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 that 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)

3. APPROVAL OF AGENDA

   E. Correa moved to approve the agenda. C. Lam seconded. Approved.

4. APPROVAL OF MINUTES

   E. Correa moved to approve the September 7, 2021 Minutes. C. Lam seconded. Approved.

5. CONTINUED ITEMS
   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. Assessments 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 include 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) D. Boschini and IT inquired whether there is an interest in hard-copy RTP. Discussion ensued.

The DCLC was favorable to have both electronic and hard-copy RTP 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 IT 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)

Referral 04 - Exceptional Service Article 20.37 Application and Screening Process - Investigating rubrics of other schools 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 requirements and learning outcomes and make 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 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 position 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
   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. NEW DISCUSSION ITEMS
   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 to 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 change and proposed membership is in 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 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 health 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

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

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.

[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

1.2 Information and Data Collection Process

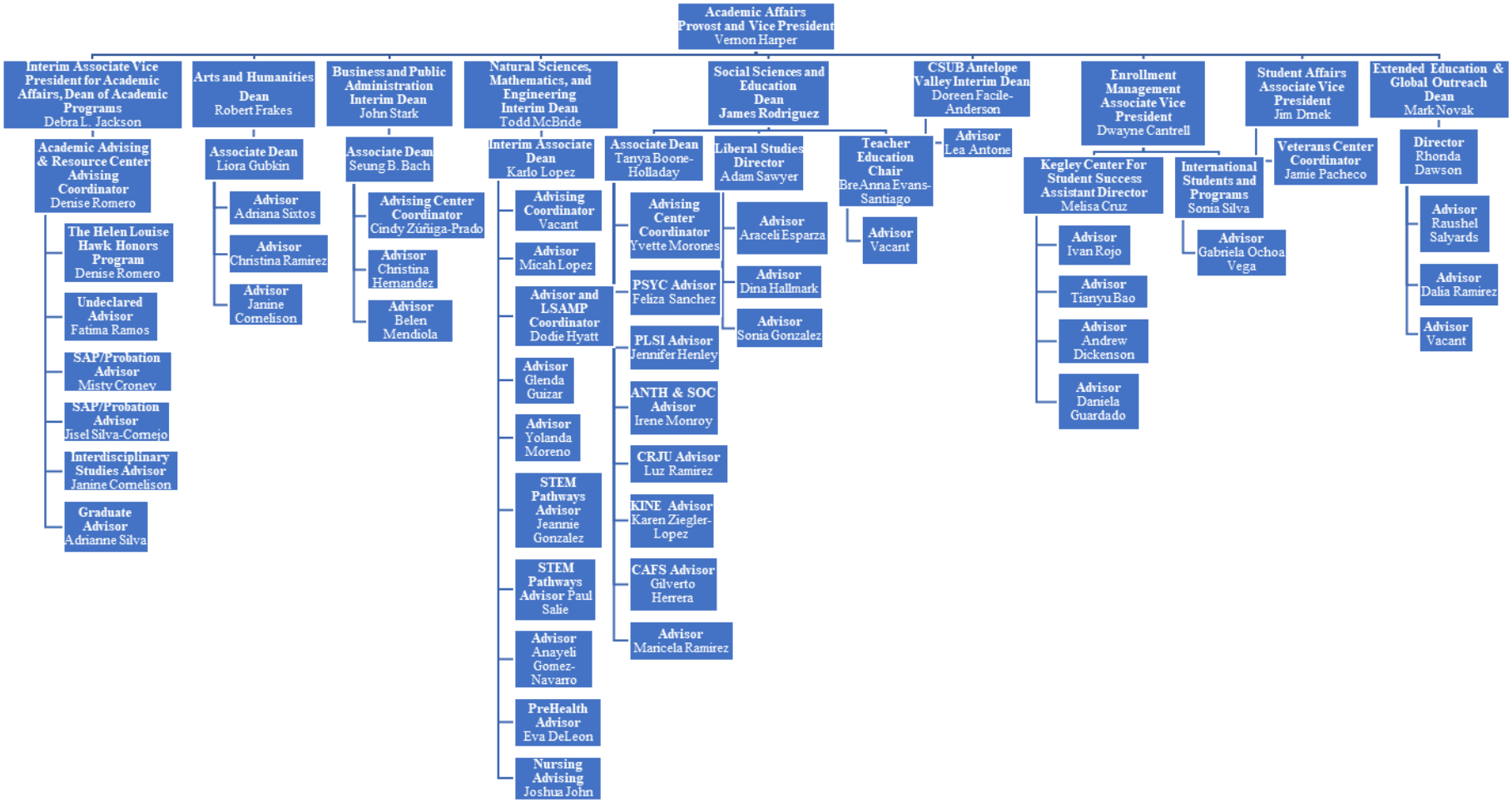
Information and data collection for this Fellowship are based on undergraduate students at CSUB enrolled from Fall semester of 2017 through the Spring semester of 2020. Information and data acquisition occurred throughout the Summer and Fall of 2020. Wherever information or data is missing it was not 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

2.1 Advising Organizational Chart (01/15/21)



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.

