Walking the Talk:

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

REVISED CAPACITY AND PREPARATORY REVIEW REPORT

California State University, Bakersfield

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California State University, Bakersfield
WASC Capacity and Preparatory Review

http://www.csub.edu/wasc/

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California State University, Bakersfield

CAPACITY AND PREPARATORY REVIEW (CPR) REPORT

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California State University, Bakersfield

CAPACITY AND PREPARATORY REVIEW (CPR) REPORT

READER'S GUIDE – REVISIONS TO THE REPORT

INTRODUCTION 1

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REFLECTIVE ESSAY II – Campus Culture: Achieving Sustainable Excellence 11

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APPENDIX A – Crosswalk: CSUB's CPR Theme Essays, WASC Standards, and CFRs ii

New: Reflective essays linked with the WASC Standards and CFR's.

APPENDIX B – Response to Concerns in the CSUB 2000 WASC Commission Letter iv

New: Response to the four areas of concern within the WASC Commission Letter. (The response to the WASC team's recommendations is in the original submission, and will be available in the Document Room.)

2000 WASC Commission Concerns:

- Sustaining Momentum
- Organizing for Learning
- Technology as a Means
- Campus Diversity

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ANALYTICAL DATA PORTFOLIO – See Electronic Documents
(The same except an update of Inventory of Educational Effectiveness Indicators)
- Summary Data Form – *Required Summary Data to Support the CPR*
- Inventory of Educational Effectiveness Indicators – Located in *Required Data Exhibits to Support the CPR (Data Exhibit 7 Update)*
- Inventory of Concurrent Accreditation – Located in *Required Data Exhibits to Support the CPR (Data Exhibit 8)*
- Student Body Characteristics - Located in *Required Data Exhibits to Support the CPR (Sections 1 and 2)*
- Enrollments and Degrees Granted - Located in *Required Data Exhibits to Support the CPR (Section 3.1)*
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Introduction

Our Journey So Far

In 2000, the WASC Commission reaccredited CSUB for ten years. In its letter to the CSUB President, the Commission identified our strengths, commended us in all areas, noted the challenges we faced, and urged us to sustain and expand our efforts as a university.

Seven years later, CSUB, through the Institutional Proposal, described the changes that had occurred, the new vision we had for ourselves, and the issues that needed to be addressed as we continued to grow and evolve in our role as a regional comprehensive university. Associated with a significant change in administration, including a new President, new Provost, new Vice President for Student Affairs, three new Associate Vice Presidents, (Faculty Affairs, Academic Programs and Enrollment Management), along with new school deans, a new Assistant Vice President for Institutional Research, Planning and Assessment, and increasingly new faculty and staff, the institution was at a place of reaffirming its mission and defining a vision to guide the development and implementation of a new strategic plan.

WASC's three-page response to our institutional proposal was especially affirmative. Our self-review was deemed "careful and comprehensive." The quality and amount of our work was "impressive," they thought; our work groups "effective;" the assessment of our capacity "thorough and candid." However, in its letter to us, WASC strongly advised us to "consider identifying some key priorities for primary focus" for our Capacity Preparatory Review (CPR).

That is exactly what we have done in this CPR. We focused on investigating institutional effectiveness in the context of alignment and campus culture, and we revised the expected outcomes laid out in the Institutional Proposal. Our objective in researching these themes, however, was governed by a set of two overarching questions, which we had posited earlier in the Institutional Proposal—"Are we truly a learning organization? and Do our programs, policies, procedures, and reward structures facilitate the development of thoughtful, creative, ethical, and responsible citizens?"

This CPR report, therefore, presents narrative details of current capacity and preparedness for the two themes chosen by California State University, Bakersfield (CSUB)—namely, Theme I, University Alignment: Achieving Educational Effectiveness, and Theme II, Campus Culture: Achieving Sustainable Excellence.

The CPR text addresses the "high-priority" research questions for each theme and briefly reports, in the Update section of the CPR, on the two other themes to be addressed as part of our Educational Effectiveness Review (EER) —namely, Theme III, Community Engagement, and Theme IV, Student Learning. Even though these two themes are the focus of the EER, the institution understands that they form an integral part of the entire WASC accreditation process.

The CPR narrative contains additional materials as well, and the appendices include CSUB's response to the WASC Commission's action letter. The required quantitative and financial data are provided along with information and an analytical essay on "student success." A Compendium of Evidence, along with a supplement, related to the four major categories of the CFR and the sub-standards under each CFR has also been prepared.

Changes since the Institutional Report

As outlined in the Institutional Proposal, one of the major outcomes for the Capacity and Preparatory Review is CSUB's University Strategic Plan (USP). The development of the plan provided an excellent mechanism for engaging a large cross-section of the campus in redefining and reshaping the institution to meet the changing opportunities and demands. It also provided new administrators, faculty, and staff with an awareness of institutional history, culture, and accomplishments. Given the opportunity for institutional-defined CPR themes, elements of the campus' strategic plan interacted well with the overall requirements of the WASC process (see Compendium 4.1-4.4). Moreover, as we engaged in the strategic planning process, we revised the approach and responsibility of the groups originally identified within the proposal. For example, the expectations of the Campus

Culture Research Team were now lodged with Strategic Planning Work Groups Four and Five; and the Assessment Council was now incorporated into the charge of the Academic Senate's CARS (Committee on Academic Requirements and Standards).

A major change since the Institutional Proposal has been the significant reductions in state revenue to the CSU system. As with other CSU's, CSUB's base operating budget has been reduced. While these cuts have been engineered to maintain a focus on minimum impact on student learning and outcome efficacy, larger class sizes and reduced services have been the result. Moreover, faculty and staff furloughs have been difficult,, and the freeze on needed hires has resulted in current personnel and managers undertaking added duties and responsibilities to their current portfolios. The institution is now compelled to be nimble, flexible, and organizationally fluid to meet unforeseen and emerging needs, while seeking outside funding to supplement resources needed for vital services.

While this year proves manageably challenging, academic year 2010-2011 will cause the University to work together even more closely in order to achieve our goals as a learning community aimed at excellence through that of its faculty, staff, administrators, and managers. It is anticipated that the University must accommodate a reduction of 416 FTES. The University's strategic planning will now reflect this new reality, and the campus must be prepared to maintain the much-needed momentum to carry CSUB through these next challenging years.

A challenge that will boost CSUB's service to students and support the managerial aspect of the unit, which the University has recently faced, has been the implementation of PeopleSoft Common Management System. While PeopleSoft remains the approved computer data management system of choice for the campus, data input has proved relatively easier and less arcane than data extraction. The institution took immediate proactive measures earlier last academic year and invested well over $100,000.00 on iStrategy–a user friendly data warehousing software. With this program, we will be able to secure data easily, on which the University can build a reliable culture of evidence for its day-to-day operations and for meaningful data-driven strategic planning.

The Way Forward

The CPR report and accompanying documents are a collective labor of many. They integrate and summarize the work completed by seven WASC-related work groups during the past 18 months–a period during which the University itself undertook a set of several parallel initiatives: examined CSUB's institutional mission and vision; developed five strategic goals to fulfill CSUB's mission; crafted strategic objectives for each of the strategic goals; produced a hallmark of competencies of a CSUB graduate; and provided clearly defined linkages between the WASC Themes I, II, III, and IV and the appropriate strategic goals operationalizing CSUB's mission.

The current and planned activities, programs, and policies associated with Themes I, II, III, and IV have been intentionally designed to affect positive and long-lasting impact on Student Learning and on desired University Outcomes. The key University Outcomes worthy of note here are the following: a comprehensive strategic plan; integral assessment processes and feedback mechanisms for continual improvement; the opportunity for timely and effective response to current demands; the ability to meet demands from the current difficult budget environment for the CSU and the State of California; the capability to respond to future opportunities; demonstrable capacity to undertake data-based budget allocations to all units of the University; the ability to provide user-friendly services across the University; and the ability to develop productive and effective partnerships internally and externally.

Finally, the University believes that these materials will demonstrate that ultimately CSUB has the necessary capacity and preparedness to meet the WASC accreditation requirements for the EER, scheduled in Spring 2011.

Reflective Essay I
University Alignment: Achieving Educational Effectiveness

The March 2000 WASC Commission reaffirmation letter sent to CSUB recommended that the campus "sustain momentum" in being a "student learning centered institution." Reflective Essay I analyzes key points of CSUB's actions in this area through the alignment of institutional purpose, educational objectives, resources application, and organizational structure. This essay reports on the capacity of CSUB, using the WASC criteria for review, to achieve "University Alignment." It provides evidence and recommendations for preparing CSUB for the Educational Effectiveness Review and for creating a continuous cycle of inquiry and culture of improvement for student learning in relation to our educational objectives through this decade (CFR 1.9).

With a significant change in administration, a newly adopted vision, a revised mission statement, a new strategic plan, and the development and growth of the Antelope Valley Center (AVC) in Lancaster,[1] "university alignment" emerged as one of the primary themes through the campus' Policy Delphi surveys and the WASC workgroups. As stated in the institutional proposal, the alignment of vision, mission, and strategic goals to all elements of the University's infrastructure is essential to achieving educational effectiveness. Institutional alignment requires the development of an integrated infrastructure for monitoring and assessing progress toward this goal. Since the submission of the institutional proposal, CSUB has been simultaneously involved in the development of a strategic plan and the creation of an infrastructure aimed at monitoring and assessing the achievement of desired goals, effectiveness of student learning, and a culture of continuous improvement (CFR 1.1, 1.3, 4.1, 4.5, and 4.6).

Our Work is Guided by our Mission and Vision

Mission

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

Vision

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

In its WASC institutional proposal, the University originally identified three key research questions for Theme I. Based on WASC's recommendation to narrow the scope of inquiry and prioritize the emphasis of the CPR, CSUB developed the following two research questions to guide the writing of Reflective Essay I —University Alignment: Achieving Educational Effectiveness.

- How do academic and student support program goals align with the CSUB vision, mission, and institutional student learning goals?

- What should CSUB do to build or expand capacity to achieve alignment with institutional and student learning goals?

[1] The AVC, which was designated as an official off-campus center by the California Postsecondary Education Commission in 2004, comprises 10.5% of CSUB's FTES. Educational programs and student support services provided at AVC generally mirror those at CSUB's main campus and are explicated more fully in Appendix D.

Research Question 1: How do academic and student support program goals align with the CSUB vision, mission, and institutional student learning goals?

CSUB Strategic Goals and Objectives

To assure alignment with the mission, to achieve our vision, and institutionalize the desired learning experience for students, CSUB engaged in a strategic planning process that resulted in five strategic goals and 27 long-term objectives. For Theme 1: University Alignment, Strategic Objectives 1.3 and 2.1 are most pertinent. (The University Strategic Planning Committee is in the process of further operationalizing and identifying indicators for the objectives.

Strategic Goal 1: Extend faculty and academic excellence and diversity

1.3 Ensure that academic programs are excellent, offer diverse intellectual perspectives, and advance global awareness (CFR 1.5)

Strategic Goal 2: Enhance the quality of the student experience

2.1 Develop and achieve student learning outcomes within academic programs and university-wide (CFR 1.2)

Student Learning Outcomes—Development and Input from Campus and Community

To address these objectives in light of Research Question 1, CSUB had to determine the current state of student learning assessment and to ascertain the viability of, and the alignment between academic programs and institutional learning goals.

The first step was for the University to develop Institutional Student Learning Outcomes (SLOs) in alignment with CSUB's mission and vision. A three-phase Delphi survey administered to faculty, staff, students, and other members of the campus community resulted in a common set of SLOs or "Marks of a CSUB Student."

"Marks of a CSUB Student" Student Learning Outcomes	Knowledge Acquisition	Skill Development	Value/Attitude Enhancement
1. Critical reasoning and problem solving	x	x	x
2. Discipline-based and career-based learning	x	x	
3. Numerical literacy			
4. Engagement and personal/interpersonal development	x	x	
5. Unique learning outcomes:			
5.1 Working independently	x	x	
5.2 Technology applications for problem solving	x	x	x
5.3 Ethical framework	x	x	x
5.4 Research methods/analyses	x	x	
5.5 Diversity and cultural understanding	x		x
5.6 Information literacy and management	x	x	x
5.7 Interdisciplinary knowledge	x		x

These institutional SLOs support the CSUB mission and vision and intersect with all university-wide requirements for the baccalaureate degree; post-baccalaureate programs; graduate degrees; individual academic discipline-based majors, concentrations, and minors; and other university-wide student support units (CFR 1.2, 1.3, 1.5, 2.3, 4.6, and 4.8).

To further align the five student learning competencies with program goals and institutional student learning goals, the University held two workshops. The first (October 26, 2007), attended by 51 faculty and staff members, identified indicators of student learning for each of the five Student Learning Outcomes. The second workshop (January 25, 2008) involved 72 faculty, staff, and students, including the entire board of directors for the Associated Students, Inc. This workshop reviewed the institutional student learning competencies developed from the perspective of basic skills/general education, discipline or major, careers and career preparation, and student life, including co-curricular and extra curricular activities from the viewpoints expressed by academic support staff. (See the Summary Report "Defining—and Refining—Student Learning": CFR 1.2, 1.3, 2.3, 2.4, 2.5, 2.6, 4.6, and 4.8.)

With SLOs in place and in alignment with the University mission, a Community Stakeholder's Forum was held on June 4, 2008, soliciting the community's input. Thirty-five community leaders from both the private and public sectors participated and provided feedback for future direction. In addition to the work on SLOs, stakeholders were asked to assess CSUB graduates' level of preparation for success as employees and as productive citizens. Of the 31 respondents, 97% indicated that student preparation in terms of mastery of knowledge in their major discipline or program was satisfactory, very good, or excellent. In addition, 93% of the respondents judged student interpersonal skills satisfactory, very good, or excellent. Only 63-79% of the respondents rated student preparation for critical reasoning, problem solving, written communication, and oral communication satisfactory or better (CFR 4.1 and 4.8).

CSUB Quality Assurance Process—External Measures

As part of its commitment to quality assurance using external accountability measures of effectiveness, CSUB subscribes to the National Survey of Student Engagement (NSSE), as well as to the Collegiate Learning Assessment (CLA) surveys. On University Day 2008, when all faculty returned to campus for a new academic year, the NSSE results were presented to faculty and staff and subsequently incorporated into the University Strategic Planning (USP) process. Similarly, the results from the Senior Student Exit Survey (SSES) are being reviewed to determine how best to systematize the data and link them with other current and proposed assessment activities to inform alignment toward educational effectiveness. A summary of the NSSE responses of CSUB students on group learning experiences, active learning experiences, the institutional commitment to learning and success, student satisfaction, student interaction with campus faculty and staff, and experiences with diverse groups of people and ideas appear on page 5 of the CSUB College Portrait of the CSU system-wide Voluntary System of accountability (VSA). In general, it appears that the majority of CSUB graduates have a broad range of learning experiences and are very satisfied with them. The CLA provides CSUB with the opportunity to compare incoming freshman students and graduating senior students on their abilities to think critically, reason analytically, solve problems, and communicate clearly and cogently with same-level students at other universities throughout the nation. Voluntary CLA testing for first-time freshman students enrolled in CSUB 101 is conducted each Fall quarter, while CLA testing for senior students who volunteer to take it occurs in their respective Senior Seminar course each Spring.

In addition, CSUB will be submitting an application for the Carnegie voluntary classification for Community Engagement in 2010. "Community Engagement" is one of the centerpieces of the University's strategic agenda. The process for completing the application requires the University to undergo an audit of all community engagement activities, including internal and external partnerships, and, most importantly, implement a systematic process for assessing the impact of these activities and partnerships on both student learning and community welfare. The application process will allow CSUB to document community engagement activities, demonstrating effectiveness in community engagement as an integral part of the alignment of the University mission, vision, goals, and student learning outcomes toward educational effectiveness (CFR 1.1, 1.2, 1.3, 1.7, 2.3, 2.6, 2.7, 2.10, 2.11, 4.4, and 4.8).

CSUB Quality Assurance Process—Internal Measures and Initiatives for Aligned Effectiveness

The CSUB Academic Senate created the Committee on Academic Requirements & Standards (CARS) and reassigned the University Assessment Council (UAC) to CARS specifically to oversee the assessment processes for student learning in all academic areas—university-wide requirements and discipline-based major requirements. In addition, the University has implemented the Assessment Fellows (AF) Program to develop and disperse faculty and staff leadership in the assessment of student learning in academic and student support areas (CFR 2.13). These assessment entities are described in greater detail in Reflective Essay II on Campus Culture (CFR 3.8, 3.11, 4.1, 4.3, and 4.6).

