Direct Supervision - Employee receives immediate, close and regular supervision

☐ General Supervision - Employee receives some delegation of responsibility and independence

☐ General Direction – Employee functions independently under broad guidelines

x Administrative Direction – Responsibilities are defined by the scope of the organizational functions; responsible for formulating operational policies for a comprehensive and diversified program; makes top level management decisions. (Management Only)

Name of Supervisor:	Job (Classification)Title:

Supervision Given: List name(s) and title(s) of employee(s) that this position will supervise directly (if applicable):

Name:	Job (Classification)Title:

J.   CLASSIFICATION REVIEW REQUESTS: If this is an existing position that you believe has changed, describe what is different about the assignment in terms of responsibility, complexity, authority, and skill levels. In order to assist you with this analysis, please answer the following questions. **Include organizational chart**.   If necessary, attach additional sheets.

1. **Which parts of the assignment are the most difficult and/or require the greatest skill to perform? Why? Please give examples.**
2. **To what extent do the duties of this position involve independent action or require decisions on the part of the person in the position? Which, if any, are the most difficult, and how frequently do they occur?**
3. **What would be the probable result of a poor judgment, decision, or action by the person in this position? How would these errors be detected? What would be the consequence of the errors?**
4. **How is work assigned to this position? To what extent does the person in this position have authority to determine what is to be done and when?**
5. **In what way is the work of this position reviewed? That is, is work spot-checked or is all work reviewed? Are there standardized controls or checks which would normally catch errors made by the person in the position? Please explain.**
6. **Do you assist in developing departmental policy? If yes, please explain.**
7. **Does this position have supervisory responsibility? Please specify.**

Additional comments: (optional) Clarify duties assigned and/or include any additional information that you think would be helpful in the review of this position.

CSU Bakersfield

Academic Affairs

Office of the Associate Vice President for Academic Affairs and
Dean of Academic Programs

MEMORANDUM

DATE: October 4, 2021

TO: Dr. Aaron Hegde / Chair, Academic Senate

CC: Dr. John Tarjan / Chair, Academic Affairs Committee
               Ms. Beth Bywaters / Administrative Analyst, Academic Senate
               Dr. Janet Armentor / Chair, Department of Sociology
               Dr. Rhonda Dugan / Chair, SSE Curriculum Committee
               Dr. James Rodriguez / Dean, School of Social Sciences and Education
               Ms. Lisa Zuzarte / Director, Academic Operations

FROM: Debra Jackson / AVP for Academic Affairs, Dean of Academic Programs

RE: Proposal for Revision of Sociology Concentration

On behalf of the faculty of the Department of Sociology, I am submitting to the Academic Affairs
Committee a proposal to revise their Concentration in Ethnic Studies to become a Concentration in
Racial and Ethnic Dynamics. This proposal was supported by the faculty in the Department of
Sociology, the Social Sciences and Education Curriculum Committee, and the Dean of the School of
Social Sciences and Education.

Please find two forms attached. The original Changes to Degree form was signed by Dr. Armentor on
11/20/2020, by Dr. Dugan on 12/7/2020, and by Dr. Rodriguez on 12/13/2020. The other Changes to
Degree form reflects edits to the original, which could not be incorporated into the original document
due to formatting issues.

Attachments:
    CSUB_Changes To Degree Form_Original_11-20-2020
    CSUB_Changes To Degree Form_Final with edits_4-13-21

California State University, Bakersfield
Academic Operations & Support Services
Mail Stop: EDUC 22, 9001 Stockdale Highway
Bakersfield, California 93311-1022
Email: curriculum@csub.edu
Tel. (661) 654-6181

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CLICK ON THE GRAY AREA BEFORE TYPING IN A SECTION

CHANGES TO DEGREE FORM

___

AY 2021-2022 3

PROPOSAL ACTION (Select One)

EFFECTIVE CATALOG YEAR: FALL 2021

◉ **PROGRAM REVISION**   ○ **PROGRAM CANCELLATION**

○ **PROGRAM PLACED IN MORATORIUM**   ○ **ADD CONCENTRATION**   ○ **ADD EMPHASIS**

○ **ADD OPTION**   ○ **ADD MINOR**

PROGRAM OR SCHOOL & DEPARTMENT

School/Program: Social Sciences and Education

Department: Sociology

Proposed by: Janet Armentor, Rhonda Dugan, and Kent Henderson

DEGREE INFORMATION (MAJOR, CONCENTRATION/EMPHASIS/OPTION/MINOR)