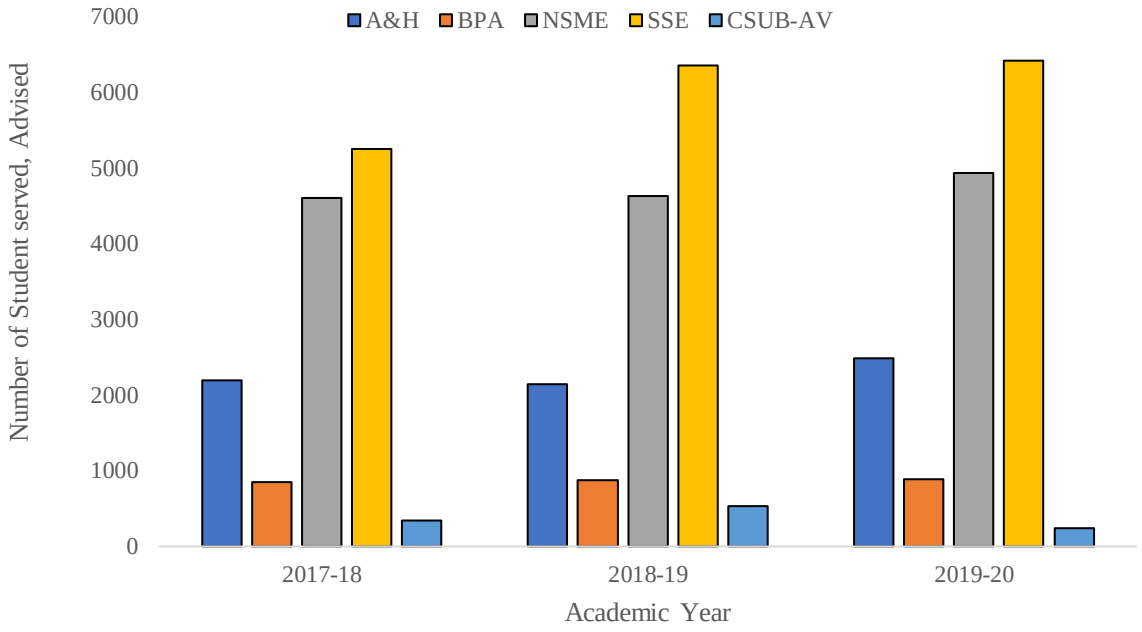


Figure 1. Number of students receiving advising appointments across academic year by school and campus.

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.

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

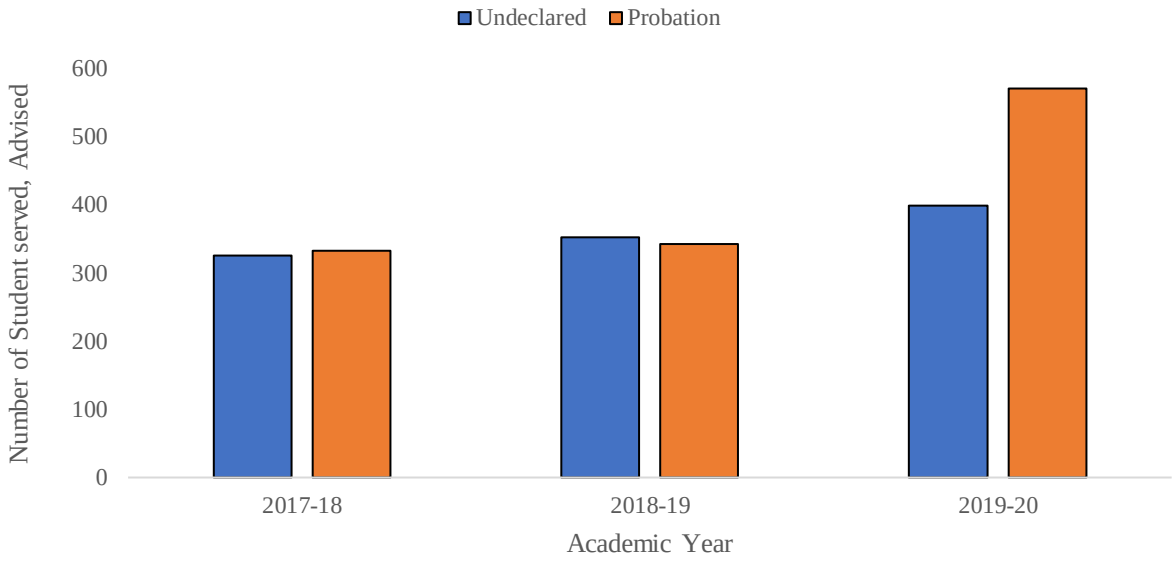


Figure 2. Undeclared and probation students receiving advising appointments across academic year.

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.

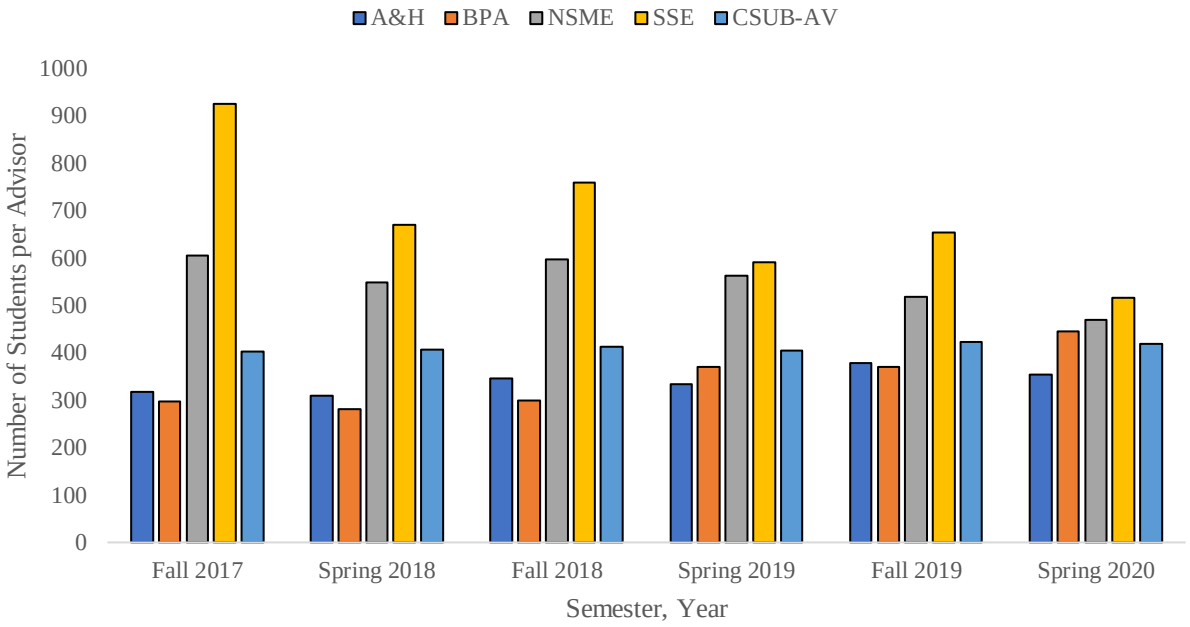


Figure 3. Advising staff to student ratios across semester by school and campus.