In Spring 2009, the University implemented the Academic Program Scan (APS). One major part of the APS requires each academic program to indicate the current status of its assessment process of student learning goals and objectives as determined by the faculty in the program (CFR 1.4 and 2.4). In addition, each program was asked to rate their assessment strategies, using a 5-point scale, and identify which courses in their program address each of the various skill/knowledge domains of the Marks of a CSUB student. During University Day 2009, the Provost presented the 2003/04 through 2007/08 Program Scan data to faculty and staff, emphasizing the need for alignment of individual program student learning goals with University SLOs and the importance of

tracking data, monitoring practice, and adjusting curricula to improve student learning (CFR 2.3, 2.4, 2.9, 4.6, and 4.7). The Program Scans will serve as baseline measures of all programs and will be the foundation upon which the annual reports and Program Review template and process will be revised.

Resources, Planning, and Campus and System-wide Road-Mapping

The budget allocation process at CSUB is a transparent process involving the campus community at multiple levels. The President and Provost have hosted multiple "town hall" meetings and budget forums to present the budget, answer questions, and receive feedback from the campus community. The President maintains a public "Budget Central" site on the CSUB homepage that provides both historical and current information regarding the budget situation for the State, the CSU, and the University.

The Budget Advisory Committee (BAC), comprised of members of the President's Cabinet (non-voting) and representatives of the academic administration, the Academic Senate, staff, and the Associated Students, formally reviews all budget allocation plans and priorities for the University and makes recommendations to the President. The President's Cabinet and the Provost's Council regularly discuss budget plans, budget priorities, budget allocations, and now budget reductions. This transparency ensures CSUB effectively allocates and re-allocates resources to mission-critical areas (CFR 1.2, 3.8, 3.11, 4.1, and 4.6).

In Fall 2008, CSUB formally implemented its University Strategic Planning (USP) process that fully integrated the ongoing work for WASC re-accreditation. The USP Steering Committee held its inaugural meeting on September 9, 2008. The Steering Committee membership included all CSUB key leaders, including administrators, faculty, staff, and students. Prior to this inaugural meeting, a comprehensive resource guide was compiled to present all the previous work completed for WASC accreditation, other CSU system-wide planning efforts, and related self-study of the first-year programs for students "in-transition" (first-time freshman students and new transfer and re-entry students (CFR 2.14)). This guide represented a foundation upon which the USP would achieve its work and, in turn, would provide the framework for our CPR report and, ultimately, the substance for the EER.

While the USP already is prominently situated on the University's homepage, it will be the focus of renewed awareness efforts for the campus community during early Winter 2010. Feedback on the work groups' plans will be incorporated in the document during Spring 2010. The USP will be a "living document" that will undergo annual review and revision as action plans are implemented and outcomes assessed.

Other campus roadmaps include the CSU system-level Facilitating Graduation initiative, which includes 22 campus-based performance indicators endorsed by the CSU Board of Trustees. This initiative is aimed at ensuring efficient and effective academic programs and student academic support services for student success. In addition, CSUB held a campus dialogue on the CSU system-wide strategic plan referred to as Access to Excellence (also endorsed by the Trustees). Forty-five members of the campus and the larger service community attended a March 15, 2007, meeting at CSUB. All the indicators required for Access to Excellence have been incorporated into the revised objectives for each goal of the USP, thereby fully integrating the system objectives for the CSU strategic plan with the objectives of the CSUB strategic plan, which is aligned with the University's mission, vision, goals, and Student Learning Outcomes (CFR 1.2, 1.3, 2.3, and 3.9).

During 2010/11, CSUB will develop a campus-wide annual report that updates our work on University alignment, including the Access to Excellence and the Facilitating Graduation initiatives and the CSUB goals and objectives. It will also provide an overview of the activities of academic programs and other campus units regarding specific learning outcomes and the resulting changes in curricula, pedagogy, services that demonstrate our commitment to a continuous cycle of inquiry and improved student learning and success.

Research Question 2. What should CSUB do to build or expand capacity to achieve alignment with institutional and student learning goals?

In addition to the institution asking whether our academic programs and student support units align with our mission, vision, and institutional student learning goals, CSUB must also ask how we can continue to build the capacity to achieve such alignment. Two primary strategies will be discussed: (1) a system of performance review, recognition, and rewards and (2) improvement of the student advisement, tutoring, and mentoring infrastructures.

Performance Evaluation, Recognition, and Rewards

An annual process of formal performance reviews for tenured faculty, probationary tenure-track faculty (Retention, Tenure, and Promotion [RTP] Review), and lecturers begins with disciplinary-specific faculty followed by the School Dean. RTP reviews also include the University Review Committee (URC), composed of elected faculty from all Schools, the Provost, and, finally, the President. This process is carefully described in the CSUB Handbook for Faculty (CFR 3.3). Special attention is given at all review levels regarding teaching effectiveness in facilitating student learning and research or creative activities that may involve students. Currently there is no systematic process to include a formal alignment between faculty performance review criteria with institutional and/or student learning goals. However, recent discussions between the Academic Senate and the Provost, along with the recommendations of the University Review Committee, indicate that there is an awareness of significant disparities among departments' RTP criteria that need to be revisited. Most recently, the Academic Senate passed a resolution for modifying the RTP timeline.

The University currently engages in a variety of activities honoring and rewarding the achievements of faculty who contribute to the advancement of CSUB. The President also honors and recognizes staff for years of service at the annual Staff Awards Ceremony, and the Staff Forum recognizes exceptional performance during their yearly event. Faculty awards are presented to individuals with exceptional scholarly and creative accomplishments, teaching excellence, and significant service, all aligned with the university mission, vision, and goals.

In 2007, departments were recognized with monetary incentives for their assessment activities. This award program was temporarily halted in order to develop a more systematic approach to recognizing not only those programs that were further advanced, but also programs that demonstrated significant progress in this area. The Program Scans provide baseline information for all programs and can help shape a strategy for increasing support of the departments. Future awards or new categories will be developed to recognize achievement in this area (CFR 1.3 and 2.8).

Extensive discussions among faculty and administrators regarding building the knowledge base and capacity of targeted individuals and key groups of faculty and staff for assessment and alignment work has led to the establishment of a Department Chairs Leadership Council (DCLC) that includes all department chairs and school deans. The goal of the DCLC is to provide department chairs the knowledge and tools necessary to build relationships of mutual support among themselves as a group, to address issues affecting departmental colleagues and staff, to lead and implement effective assessment procedures for evaluating student learning, and to develop better understanding of the role of each program relative to the institution as a whole. The DCLC has met monthly for three years, during which time it has created a venue to support effective academic leadership by faculty, produced reflection and planning for future directions utilizing data and evidence of educational effectiveness, and created healthy dialogue between faculty and Academic Affairs administrators (CFR 3.11, 4.1, and 4.3).

In spite of a difficult financial picture, evidence throughout the University demonstrates a commitment to focused professional development. The Teaching and Learning Center continues to offer faculty research grants; the grants office continues to support faculty who wish to complete grant applications; and the Provost's Office recently supported eight faculty, staff, and administrators' attendance at a CSU workshop on "Excellence in Higher Education" (EHE). The aim of the workshop was to become acquainted with a Malcolm Baldridge-based model for measuring institutional effectiveness, including integrating assessment with individual unit and/or campus-wide strategic planning. The key with limited resources related to professional development is focus and

"alignment," which is the main idea of this CPR Theme 1—University Alignment: Achieving Educational Effectiveness. Faculty-centered discussions also suggest the need for resource provisions for faculty to attend discipline-specific assessment workshops offered through WASC. In alignment with the University's vision of excellence and diversity, faculty and staff professional development will continue to be a priority, even during difficult financial times, albeit focused and aligned with achieving institutional and educational effectiveness (CFR 1.3, 1.9, 2.8, 2.9, and 3.4).

The need for staff development has been identified across campus, especially during the WASC discussions and work group sessions. Suggestions have been made to train and build the capacity of personnel involved in all aspects of PeopleSoft to enhance data-driven programmatic accountability. An additional need is the design and establishment of a comprehensive multi-year plan to train and develop a new cadre of staff who can teach others to use iStrategy data-warehousing software. These two specific ideas are combined with the need to cross-train staff in all areas of work that support students toward the mission and vision of "a quality student experience." Two of the five Assessment Fellows are staff in the academic support areas (CFR 1.3, 1.6, 1.8, 3.1, 3.3, and 3.7).

Advising, Tutoring and Mentoring Infrastructures

Interviews with faculty advisors, staff, and students suggest more should be done to better align various student services with institutional and student learning goals. The most important concerns appear to focus on the inconsistency of advisement in quality, consistency, and accuracy of information as well as the accessibility of advisors. Currently, only freshman students (< 45 quarter units earned) and undeclared students are subject to mandatory advising, enforced by a hold preventing the students from registering for classes. As part of the USP process and the Facilitating Graduation initiative, the University is currently examining ways to improve consistency in campus-wide advising and alignment with institutional and SLO goals.

Among the recent developments aimed at improving advisement are the implementation of the degree audit function within the PeopleSoft system, the development of Advisor Support Workshops, and review of the alignment between the academic program roadmaps and the class schedule. These changes provide students, faculty, and staff with the tools to enforce effective educational practices, use program roadmaps, and ensure a shorter time to graduation. The changes will also increase coordination among programs and services and lead to the development of other advising-focused programs that support faculty and staff. The new program will require all students, including transfer students, to schedule advising appointments at least once per year and seniors anticipating graduation to schedule an advising appointment at least two quarters prior to the quarter of anticipated graduation (CFR 2.12, 2.13, and 2.14).

Tutoring services are offered to all CSUB students in the spirit that excellence is sometimes achieved with some assistance. Tutoring services are delivered primarily through the OASIS Tutoring Center and Math Tutoring Center. They are utilized widely by students in general education courses and are required for students taking developmental courses in English and/or math. Data provided by the OASIS/Math Tutoring Center show that 34.6% of the students enrolled in remedial English courses sought tutoring in Fall 2007 and nearly all, 93.0%, did so in Winter 2008. In contrast, only 4.1% of the students enrolled in remedial Math courses attended tutoring in Math in Fall 2007, and 7.6% did so in Winter 2008 (CFR 2.10, 2.12, and 2.13).

Various other areas offer timely and useful services to students, including the following: the Library offers tutoring services for using information resources; various athletic programs have a Coach's Study Hall for student athletes; some departments and programs encourage student study groups; and a few departments offer scholarship support or course credit to advanced students for providing tutoring services for peers. Tutoring services at CSUB have largely been supported through the Title V grant program. As part of the USP process, an action plan is being developed to institutionalize tutoring services for CSUB students (CFR 2.10, 2.12, and 2.13).

The Faculty Mentor Program (FMP) enrolls students from underrepresented groups, including first-generation college students, and is designed to inspire these students to set high goals as well as provide assistance in achieving those goals. While a success, the Faculty Mentor Program "reach" remains limited without the effective and widespread use of faculty, peers, and alumni and without systematic ongoing training for all mentors. The Hawk Honors Program also has established a comprehensive integrated four-year advising-mentoring program for all the honors students at CSUB. In addition, many students form informal mentoring relationships with faculty

through research projects, scholarly or creative activities, supervised internships and field placements, and special events for the campus community or general community in the region. CSUB recognizes the importance of both formal and informal mentoring as a vital aid in the academic and personal development of students (CFR 2.10, 2.12, and 2.13).

Conclusions and Recommendations for Action—Essay I

Research Question 1: How do academic and student support program goals align with the CSUB vision, mission, and institutional student learning goals?

California State University, Bakersfield, has clearly been focused on aligning the academic and student support program goals with the University's vision, mission, and student learning goals. Student learning outcomes have been developed with the involvement of students, faculty, staff, and community stakeholders. External and internal review processes aligned with institutional learning goals have been established and implemented, including several formalized assessment procedures. Faculty leadership is evident through the involvement of the Academic Senate and its committees, the actions of the Department Chair Leadership Council, and the implementation of Academic Program Scans to ascertain alignment with institutional goals. Resource budgeting and planning are transparent systematic processes within the university structure guided by a clear mission, vision, goals, and strategic planning process.

This WASC Capacity and Preparatory Review process has contributed to assisting the University in "taking stock" of what has been achieved and has helped to shape the plan for further work on aligning all aspects of academic and student support programs with the University vision, mission, and goals. Among the future actions planned are the following (Timeline in Concluding Essay):

- CSUB will develop greater alignment between the academic mission and student support services (i.e., student support programs will develop and implement assessments aligned with SLOs and institutional goals and then use data for continuous service improvement).
- CSUB will review the University Strategic Plan benchmarks, timeline, and strategic priorities in light of the budget reductions (Winter 2010).
- Faculty will continue aligning curricula, pedagogy, and course assessment with SLOs as reflected in the Academic Program Scans; they will also employ the Assessment Fellows and other resources for assisting programs.
- The Academic Senate committees will continue to create mechanisms for reporting committee work and accomplishments related to institutional goals and SLOs.
- Academic Program Scan data will be used to help faculty work together to track student success to improve curricula, pedagogy, and evaluation. Current academic program reviews will be revised to better align with institutional and program student learning goals and will draw from the Academic Scans and an annual report template (in progress).
- Budget reductions and resource reallocations will be aligned with the academic mission and with the maintenance of core academic support services.
- AVC stakeholders will ensure that academic and student support services at the Center mirror the practices at the Main Campus.

Research Question 2. What should CSUB do to build or expand capacity to achieve alignment with institutional and student learning goals?

Building institutional capacity is the process of guiding the development and long-term sustainability of all campus constituents toward a common set of ideals, namely, the university mission, vision, goals, and student learning outcomes. By engaging all members of CSUB's learning community in a participatory process, via communication, training, planning activities, alignment and an increased capacity will be realized in all areas of the campus.

CSUB has an effective performance review process for faculty and staff, but systematic alignment between performance review criteria and institutional and/or student-learning goals needs to be improved. The University

has implemented university-wide recognition programs for both faculty and support staff aligned with institutional mission and goals. The Academic Senate, the Department Chair Leadership Council, student organizations, and alumni organizations have goals that need to be reviewed in light of the University mission, vision, goals, and SLOs. One of the key areas identified through this institutional review process that will expand capacity to achieve alignment with institutional and student learning goals is professional development opportunities for both faculty and staff.

Faculty need professional development support for improving teaching, using technology, and implementing assessment tools for SLOs. Non-instructional staff would benefit from the development of a multi-year plan of professional development with key technology components, (e.g., PeopleSoft, iStrategy, Blackboard 9, and LiveText), as well as cross-training within and across departments to create multi-level efficiencies.

This WASC preparatory review process has led to an awareness of our needs that will help build or expand our capacity to achieve alignment with institutional and student learning goals. Some of the future actions to be accomplished include the following:

- Continue to promote a "data-considered," decision-making culture, which is embedded in the core values of the institution.
- Review the alignment between performance review criteria for faculty and staff with the institutional and/or student learning goals.
- Establish awards and recognitions of individuals and units that best exemplify and contribute to the achievement of the University mission, vision, and goals.
- Develop leadership training to help faculty align curricula, pedagogy, and assessment with student learning goals.
- Establish faculty development incentives and programs to support all CSUB faculty in key areas, including improving teaching, using technology, implementing assessment tools for SLOs, and using data to change practice and improve learning for students.
- Establish staff development incentives and programs and a multi-year calendar to support all CSUB staff in key areas, including assessment, PeopleSoft, iStrategy, LiveText, cross-training within and between departments, and the use of data to change patterns of behavior and inform service for students.
- Support faculty and staff attendance at workshops and other events that build their capacity to train others, (e.g., workshops on institutional assessment of student learning, PeopleSoft, iStrategy, LiveText, and other identified areas).
- Refine and systematize mandatory annual advising for all students.
- Establish a plan to align and use data from the multiple internal and external accountability assessments to shape a master plan for academic excellence in a new reality.

Reflective Essay II
Campus Culture: Achieving Sustainable Excellence

As stated in Reflective Essay I, the WASC Commission letter to CSUB strongly recommended the campus "sustain momentum" in its desire to be a "student learning centered institution." Reflective Essay II analyzes key actions the University has taken and reports on the capacity of CSUB, in reference to the WASC Criteria for Review, toward the development and sustainability of a campus culture of excellence. It provides a reflective summary with measurable recommendations to be carried out on campus to both prepare CSUB for the Educational Effectiveness Review and provide the foundation to create a continuous cycle of inquiry and improvement through this decade (CFR 1.9).

Since the development of the mission and vision statements in 2004, the University has disseminated them through various means, including making them available to the campus and service communities through the CSUB website (CFR 1.1). In addition, the Office of the President maintains a designated email account for public feedback and information, Excellence@csub.edu. In an effort to create a campus culture that achieves sustainable excellence, this email access to the President welcomes and encourages the campus community and the entire service region of greater Kern County and the Antelope Valley to provide responses and feedback as well as ask questions on any aspect of the University. The President or his designee responds as quickly as possible to each person's comments or questions (CFR 1.3 and 1.8). The nature of such questions and comments assist the administration in assessing the issues, sorting information and misinformation, and discovering problems that need to be addressed.