Degree Title: Sociology (Traditional, Human Services and Racial and Ethnic Dynamics)

REVISIONS TO CURRENT DEGREE DESCRIPTION AND REQUIREMENTS

Department of Sociology
School of Social Sciences and Education
Department Chair: Janet Armentor
Department Office: DDH AA209
Telephone: 661 – 654 - 2368
Email: jarmentor@csub.edu
Website: www.csub.edu/Sociology/
Faculty: D. Anderson-Facile, J. Armentor, <u>D. Arrieta, J. Basilio, B. Bentle, B. Bishop</u> ~~D. Arrieta,~~ R. Dugan, K. Gibson, K. Henderson, I. Kasselstrand, A. Kebede, L. Lynch, <u>R. Lyons</u>, E. Molina-Jackson, <u>A. Pinckney,</u> D. Rasmussen, A. Sanchez, M. Sanchez, G. Santos, A. Studebaker, J. White III., ~~J. Basilio, J. Ely, B. Bentle, A. Pinckney.~~
Administrative Support Coordinator: Patricia Cadena

Program Description
The Bachelor of Arts in Sociology emphasizes the systematic study of human behavior in social groups. It focuses

on how people coordinate their activities to achieve both individual and collective goals. Sociology is different from the other social and behavioral sciences in two important ways. First, it places primary importance on the social group within the larger society. Second, it seeks to explain the broad range of human behavior as it is influenced by the social context. Thus, sociology studies the major issues of our times and seeks to understand their complexity and predict their future. It investigates how patterns of social activity originate, what sustains them, why they take one form rather than another, and how they change. Depending on the particular interest of the student, an appropriate minor area of study is selected in consultation with the student's advisor. In lieu of the traditional minor, the Department also offers a concentration in either Ethnic Studies or in Human Services. Career opportunities for sociology majors include a variety of agencies at the federal, state, and municipal levels, as well as with both private non-profit and private for-profit organizations. The Sociology program faculty stresses a close working relationship with students and strongly encourages students to take full advantage of the many opportunities the Department provides including but not limited to collaborative research with faculty, student internships, teaching assistantships and other professional opportunities. The department's program learning goals and objectives can be found on the department's website.

Mission Statement
Our goal is to advance students' intellectual preparation in macro and micro sociological concepts through rigorous, substantive, theoretical, and methodological coursework. The program provides opportunities for praxis-oriented internships, and on-going and continuous engagement with the program faculty's teaching and research activities. Our graduates will have the personal and scholarly skills needed to face the challenges associated with social change, diversity of persons and ideas, and an evolving global economy.

Requirements for the Bachelor of Arts Degree with a Major in Sociology
The Bachelor of Arts Degree with a major in Sociology requires a minimum of 120 semester units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Upper Division Writing, and Foreign Language. To fulfill the requirements for the major in sociology, the student must complete courses acceptable to the Department, including at least nine at the upper-division level. Typical course patterns for graduation can be found on the department Website.

Requirements for the Bachelor of Arts Degree in Sociology

Requirements	Units
Total Units Required to Graduate	**120 units**
Major Requirements	**45 units**
Lower Division	12
Core Curriculum	33
Minor (recommended)	**12 units**
Other University Requirements	**47-53 units**
First-Year Seminar	2
American Institutions	6
Area A	9
Area B	9
Area C	6
Area D	6
UD Thematic Courses	6
Jr. Year Diversity	3
SELF	3
GWAR (Exam) or Class	0-3*
Additional Units	**7-25 units**

* SELF may be satisfied by a course that double counts as Upper Division Thematic Course

* GWAR may be satisfied with the exam or a class.

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.