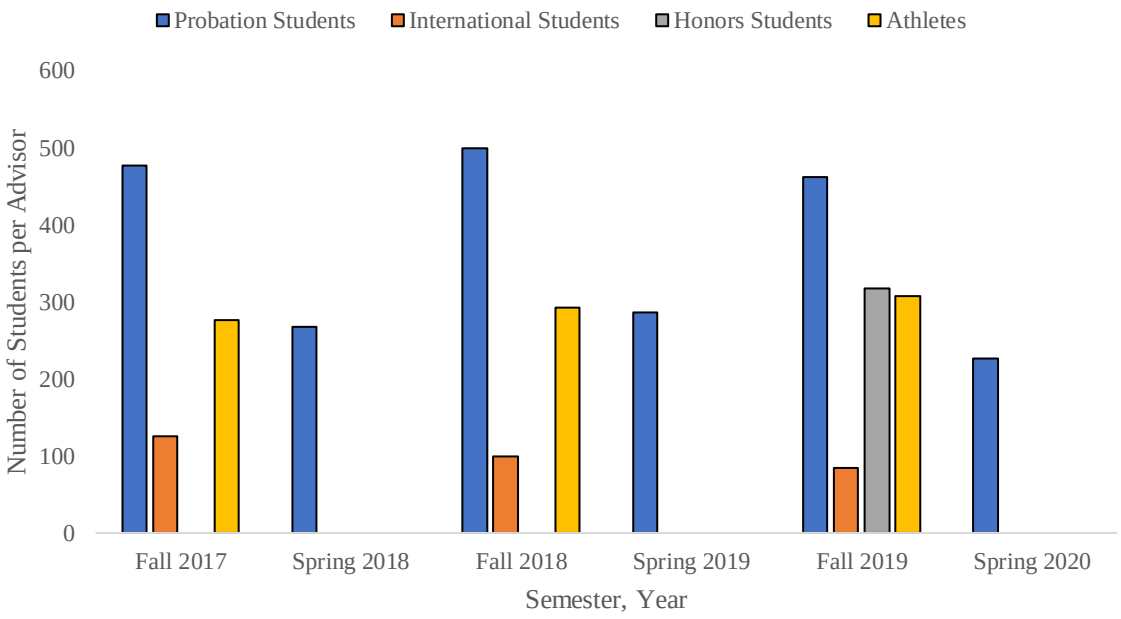


Figure 4. Advising staff to student ratios for special population students across semesters.

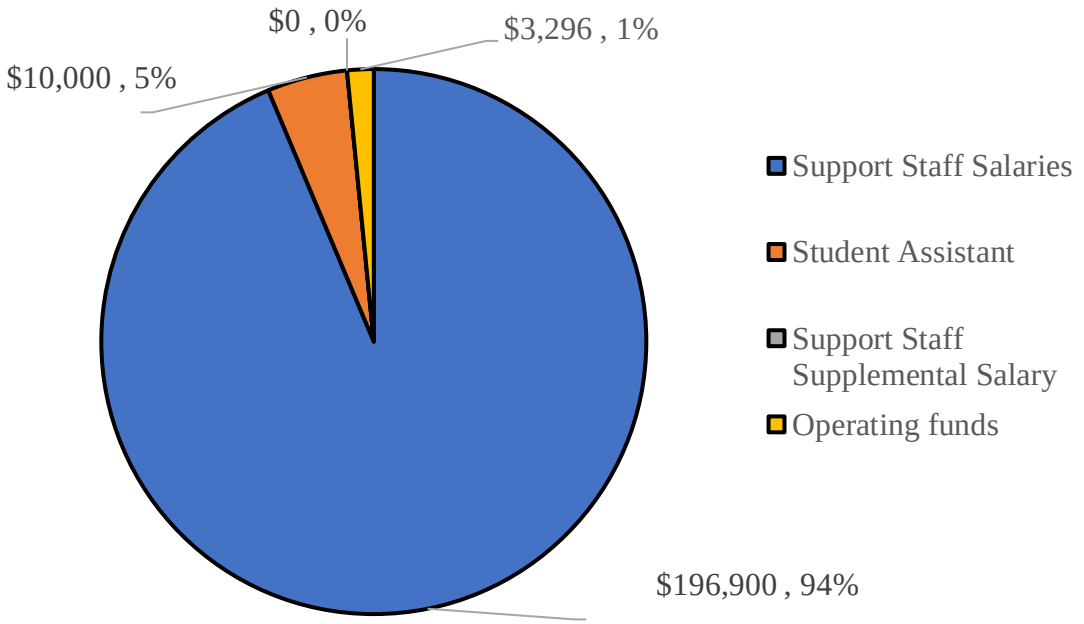


Figure 5. The school of Arts and Humanities budget allocation by proportion and percentage for 2019-20.

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**

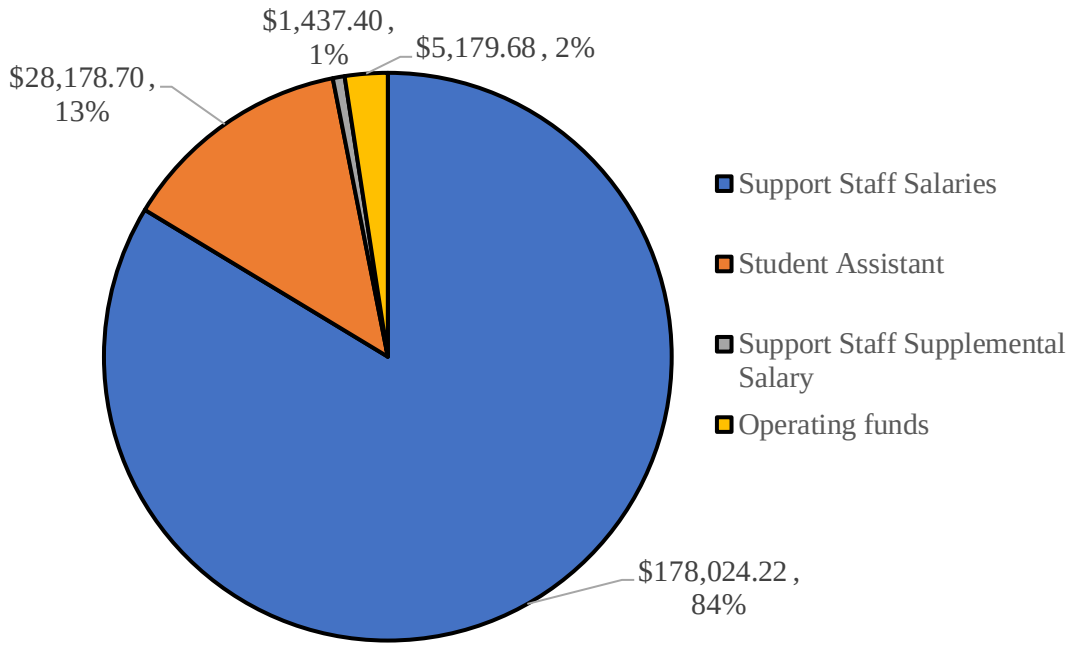


Figure 6. The school of Business and Public Administration allocation by proportion and percentage for 2019-20.