To further the University's mission and vision and provide the underlying foundation for developing a "Campus Culture: Achieving Sustainable Excellence, " discussions, policies, and practices have been established through input from all formal governance groups of the University, including the CSUB Foundation Board, the University Council, the President's Associates, the President's Cabinet, the Provost's Council, the Academic Affairs Council, the Academic Senate, the Department Chairs Leadership Council, Division leadership meetings (Business and Administrative Services, Student Affairs, University Advancement, and Enrollment Management), and Associated Students, Inc. (CFR 4.8). WASC planning work groups, aligned with the strategic planning work groups, as well as less formal interaction within the campus community led to the development of this second theme, Reflective Essay II—Campus Culture: Achieving Sustainable Excellence, with two key research questions.

- How effectively has the University disseminated its vision, mission, and strategic goals to the campus community and the larger service community?

- How effectively has the University leadership promoted campus-wide engagement to review and assess its progress in achieving the vision, mission, and strategic goals of the University?

Research Question 1: How effectively has the University disseminated its vision, mission, and strategic goals to the campus community and the larger service community?

Strategic Goals

Disseminating the University's mission and vision is a critical necessity, and translating them into an everyday reality that creates a sustainable campus culture requires a capacity to muster the collective will of the entire university learning community by providing necessary resources and applying effective leadership. CSUB leadership starting with the President and sustained at all levels, including management, faculty, staff, students, and alumni, has demonstrated characteristics of intentionality, purpose, and strategy to make the University's operational process mission-centric and focused on a Vision of Excellence. Ample evidence of this culture is presented in this essay and documented in the compendium of evidence and will continue to be developed as a result of this capacity review as CSUB strives to become "the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement (CFR 1.1, 1.5, and 1.6).

To achieve this type of mission- and vision-centric reality by 2015, CSUB initiated three processes. The first entailed forming seven University Strategic Planning (USP) work groups: Faculty Excellence & Diversity; Academic Program Excellence & Diversity; Student Academic Support; Vibrant Campus Life; Community Engagement; Staff Excellence & Diversity; and Campus Culture. Each work group included campus leadership from the administration, the Academic Senate and standing committees, the Associated Students, the Staff Forum, collective bargaining units, and specific organizational groups, as well as alumni and volunteers from the campus community. Many served on one of the five WASC planning work groups preparing for the Institutional Proposal. Details of membership on each of the seven work groups, as well as details on deliberations undertaken, are provided in the Acknowledgments pages at the end of the CPR Report and at section "4.1-4.4 Common Documents" of the CSUB CPR: Compendium of Evidence (CFR 1.3, 4.1, 4.2, 3.8, 4.5, and 4.6).

These seven work groups continued to "define and refine" the work initiated by the original five planning groups that gathered materials and analyzed data. They subsequently developed a road map for CSUB to operationalize its mission through a set of five strategic goals (SG) and their subsumed strategic objectives (SO). The goals and objectives will be key guidelines and measures as the campus continues to develop and institutionalize a culture of excellence.

Strategic Goals (SG)	The Five Strategic Goals Description
SG1	Extend faculty and academic excellence.
SG2	Enhance the quality of the student experience
SG3	Strengthen community engagement
SG4	Develop and excellent and diverse staff
SG5	Develop a campus culture with a sense of community and a commitment to organizational excellence.

"Marks of a CSUB Student"

The second process that addressed this research question engaged input from the community on how the University mission and vision could be reflected in its graduates. Toward this end, the Provost convened a series of meetings of "community stakeholders" to get feedback regarding the university's contributions through community partnerships and student learning (CFR 4.8). Participants provided valuable feedback on both community partnerships and student learning which were then incorporated in the USP. Of particular note is the overwhelming consensus verifying the importance of the student learning characteristics that were initially identified through the three-phase Delphi survey conducted as part of the WASC planning process. What emerged were the Student Learning Outcomes also identified as the "Marks of a CSUB Student" (CFR 1.3, 4.1, 4.2, 3.8, 4.5, and 4.6).

Academic Program Scans

The third process involved a careful examination of the status of the university's commitment and institutional capacity to solicit program improvement based on the results of program evaluation and ongoing inquiry into the processes of teaching and learning, as well as the conditions and practices that promote the culture of excellence valued by the faculty and staff and intended by University leadership. To accomplish this task, Academic Affairs managers, under the direction of the Provost, developed the Academic Program Scan (APS). The purpose of the APS was to develop an accurate measure of intellectual, scholarly, pedagogic, developmental, and resource-based capacities for academic programs to contribute to the campus culture of excellence aligned with the University mission, vision, goals, and student learning outcomes (CFR 1.3 and 1.5).

Academic Program Scans were implemented during academic year 2008-09, after a rigorous formative, review, support, and approval process involving the Academic Senate, School Deans, the Provost, and the President. Program data on student enrollments, faculty staffing, student-faculty ratios, and salary costs were provided by the campus Office of Institutional Research (CFR 4.5). Program faculty, under the direction of department chairs, used these data to address the following issues: alignment with the University mission and vision; program description and achievements; instructional pedagogy and student engagement, including assessment of student learning; faculty achievements; community engagement; and resource and budget planning. During the 2009 University Day activities, the Provost presented the results of the 2008/09 Academic Program Scans to the campus community. Raising the campus awareness through clear and regular presentation of such important information about University Programs will directly lead to an institutionalized campus culture of excellence.

The five-year program review process will build upon the annual Academic Program Scans by integrating data and analyses across five years and by developing a program plan for the next five years. Both an external reviewer and the University Program Review Committee (UPRC), composed of faculty elected from each School along with the AVP for Academic Programs, will review each program's documentation and make recommendations to the Provost (CFR 2.7).

These two measures, among others, promise to make CSUB a University living its mission not only as an act of public discourse and trust but also as a producer of graduates with specifically defined hallmarks of excellence.

Research Question 2: How effectively has the University leadership promoted campus-wide engagement to review and assess its progress in achieving the vision, mission, and strategic goals of the University?

During academic year 2009/10, CSUB is building capacity to apply for the Carnegie Classification "Community Engagement." This is an elective classification that will involve a sustained investment of effort by all members of CSUB's learning community. This effort will further institutionalize a campus culture of excellence, aligned with the regional mission and the vision of community engagement.

Community engagement at CSUB is defined as "teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration" (Carnegie Classification Description). CSUB has many initiatives that reflect this standard toward the goal of creating and sustaining a campus culture of excellence.

Developing a Campus Culture of Excellence through National, State, and Regional Accreditation
University leaders involved in this effort of promoting campus-wide community engagement include the President and Provost; academic affairs personnel; school deans; the Academic Senate; department chairs; staff who are systematically engaged with the campus community; and top- and middle-level managers in administrative, student services, human resource, fiscal, and information technology units. The University encourages its community to engage in progressive analyses through measures, instruments, processes, procedures, public discourses, focus groups, surveys, and web-based feedback. Some of these measures, such as accreditation exercises, are evidence-based self-reflections mandated by the appropriate professional organization. The university is currently accredited by eight professional organizations, including WASC in 2000; the Association to Advance Collegiate Schools of Business (AACSB); the Commission on Collegiate Nursing Education (CCNE) and Board of Registered Nursing (BRN); the National Association of Schools of Public Affairs and Administration (NASPAA); the Council of Social Work Education (CSWE); the National Council for the Accreditation of Teacher Education; and the California Commission on Teacher Credentialing. CSUB is also in the process of transitioning to the National Collegiate Athletic Association (NCAA), Division I Athletics, with the campus review to be held in October 2009. In all cases, adhering to these rigorous national standards at all campuses, including the Antelope Valley and other distant locations, involves leadership commitment, resources, and engagement of the entire CSUB and greater Kern County community. These accreditation endeavors provide extensive opportunities for faculty, staff, students, and administrators to focus on their respective roles and institutionalize the CSUB mission, vision, and strategic planning goals and objectives (CFR 1.3, 1.6, 1.7, 1.9, 2.1, 3.5, 3.11, and 4.8).

Developing Campus Culture of Excellence through Policies and Practice
University leadership has promoted campus-wide institutionalization of the mission and vision through dialogue and engagement that was necessary to develop handbooks, policies, and evaluation procedures that reflect the vision, mission, and strategic goals of the University.

Dialogue between campus leadership, faculty leaders, all faculty, and staff, including those on the Antelope Valley campus, has been extensive. The President and Provost have both hosted several forums, including town hall meetings on the budget, sessions on new program development, and panels on such topics as shared governance and civility, Future Search Planning, strategic planning, and celebrations of staff service awards and grant awards, with the purpose of instilling the campus mission and vision into the campus community. Many of

these sessions create opportunities for faculty, staff, and community members to receive timely and fair responses to complaints or concerns within the unit. In addition, campus leadership, including the President, Provost, and deans, sit on several committees including the Academic Senate, campus open forums, and other leadership groups. This practice of accessibility and transparency by campus leadership is central to building a campus culture of excellence and is part of the existing culture (CFR 1.8, 4.6, and 4.8).

The University Handbook for the Faculty (UHF), which governs curricular matters, is guided by the University mission and dedication of faculty leadership. The collective will and self-governance of the faculty are represented in the UHF on curricular matters, as well as the structures, roles, and procedures for the Academic Senate. The Handbook provides policies and procedures for standing committees, peer review and assessment processes, and governance of the role of the faculty. It codifies the creation of a campus culture of evidence supporting the mission of CSUB. Some of the senate committees that align with the mission-centric perspective of the UHF include the Academic Affairs Committee (AAC), the Academic Support & Student Services Committee (ASSSC), the Budget & Planning Committee (BPC), the Faculty Affairs Committee (FAC), and the Committee on Academic Requirements and Standards (CARS, reporting to the AAC). Membership on these standing committees includes senators, general faculty, administrators, staff, and students (CFR 3.6 and 4.6).

Several committees have specific tasks geared toward alignment with institutional goals and student learning outcomes; translating these tasks into policy will contribute further to a campus culture of excellence through alignment. The Committee on Academic Requirements and Standards (CARS) is responsible for overseeing all university-wide requirements for the baccalaureate degree—General Education (GE), American Institutions (AI), Gender Race Ethnicity (GRE), Graduate Writing Assessment Requirement (GWAR), and foreign language proficiency. General Education has multiple faculty committees—Area A (basic skills—public speaking, writing and research, critical thinking, and numerical literacy), Area B (life and physical sciences), Area C (arts and humanities), Area D (behavioral and social sciences), Theme I (upper-division sciences), Theme II (upper-division humanities), and Theme III (upper-division social sciences) (CFR 3.6 and 4.6).

A variety of non-senate committees, councils, and advisory groups also lead to the creation of a campus culture of excellence by creating initiatives and community partnerships within the context of the CSUB mission and vision. The Enterprise Systems Committee (ESC) is one such committee. It meets regularly to review interfacing software purchases and to govern technology and the information infrastructure and workflow of academic units. The Accessible Technology Committee ensures appropriate delivery and maintenance of technology for all members of the campus community. These committees include representatives from both campuses and demonstrate the priorities placed on technology to fulfill the central instructional mission of CSUB (CFR 3.7).

Each of the accredited programs has advisory committees consisting of community members (CFR 3.9). The Division of Student Affairs has a Faculty Advisory Committee to identify and implement collaborative initiatives between student services and academic programs (e.g., the First Year Experience). And many departments and all Schools at CSUB host events, both formal and informal, that enforce an established campus culture (e.g., brown bag lunch meetings, faculty writing groups, program orientation sessions, residence hall speakers, guest lecturers). All activities and committees on campus exhibit efforts to institutionalize a campus culture of excellence and community engagement.

Developing a Campus Culture of Excellence through Transparent Dialogue and Communication

In order to establish a campus culture of professional dialogue that is transparent and addresses current issues affecting CSUB, the President and faculty leadership have conducted community forums on specific topics. The "Foundations of Shared Governance" forum was held on February 13, 2009. All administrators, managers, and supervisors encouraged staff to participate in this open forum. Special e-mail addresses were created to obtain further input and "suggestions" regarding shared governance. On April 24, 2009, a forum entitled "Campus Climate, Civility, & Collegiality" was conducted. In planning for this open forum, a planning group in charge of this activity discussed several issues associated with Campus Climate (Diversity of Persons and Diversity of Ideas) and with Civility and Collegiality. Additionally, during this budget downturn in the State of California, the President is actively promoting the culture of transparency and open dialogue by hosting four university-wide budget forums. These types of open discussions will continue as CSUB intentionally strives to establish a campus culture that encourages professional dialogue and exchange of ideas (CFR 1.4, 1.6, 1.8, and 4.6).

Conclusions and Recommendations for Action - Essay II

Research Question 1: How effectively has the University disseminated its vision, mission, and strategic goals to the campus community and the larger service community?

California State University, Bakersfield continues its momentum to create a campus culture that is engaging and focused on excellence in all areas. This second reflective essay reports clear and cogent examples of how campus leadership and the entire CSUB learning community are involved in a continuous cycle of inquiry and improvement of institutional performance aimed at achieving our strategic goals and educational objectives in preparation for the Educational Effectiveness review and beyond.

In response to Reflective Essay II, Research Question 1, CSUB has demonstrated intentional dissemination of its mission and vision, making it available to the campus and service communities through the CSUB website, at community meetings, and through printed documentation. In addition, the Office of the President (CFR 3.10) maintains a dedicated email account to respond to concerns regarding any aspect of campus engagement. Cogent policies and practices have been established through input from all formal governance groups of the University, supporting the theme of establishing a campus culture: Achieving Sustainable Excellence.

Key evidence demonstrates that the campus has provided the necessary resources and effective leadership to sustain the mission-centric characteristics of intentionality, purpose, and strategy that make the University's operational process focused on a Vision of Excellence. The campus has initiated seven University Strategic Planning work groups and developed a process to operationalize its mission through a set of five strategic goals, (SG), supported by strategic objectives (SO). The goals and objectives will be key guidelines and measures to develop and institutionalize a campus culture of excellence. A meeting of "community stakeholders" was convened to get feedback regarding the university's contributions through community partnerships and student learning.

The Academic Program Scans solicited program improvement plans and ongoing inquiry into the processes of teaching and learning, as well as the conditions and practices that promote a culture of excellence. The program review process will build upon the annual Academic Program Scans by integrating data and analyses across five years.

This WASC preparatory review process has led to an awareness of needs that will help shape current and future agendas and initiatives in support of developing a campus culture of excellence in academic and student support programs aligned with the University vision, mission, and goals. Among the future actions to be accomplished include the following:

- Each formal administrative governance group on campus will develop a measurable set of goals demonstrating how they will contribute to the support and establishment of a campus culture: Achieving Sustainable Excellence. Progress toward these goals will be reported annually. Academic Senate committees will be encouraged to do the same.

- Resulting from the University Strategic Planning work groups' effort to operationalize the University mission through a set of five strategic goals, an annual assessment of the goals, including metrics, targets, and outcomes, will report success and identify areas for improvement in developing and establishing a campus culture: Achieving Sustainable Excellence.

- Academic Program Scans resulted from a commitment to solicit program improvement and ongoing inquiry into the processes of teaching and learning, as well as to foster the conditions related to a culture of excellence. Thus, the APS process will continue on an annual basis in order to institutionalize a campus culture of continuous program improvement.

- The Academic Program Review template will be reviewed by the Academic Senate and the University Program Review Committee to determine the alignment with the programs' student learning outcomes, institutional learning goals, the institutional data on academic programs, the annual Academic Program Scans, and the WASC guidelines for outcomes-based program reviews.

Research Question 2: How effectively has the University leadership promoted campus-wide engagement to review and assess its progress in achieving the vision, mission, and strategic goals of the University?

Campus leadership including the President, administrators, faculty, staff, students, and alumni leaders have effectively promoted campus-wide initiatives at several levels, working to achieve the vision, mission, and goals of the university During the 2009/10 academic year, CSUB will apply for the Carnegie Classification "Community Engagement." Community engagement is a core value of the institution and will be reflected across the University and within academic and co-curricular programs as well as in administrative operations.

University leaders have promoted campus-wide involvement through written exchanges. Handbooks, policies, and evaluation procedures are being reviewed to determine how well they reflect the vision, mission, and strategic goals of the University. Dialogue between administrative leadership, faculty leaders, faculty, and staff, including those on the Antelope Valley Campus, has been extensive. Multiple committees at all levels of the university are engaged in processes aligned with the University mission, vision, and strategic goals, which again codifies a culture of continuous improvement toward academic and program excellence.