Note: One (1) semester unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Lower Division Requirements (12 units)

1. SOC 1008
2. SOC 2208 (or equivalent elementary statistics course)
3. SOC 2018
4. SOC 2300 or SOC 2400
   Major Requirements (33 units)
5. SOC 3000 (must pass with a C- or higher)
6. SOC 3208
7. One (1) of the following, with approval of faculty advisor (each requires satisfactory completion of SOC 3000 and must have a passing grade of C- or higher): SOC 4200, 4210, or 4230, 4240, or 4250.
8. SOC 3100 (must pass with a C- or higher).
9. SOC 3110 (requires satisfactory completion of SOC 3100 and must have a passing grade of C- or higher).
10. SOC 4000
11. SOC 4988 (must pass with a C- or higher and fulfills Capstone requirement)
12. Four (4) additional courses in Sociology (with approval of faculty advisor), at least three (3) of which must be upper division and of the following: SOC 3008, 3010, 3030, 3040, 3050, 3060, 3070, 3080, 3090, 3300, 3318, 3320, 3330, 3340, 3360, 3408, 3420, 3500, 3510, 3520, 3610, 3630, 3640, 3650, 3658, 4008, 4010, 4020, 4038, 4050, 4068, 4300, 4310, 4400, 4510, 4610, 4620, 4630, 4640, and 4650.

A minor or concentration is recommended (selected from one of the following three options listed below):

a. A minor consisting of at least 12-semester units within a major program designed by another discipline (suggested)

or an open minor consisting of at least 12 semester units.

b. b. A concentration in either Racial and Ethnic Dynamics or Human Services

Note: If a minor or concentration is not chosen, students will complete an additional 12 units for the degree.

Requirements for the Bachelor of Arts Degree in Sociology with a Concentration in Human Services

Requirements	Units
Total Units Required to Graduate	**120 units**
Major Requirements	**45 units**
Lower Division	12
Core Curriculum	33
Concentration Requirement	**27 units**
Other University Requirements	**50-53 units**
First-Year Seminar	2
American Institutions	6
Area A	9

3

Area B	9
Area C	6
Area D	6
UD Thematic Courses	6
Jr. Year Diversity	3
SELF	3
GWAR (Exam) or Class	0-3*
Additional Units	**7-13 units**

* Junior Diversity may be satisfied by a course that double counts as Upper Division JDYR course.
* SELF may be satisfied by a course that double counts for a lower division SELF course.
* GWAR may be satisfied with the exam or a class.
See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) semester unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Lower Division Requirements (12 units)

1. SOC 1008
2. SOC 2208 (or equivalent elementary statistics course).
3. SOC 2018
4. SOC 2300 or SOC 2400
   Major Requirements (21 units)
5. SOC 3000 (must pass with a C- or higher)
6. SOC 3208
7. One (1) of the following (each requires satisfactory completion of SOC 3000 and passing grade of C- or higher required): SOC 4200, 4210, 4230, 4240, and 4250
8. SOC 3100 (must pass with a C- or higher)
9. SOC 3110 (requires satisfactory completion of SOC 3100 and must have a passing grade of C- or higher).
10. SOC 4000
11. SOC 4988 (must pass with a C- or higher and fulfills Capstone requirement)
    Core Courses: Service Course & Internship (6 units)
12. SOC 3600
13. SOC 4920
    Core Cores: Experiences in Family and the Life Course
14. Two courses from the following list: (6 units)
    SOC 3500, 3510, 3520, 3610, or 4510
    Core Courses: Experiences of Diverse Populations in the US (6 units)
15. Two courses from the following list:
    SOC 3318, 3320, 3330, 3340, 3360, 3408, 3420, 4400
    Core Course: Social Issues in American Society (9 Units)
16. Three courses are to be selected in consultation with the faculty advisor to provide additional "depth" or greater "breadth" in subject matter content areas associated with Human Services:
    SOC 3040, 3050, 3060, 3610, 3630, 3640, 4300, 4600, 4610, 4620, 4630, 4650

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Requirements for the Bachelor of Arts Degree in Sociology with a Concentration in <u>Racial and Ethnic Dynamics</u> ~~Ethnic Studies~~

Requirements	Units
Total Units Required to Graduate	**120 units**
Major Requirements	**45 units**
Lower Division	12
Core Curriculum	33
Concentration Requirement	<u>**24**</u>
Minor (not required)	**12 units**
Other University Requirements	**5147-53 units**
First-Year Seminar	2
American Institutions	6
Area A	9
Area B	9
Area C	6
Area D	6
UD Thematic Courses	6
Jr. Year Diversity	3
SELF	3
GWAR (Exam) or Class	0-3*
Additional Units	**7-13 units**

* SELF may be satisfied by a course that double counts as Upper Division Thematic Course
* GWAR may be satisfied with the exam or a class.
See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) semester unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Lower Division Requirements (12 units)