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**

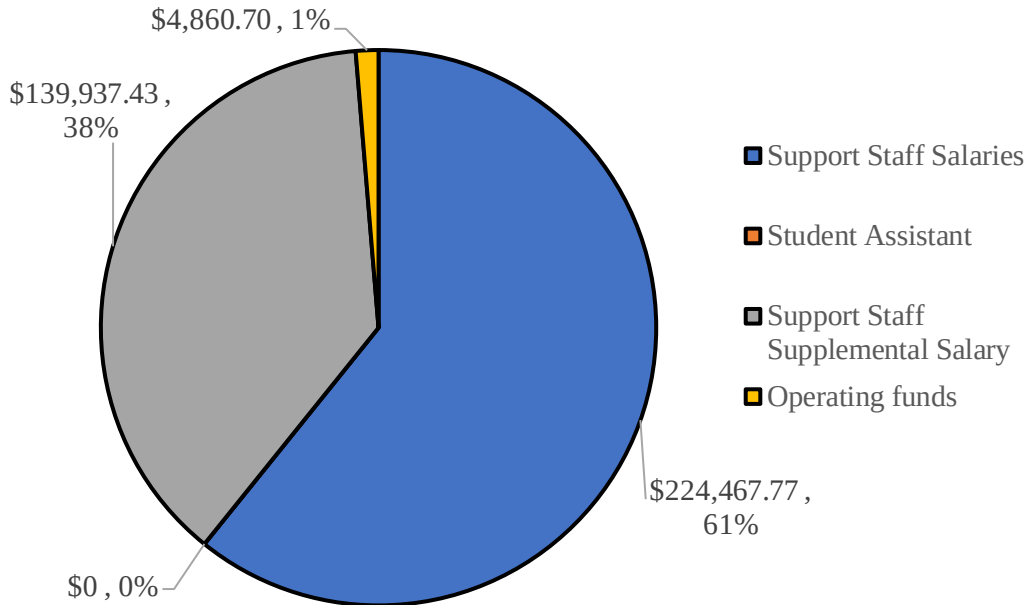


Figure 7. The school of Natural Sciences, Mathematics, and Engineering allocation by proportion and percentage for 2019-20.

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**

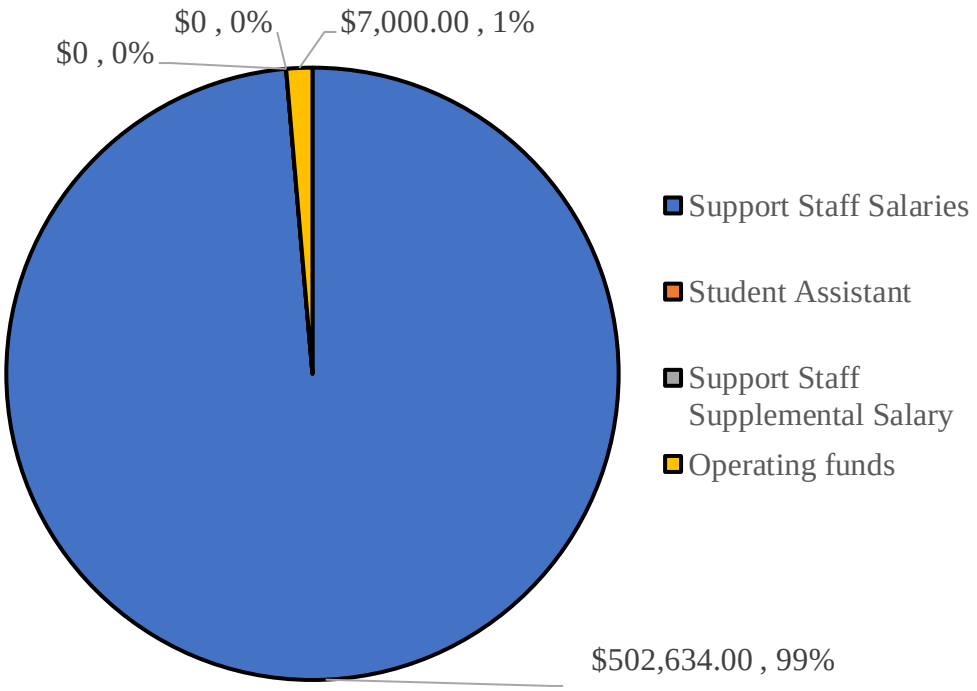


Figure 8. The school of Social Sciences and Education allocation by proportion and percentage for 2019-20.