Promoting a campus culture of professional dialogue that is transparent and addresses current issues effecting CSUB, the President, the President's Cabinet (CFR 3.10) and faculty leadership have conducted community forums on specific topics, either requested by the faculty or deemed appropriate based on current campus issues.

This WASC preparatory review process has led to an awareness of needs that will help shape current and future agendas and initiatives in support of a developing campus culture of excellence in academic and student support programs. Among the future actions to be accomplished are the following:

- CSUB will seek the Carnegie Classification "Community Engagement," which requires adherence and application of a common mission, vision, and goals for the University.

- The University will continue to provide the resources and other support necessary to maintain the eight programs that have earned national, state, or regional accreditation. These programs will continue to demonstrate, assess, and report their efforts toward establishing a Campus Culture: Achieving Sustainable Excellence in their programs.

- In an effort to maintain a campus culture of professional dialogue that is transparent, the President and faculty leadership will host community forums on specific topics at least annually.

Student Success

I. Alignment of Student Success Goals with CSUB Mission

A. How does the institution's mission affect its goals for student success?

CSUB's focus on student success is made clear in its mission statement:

> California State University, Bakersfield, is a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. An emphasis on student learning is enhanced by a commitment to scholarship, diversity, service, global awareness, and life-long learning.

Part of Goal Two of the University's Strategic Plan is to "enhance the quality of the student experience." There are six objectives associated with this goal. The strategies are aimed at creating and delivering appropriate curricula, including the associated student outcomes that indicate success in student learning and program completion. The six objectives are listed below:

- Objective 2.1 Develop and achieve student learning outcomes within academic programs and university-wide
- Objective 2.2 Develop and achieve university-wide student development outcomes
- Objective 2.3 Enhance student opportunities for active learning and participation within the university, regional, and global communities
- Objective 2.4 Create a vibrant campus life that engages our diverse student body
- Objective 2.5 Improve student retention and graduation rates
- Objective 2.6 Reduce existing achievement gaps in first-year retention, baccalaureate degree completion, and graduate and professional school readiness

The concept "student success" incorporates two general dimensions: success in learning and success in degree completion. Objectives 2.1 and 2.2 reinforce the practice of setting learning goals and assessing student outcomes through their engagement with academic major, support, and development programs. Objectives 2.3 and 2.4 focus on creating an enriched context and environment for active and engaged learning. Objectives 2.5 and 2.6 focus on degree completion and readiness for post-baccalaureate work.

B. How are goals for student success established and reviewed?

WASC Work Groups: As part of the University's strategic planning initiative, seven WASC work groups were established and charged with studying and preparing reports on these objectives. Based on a Delphi report which indicated that two of CSUB's weaknesses as an institution were (1) promotion of student understanding of program requirements and provision of useful and regular advising and (2) alignment of student support services with the needs of students and academic programs, two of the work groups were charged with reviewing and defining a proactive approach toward enhancing student success at CSUB. WASC Work Group 2A focused on enhancing the quality of the student experience through integrated student academic support (e.g., improving availability and quality of advising; increasing tutoring services; enhancing student mentoring; systematically addressing remediation issues in English and math; and providing an enriched foundation for learning and success via a coordinated program for the first-year experience). WASC Workgroup 2B focused on enhancing the quality of the student experience through a vibrant student life (e.g., self-care and life balance; career planning; study habits; interpersonal skills; leadership, community services; active learning; service learning; and engagement in campus life). Each work group consisted of a broad representation of faculty, staff, student, and administrative stakeholders—many of whom were directly involved with and responsible for ensuring student academic success. The groups met regularly and proposed recommendations that were shared with the campus community through the CSUB WASC website and could be downloaded as a PDF file. Town Hall meetings were also held, and the campus community was encouraged to provide feedback on the recommendations. These proposed actions were directly applicable to WASC standards.

Facilitating Graduation: Goals for student success were also established based on 22 recommendations of best practices for facilitating graduation set by the CSU Board of Trustees (Facilitating Student Success in Achieving the Baccalaureate Degree, December 2002). These recommendations were given to all campuses so that each would develop a plan, based on local institutional research, to improve graduation rates that included an intensive first-year experience for new students. As noted by the Chancellor's Office designated Campus Actions to Facilitate Graduation (CAFG) Peer Review Team, which visited CSUB in May 2007, CSUB has successfully improved graduation rates by CSU standards in a variety of ways.

The Team found, however, that much of CSUB's success was threatened unless the learning environment was significantly improved. The Peer Review Team noted that because CSUB was now one of the fastest growing universities in America (enrollment grew 64% from 1997-2007 and is on target to grow faster in the next decade based on projected growth in the service area), it could no longer rely on a loose network of services and special programs to provide students with a supportive learning environment (see Appendix C1). Further, CSUB analysis informed by the CSU Peer Review Team insights and recommendations identified specific gaps and weaknesses in CSUB practices, particularly in the critical first year, which could erode graduation rates if not addressed. A CSUB task force did extensive analysis and issued a report, "*Facilitating Graduation Gap Analysis"* (see Appendix C2, full report in Document Room) which compared CSUB practices to recommendations from national and CSU experts about the most effective approaches to improving graduation rates for the type of students served by CSUB (predominantly first generation, low income, Hispanic, academically underprepared community college transfers,). This report was titled "Gap Analysis" because it found major gaps in CSUB's "walking the talk" with regard to providing students a strong first-year experience and foundation for learning that leads to degree completion. The main recommendation of this self-study confirmed the CSU Peer Review Team finding that CSUB needed to focus on improving the critical first-year learning environment in order to improve all student outcomes, including graduation rates.

Foundations of Excellence: Engagement with the Foundations of Excellence (FoE) model established further goals for student success. The FoE model is a blueprint for building the first year of college as the foundation for undergraduate education and is used by colleges and universities to conduct a candid analysis of the strengths and weaknesses of a student's first year at CSUB. Based upon that analysis, institutions will then commit themselves to a course of action designed to improve first-year student learning and success (CFR 2.3, 2.4, 2.5. 2.6, 2.10, 2.11, 2.12, 2.13, 2.14).

The CSUB Foundations of Excellence Final Report (see Appendix C3, full report in Document Room) summarized CSUB's standing in light of CSU standards for the first-year learning environment and made recommendations for improving CSUB's model. The report outlined an institutional commitment to instill in freshmen values such as academic excellence, freedom of inquiry, diversity, community involvement, honesty, global awareness, and cultural sensitivity. It found that while CSUB has made significant effort to meet first-year student needs, the university does not have a clearly defined first-year experience philosophy; and the existence of several disjointed programs, although modestly successful, have not adequately addressed the needs of all incoming students. CSUB gave itself a "C" grade overall in meeting system-wide and national standards for their first-year-experience efforts as shown in Appendix C3.

In an attempt to improve this score, the *Foundations of Excellence Final Report* proposed a host of specific recommendations, found in Appendix C3, which led directly to a Comprehensive Development Plan. The full Foundations of Excellence report will be included in the Document Room.

II. Retention and Graduation

A. What do data on student attrition and retention show for various groups of students, including different demographic groups, degree levels, and majors?

Appendix C4 shows persistence rates for first-time freshman and transfer cohorts who matriculated in the Fall quarter of the years 1998-2002. (These years were chosen for consistency with graduation rate data shown below.) It is customary to report one-year persistence (CSU System, IPEDS, VSA/College Portrait), which we do here. We also report two-year persistence rates in order to better understand patterns among student groups (CFR 4.4, 4.5).

The one-year persistence rates for all first-time freshmen increased (5% total increase) over the five-year period. The increase in the two-year rate was also steady and even stronger. Among the 1998 cohort, 55% of the students also returned the third year, but in the 2002 cohort, 66% returned for their third year, an improvement of 11 percentage points. Both one- and two-year persistence rates are higher among first-time freshmen than among new transfer students entering as freshmen or sophomores. The highest persistence rates occur among junior-level transfer students.

Persistence rates also vary by admission/attendance and by students' background characteristics. (These data are limited to cohorts who began as first-time freshmen.) For example, persistence rates are lowest among part-time and specially admitted students. Female students have higher persistence rates than males, and Asian/Pacific Islander and Mexican American students have higher persistence rates than students in other racial/ethnic groups.

The report on "Academic Progress of CSUB's New First Time Freshmen (FTF) 2000-2008" (report in Document Room) includes a study of six-year persistence rates by the six largest majors at CSUB. The rates include students who completed the degree and students who continue to be enrolled in a degree program at CSUB and refer to first-time freshmen who matriculated in Fall 2000, 2001, and 2002. The persistence rates are as follows: Liberal Studies, 64.8%; Business Administration, 55.3%; Computer Science, 48.4%; Psychology, 53.7%, Biology, 49.4%, and Pre-Nursing, 61.4%.

We have not yet had the means to calculate persistence rates by major. Once the *iStrategy* data warehouse system is in place, these calculations will be simplified and made accessible campus-wide. We also have not calculated persistence for post-baccalaureate students. There are problems with identifying correct matriculation dates into post-baccalaureate programs associated with admission practices at CSUB. Those practices are under review.

B. What do data show about graduation rates and time to completion?

Appendix C5 shows six-year graduation rates (BA/BS degrees) for first-time freshman and transfer cohorts who matriculated in the Fall quarter of the years 1998-2002. As the data in the table show, graduation rates have also increased over the five-year period, but only for students who matriculated as first-time freshmen. Among these students, only 36.6% of the 1998 cohort had graduated six years after matriculation, compared to 45.6% of the 2002 cohort. There is general improvement across all of the first-time freshman sub-groups shown in the table, though the level of improvement varies. For example, improvements were slower among part-time students and special-admits and higher for male students, "other Latino," and white students. In two groups, however, graduation rates were lower for the 2002 cohort than the 1998 cohort: African American students (25.6% for the 1998 cohort and 12.0% for the 2002 cohort) and Mexican American students (38.7% for the 1998 cohort and 33.6% for the 2002 cohort).

Among transfer students, six-year graduation rates are generally higher than the rates for first-time freshmen, which is to be expected since the latter began their six-year period with some college requirements already completed. However, freshman transfer cohorts have lower six-year graduation rates than students who matriculated, compared to first-time freshmen in the three most recent years shown by the data.

Additional analyses examine the six-year graduation rates for regularly admitted first-time freshmen by the School declared at matriculation for the six largest majors at CSUB. These data are found in the report "Academic Progress of CSUB's New First Time Freshmen (FTF) 2000-2008." The analyses include the Fall 2000-2002 cohorts. The highest rates were among students who declared majors associated with the School of Business and Public Administration (49.7% graduated within 6 years), followed by Humanities and Social Sciences (48%), School of Education (45.9%), and School of Natural Science and Mathematics (40.9). Among the six largest majors, the graduation rates are as follows: Liberal Studies, 57.5%; Business Administration, 50.8%; Computer Science, 34.7%; Psychology, 46.3%, Biology, 37.6%, and Pre-Nursing, 54.2%.

We have also recently analyzed six-year graduation rates for our student athletes who receive financial aid. (See the report "CSUB's NCAA Graduation Rate Report, IRPA, May 2009.) For the 2002 cohort of student athletes, the graduation rate was 62%. This is the highest rate ever for that group and is much higher than the rate for all students. We believe that this level of success was achieved through changing practices in recruiting and student support undertaken as the campus worked toward moving into NCAA Division I.

C. Are the data complete and accurate enough to make informed analysis?

The data used to compute the persistence and graduation rates for the undergraduate students shown in Appendices C4 and C5, which are accurate and reliable, rely on (1) student data collected and verified during the application process and (2) course enrollment data. The data used to calculate rates by major are generally reliable, but they rely on students' prompt filing of any changes to the major so the information can be input into PeopleSoft. Students who delay filing this paperwork will be counted in their "old" major. Of course at graduation, the correct major is verified for purposes of evaluating eligibility for the degree.

D. Have goals for student success been established?

As was noted in the introduction to this section, the university strategic plan addresses the two general dimensions of student success: success in learning (student learning outcomes) and success in retention and degree completion (CFR 2.4). With respect to goals related to success as measured by graduation and retention rates, we have not established particular numeric targets or goals. Rather, one of CSUB's Strategic Objectives is to increase graduation and retention rates, resulting in the expectation of continuous improvement, which the data show has in fact occurred. A variety of activities are associated with fostering these improvements, many of which are discussed later in this section. The "Marks of the CSUB Student" constitute university-wide goals for student learning outcomes, which include discipline-based learning in the majors as well as learning goals that transcend disciplines.

E. How is the institution doing in meeting its own expectations and in comparison to other like institutions?

Data on graduation and persistence rates for other CSU campuses were collected from the IPEDS data query system. CSUB primarily compares itself to six other CSUB campuses: Chico State, Dominguez Hills, East Bay, Humboldt State, San Bernardino, and Stanislaus. The six-year graduation rates and one-year persistence rates for these campuses are shown in Appendix C6, as well as corresponding rates for fourteen other CSU campuses. With respect to six-year graduation rates, CSUB's rate is similar to or higher than four of our six comparison campuses. However, our one-year retention rate is similar to or higher than only two of our comparison campuses.

III. Current and Future Programs and Initiatives for Student Success

A. Are retention and graduation rates "good enough"? If not, what next steps will be taken to develop plans to address student success?

1. Providing integrated Student Academic Support Services is defined here as achieving purposeful and thoughtful programs and systems for promoting the academic success of our diverse student body through (1) developmental education, (2) transition summer programs, (3) effective advising, (4) mentoring, (5) assistance for "at-risk" students, (6) tutoring services, and (7) an enriched foundation for learning and success via a coordinated program for all CSUB students, starting with the first-year experience for students "in transition" (i.e., first-time freshman students and new transfer and re-entry students). Several strategies designed to improve student academic support currently implemented and/or proposed are summarized below:

Developmental Education: At CSUB, more than half of our first-time freshmen are not ready for college-level reading, math, and writing. The table below illustrates the rates in detail:

Fall 2008 - *Regularly admitted* first-time freshmen that need remediation

	Total FTF	Need Remediation	Percentage
English	742	497	67%
Mathematics	742	388	52%

CSUB recognizes that successful remediation in the first year allows more students to complete the baccalaureate degree. Thus, CSUB gives high priority to developmental education as a means of assisting students in achieving their academic and career goals (CFR 2.10, 2.11, 2.12, 2.13, 2.14). Students enrolling at CSUB are required to demonstrate readiness in college-level reading, math, and writing through various assessment measures, such as the ACT, SAT, CSU placement exams (English Placement Test (EPT) and Entry Level Math (ELM)), or the Early Assessment Program (EAP).

The University uses a coordinated approach to meet the developmental needs of students. The path to student success for CSUB students begins at 11th grade through CSUB's partnership with local high schools to promote the EAP, which is designed to give junior-level students an early signal about college readiness in English (reading and writing) and in math and, if needed, adequate time to prepare during their senior year for college course work. If students score sufficiently high on the EAP tests in English and mathematics, they are exempted from taking the EPT and/or the ELM exams. CSUB English faculty work closely with their high school colleagues in the implementation of the Expository Reading and Writing Curriculum (ERWC) modules in English, designed for intervention in the twelfth grade for students "Not Yet Ready for College English" on the EAP exam. ERWC professional development, focusing on helping students read and write effectively, is now a well-developed program for high school teachers statewide and for credential candidates preparing for a teaching career.

Summer Transition Programs: Summer Bridge programs are one solution CSUB has used to address the gap in preparation and achievement levels between high school and college and to attract and retain underprepared students. Most Summer Bridge students are from low-income families or are the first in their families to attend college. Some of the ways CSUB provides developmental education and prepares students for college include the following:

- Path to Enrollment Program (PEP) for students who fall slightly short of meeting the admissions requirements in Math and English are identified and enrolled in intensive classes in reading, writing, and math through Summer Bridge and the College Assistance Migrant Program (CAMP). However, the students are only required to attend either a Math or English course.