1. SOC 1008
2. SOC 2018
3. SOC 2208 (or equivalent elementary statistics course)
4. SOC 2300 or SOC 2400
   Major Requirements (30 units)
5. SOC 3000 <u>(must pass with a C- or higher)</u>
6. SOC 3208
7. One (1) of the following, (each requires satisfactory completion of SOC 3000, passing grade of C- or higher required): SOC 4200, 4210, 4240, ~~4250~~, or ~~4260~~.
8. SOC 3100 <u>(must pass with a C- or higher)</u>
9. SOC 3110 <u>(requires satisfactory completion of SOC 3100 and must have a passing grade of C- or higher)</u>.
10. SOC 4000
11. SOC 4988 <u>(must pass with a C- or higher and fulfills Capstone requirement)</u>

Concentration Requirements (24 Units)

California State University, Bakersfield
Academic Operations & Support Services
Mail Stop: EDUC 22, 9001 Stockdale Highway
Bakersfield, California 93311-1022
Email: curriculum@csub.edu
Tel. (661) 654-6181

CSU Bakersfield

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CHANGES TO DEGREE FORM

_____
Form Number

PROPOSAL ACTION (Select One)

EFFECTIVE CATALOG YEAR: FALL 2021

◉ PROGRAM REVISION   ◯ PROGRAM CANCELLATION

◯ PROGRAM PLACED IN MORATORIUM   ◯ ADD CONCENTRATION   ◯ ADD EMPHASIS

◯ ADD OPTION   ◯ ADD MINOR

PROGRAM OR SCHOOL & DEPARTMENT

School/Program: Social Sciences and Education

Department: Sociology

Proposed by: Janet Armentor, Rhonda Dugan, and Kent Henderson

DEGREE INFORMATION (MAJOR, CONCENTRATION/EMPHASIS/OPTION/MINOR)

Degree Title: Sociology (Traditional, Human Services and Racial and Ethnic Dynamics)

REVISIONS TO CURRENT DEGREE DESCRIPTION AND REQUIREMENTS

Department of Sociology
School of Social Sciences and Education
Department Chair: Janet Armentor
Department Office: DDH AA209
Telephone: 661 – 654 - 2368
Email: jarmentor@csub.edu
Website: www.csub.edu/Sociology/
Faculty: D. Anderson-Facile, J. Armentor, <u>D. Arrieta, J. Basilio, B. Bentle, B. Bishop,</u> R. Dugan, K. Gibson, K. Henderson, <u>I. Kasselstrand</u>, A. Kebede, L. Lynch, <u>R. Lyons</u>, E. Molina-Jackson, A. Pinckney, D. Rasmussen, A. Sanchez, M. Sanchez, G. Santos, A. Studebaker, J. White III., ~~J. Basilio, J. Ely, B. Bentle, A. Pinckney~~.
Administrative Support Coordinator: Patricia Cadena

Program Description
The Bachelor of Arts in Sociology emphasizes the systematic study of human behavior in social groups. It focuses on how people coordinate their activities to achieve both individual and collective goals. Sociology is different

from the other social and behavioral sciences in two important ways. First, it places primary importance on the social group within the larger society. Second, it seeks to explain the broad range of human behavior as it is influenced by the social context. Thus, sociology studies the major issues of our times and seeks to understand their complexity and predict their future. It investigates how patterns of social activity originate, what sustains them, why they take one form rather than another, and how they change. Depending on the particular interest of the student, an appropriate minor area of study is selected in consultation with the student's advisor. In lieu of the traditional minor, the Department also offers a concentration in either ~~Ethnic Studies~~ <u>Racial and Ethnic Dynamics</u> or in Human Services. Career opportunities for sociology majors include a variety of agencies at the federal, state, and municipal levels, as well as with both private non-profit and private for-profit organizations. The Sociology program faculty stresses a close working relationship with students and strongly encourages students to take full advantage of the many opportunities the Department provides including but not limited to collaborative research with faculty, student internships, teaching assistantships and other professional opportunities. The department's program learning goals and objectives can be found on the department's website.

Mission Statement

Our goal is to advance students' intellectual preparation in macro and micro sociological concepts through rigorous, substantive, theoretical, and methodological coursework. The program provides opportunities for praxis-oriented internships, and on-going and continuous engagement with the program faculty's teaching and research activities. Our graduates will have the personal and scholarly skills needed to face the challenges associated with social change, diversity of persons and ideas, and an evolving global economy.