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**

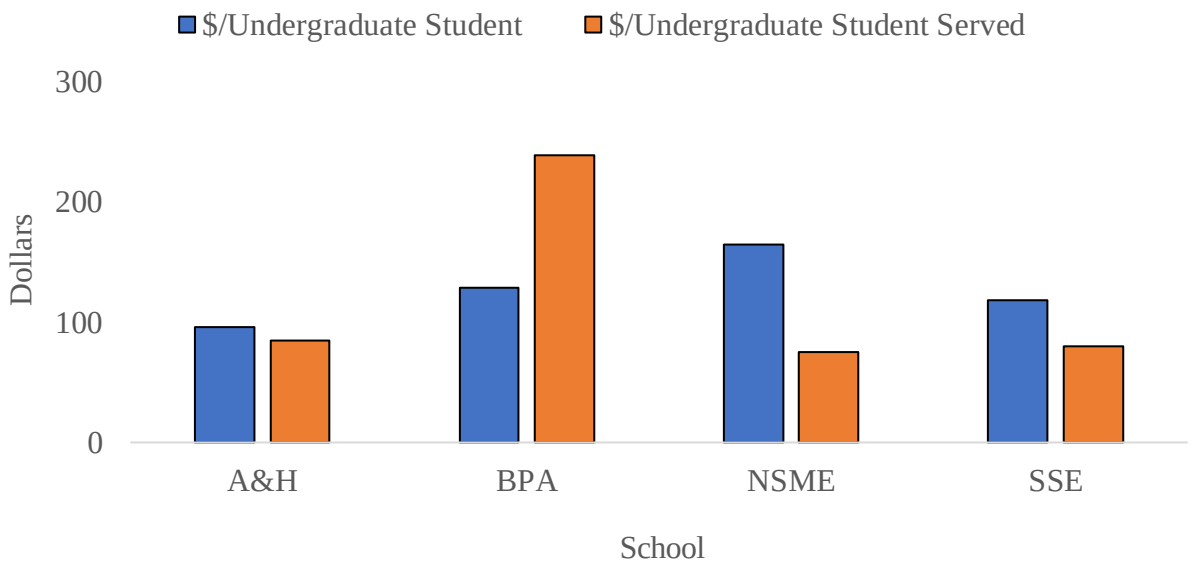


Figure 9. Dollar per total undergraduate student and per student served for advising across the CSUB schools for 2019-20.

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.

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

[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

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.

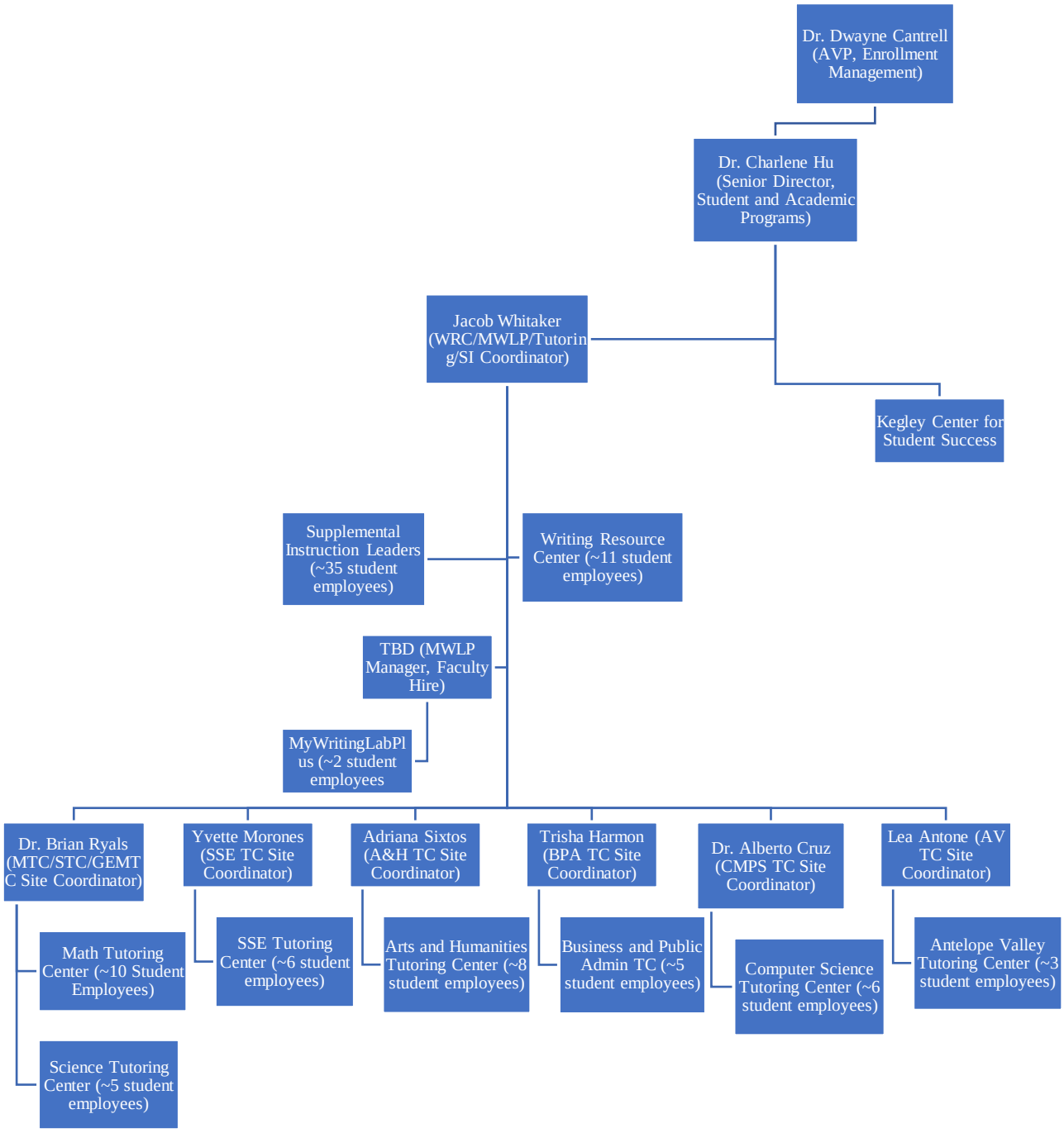
An important area when considering advising effectiveness will also require a look at the student-to-advisor ratio, and what would be an appropriate number to provide the best possible experience for the student. As noted in the Council for the Advancement of Standards in Higher Education[7], guidelines 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

[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.

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

3.0 Tutoring

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.

[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**

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.