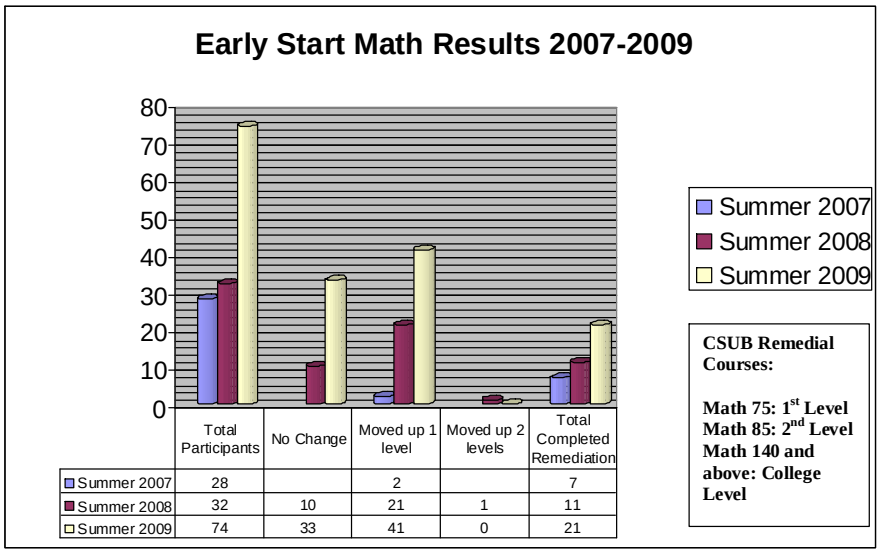
- College Assistance Migrant Program (CAMP) Summer Residential Program, a four-week summer program that assists migrant-identified students with their transition from high school to university-level academics. CAMP assists students who have been identified as needing Special Admissions to the university and are required to attend the Combined Summer Program (Summer Bridge and CAMP). In addition, CAMP assists students who have been admitted to CSUB under regular admission status. Courses include Math, English, Writing Skills, Tutoring, and Study Skills.

- Early Start Program (ESP), a two-week program (3 hours per day) designed to assist incoming freshmen advance a course level(s) in developmental Math (MATH 75 to 85 or MATH 85 to MATH 101) and/or developmental English (ENG 80 to 100 or ENG 100 to ENG 110), is open to all incoming freshmen who have taken the ACT, SAT, or EPT.

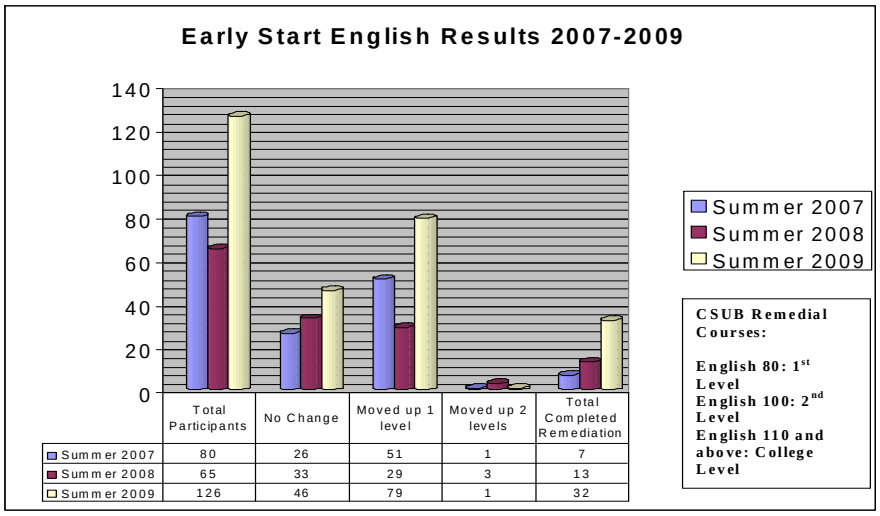
- Educational Opportunity Program (EOP)—The Summer Bridge Residential Program is a comprehensive four-week program designed to assist incoming freshmen prepare for the rigors of university work through an academic component with English and math developmental courses; an orientation (CSUB 101) of college survival skills; an advising/mentoring component, including career exploration; a social/recreational component for developing interpersonal communication skills; and a residential life component for appreciating the diversity of the CSUB study body. Students successfully completing this program earn nine units of college credit and have an opportunity to advance in their English and math placement.

- The Title V Jumpstart Program, a two-week program (3 hours per day), is designed to assist incoming freshmen in moving up a level (s) in remedial Math (75 or 85) and/or English (80 or 100). Students who sign up for any of these sessions must attend a program Orientation.

All the programs mentioned above are held sequentially in order to allow students to take advantage of every program available in an effort to "place out" of remedial courses. The table at the end of the report outlines the schedules for summer 2009. During the summer of 2009, over 300 students enrolled in at least one of the summer programs listed above. As an example of the effectiveness of the developmental education efforts at CSUB, the charts below summarize the results of the Math and English Early Start Programs from 2007-2009:



	Total Participants	No Change	Moved up 1 level	Moved up 2 levels	Total Completed Remediation
Summer 2007	28		2		7
Summer 2008	32	10	21	1	11
Summer 2009	74	33	41	0	21

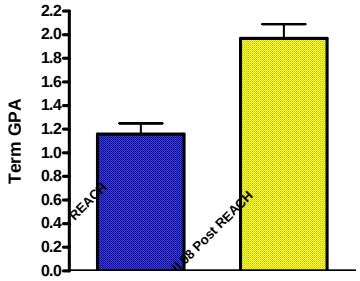


	Total Participants	No Change	Moved up 1 level	Moved up 2 levels	Total Completed Remediation
Summer 2007	80	26	51	1	7
Summer 2008	65	33	29	3	13
Summer 2009	126	46	79	1	32

Effective Advising: The Student Success and Retention Center (SSRC) is the academic advising center for the campus and the central location for retention-based academic advising. SSRC staff, the official advisors for undeclared students, advise all students, regardless of major, who have questions about general education courses and other graduation requirements. The center also now plays a critical role in matters of academic standing, serving students that are on academic probation and tracking students taking developmental courses (English and Mathematics) via the Roadrunner Academic Achievement Program (CFR 2.2, 2.10, 2.11, 2.12, 2.13, 2.14).

The SSRC has undergone a transformative two years under the management of a new faculty Director, who instituted an intervention program for students on academic probation with the intention of returning them to good standing in the University. The Resources for Academic Change (REACH) workshops were created because most students do not know the basic information about the academic standing process, which puts them at a serious disadvantage in creating a plan of action. A pilot study in Winter 2008 tested the hypothesis that basic knowledge about academic standing would make a difference in GPA. After attending the workshop students knew significantly more information about the academic standing process and were able to develop a successful academic plan. Additionally, students who attended the workshop (n=231) showed a significant increase in term GPA after the workshop (Pre-Workshop Term GPA Fall 2007: 1.37± 0.05 vs. Post-Workshop Term GPA Winter 2008: 1.91±0.06, $p < .05$) compared to students who did not attend (n=592). Based on these preliminary findings, the center continued the REACH workshop series during the 2008-2009 academic year.

Figure 1.

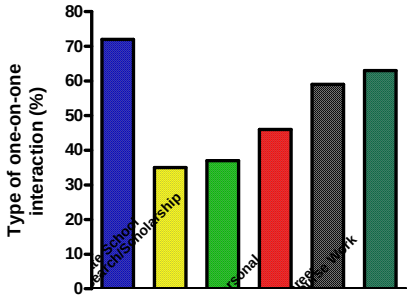


As found in the pilot study, students who attended the REACH workshop in Fall 2008 (N=70) also showed a significant increase in their term GPA as compared to their term GPA prior to the REACH workshop in the Spring of 2008 (Pre-Workshop Term GPA: 1.16± 0.09 vs. Post Workshop Term GPA Fall 2008: 1.96±0.12, $p < .05$). For those students who did not attend a REACH workshop, GPAs did not significantly increase (Pre-Workshop Term GPA Spring 2008: 1.67± 0.05 vs. Post-Workshop Term GPA Fall 2008: 1.97±0.04). The data from the REACH workshops show that the intervention is beneficial for students at risk for academic dismissal.

For 2009-10, the SSRC will continue the REACH workshops for all students on academic probation. The Center has already begun the development of a REACH Workshop II focusing solely on strategies for increasing GPA. Additionally, using the same strategy in the REACH workshops (providing the "nuts and bolts" of the process), the Center has begun REACH workshops in the fall of 2009 for students falling under Executive Order 665 (developmental courses to be completed within the first three quarters at university). For the 2008-2009 academic year, our compliance rate (for FTF, regular admits) was 87%. We predict an increase of at least 5% (compliance at 92%) for the 2009-2010 school year with the introduction of the REACH EO665 workshops. The Center is also in the process of developing a preventive REACH workshop that targets students at risk for academic probation (GPAs of 2.5 to 2.0).

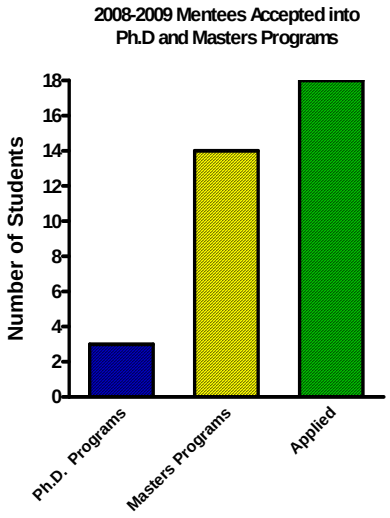
Roadrunner Faculty Mentor Program (RFMP): The RFMP provides one-on-one mentoring for underrepresented and first-generation students to promote successful acclimation to the university setting (CFR 2.10, 2.11, 2.12, 2.13, 2.14). Students are matched with selected faculty within their majors and are provided the opportunity to receive mentoring in a wide variety of domains, including course work, career planning, graduate school preparation, research and scholarship, and even some non-academic/personal issues. As shown in Figure 1, students in the program take full advantage of the wide variety of mentoring. (Note: because students can receive more than one type of mentoring throughout the year, the data surpass 100%.) The program prides itself on the fact that students "get connected" with faculty on multiple levels and students feel close to their mentors as evidenced by the high percentage (46%) of mentoring on non-academic/personal issues. Consequently, faculty mentors not only mentor students in achieving their educational objectives, but serve as important, personal role models to inspire students to meet their full potential in life.

Figure 1.



Over the years, the program has provided Faculty mentors in all the disciplines on campus. Recently, a total of 169 students participated in the 2008-2009 RFMP with an ethnic break-down of 45% Mexican American/Hispanic, 41% White, 9% African-

Figure 2.



American/ Black, 2% Asian American, and 1% other. Over the years, mentees have reported very high satisfaction with the program (90%) and have valued the relationship they have formed with Faculty. Although the main goal of the program is to help first-generation students acclimate to academia and then move smoothly toward graduation, some of our mentees surpass this goal by getting accepted into graduate programs. (See Figure 2.) During the 2008-2009 school year, 12% of our mentees successfully gained entrance into graduate programs (3 Ph.D., 15 MA). As a result of budget cuts, the RFMP 2008-2009 program had no funding at the beginning of the school year. Fortunately, by January 2009, the program was resurrected by the Provost, who funded a small faculty group (5 mentors). Despite the fact that the program was at an all-time low in the number of mentors, the 5 faculty were able to provide 151 students with services contributing to their success.

Ronald E. McNair Scholars Program: Cultivating a culture of excellence, CSUB's Ronald E. McNair Scholars program prepares promising CSUB undergraduates for entrance into Ph.D. programs. A branch of the federally funded TRIO program, the McNair Scholars program targets juniors and seniors who are low-income, first-generation, and underrepresented students. CSUB's McNair Scholars Program became active on the CSUB campus in Fall 2003 and recruited its first cohort of students during Winter 2004. Since its inception, the McNair Scholars Program has served 84 students. McNair Scholars must have a minimum overall GPA of 3.0 for acceptance into the program with the expectation that at graduation their GPA will be at 3.5. In addition, they must show a strong interest and aptitude for research. Primarily research oriented, the program requires students to participate in research internships with faculty mentors with the expectation that students will present their findings at regional conferences and at least one national conference. For the 2008-2009 cohort, 100% presented their research at regional conferences, and 75% presented their data in the national arena. McNair students are required to participate in a two-unit course entitled "From CSUB to Ph.D." The course content ranges from how to prepare for the GRE to how to write a statement of purpose. By providing access to the resources needed to gain entrance into graduate school, the program promotes diversity among Ph.D.s in the academy and beyond. This is certainly the case for our 2009-2010 cohort, which includes 65% Hispanic, 20% Caucasian, 5% African American, 5% Pacific Islander, 5% Filipino, and 10% Mixed Heritage. From our 2008-2009 cohort, 7 of 20 McNair students graduated from CSUB. Of the seven, two are in Ph.D. programs, one is in a Master's to Ph.D. bridge program, one is in a Master's program, and two are in research and private industry internships preparing to apply this Fall.

Our McNair students have gone on to such prestigious Ph.D. programs as Chemistry at UC Berkeley; Business at the University of Michigan; Biochemistry at the University of Wisconsin, Madison; High Energy Physics at the University of Nebraska; and Religious Studies at UCLA.

Tutoring Services: Tutoring is offered to all CSUB students in the spirit that excellence is sometimes achieved with some assistance (CFR 2.10, 2.11, 2.12, 2.13, 2.14). Tutoring is delivered primarily through the OASIS Tutoring Center and math Tutoring Center and is utilized voluntarily by students in general education courses and is required for students taking developmental courses in English and/or math. Data provided by the OASIS/Math Tutoring Center show that 34.6% of the students enrolled in remedial English courses sought tutoring in Fall 2007 and nearly all in Winter 2008. In contrast, only 4.1% of the students enrolled in remedial math courses attended tutoring in Math in Fall 2007 and 7.6% in Winter 2008.

The Library also offers information resources tutoring, and the athletic programs have Study Hall for all student athletes. Some departments and programs, such as the Hawk Honors Program, encourage study groups, and a few departments offer scholarship support or course credit to advanced students to tutor their peers. Tutoring has largely been supported through a Title V grant. As part of the USP process, an action plan is being developed to institutionalize tutor services. Academic assistance, such as tutoring, that increases the academic performance of students is particularly important for learning communities like CSUB, where

excellence is the vision and our increasingly diverse student body includes many who are first-generation students, compounded by the fact that CSUB is in a region that has historically had a very low college-going rate in the state (37.8% in 2008).

The Career Development Center (CDC): The CDC has undergone a significant transition within the past several years to move toward a focus on career education. In 2007, the CDC introduced a new advising strategy incorporating a self-assessment in conjunction with resume development and a job search strategy focused on empowerment and confidence building. During 2008/2009, the CDC tested the usefulness of our new strategies with a random sample survey administered to 141 students who had an appointment with a career counselor. The survey, administered before the appointment, asked questions about how confident the students felt about their resumes and job searches. After the appointment, students were asked how informed they felt about resume development and how likely they would be to practice some or all of the tips related to the job search. The results of the survey showed that 83% of the students surveyed indicated they didn't feel very confident about their resume prior to the advising session, but 94% claimed they were better informed about creating a powerful and persuasive resume after the advising session. Also, 96% of the students indicated that they would continue working with the CDC to further develop their resumes after the advising appointment. We believe these initial results indicate that our resume development method encourages students to confidently move forward in the creation of a strong marketing document.

During 2009/2010, the CDC will seek direct data to determine if students can demonstrate critical thinking skills after learning to create an evidence-based resume. The staff will conduct the learning intervention to teach the evidence-based resume development method through one-on-one appointments and small group workshops. After the intervention, students will submit a mini-self-assessment that will be scored using a learning outcomes rubric. The CDC will use these data to determine the effectiveness of this resume development method.

Two additional initiatives launched by the CDC include CSUB's Professional Development Program, (PDP) and the Career Peer Club. The PDP offers companies the opportunity to begin grooming professional talent as early as the end of a student's freshmen year. The primary focus of the program is to mentor students while supporting succession planning for companies in the region. The aim of the program is for students to gain valuable skills, build confidence, and receive guidance in a particular career area. Additionally, the affiliation with the company helps students see the value of enrollment in college while they explore a possible career path. The CDC piloted the PDP during 2008/2009 with several companies including TJ Cross, a local engineering firm; Insect Lore, a science-based educational toy company; and The Corporation for Standards and Outcomes, a privately held company that provides service and technology solutions. The PDP administers evaluations to both the student and employer during the internship to ensure that learning and growth occur throughout the program. The second program initiated by the CDC in September 2009 is The Career Peer Club. The club includes a cadre of CSUB students who work directly with their peers to educate, engage, and empower students through outreach and advising. The Career Peers recently launched a Facebook page and will work on marketing, advising, and offering career education workshops to increase the usage of the CDC.

The Center for Community Engagement & Career Education (CECE): As an outgrowth of strategic planning efforts, the CDC will expand in 2009 to include Service Learning and Community Engagement. The CDC will be renamed The Center for Community Engagement and Career Education to reflect CSUB's commitment to community engagement. The purpose of the Center is to explore, develop, and actualize creative means in which CSUB can partner with community entities (e.g., local governments, K- community colleges, business and industry, non-profit organizations) to improve the quality of community life through student service learning and faculty engagement. The Center will pursue three specific goals during 2009/2010.