Requirements for the Bachelor of Arts Degree with a Major in Sociology

The Bachelor of Arts Degree with a major in Sociology requires a minimum of 120 semester units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Upper Division Writing, and Foreign Language. To fulfill the requirements for the major in sociology, the student must complete courses acceptable to the Department, including at least nine at the upper-division level. Typical course patterns for graduation can be found on the department Website.

Requirements for the Bachelor of Arts Degree in Sociology

Requirements	Units
Total Units Required to Graduate	**120 units**
Major Requirements	**45 units**
Lower Division	12
Core Curriculum	33
Minor (recommended)	**12 units**
Other University Requirements	~~47-53~~ <u>50-53</u> units
First-Year Seminar	2
American Institutions	6
Area A	9
Area B	9
Area C	6
Area D	~~6~~ <u>3</u>
<u>Area F</u>	<u>3</u>
UD Thematic Courses	6
Jr. Year Diversity	3<u>*</u>

SELF ~~(Area E)~~	3*
GWAR (Exam) or Class	0-3*
~~Area F~~	~~3~~
Additional Units	~~7 25~~ ~~13 10~~ **10-13 units**

* SELF may be satisfied by a course that double counts as Upper Division Thematic Course

* GWAR may be satisfied with the exam or a class.

See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.

Note: One (1) semester unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Lower Division Requirements (12 units)

1. SOC 1008
2. SOC 2208 (or equivalent elementary statistics course)
3. SOC 2018
4. SOC 2300 or SOC 2400
   Major Requirements (33 units)
5. SOC 3000 (must pass with a C- or higher)
6. SOC 3208
7. ~~7.~~ One (1) of the following, with approval of faculty advisor (each requires satisfactory completion of SOC 3000 and must have a passing grade of C- or higher): SOC 4200, 4210, <u>or 4230</u>~~, 4240, or 4250.~~
8. SOC 3100 (must pass with a C- or higher).
9. SOC 3110 (requires satisfactory completion of SOC 3100 and must have a passing grade of C- or higher).
10. SOC 4000
11. SOC 4988 (<u>must pass with a C- or higher and fulfills Capstone requirement</u>)
12. Four (4) additional courses in Sociology (with approval of faculty advisor), at least three (3) of which must be upper division <u>and of the following: SOC 3008, 3010, 3030, 3040, 3050, 3060, 3070, 3080, 3090, 3300, 3318, 3320, 3330, 3340, 3360, 3408, 3420, 3500, 3510, 3520, 3610, 3630, 3640, 3650, 3658, 4008, 4010, 4020, 4038, 4050, 4068, 4300, 4310, 4400, 4510, 4610, 4620, 4630, 4640, and 4650</u>

A minor or concentration is recommended (selected from one of the ~~following three~~ options <u>listed below</u>):

a.   A minor consisting of at least 12-semester units within a major program designed by another discipline (suggested)

b.   A concentration in either ~~Ethnic Studies~~ <u>Racial and Ethnic Dynamics</u> or Human Services

<u>Note: If a minor or concentration is not chosen, students will complete an additional 12 units for the degree.</u>

Requirements for the Bachelor of Arts Degree in Sociology with a Concentration in Human Services

Requirements	Units
Total Units Required to Graduate	**120 units**
Major Requirements	~~45~~ **33 units**
Lower Division	12
Core Curriculum	~~33~~ 21
Concentration Requirements	**27 units**

3

Other University Requirements		50-53 units
First-Year Seminar		2
American Institutions		6
Area A		9
Area B		9
Area C		6
Area D		~~6~~ 3
Area F	3	
UD Thematic Courses		6
Jr. Year Diversity		3*
SELF		3*
GWAR (Exam) or Class		0-3*
Additional Units		~~7-13~~ ~~10-7~~ **7-10 units**

* Junior Diversity may be satisfied by a course that double counts as Upper Division JDYR course.
* SELF may be satisfied by a course that double counts for a lower division SELF course.
* GWAR may be satisfied with the exam or a class.
See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) semester unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Lower Division Requirements (12 units)