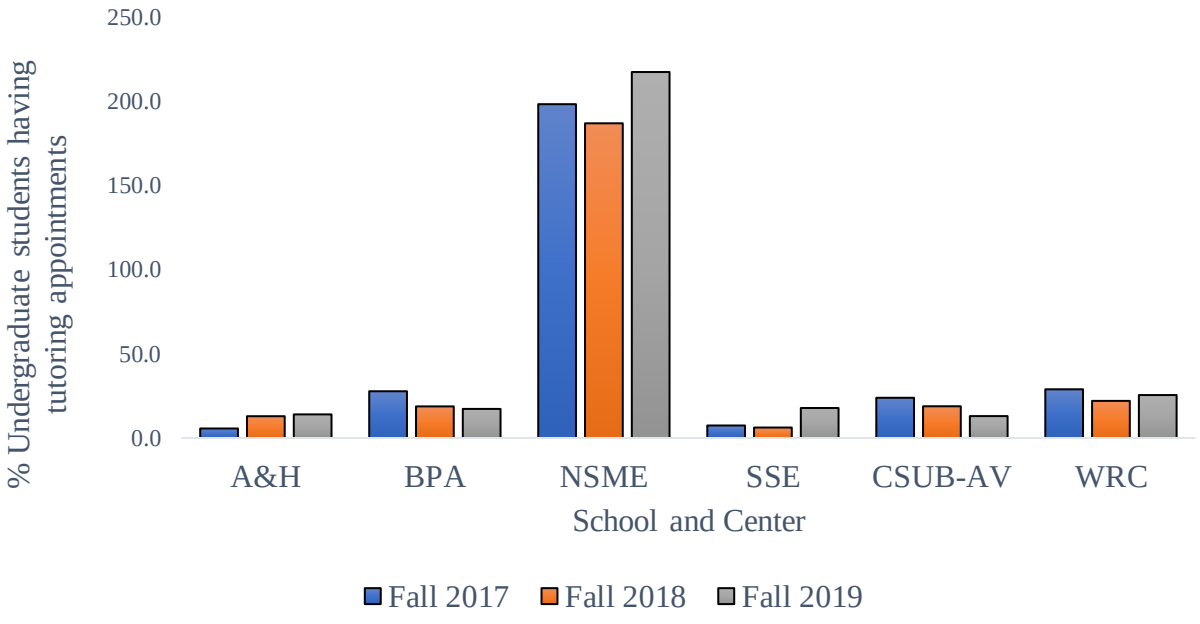


Figure 10. Percent of total undergraduate students per school attending a tutor appointment from Fall 2017 to Fall 2019.

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.

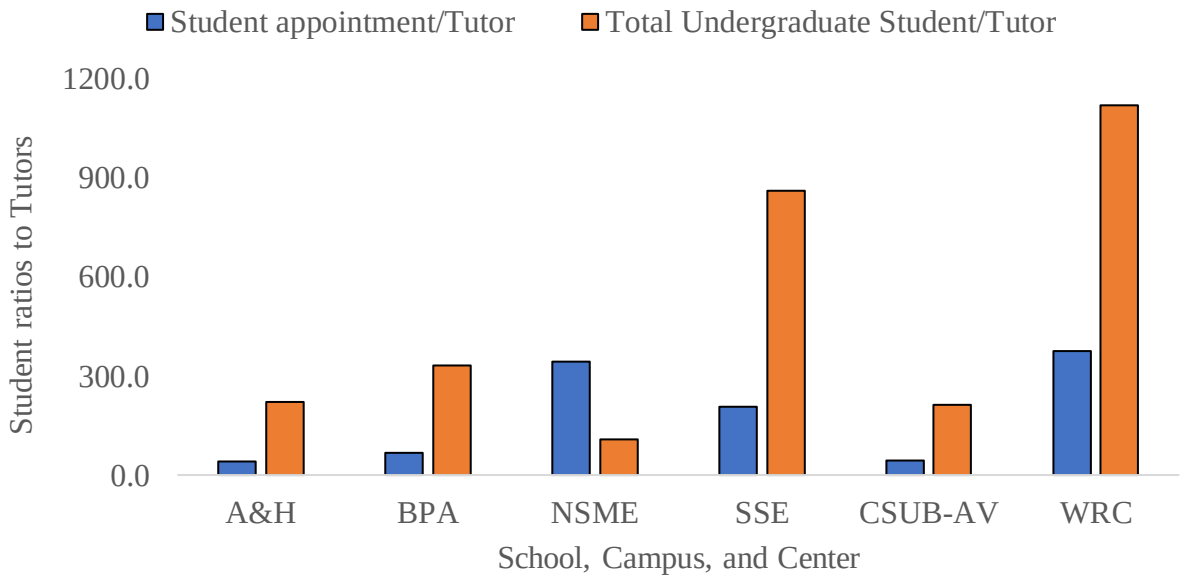


Figure 11. Student to tutor ratios by school, campus, or center for Fall 2019.

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**

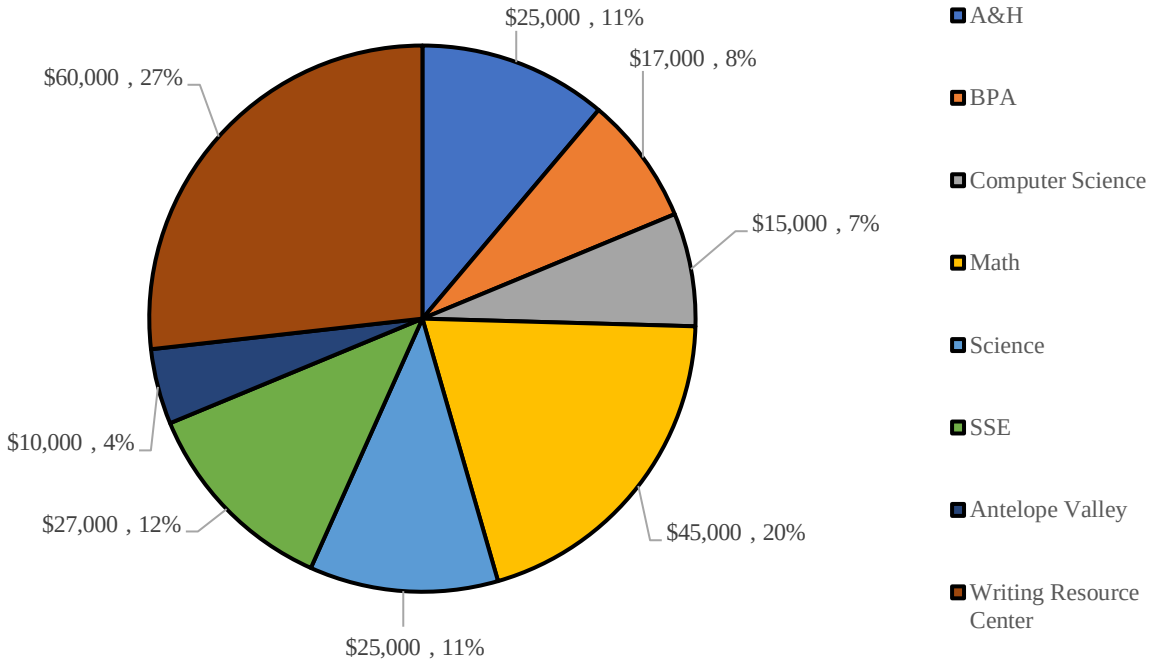


Figure 12. Allocated tutoring funds by school, campus, or center for 2019-2020.