Goal One: The Center will become the central entity for all curricular and co-curricular activities associated with Community Engagement, including the development of learning outcomes, data collection, assessment and reporting; in addition, it will serve as a model for other CSUs interested in integrating community engagement with career education and service learning. The measurable outcomes include administering an end-of-year survey to the campus community in May 2010 to measure community engagement awareness and

the likelihood of community engagement participation; the development of baseline data from the number of online submissions to report community engagement activities; the development of university-wide learning outcomes, rubrics and assessment tools for service learning courses by June 2010; and approval for and implementation of risk management standards by February 2010.

Goal Two: The Center will implement a strategic outreach campaign to engage, educate, and encourage students, staff, and faculty to participate in community engagement experiences. The measurable outcomes include administering an end-of-year survey in May 2010 to measure community engagement awareness and the likelihood of student participation in community activities, the utilization of RunnerLink data to determine the number of student views and application conversion rates, the development of departmental learning outcomes for curricular engagement, compilation of participation rates of faculty, and the effect of professional development support workshops focused on community engagement.

Goal Three: The Center will further develop relationships with current stakeholders and will foster new stakeholder relationships including K–community college institutions, corporate entities, and community organizations as they explore and enhance community engagement opportunities. Strategic action includes the development of a Community Advisory Council comprised of current and new stakeholders to help guide the Center's initiatives for 2010 and beyond.

The merging of the CDC and Service Learning to create the CECE will benefit from existing resources in the Career Development Center, including support staff, a comprehensive career services management system to promote and process service learning opportunities, ample office space, and deployment of a cadre of career peers who will be trained to serve as campus ambassadors for service learning.

The Center for Community Engagement and Career Education will prepare academic year term reports to document the number, type, and quality of interventions, interactions, and events in support of service learning and community engagement. Reports will also include numbers from RunnerLink, the career services management system, regarding the number of students who review service learning and volunteer and community engagement opportunities. Quarterly reports will inform our practice, set standards and benchmarks, as well highlight areas of excellence.

The Center for Community Engagement and Career Education will build learning outcomes for service learning courses, using rubrics based on the hallmarks of a CSUB graduate. The criteria include critical reasoning and problem solving, discipline-based and career-based learning, numerical literacy, engagement and personal/interpersonal development, and unique learning outcomes. Rubrics will be shared with academic departments, as well as the University Assessment Fellows, the Committee for Requirements and Standards, and the Academic Senate. The learning outcomes will create an opportunity for CSUB to assess learning experiences for students who participate in community engagement.

First-Year Experience Program: The first year of university life is critical to student learning and success. Beginning in Fall 2005, the campus instituted a new First-Year Experience (FYE) program. The mission of the program is to build, nurture, and sustain a vibrant educational community at CSUB, committed to the academic and personal success of undergraduate students in "transition": first-year college students, transfer students, and re-entry students.

The FYE Program goals are to assist students "in transition" to (1) acquire essential academic information, gain necessary technical skills, and access needed academic support services (LEARN); (2) become actively engaged with CSUB through faculty "passions for the academy" (ENGAGE); and (3) become actively involved through structured opportunities as a "student ambassador" of CSUB (SERVE). We designed three two-unit courses—each one addressing one of the three components above. Anonymous surveys of students in the program each year reveal that students are, as a whole, very satisfied with their instructors in all courses.

We have not yet investigated the impact of this program on student success. We propose to analyze the impact of the program on retention rates, on the completion rates for General Education basic skills courses, and on

other student success measures over the next two years. The students who started in our second cohort (2006 FTF) will provide us with a 4-year graduation rate in June 2010. In addition, we propose to investigate the impact of the program on subsequent involvements in campus activities and organizations as well as involvements in the greater Bakersfield community. Our campus already has a good percentage of students who get involved in faculty research, but our expectation is that the percentage will be even higher in conjunction with the FYE.

The Graduation Writing Assessment Requirement: Eleven years ago, as CSUB worked on Subject Matter Competency requirements, we decided to give students a new option for fulfilling their upper-division writing competency mandate. We added an online composition course (English 305: Modes of Writing) as a GWAR alternative. It boasts a 98.1% retention rate with enrollment figures and waiting lists far exceeding what we expected. This class is useful for students with commitments that prevent them from attending a traditional composition class on a regular basis. As usual, this year we required two on-site meetings (for a writing sample on the first day and a final exam on the last day) during the course for security reasons. We not only check the writing competence but also the identification of the students whose competence we are validating. During the Educational Effectiveness Review, we will assess the impact of offering two sections each quarter and reducing class size to 22 students in each section.

Other Support for At-Risk Students: There are clearly other ways to produce learning in addition to those now used in most colleges. Research shows that students in settings with shared, connected learning tend to form self-supporting groups that extend beyond the classroom (Sou*rce:* "Promoting Student Retention: Lessons Learned for the United States," *Tinto* (2002) and "Taking Student Success Seriously," *Tinto* (2007)). Students learning in this way spend more time together out of class than do students in traditional classes, and they do so in ways students see as supportive. The more value students find in their learning, the more likely they are to stay in school and graduate.

With the demographic profile of CSUB students, recognizing the role campus climate and inter-group relations contribute to retention and academic success is important. California State University has three programs that serve first-generation, historically disadvantaged students, and other underrepresented student populations. These programs work together to provide cultural enrichment and social activities that help students build community, improve campus involvement, develop social networks, and increase academic success, all of which bind students to the University outside of the classroom. The following is a brief description of each program and some of the activities in which these departments engage students.

The STAAR Program serves 250 first-generation and/or low-income undergraduate students at CSUB. Services include educational, personal, career, peer counseling, and advising, as well as academic strategies through General Studies courses. STARR provides motivational workshops, tutoring and cultural/social activities, and graduate school and financial aid preparation. Job opportunities for student counselors and/or tutors, internships to graduate students, and volunteer opportunities for students who wish to acquire work skills are also provided.

Established by the California legislature in 1969, the Educational Opportunity Program (EOP) serves as a primary vehicle for the CSU to increase the access and academic success/retention rate of educationally and economically disadvantaged students. The CSUB EOP serves over 1,100 students per year by providing numerous social and cultural enrichment activities intended to improve retention and build community among program students and the campus community.

CAMP is currently in the fifth year of its five-year funding cycle. This federally funded program helps first-time freshmen address the educational and social development of migrant-identified students through academic advising and student support services to ensure they successfully complete their first year of academics. CAMP serves 80 students per year. Follow-up services are provided beyond the first year to assist in the completion of their baccalaureate degrees.

CSUB believes student success and retention often depend on what takes place outside the classroom. This is especially true with first-generation, low-income, disadvantaged, non-traditional students since they have not

been exposed to the social aspects of college life or the hurdles of college. To that end, programs such as STAAR, EOP, and CAMP provide instruction and activities that help students reach their goals outside the classroom whether those goals are social, career-related, or personal. These goals are met through various activities that bring students together in divergent settings that help them learn about each others' cultures and social networks, while they are developing interpersonal skills as well as building community.

Activities that are part of each program are carried out by the clubs and organizations. Clubs sponsored by STAAR, EOP, and CAMP are STAAR Parapros, CHI Alpha Epsilon National Honor Society, Student Activities Club, Kappa Alpha Psi Fraternity Incorporated, AAC PEERS, Black Men On Campus, Black Women On Campus, Black Young Stars, MECHA, and the African-American Student Union. Each club or organization works to put on activities and bring students together to engage one another, the CSUB community, and the Bakersfield community. A sample of club-sponsored activities and events include the following:

A) STAAR TRIO Parapros Club—FUNFEST brings all campus clubs and organizations together in a fun competition of games and athletic challenges and provides students with social networking and community building opportunities.
B) STAAR Student Activities Club—Awake–A-Thon brings students together to raise money by getting pledges to stay awake for a certain amount of time one day. The money is used to help students in need and to support future events. Students learn how to work together in a fundraising activity that results in social networking and community building.
C) EOP PEERS Project BIG—Project BIG brings 120 elementary-age students to campus and provides campus tours, offers peer talk, and engages the students in an art project. Students learn community service, peer mentoring, and ways to promote higher education and the University.
D) Black Men/Women on Campus—Docents at Adobe Krow Archives, a local museum dedicated to archiving the history of African American Citizens in Bakersfield and Kern County. Students learn cultural enrichment, community service, and career/professional development.

While these are only a few of the activities and events that these program students are engaged in, this summary gives a small sampling of what the expected outcomes of these activities are and how important they are to student development. We believe that engaging students outside the classroom in these types of activities will help them become better-rounded citizens and students. Getting students more involved outside of the classroom helps the CSUB improve retention by having students more invested in their academic success. Students within these clubs hold study sessions, interact with each other more often, and quite naturally look out for each other. Students are not only concerned about their own academic success, but also the success of their classmates. Students who are engaged outside the classroom come to visit their program advisors more often and want to see what other opportunities and resources are available to them to be successful.

By working to provide activities and support, STAAR, EOP, and CAMP have developed unique relationships among the student populations that they serve. Students in these programs are more involved in the classroom, the campus community, and society as a whole. The networks that these students form, along with their social and personal development within these programs, helps them navigate the obstacles of college and life, while providing them with the tools needed to be productive members of society.

For all of these funded programs, the annual progress reports submitted to their funding agencies regarding number of students served, demographic profiles of students, and types of services provided are used to improve these programs and their impact on student success. A comprehensive assessment of these programs will be a major theme in the campus' upcoming Educational Effectiveness Review.

In order to improve our branding and communication efforts, the Division of Enrollment Management purchased Hobson's Enrollment Management Technology software, which allows staff to communicate to students using the latest technology. Hobson's provides instant tracking of e-mail as well as a track record of all communications sent to each student. Furthermore, CSUB University Outreach hosts frequent Council of Counselors sessions inviting high school and community college counselors onto campus to improve communication with our key partners.

Customer service and efficiency remains a focus of continuous improvement in Enrollment Management. Staff and student assistants are required to attend frequent customer service training sessions. Last year, the offices of Financial Aid and Admissions and Records became "paperless" in Fall 2008, which provided staff with instant access to student files and increased security for student files since there are no physical files for students who enrolled after Fall 2008.

Finally, the Division of Enrollment Management implemented the One Stop Shop in January of 2009 to bring together key student service areas such as Financial Aid, Admissions & Records, Cashiering, and Veteran's Affairs both in physical location and in processes and procedures. To provide a similar service to a broader audience, a new Website was created for the One Stop Shop (www.csub.edu/onestop), as well as for Veteran's Affairs (www.csub.edu/veterans). A One Stop Shop Counselor was hired in January, who acts as a generalist and is trained in all areas of student services within and outside the Division. The One Stop Shop intends to hire one more counselor before the end of next year in response to an increasing trend in enrollment.

B. Next Steps: Plans for Addressing Student Success

Several university-wide goals focus on both dimensions of student success: degree completion (indicated by graduation and retention rates; see University Strategic Plan) and student learning outcomes (the "Marks of the CSUB Student"). Over the past few years, we have produced a good deal of data and information related to both these dimensions of student success in the process of constructing this report, and much of it has been incorporated herein (see Appendix C7). However, the shift from the Banner to the PeopleSoft system and the current implementation of the iStrategy system will afford us with a more integrated and institutional approach to data collection. The discussion "Organizing for Learning" in Appendix B, describes the infrastructure that we have built to support this work in an ongoing way. Our next steps essentially build upon that which we have started:

1. Create and catalogue the data and information that we have compiled, create a systematic list of questions suggested by those data, and collect and analyze the data to answer those questions.[2]
2. Conduct assessments related to outcomes that have not been assessed recently.
3. Create a comprehensive baseline of data and information relating data and findings to goals that refer to expected student outcomes.
4. Create action plans in response to the baseline data (i.e., based on the findings, maintain effective practices and make changes in less effective practices).
5. Develop a plan for the systematic assessment of the co-curricular program outcomes.

[2] For example, the graduation rate data indicate that while the graduation rates of nearly all student groups have shown steady improvement, the rates for our African-American and Mexican-American students have not. We have a number of support programs designed to serve struggling students (EOP, STAAR, etc.). An examination of (1) institutional data that describes students' "career" at CSUB, as well as data on their involvement with support programs and other services and (2) an analysis of the processes by which support services are provided to students should help us identify potential points in the student career and/or changes in support practices where we might focus activities aimed at improving student outcomes.

Update on Preparedness for the Educational Effectiveness Review

In the Institutional Proposal, CSUB specified the following two themes for the Educational Effectiveness Review (EER):

- Community Engagement (Theme III, originally called Theme IV)
- Student Learning (Theme IV, originally called Theme III)

Community Engagement

For Theme III, Community Engagement, the major question was "How effectively does the University support faculty, staff, and students in their efforts to enhance the quality of life in the University's service community?" CSUB further proposed that the Assessment Council and the Community-Engagement Research Team would examine four key research questions concerning community engagement.

As part of the University Strategic Planning (USP) process, one work group specifically focused on Community Engagement (USP Work Group III), which served as the community engagement research team. In its review and discussions of the four key research questions, USP Work Group III recommended that CSUB systematically address these questions by preparing an application for the voluntary classification of Community Engagement by the Carnegie Foundation. The USP Steering Committee formally approved this recommendation, and USP Work Group III has begun gathering all the necessary data to complete the application for the voluntary classification of Community Engagement, with the letter of intent to be submitted in March 2010 and application submitted by September 2010. CSUB has also initiated the Assessment Fellows program to support the newly implemented University Assessment Council (UAC), and one of the Fellows is the co-chair of USP Work Group III.

CSUB has determined that the University's efforts with community engagement should result in two major outcomes—student learning impact (internal outcome) and regional and community impact (external outcome)—accompanied by an ongoing systematic assessment process for measuring the University's progress in achieving these two major outcomes. We believe that the internal focus on student learning impact through community engagement will integrate with the research questions specified for Theme IV, Student Learning. On the other hand, the external focus on regional and community impact will directly provide evidence for the four research questions specified for Theme III, Community Engagement.

We believe strongly that CSUB has a sustained and comprehensive record of community engagement. What we need to achieve for the Educational Effectiveness Review is the development of an infrastructure for ongoing systematic assessment of the impact of our community engagement activities on student learning and on the region and community. This will be accomplished by incorporating service learning and community engagement into an expanded Career Development Center, which will be renamed the Center for Community Engagement and Career Education (CECE). The CECE will serve both as the central repository for the University's community engagement activities and as a mechanism to engage students and faculty with the CSUB service region to address community issues.

The current mechanisms for ensuring that the University's diverse community engagement activities will have positive impact on student learning (especially on career-based knowledge and personal growth and maturity) and on the region and community include the Academic Program Scans, Program Reviews, and Assessment Fellows at CSUB, as well as the CSU system wide Center for Community Engagement. The CSUB Foundation Board of Directors and the Provost's Community Stakeholders meetings provide input and feedback from community leaders. The major planned mechanism is to review the criteria for the faculty Retention, Tenure, and Promotion process for establishing the potential role(s) of community engagement for evaluating teaching (e.g., service learning), scholarship (scholarship of application), and professionally related service.

Student Learning Outcomes

The five (5) student learning characteristics or competencies derived through a three-phase Delphi process for the Institutional Proposal as the "Marks of a CSUB Student" include:

- Critical Reasoning and Problem Solving
- Discipline-Based Knowledge
- Numerical Literacy
- Engagement and Personal Development
- Unique Learning Outcomes

These five (5) student learning competencies were further discussed and reviewed during two additional sessions on "Defining—and Refining—Student Learning" in which the campus community provided "mechanisms" for the assessment of knowledge acquisition, skill development, and value/attitude enhancement for the different student learning competencies. We believe that continual review and development of these initial comprehensive efforts, along with an assessment rubric regarding student learning will provide the required evidence for the Educational Effectiveness Review and establish a sustainable infrastructure committed to ongoing systematic assessment of student learning at CSUB.

Primary Contributors or Facilitators of Student Learning that impact the five student learning competencies include:

- Roadrunner First-Year Resources for Undergraduate Success and High-Achievement (RUSH-A) Program;
- General Education program for basic skills and "breadth" of knowledge;
- Academic departments through their respective discipline-based majors and faculty sponsored student research and scholarship;
- Library and Information Technology for computer literacy and information management;
- Community Engagement through internships, field placements, service learning, and volunteerism;
- Enrollment Management through its diverse academic support services; and
- Student Affairs through student activities and clubs, as well as career exploration and preparation.