1. SOC 1008
2. SOC 2208 (or equivalent elementary statistics course).
3. SOC 2018
4. SOC 2300 or SOC 2400
    Major Requirements (21 units)
5. SOC 3000 (must pass with a C- or higher)
6. SOC 3208
7. One (1) of the following (each requires satisfactory completion of SOC 3000 and passing grade of C- or higher required): SOC 4200, 4210, and 4230~~, 4240, and 4250~~
8. SOC 3100 (must pass with a C- or higher)
9. SOC 3110 (requires satisfactory completion of SOC 3100 and must have a passing grade of C- or higher).
10. SOC 4000
11. SOC 4988 (must pass with a C- or higher and fulfills Capstone requirement)
    Core Courses: Service Course & Internship (6 units)
12. SOC 3600
13. SOC 4920
    Core Courses: Experiences in Family and the Life Course (6 units)
14. Two courses from the following list: (6 units)
    SOC 3500, 3510, 3520~~, 3610~~, or 4510
    Core Courses: Experiences of Diverse Populations in the US (6 units)
15. Two courses from the following list:
    SOC 3318, 3320, 3330, 3340, 3360, 3408, 3420, 4400
    Core Courses: Social Issues in American Society (9 ~~Units~~ units)

16. Three courses are to be selected in consultation with the faculty advisor to provide additional "depth" or greater "breadth" in subject matter content areas associated with Human Services:
SOC 3040, 3050, 3060, <u>3610</u>, 3630, 3640, 4300, 4600, 4610, 4620, 4630, 4650

Requirements for the Bachelor of Arts Degree in Sociology with a Concentration in <u>Racial and Ethnic Dynamics</u> ~~Ethnic Studies~~

Requirements	Units
Total Units Required to Graduate	**120 units**
Major Requirements	**45 units**
Lower Division	12
Core Curriculum	33
~~**Minor (not required)**~~	~~**12 unit**~~s
<u>**Concentration Requirements**</u>	**24 units**
Other University Requirements	~~**51 47 53**~~ **<u>50-53</u> units**
First-Year Seminar	2
American Institutions	6
Area A	9
Area B	9
Area C	6
Area D	~~6~~ <u>3</u>
<u>Area F</u>	<u>3</u>
UD Thematic Courses	6
Jr. Year Diversity	3<u>*</u>
SELF	3<u>*</u>
GWAR (Exam) or Class	0-3*
Additional Units	~~**7 13**~~ ~~**13 10**~~ **<u>10-13</u> units**

~~* SELF may be satisfied by a course that double counts as Upper Division Thematic Course~~

<u>* Junior Diversity may be satisfied by a course that double counts as Upper Division JDYR course.</u>
<u>* SELF may be satisfied by a course that double counts for a lower division SELF course.</u>
* GWAR may be satisfied with the exam or a class.
See http://www.csub.edu/schedules.shtml for current list of courses satisfying university-wide requirements.
Note: One (1) semester unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week.

Lower Division Requirements (12 units)

1. SOC 1008
2. SOC 2018
3. SOC 2208 (or equivalent elementary statistics course)
4. SOC 2300 or SOC 2400

Major Requirements (~~30~~ 33 units)

5. SOC 3000 (must pass with a C- or higher)
6. SOC 3208
7. One (1) of the following, (each requires satisfactory completion of SOC 3000, passing grade of C- or higher required): SOC 4200, 4210, 4230 ~~4240, 4250, or 4260.~~
8. SOC 3100 (must pass with a C- or higher)
9. SOC 3110 (requires satisfactory completion of SOC 3100 and must have a passing grade of C- or higher)
10. SOC 4000

11. SOC 4988 (must pass with a C- or higher and fulfills Capstone requirement)

~~**Concentration Requirements** (24 units)~~

Core Course: Racial-Ethnic Frameworks (3 units)

~~11.~~ 12. SOC 3310

~~**Concentration Required Course (3 Units)**~~

~~**Concentration Requirements**~~

Core Courses: Experiences of Diverse Populations in the US (9 units)

~~12.~~ 13. Any ~~four (4)~~ three (3) courses chosen from the following: SOC 3308, 3318, 3320, 3338, ~~3340~~, 3428, ~~4068 or~~ 4300, or 4310.