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.

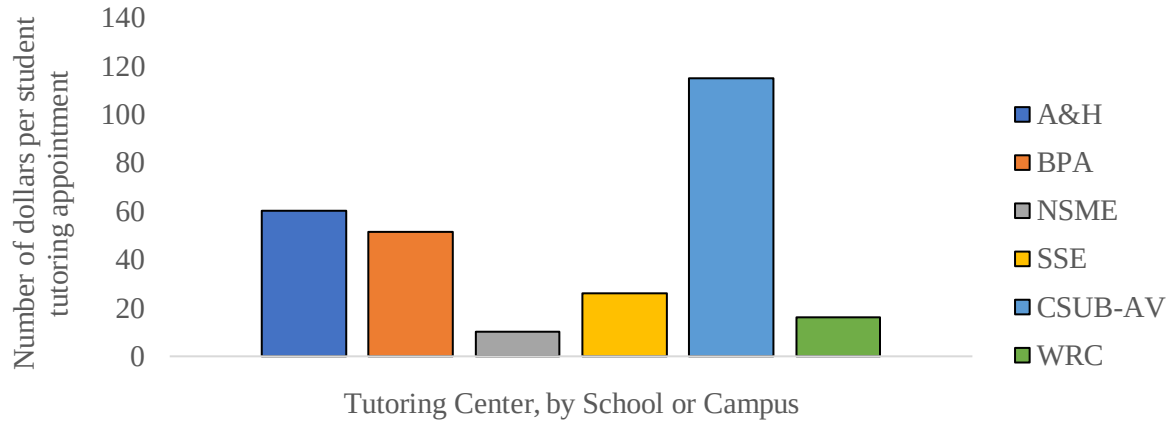


Figure 13. Dollar per undergraduate student served by school, campus, or center for 2019-2020.

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%		

<u>Chem 1000</u>

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).

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

[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

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

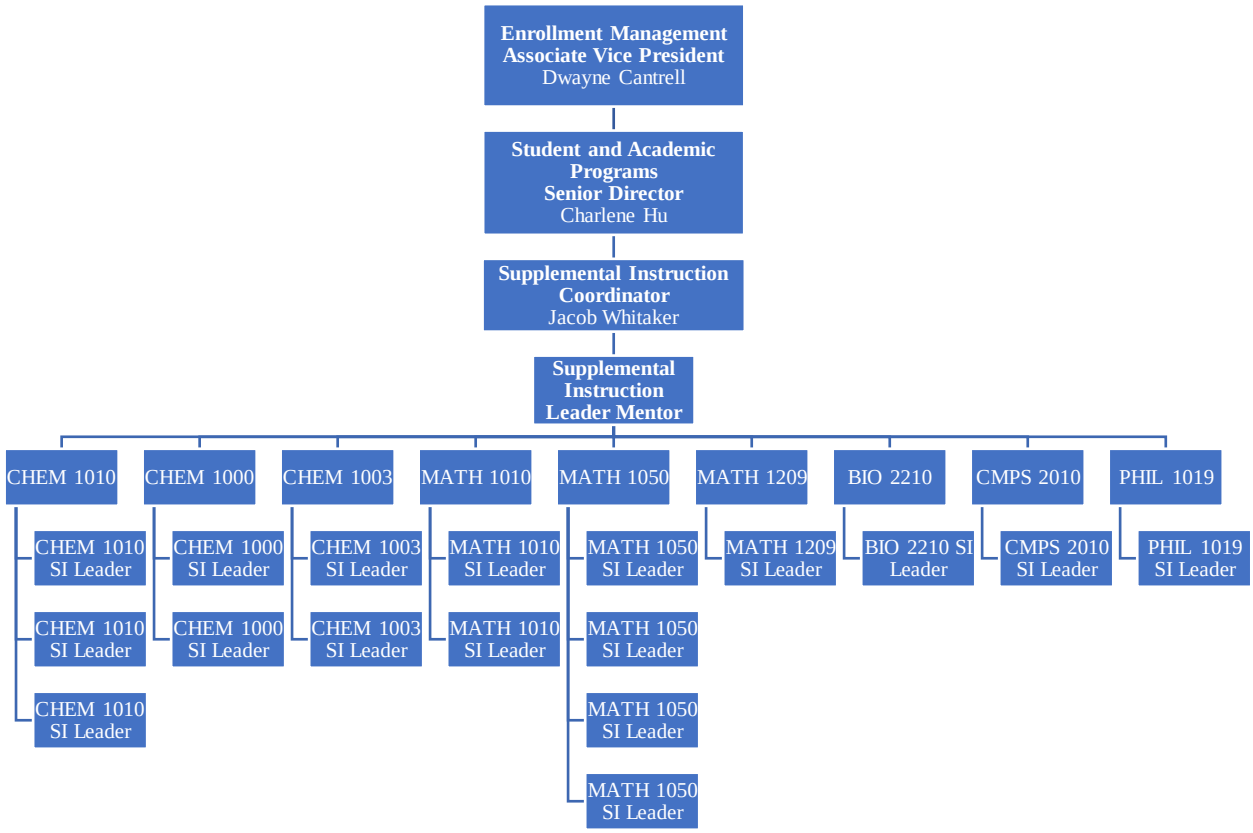
Tutoring services may be more effectively delivered through a coordinated administrative unit. The coordination between various learning assistance services such as the Writing Resource Center, and our various School tutoring centers can increase access and visibility to students. The optimal location 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.