The newly established Committee on Academic Requirements and Standards (CARS) has oversight responsibilities for all university-wide requirements for the baccalaureate degree, the newly implemented University Assessment Council (UAC), and the recently implemented annual Academic Program Scan process. In addition, the University plays an integral role in two system-wide activities that have specified "standards" to be achieved—Access to Excellence (the CSU strategic plan) and Facilitating Graduation (the CSU plan for "facilitating" graduation at the baccalaureate level). Finally, CSUB was involved in the first collaborative effort of a two-year college and four-year university effort with the Foundations of Excellence program sponsored by the National Resource Center (NRC). The NRC program is a nation-wide effort that asks its participants to address nine (9) dimensions that have been established for this program. These dimensions integrate well with criteria specified for the CSU Access to Excellence and Facilitating Graduation, as well as with the CSUB Strategic Plan.

In summary, CSUB believes strongly that with the efforts completed for the CPR along with our current efforts already completed for Theme III, Community Engagement, and Theme IV, Student Learning, the University will be fully prepared to demonstrate its Educational Effectiveness in Spring 2011.

Concluding Essay

In 2005, California State University, Bakersfield, celebrated 35 years of educating and serving the greater Kern County community and the State of California. As one of 23 campuses of the California State University System, CSUB's mission is to provide a high quality and accessible education to all students and to meet regional needs. This concluding essay synthesizes what the institution has learned from preparing for the re-affirmation of accreditation. It will summarize the topics of alignment toward a common mission and vision, the creation of a campus culture of excellence, and achieving student success, and will indicate our preparation for the Educational Effectiveness Review.

University Alignment: Achieving Educational Effectiveness

As the University continues to grow in enrollment, while simultaneously dealing with budget reductions, the issue of "alignment" will remain a checkpoint on CSUB's "institutional effectiveness scorecard." Building institutional capacity to work in more effective and efficient ways continues to be examined within all divisions (e.g., paperless office in Admissions and Records). The CPR reveals success to date, while also identifying needed improvements and continued areas of focus. Institutional student learning outcomes have been developed with the involvement of all campus constituents and are in the process of being embedded and measured as the focus of every unit on campus. More work is needed in the alignment of SLOs with student support services, and in the development of assessment rubrics that link the academic programs' goals with the institutional learning goals. Additionally, based on the Academic Program Scan results, programs will be supported to move from their current stage of assessment to a higher one, and those already at the highest level will be encouraged to support other programs. The reports from each of the University Strategic Plan work groups need to be reviewed, with priorities and target goals established in light of current funding reductions.

Campus Culture: Achieving Sustainable Excellence

The advancement of a campus culture of excellence that permeates all areas of the institution remains a "work in progress." With a revised mission, a new vision and values statement, and strategic goals in place, the institution is poised to build upon its foundation of excellence. The process for operationalizing the strategic objectives was institution-wide, with engagement of the faculty, students, staff, administrators and input from the community stakeholders. There has been intentional dissemination of the mission and vision throughout the campus community. Individuals at all levels are working together to meet the needs of students, provide an excellent education, and accommodate the community. Most campus units have aligned their own mission and vision with the University's. Ongoing efforts are aimed at assessing the campus' progress toward developing a culture of excellence and reviewing the metrics, timeline and resource implications established by the USP workgroups.

Eight professional accreditation bodies have reviewed and approved the work of CSUB academic programs. Clear policies, procedures, and governing bodies support the mission and vision of the university; at the same time, we need to review how our operations create or sustain unintentional barriers in advancing a culture of excellence. There is also ample evidence that CSUB leadership throughout the institution, including administrators, supervisors, faculty, staff and students, is addressing current issues, concerns, and problems that hinder the campus' achievement of its vision. This is accomplished through respectful dialogue and engagement.

Another key element of the evolving campus culture is a commitment to community engagement. Following the Capacity Preparatory Review visit, CSUB will apply for the Carnegie Classification of "Community Engagement." Through this review process, thoughtful dialogue and planning have helped us identify our strengths and areas needing improvement. An action plan has been developed, and units are being shifted and aligned with the intent of developing a more coordinated and shared function model.

Student Success

The University Mission makes a commitment to offering excellent programs that advance the intellectual and personal development of students with an emphasis on student learning. The vision of CSUB is to be the leading campus in the system in terms of the quality of the student experience. Several programs highlighted in this report showcase the concentrated work toward this goal.

The Foundations of Excellence model provides a framework upon which to build and create a successful first-year college experience for both freshmen and transfer students. CSUB is the first campus in the country to use FoE, in collaboration with a community college. From this year-long review process, CSUB developed a set of eight fundamental values and three goals that are being addressed. And just recently, CSUB was notified that its five year $2.79 million proposal for strengthening the First Year Experience has been awarded by the U.S. Department of Education. The funding will be used to strengthen our existing program and services; support faculty and staff development in achieving the desired learning outcomes; review and update the curriculum and embed established benchmarks of student learning outcomes; remove roadblocks and improve services along the pathway to degree completion, especially for Hispanic and other underrepresented students; and improve persistence, retention, and graduation rates.

Given that many of our students need developmental education in English and Mathematics, CSUB has successfully piloted summer intensive programs with excellent results. The emphasis is on providing every opportunity for student success in their first year at CSUB. The option to fulfill the upper-division writing competency mandate through an on-line format, the well-defined First Year Experience Program, and the multiple academic support programs designed to meet the cultural needs of first generation, historically disadvantaged, and/or underrepresented students are among the examples of our commitment to students as reflected in our mission and vision.

Timeline for Future Action

Many of the future actions described below are ongoing processes within the University. Placement in a specific window of time on the following timeline may mean that the activity will continue or be initiated as an ongoing process.

2009-2010

- Review and modify as needed, the plan for demonstrating achievement of CSUB's educational objectives in preparation for the Educational Effectiveness Review. Responsible Person – Provost
- Undertake an analysis of the impact of the First Year Experience Program on retention rates, completion rates, basic skills, and other aspects of student success by with outcome measures and a standardized assessment process that leads to program improvement. Incorporate the findings into the new FYE grant activities. Responsible Persons – Associate VP Enrollment Management, Assistant VP IRPA, Title V Project Director
- Conduct a review of programs and services, and determine how they impact first-year student success; develop clearly defined goals and objectives. Responsible Person – Vice President for Student Affairs and Associate VP Enrollment Management
- Continue to offer developmental courses and Academic Support Programs for students, and develop outcome assessment measures and a standardized assessment process for each program. Responsible Person – Associate VP Enrollment Management
- Plan for an expanded summer program that focuses on preparing students for their First Year. Responsible Person – Associate VP Enrollment Management
- Review, prioritize, and adjust as needed, the University Strategic Plan's target objectives, timeline, and metrics in light of the current budget climate. Responsible Persons – President, President's Cabinet,
- Develop increased alignment between the academic mission, academic programs and student support services (including aligning student support program goals with the institutional goals and developing metrics for assessing continuous service improvement needs). Responsible Person – Vice President for Student Affairs
- Create a mechanism to report on committee work and accomplishments related to institutional goals and SLOs. Responsible Persons – Academic Senate Chair and appropriate Academic Senate committee chairs
- Integrated the Academic Program Scan data into an overall campus strategic academic plan; link with the development of a revised Academic Program Review template and process; establish annual report protocols. Responsible Person – Provost, Deans, Associate VP Academic Programs, Academic Senate, Department Chairs
- Prepare the application for the Carnegie Classification "Community Engagement." Responsible Persons – Vice President for Student Affairs, Director of the Center for Community Engagement and Career Education, and Strategic Planning Work Group Three

- Continue to provide the resources and other support necessary to maintain the eight programs that have earned national, state, or regional accreditation. Responsible Persons – President, Provost, Deans
- Support the Department Chairs in aligning their academic program curricula, pedagogy, and assessments with the institutional student learning outcomes. Responsible Persons – Associate VP Faculty Affairs, Assistant VP IRPA
- Establish staff development programs and a multiyear calendar to support CSUB staff increase their knowledge and competencies in key areas, including assessment, PeopleSoft, iStrategy, LiveText; initiate cross training within and between departments, and increase the utilization of data for monitoring improved services to students. Responsible Persons – President's Cabinet
- Support faculty and staff attendance at workshops on institutionalized assessment of learning, PeopleSoft, iStrategy; promote a "train the trainer" approach for disseminating the information. Responsible Persons – President's Cabinet
- Expand the pre-collegiate summer preparation and support programs; standardize the assessment process to create a cycle of inquiry and continuous program improvement for each program. Responsible Person – Associate VP Enrollment Management
- Assess the impact of offering six sections of the on-line composition course (English 305), two each quarter with a reduced class size. Responsible Person – Associate VP of Enrollment Management

2010 -2011

- Continue preparing for the Educational Effectiveness Review. Responsible Persons – President's Cabinet
- Review and align, where necessary, the performance review criteria for staff in relation to the institution's goals and objectives. Responsible Persons – President's Cabinet
- Review the faculty Retention, Promotion, and Tenure criteria and revise as appropriate in light of institutional mission and goals. Responsible Persons – Academic Senate Chair and appropriate Senate committee chairs
- Establish faculty development incentives and programs to support all CSUB faculty in key areas, including improving teaching, using technology, implementing assessment tools for SLOs, and using data to change practice and improve learning for students. Responsible Persons – Provost and Vice President for Academic Affairs, School Deans, Associate VP Faculty Affairs, and Assistant VP IRPA
- Integrate technology into the student advisement process; develop a plan for continuous improvement. Responsible Persons – Associate VP for Enrollment Management, Director of Academic Operations
- Prepare campus-wide annual outcomes-based assessment report that aligns with the University's mission, vision, and goals. Responsible Persons – President's Cabinet and Assistant VP IRPA
- Establish an awards program for individuals whose exceptional behavior or accomplishments are aligned with the university mission, vision, and goals. Responsible Persons – President's Cabinet, Academic Senate, Staff Forum
- Host an annual community forum on specific topics to maintain a campus culture of transparency and professional dialogue. Responsible Persons – President and Academic Senate Executive Committee

California State University, Bakersfield

CAPACITY AND PREPARATORY REVIEW (CPR) REPORT

Appendices

Appendix A Crosswalk: CSUB's CPR Theme Essays, WASC Standards, an Criteria for Review (CFR)			
WASC Standards	**Theme 1: Alignment - Achieving Educational Effectiveness**	**Theme 2: Campus Culture**	**Student Success**
WASC Standard 1:	CFR references to standard 1 can be found on the following pages:	CFR references to standard 1 can be found on the following pages:	CFR references to standard 1 can be found on the following pages:
Defining Institutional Purposes and Ensuring Educational Objectives	1.1: 3,5,7,8	1.1: 11,12	1.1:
	1.2: 4,5, 6	1.2:	1.2:
	1.3: 3,4,5,6,7,8	1.3: 11,12,13	1.3:
	1.4: 5	1.4: 15	1.4:
	1.5: 4	1.5: 11,12	1.5:
	1.6: 8	1.6: 11,13,15	1.6:
	1.7: 5	1.7: 13	1.7:
	1.8: 8	1.8: 11,14,15	1.8:
	1.9: 3,8	1.9: 11,13	1.9:
WASC Standard 2:	CFR references to standard 2 can be found on the following pages:	CFR references to standard 2 can be found on the following pages:	CFR references to standard 2 can be found on the following pages:
Achieving Educational Objectives through Core Functions	2.1:9	2.1:13	2.1:
	2.2:4	2.2:	2.2: 22
	2.3: 4,5,6	2.3:	2.3: 18
	2.4: 5,6	2.4:	2.4: 18,20
	2.5: 5	2.5:	2.5: 18
	2.6: 5	2.6:	2.6: 18
	2.7: 5	2.7: 13	2.7:
	2.8: 7,8	2.8:	2.8:
	2.9: 6,8	2.9:	2.9:
	2.10: 5,8,9	2.10:	2.10: 18,21,23,24
	2.11: 5	2.11:	2.11: 18,21,23,24
	2.12: 8,9	2.12:	2.12: 18,21,23,24
	2.13: 5,8,9	2.13:	2.13: 18,21,23,24
	2.14: 6,8	2.14:	2.14: 18,21,23,24
WASC Standard 3:	CFR references to standard 3 can be found on the following pages:	CFR references to standard 3 can be found on the following pages:	CFR references to standard 3 can be found on the following pages:
Developing and Applying Resources and Organizational Structures to Ensure Sustainability	3.1:8	3.1:	3.1:
	3.2:	3.2:	3.2:
	3.3: 7,8	3.3:	3.3:
	3.4:8	3.4:	3.4:
	3.5:	3.5: 13	3.5:
	3.6:	3.6: 14	3.6:
	3.7: 8	3.7: 14	3.7:
	3.8: 5,6	3.8: 12	3.8:
	3.9: 6	3.9: 14	3.9:
	3.10:	3.10:15,16	3.10:
	3.11: 5,6,7	3.11: 13	3.11:

WASC Standard 4:	CFR references to standard 4 can be found on the following pages:	CFR references to standard 4 can be found on the following pages:	CFR references to standard 4 can be found on the following pages:
Creating an Organization Committed to Learning and Improvement	4.1: 3,5, 6, 7	4.1: 12	4.1:
	4.2:	4.2: 12	4.2:
	4.3: 5, 7	4.3:	4.3:
	4.4: 5	4.4:	4.4: 19
	4.5: 3	4.5: 12	4.5: 19
	4.6: 3,4,5,6	4.6: 12,14,15	4.6:
	4.7: 6	4.7:	4.7:
	4.8: 4,5	4.8: 11,12,13,14	4.8:

Appendix B
Response to Concerns in the CSUB 2000 WASC Commission Letter

In 2000 the WASC Commission reaffirmed California State University's accreditation**.** In its letter, the Commission commended CSUB on its "development as a student-learning-centered university." The Commission asked that during it next accreditation cycle that CSUB address four areas of concerns: (1) sustaining momentum, (2) organizing for learning, (3) technology as a means, and (4) diversity. The following sections provide CSUB's response to the WASC Commission's concerns. (Note: The response to the WASC Team's recommendations is in our original submission and will be available in the Document Room.)

SECTION 1 - SUSTAINING MOMENTUM

The Commission commended the University for developing "an innovative self study that enabled it to reflect on the ways in which it is using assessment and technology to enhance student-learning and to leverage the assessment and technology initiatives to speed and broaden them." While recognizing the importance of CSUB's work in student-learning outcomes assessment and use of technology to support student learning, the Commission believed that the University community must further discuss and develop the concept of student-learning outcomes. Without a wide understanding of, and commitment to, the concept of student-learning outcomes, it will not serve to link CSUB academic and academic support programs and activities to the University vision, mission, and strategic goals.

With the hiring of a new President in 2004, a new Provost in 2005, a new Vice President of Student Affairs in 2006, two of four new school deans in 2006 and 2008, a new assistant vice president in 2008 for a newly organized office charged with institutional research, planning and assessment, as well as the replacement of other senior level academic administrators, the University was provided an opportunity to refine and define its vision and mission and strategic direction.

The first step was the formal adoption of the University's vision statement in September 2004 by President Horace Mitchell, following positive recommendations from the Academic Senate, Academic Affairs Council, and President's Cabinet. The second was the development of five (5) strategic goals and three (3) objectives for each strategic goal as presented in President Mitchell's 2006 University Day Address. The third was the development of a full strategic plan, following extensive campus-wide discussion of the strategic goals and objectives.

It was recognized that to assure student learning and achieve educational effectiveness, all departments, personnel, and resources must be directed towards supporting the strategic goals and objectives of the University. Thus "alignment" requires the development of an integrated infrastructure for measuring our progress and matching our actions to our intentions. Since the submission of our institutional proposal, the University has been simultaneously involved in the development of a strategic plan and creating an infrastructure aimed at assessing the achievement of our desired goals, including student learning.

As noted by the 2000 WASC Commission, CSUB had a long-standing practice of assessing student learning. Dr. Mary Allen, a leader in the field and a CSUB Professor Emeritus was instrumental in guiding academic programs to establish student learning outcomes and assessment practices. However, with the departure or changing roles of the faculty experts in the area, the model of support for assessment also changed. And while CSUB had earned a solid reputation of good assessment practices, the emphasis had been on *individual-stand alone* academic program assessment. The campus needed to shift to an integrated institutional model of assessment that is directly supported by and linked with the academic programs' and co-curricular outcomes. Moreover, with recent faculty hires, there was an opportunity to begin forming a new "shared" understanding of assessment, including increasing the awareness of recent changes and developments within the field.

The discussion in Reflective Essay I, "University Alignment: Achieving Educational Effectiveness" elaborates on the development of the institutional student learning goals, and describes how the concept of "alignment" is made operational. Alignment at all levels and across all units remains one of the University's critical issues. Since the submission of the Institutional Proposal, CSUB has devoted itself substantially to developing clear linkages among its diverse programs, policies, processes, and resources, with the University vision, mission, and strategic goals. Despite the adoption of the new vision statement, it remains necessary for CSUB to "sustain its momentum" through ongoing discussions, development, and feedback on its achievements as a student-learning-centered institution.