Core Courses: Racial-Ethnic Issues in American Society (12 units)

~~8~~ 14. Any four (4) courses from the following are to be selected in consultation with the faculty advisor to provide additional "depth" and "breadth" in subject areas related to Racial and Ethnic Dynamics: ~~from the following: Nine (9) units of which must be upper division; and no more than six (6) units may come from any one department: ANTH 3318, 3320; ENGL 2220, 3220, 3250; PLSI 3450 SOC 3428, 3340, 4310; SPAN 4220*, 4240*, 4250*, 4260*.~~ SOC 3070, 3080, 3090, 3340, 3640, 4068, 4300, 4610, 4650

~~*Requires competency in Spanish.~~

Requirements for a Minor in Sociology
Student must take four courses in Sociology, totaling 12 semester units. SOC 1008 and, ~~at least~~ three ~~of which must be~~ upper division courses, ~~approved by Chair of the Sociology Department.~~ from the following list are required for the minor: SOC 3008, SOC 3010, 3030, 3040, 3050, 3060, 3070, 3080, 3090, 3300, 3318, 3320, 3330, 3340, 3360, 3408, 3420, 3500, 3510, 3520, 3610, 3630, 3640, 3650, 3658, 4008, 4010, 4020, 4038, 4050, 4068, 4300, 4310, 4400, 4510, 4610, 4620, 4630, 4640, 4650.

An independent study course cannot be used to satisfy the minor, without prior written permission from the Department Chair.

ADDING AN OPTION, CONCENTRATION OR SPECIAL EMPHASIS (ATTACH APPROPRIATE DOCUMENTS):

Per EO 1071, before any option, concentration, or special emphasis (or similar subprogram) approved under this delegation, can be implemented, the campus shall obtain a Chancellor's Office confirmation of compliance with CSU policy and applicable law. Campus notifications shall be submitted to the Department of Academic Programs and Faculty Development (degrees@calstate.edu). The following information must be submitted:

- The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Biology with a Concentration in Biochemistry);

- A list of courses and required units constituting that new subprogram;

- Total units required to complete the entire degree, including the combination of subprogram and major program;

- The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office;

- A 4-year major-and-subprogram roadmap for freshmen and a 2-year major-and-subprogram roadmap for transfer students;

- The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;

- The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);

- A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and

- Documentation of all campus-required curricular approvals.

ADDING A MINOR

Program Description and Minor Requirements:

N/A

RATIONALE FOR DEGREE PROPOSAL *(required)*:

Provide Rationale for Degree Proposal:

The department made edits and changes to the degree description. Some of these edits included specifying courses for the minor in Sociology, specifying elective courses, and revised the Ethnic Studies concentration.

IMPACT OF DEGREE PROPOSAL ON OTHER PROGRAMS OR DEPARTMENTS

What Is the Impact of This Degree Proposal on Course Offerings from Other Department(S) Or Programs?

Please Include Supporting Emails with This Proposal:

N/A

IMPACT OF DEGREE PROPOSAL ON COURSE(S)

List All the New and Revised Courses Required for This Degree Proposal (If Applicable):

SOC 4008: Society and the Natural Environment (already approved by SSE Curriculum Committee and currently seeking GE approval)

SOC 3310: Racial and Ethnic Dynamics in the United States

Attach/Submit All the Course Proposal Forms Together with This Form for Curricular Review and Approval

NEXT STEPS

- **Attach Course Proposal Form(s) to This Proposal (If Applicable)**
- **Attach Appropriate Documents if Adding an Option, Concentration or Special Emphasis**
- **Attach Revised Academic Roadmap**
- **Submit to Department/Program Curriculum Committee for Review & Approval**
- **Department Submits to School/Program Curriculum Committee for Review & Approval**
- **School/Program Curriculum Committee Submits Related Forms to GECCo (If Applicable)**
- **Chancellor's Office (CO) Notification for Implementation of Option, Concentration or Special Emphasis**
- **If No Additional Approvals Are Required, School/Program Curriculum Committee Submits to Academic Operations After Final Approvals Have Been Recorded. *See Annual Catalog & Curriculum Deadlines Dates***

SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:

Department Chair/Program Director:	**Date:**
School/Program Curriculum Committee Chair:	**Date:**
Dean of School:	**Date:**
Director of GE:	**Date:**
CO Notification for Implementation of Option, Concentration or Special Emphasis:	**Date:**
CO Confirmation of Compliance for Options, Concentration or Special Emphasis:	**Date:**
President's Approval for Minor:	**Date:**
WSCUC Approval:	**Date:**
Director of Academic Operations:	**Date:**

ACADEMIC OPERATIONS USE ONLY:

Effective Term:	**Catalog Year:**
Comments:	
CIP Code:	
HEGIS Code:	
Program Code:	
Plan Code:	

Sub-Plan Code:	
Catalog Updated:	
Updated Academic Requirements Page:	
Updated Academic Road Maps:	
Updated Program Plan Mapper:	
Admissions Office Notified:	