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

4.0 Supplemental Instruction

4.1 Supplemental instruction organizational chart (Fall 2020)



4.2 Supplemental instruction data and summary

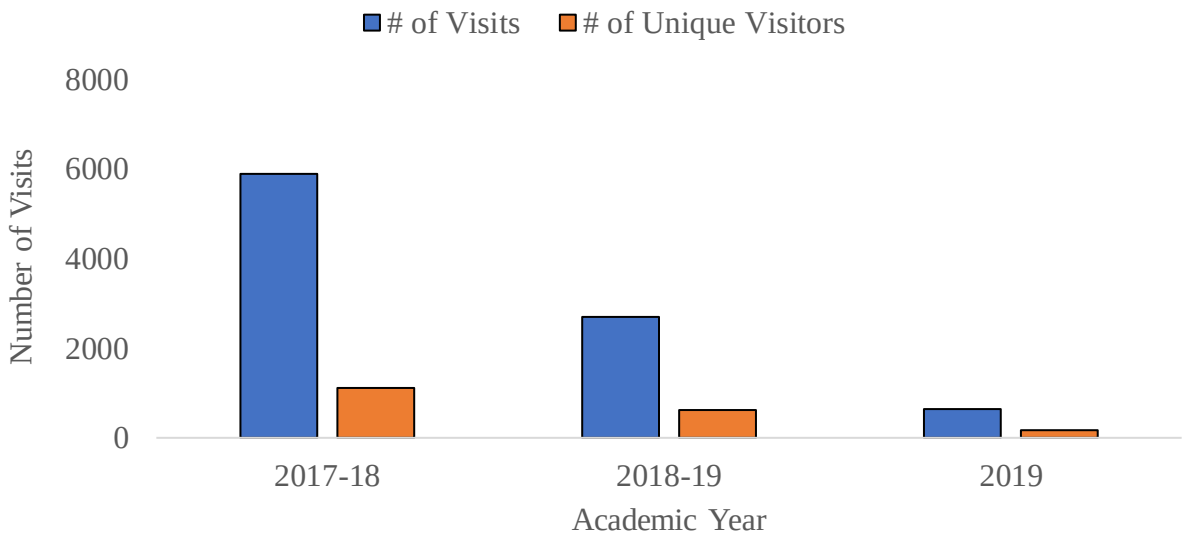


Figure 14. Number of students visits and unique student visits for supplemental instruction from Fall 2017 to Fall 2019. Note 2019 data is only for Fall 2019.

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%).

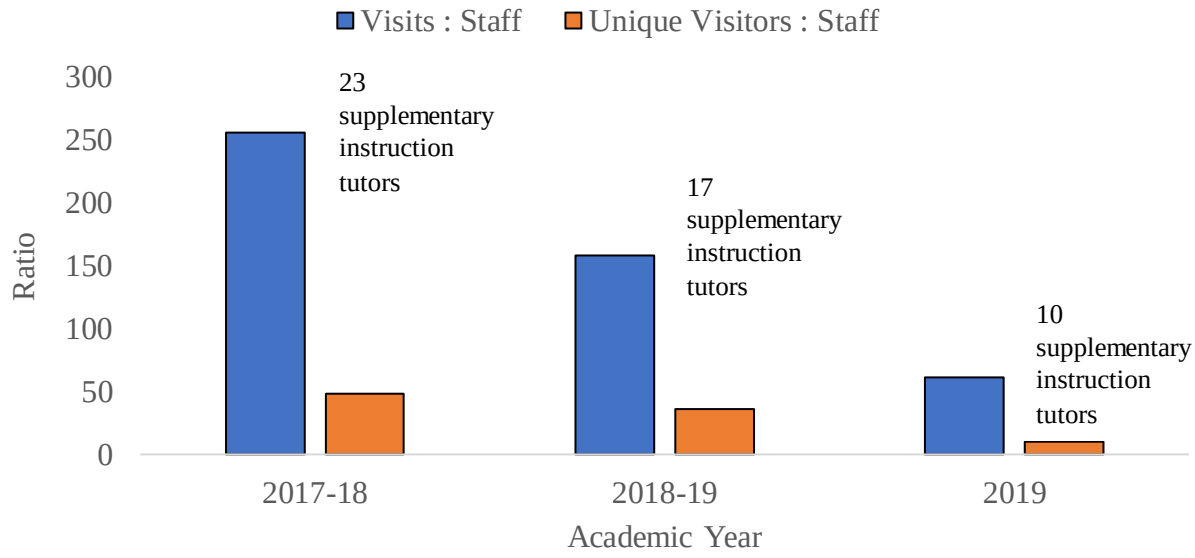


Figure 15. Ratio of students visits and unique student visits to supplemental instruction staff from Fall 2017 to Fall 2019. Note 2019 data is only for Fall 2019. Number of supplemental instruction tutors are based on a semester average between Fall and Spring semesters of each academic year.

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

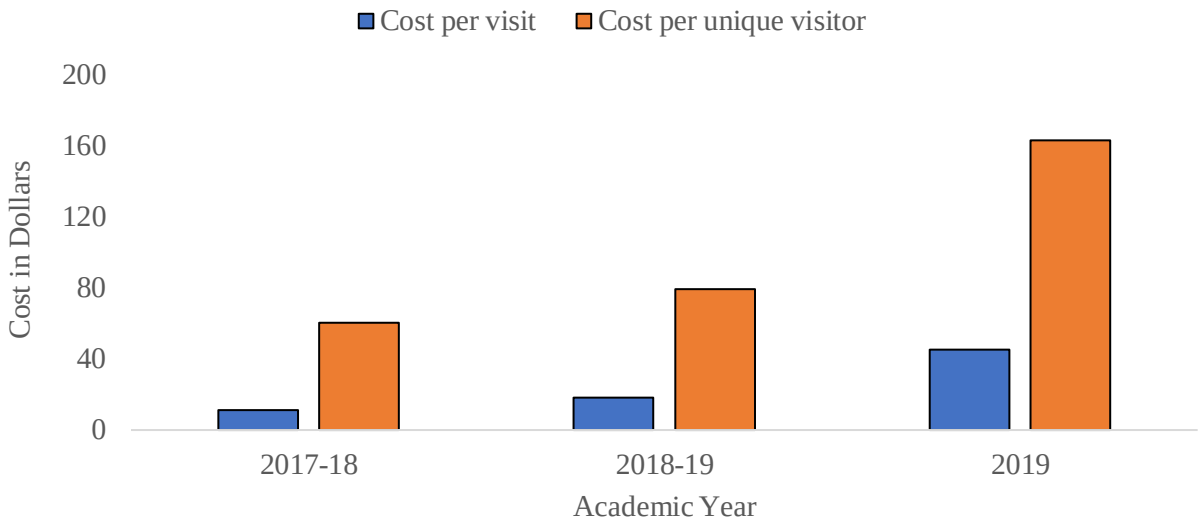


Figure 16. Cost in dollars per student visit and unique student visit for supplemental instruction from Fall 2017 to Fall 2019. Note 2019 data is only for Fall 2019.

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.

[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.

[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.

5.0 Course Scheduling

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

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	

Classroom Assignments Process

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.