12. SOC 3310

Concentration Required Course (3 Units)

13. Any ~~four (4)~~ <u>three (3)</u> courses chosen from the following: SOC 3308, 3318, 3320, 3338, ~~3340~~, 3428, ~~4068 or~~ 4300<u>, or 4310.</u>

~~Concentration Requirements~~

Racial-Ethnic Issues in American Society (12 units)
14.   Any four (4) courses <u>from the following are to be selected in consultation with the faculty advisor to provide additional "depth" and "breadth" in subject areas related to Racial and Ethnic Dynamics:</u> ~~from the following: Nine (9) units of which must be upper division; and no   more than six (6) units may come from any one department: ANTH 3318, 3320; ENGL 2220, 3220, 3250; PLSI 3450~~ SOC 3428, ~~3340,~~ 4310<u>;</u> ~~SPAN 4220*, 4240*, 4250*, 4260*.~~   SOC 3070, 3080, 3090, 3340, 3640, 4068, 4300, 4610, 4650.

~~*Requires competency in Spanish.~~

Requirements for a Minor in Sociology
Student must take four courses in Sociology, totaling 12 semester units<u>. SOC 1008 and</u> , ~~at least~~ three ~~of which must be~~ upper division <u>courses,</u> ~~approved by Chair of the Sociology Department.~~ <u>from the following list are required for the minor: SOC 3008, 3010, 3030, 3040, 3050, 3060, 3070, 3080, 3090, 3300, 3318, 3320, 3330, 3340, 3360, 3408, 3420, 3500, 3510, 3520, 3610, 3630, 3640, 3650, 3658, 4008, 4010, 4020, 4038, 4050, 4068, 4300, 4310, 4400, 4510, 4610, 4620, 4630, 4640, and 4650</u>.
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- The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Biology with a Concentration in Biochemistry);

- A list of courses and required units constituting that new subprogram;

- Total units required to complete the entire degree, including the combination of subprogram and major program;

- The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office;

- A 4-year major-and-subprogram roadmap for freshmen and a 2-year major-and-subprogram roadmap for transfer students;

- The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;

- The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the

same as the degree code);

- A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and

- Documentation of all campus-required curricular approvals.

ADDING A MINOR

Program Description and Minor Requirements:

N/A

RATIONALE FOR DEGREE PROPOSAL *(required)*:

Provide Rationale for Degree Proposal:

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What Is the Impact of This Degree Proposal on Course Offerings from Other Department(S) Or Programs?

Please Include Supporting Emails with This Proposal:

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IMPACT OF DEGREE PROPOSAL ON COURSE(S)

List All the New and Revised Courses Required for This Degree Proposal (If Applicable):

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- **Attach Appropriate Documents if Adding an Option, Concentration or Special Emphasis**

- **Attach Revised Academic Roadmap**

- **Submit to Department/Program Curriculum Committee for Review & Approval**

- **Department Submits to School/Program Curriculum Committee for Review & Approval**

- **School/Program Curriculum Committee Submits Related Forms to GECCo (If Applicable)**

- **Chancellor's Office (CO) Notification for Implementation of Option, Concentration or Special Emphasis**

- **If No Additional Approvals Are Required, School/Program Curriculum Committee Submits to Academic Operations After Final Approvals Have Been Recorded.** *See Annual Catalog & Curriculum Deadlines Dates*

SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:

Department Chair/Program Director: *Janet Armentor*	Date: 11/20/2020
School/Program Curriculum Committee Chair: *Rhonda Dugan*	Date: 12/7/2020
Dean of School: *James L. Rodríguez*	Date: 12/13/2020
Director of GE:	Date:
CO Notification for Implementation of Option, Concentration or Special Emphasis:	Date:
CO Confirmation of Compliance for Options, Concentration or Special Emphasis:	Date:
President's Approval for Minor:	Date:
WSCUC Approval:	Date:
Director of Academic Operations:	Date:

ACADEMIC OPERATIONS USE ONLY:

Effective Term:	Catalog Year:
Comments:	
CIP Code:	
HEGIS Code:	
Program Code:	
Plan Code:	
Sub-Plan Code:	
Catalog Updated:	
Updated Academic Requirements Page:	
Updated Academic Road Maps:	
Updated Program Plan Mapper:	
Admissions Office Notified:	