SECTION 2 - ORGANIZING FOR LEARNING

A. Areas that lag behind—Schools of Education, Business and Public Administration, and General Education

Since 2000, the Schools of Education and Business and Public Administration have deepened their focus and commitment to the assessment of student learning outcomes. In the School of Education (SOE), this success is demonstrated by the recent granting of a four-year accreditation from the National Council of Accreditation for Teacher Education (NCATE; October 12, 2008) and a seven-year accreditation from the California Council on Teacher Credentialing (CCTC; May 02, 2008). As an

integral part of its accreditation, the SOE implemented assessments in two areas, one focusing on programs and units and the other on credential candidates. The assessment of programs and units focused on the content of the state licensure examination; knowledge base; planning knowledge and skills; student teaching and internships; impact on student learning; unit operations; candidate dispositions; and technology proficiency. The assessment for candidates entails an eight-point rubric which documents students' acquisition of disciplinary knowledge and content; pedagogical knowledge and skills; knowledge and skills in assessing student learning; professional knowledge in "practice"; professional impact on pre-k-to-12 student learners; professional dispositions; technology literacy; and diversity issues.

The School of Business and Pubic Administration (BPA) has made similar progress in assessment practices. Its MBA and the undergraduate programs received full five-year accreditation, without any stipulations, from AACSB International on December 18, 2008. This accreditation assures stakeholders that the graduate and undergraduate programs in BPA will manage resources to achieve a vibrant and relevant mission; advance business and management knowledge through faculty scholarship; provide high-caliber teaching of quality and current curricula; cultivate meaningful interaction between students and a qualified faculty; and produce graduates who have achieved specified learning goals. BPA has established learning goals and objectives, aligned the goals and objectives with program requirements, and adopted assessment calendars that assess individual objectives at least twice during each five-year review cycle. The faculty have carried out course-embedded assessments in accord with this calendar and implemented continuous improvements informed by those findings. In addition to course-embedded assignments, the assessment program for each major includes culminating subject matter tests (ETS for MBA, CSU BAT for BSBA, and an in-house test for Economics).

The Master's in Public Administration program, also in BPA, received full six-year accreditation, without stipulations from its national accrediting body (NASPAA) in July 2009. The Department of Public Policy and Administration has established learning goals and objectives and implemented course-embedded assessment for three of its programs: BA in Public Administration, MA in Public Administration, and the MSA-Health Care Management. The Department's team-based assessment process is cyclical, involving planning meetings each fall followed by meetings throughout the academic year that involve data gathering, data analysis, and continuous improvement. These improvements were well documented in the NASPAA Self-Study Report submitted in August 2007. NASPAA formally approved the MPA assessment program, as well as the procedures for information management, academic and career advising of students, and increasing faculty diversity.

BPA has one additional program, namely Environmental Resource Management (ERM) that is not bound by the accreditation standards of either the AACSB or NASPAA. Majors in this program, however, must submit a portfolio in Senior Seminar that is organized in accord with learning goals and objectives for the major and complete an integrative culminating project. The ERM Program Committee oversees assessment, and the ERM Program Coordinator serves on BPA's Learning Assurance Committee.

Progress in assessment within the General Education program has been fostered through several efforts designed to facilitate and focus assessment efforts. During the 2006-07 academic year, CSUB's Academic Senate established the Committee on Academic Requirements and Standards (CARS) under the aegis of its Academic Affairs Committee (AAC). Once formed, CARS was charged with two functions: (1) to oversee the University-wide Requirements (UWRs) for the baccalaureate degree: lower-division general education areas, upper division general education themes, American institutions, gender-race-ethnicity, and upper division writing; and (2) to assess student learning across UWRs. Under the guidance of CARS, faculty committees for each of the six areas have revisited and updated student learning Goals and Objectives and conducted syllabus reviews to ensure that approved courses integrate those goals. Last year (AY 08/09) the CARS membership began working with the various committees toward the goal of producing a comprehensive assessment plan for each area. That work is continuing during the current academic year. (See Committee on Academic Requirements and Standards [CARS] Annual Report, May 19, 2009.)

In 2001, the University Program Review Committee (UPRC) began to focus its attention on the use of data from the assessment of student learning outcomes for program planning, which contributes to efforts to foster and sustain these practices across the university. The UPRC is composed of faculty representatives from each School, the Academic Senate, and one "at-large" faculty member elected by the general faculty. As such, the UPRC is a faculty-controlled and driven process, though the Office of Academic Programs (OAP) has administrative oversight of the UPRC work. The OAP is committed to increasing program responsiveness to the assessment of student learning outcomes and their use for enhancing the quality of academic programs. In addition, the OAP has taken a lead in collaborating with the leadership of the Academic Senate, CARS, and the University Program Review Committee (UPRC) to embed assessment requirements in all the diverse subcommittees under CARS.

B. Responsibility needs to be clearly defined, coordinated, and funded

The CSUB Assessment Overview (See Appendix D) describes the structures and processes that frame and define assessment of student learning outcomes across the university. Some structures and processes are in place and operating; others are currently under development.

We envision the purpose of assessment and its role within the campus primarily as a set of ongoing practices designed to provide an empirical basis for making decisions aimed at continuous improvement in curriculum, pedagogy, service provision, etc. to foster success in student learning outcomes and other important measures. As academic and student support units design and conduct assessments; collect, summarize, and analyze the data; and make decisions and take actions in response to those findings, the process is documented in reports. These reports contribute to an historical record of the methods used to guide analyses, the impacts of practices on desired outcomes, and a map of the changes to curricula, pedagogy, and other practices over time. The reports also constitute the evidence needed to demonstrate to accrediting agencies and other stakeholders that important decisions affecting student outcomes are informed whenever possible by empirical observation and analysis.

As the outline indicates, oversight and responsibility for implementing and sustaining assessment activities resides within the offices and units closest to the programs being assessed. Thus, for academic programs (majors, general education, university-wide requirements, etc), the faculty (represented by the Academic Senate and relevant committees) have primary responsibility for oversight, since faculty are responsible for the curriculum. Policy development in this area is still ongoing. The Academic Senate passed the resolution "Committee Coordination of CSUB Curricular Requirements and Standards" during Summer 2009, which establishes the Committee on Academic Requirements and Standards (CARS) as a permanent subcommittee of the Senate. It also establishes the University Assessment Council, which is charged with the following:

> Provid[ing] oversight on assessment processes and procedures used across the curriculum. It is responsible for ensuring that assessment activities occur across the university curriculum and assists all school curriculum committees, general education committees, and university graduation requirement committees in the development, implementation, and feedback stage of the assessment process.

The composition of this committee is under discussion this year, and policy development to guide the assessment processes within the academic programs will follow. Expected roles of administrators as they pertain to oversight and responsibility for assessment are noted in the table. Oversight of assessment within the co-curricular and student support programs is the responsibility of Division heads (or their designees).

Although the formal structure of assessment oversight of academic programs is still under development, assessment activities are nevertheless ongoing, and the university provides a variety of resources to support this work. The Assessment Fellows group, composed of three faculty (representing the Schools of Business and Public Administration, Humanities and Social Sciences, and Natural Sciences and Mathematics) and two staff (Director of Center for Community Engagement and Career Education, and the Director of the College Assistance Migrant Program and the OASIS Tutoring Center) was created in Spring 2009 and commenced work during the summer. Fellows are charged with identifying, acquiring, and reviewing (for quality) tools as well as best practices and "transferring" this knowledge to program faculty through meetings, workshops (FTLC), etc. They are also charged with developing tools (such as templates for planning and reporting assessment activities) that may be used across campus should programs decide to adopt them. Finally, Fellows assist programs in their efforts to design data collection processes and to analyze results. Currently the university provides all the funding to support this group. However, CSUB has recently been awarded a Title V Part B grant which will fund assessment activities within the graduate programs, an area of assessment in need of significant development.

In 2008, the office of Institutional Research and Planning was reorganized as the office of Institutional Research, Planning, and Assessment (IRPA), and an Assistant Vice President with expertise in program evaluation was hired to lead the office. The Assistant VP of IRPA provides support to the Assessment Fellows by helping them understand their charge, assisting them with their own knowledge and skill development, and participating in thinking through strategies for carrying out their charge. The Assistant VP also provides support directly to faculty and staff who request technical support in designing and implementing specific data collection procedures and methods for analyzing data.

The university has also made significant investments which support assessment in other ways. A number of faculty, staff, and administrators have received funding to attend a variety of assessment and planning workshops and conferences, for example WASC assessment workshops in English and Psychology, National Conference on First-Year Assessment (National Resource Center for The First Year Experience and Students in Transition), Outcomes-based Assessment for Career Services, and Excellence in Higher Education. Dr. Mary Allen also conducted a day-long assessment workshop on campus in

2006. Our conversion from Banner to PeopleSoft to store and manage institutional data has just been completed, and we are currently engaged in implementing iStrategy, a data warehouse that will make institutional data available in summary form based on selection criteria chosen by the users.

In addition to structures, policies, and resources, success in creating and sustaining ongoing assessment of student learning and other important student outcomes (such as student well-being, a propensity toward lifelong learning, community engagement) depends on embedding taken-for-granted assumptions that collecting data to support decision-making is a normal part of the everyday work environment. In other words, it depends on the creation and maintenance of a "culture of evidence."

Two examples of recent practices that support a culture of evidence with respect to assessment of student learning and the use of data in program decisions include (1) the development of Academic Program Scans, in which faculty reported on various aspects of their programs based on data they collected themselves, as well as institutional "profile" data provided to them, and (2) assessment orientations which targeted program Directors in the Division of Student Affairs (main campus) and Directors of various student support programs at the Antelope Valley Center. Some specific actions that will be undertaken in preparing for the Educational Effectiveness Review that will help foster and sustain a culture of evidence include embedding expectations regarding assessment activity within the RTP process; redesigning annual report templates to emphasize reporting on assessment activities, findings, and actions based on the results; and redesigning the program review template, timeline, and process to build on the annual reporting provided by programs under review.

C. Need to build an infrastructure to sustain assessment in program improvement initiatives

CSUB has taken a number of steps to build a sustainable assessment infrastructure, some of which were described in the preceding section. A brief summary is presented here.

During the 2008/2009 academic year, a new Assessment Fellows program was created and defined. The Assessment Fellows are a group of three faculty and two staff who work together to coordinate and provide support to academic and student support program faculty and staff to aid their assessment efforts. The Assistant VP of IRPA supports the activities of this group. A call for participation was distributed to the faculty in Spring 2009, and the Deans of three schools (Business and Public Administration, Humanities & Social Sciences, and Natural Sciences & Mathematics) each appointed one Fellow from the pool of faculty in their school interested in participating in the program. The two staff Assessment Fellows were appointed by the Vice President of Student Affairs and the Associate Vice President of Enrollment Management. This group met throughout Summer 2009 to plan activities and methods for the coming academic year.

The campus is also currently engaged in the work needed to implement a data warehouse, iStrategy. It is expected that the system will be implemented and available to the campus by January 2010. This system will enable simplified and timely "self-service" access to data about programs that will provide some of the information needed for assessment. The capacity for campus users to define customized "student groups" will, for example, enable quick acquisition of indicators of success, such as retention and graduation rates, mean GPA, etc, for groups of students involved in their programs.

The faculty have also worked to build infrastructure designed to foster and sustain assessment across the curriculum. In 2005, the new Provost established a General Education Task Force whose charge was to review prior groups' work and to make recommendations on improvements needed. One of the major outgrowths of the task force was a proposal to the Academic Senate for the establishment of the CARS committee. Described earlier in this section, the Academic Senate passed a resolution to have CARS oversee the curriculum of the General Education program and other University-wide Requirements and the University Assessment Council, which is responsible for coordinating the assessment of the student learning outcomes underlying those requirements.

Once it is operational, the University Assessment Council will provide oversight for assessment of all academic programs, including the majors, minors, concentrations, etc. The composition of the Council has not yet been established. However a membership that includes representatives from school curriculum committees, the general education and university-wide requirement committees, the Academic Affairs committee of the Senate, CARS, and elected faculty "at large" is under consideration. Likely ex officio members will include the Assessment Fellows, the AVP for Academic Programs, and the Assistant VP for IRPA.

The University Program Review Committee (UPRC), which is composed of elected faculty representatives from each School, the Academic Senate, and one "at-large" faculty member, also focuses on assessment of student learning outcomes and the way those findings inform program planning as an integral part of the self-studies that programs undertake during the review process.

Finally, building infrastructure involves building skills and knowledge as well as designing structures and providing resources. There have been several recent efforts aimed at furthering this goal. By design, the Assessment Fellows program is one such effort. Of the five Fellows, three (two faculty and one staff) have significant and varied experience conducting assessments of student learning outcomes. The remaining members, one faculty and one staff, are fairly new to this process. The group is working together to foster proficiencies in concepts and methods of assessment, as well as continue to deepen their own skills. Several faculty and staff have also recently attended workshops on assessment. For example, Psychology and English faculty recently attended WASC sponsored assessment workshops, the Director of the Center for Community Engagement and Career Education attended an in-depth assessment workshop in her area (she is also an Assessment Fellow and has shared the content with the group), and the Assistant VP of IRPA attended a workshop on assessment of the First Year Experience. A number of faculty, staff, and administrators from across the campus also attended a two-day workshop on Excellence in Higher Education, which involves working through a model in which assessment functions as an integral part of the strategic planning process.

Efforts are also underway to support assessment at the Antelope Valley Center. Assessment of academic programs at that campus are tied to the programs on the main campus, and therefore assessment activities are folded into the assessment plans created and implemented on the main campus. In contrast, the support services on the two campuses operate relatively independently. Though collaboration and sharing certainly occurs, these units are not positioned to adopt a single framework for assessment planning and implementation.

Given this, at the invitation of the Associate Vice President for the Antelope Valley Center, the Assistant VP of IRPA conducted an orientation to the assessment process, including expectations, planning, alignment, sample strategies, and tools with appropriate staff at that campus during this past summer. A similar orientation was conducted with Student Affairs staff on the main campus at the invitation of the Vice President of that Division. Subsequently, staff on both campuses who participated in the orientation have been working with one of the Assessment Fellows to further their efforts in planning and implementation.

D. Demonstrate how data are used in decision-making and in building program quality

In this section, we describe how three of the major recent developments in infrastructure and practice have fostered data-based decision-making, both across the university and within particular programs.

Academic Scans

In Spring 2009, all academic programs were asked to complete an "Academic Scan." (See the document entitled "Academic Program Scans," which provides guidelines and templates.) The topics to be addressed by the Scan were developed by a task force composed of faculty and support staff who conducted its work during the 2007-08 academic year continuing into Fall 2008. The draft was presented to the Academic Senate and was edited to its final version to incorporate the suggestions made within the ensuing discussions. The document was ratified by the Academic Senate in January 2009. The topics to be addressed by the Scan included (1) Alignment with University Mission and Vision, (2) Program Description and Achievements, (3) Instructional Pedagogy and Student Engagement, (4) Faculty, (5) Community Engagement, and (6) Resources and Budget Scenarios. Program faculty completed the Scans in June 2009. The Provost made a formal presentation to the campus community on University Day (Fall 2009) that summarized the findings of an analysis of the information in the Scans and provided a context for the ways in which this information will be used for decision-making. (See "University Day: Academic Scans" Fall 2009 PowerPoint presentation.)

Program faculty produced the Academic Scan reports by first analyzing a variety of data, then drawing upon those analyses to craft responses to the questions posed about their programs and their planning for the future. The data were derived from two sources: data extracted from institutional databases and data compiled and summarized by program faculty. The institutional data, which represent the years 2003/2004 through 2007/2008, were extracted, summarized, and tabulated into an Academic Program Profile for each program by the office of Institutional Research, Planning, and Assessment.

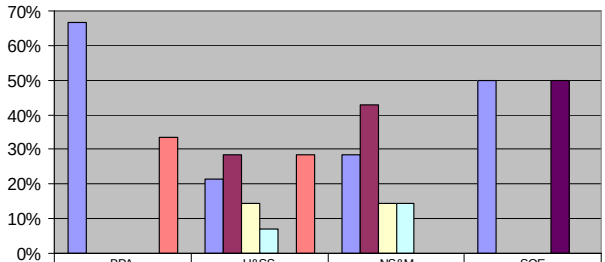
The data contained in the Profiles consist of information on faculty composition, program costs, majors and degrees (separately for undergraduate and graduate programs), demographic characteristics of both majors and of students who completed degrees each year, student enrollments (in FTES) in courses offered by the program, including a breakdown by course type (lecture, lab, etc), course category (major, general education, etc). The student and enrollment data were grouped by campus (Bakersfield and Antelope Valley). The Academic Program Scans guide also included a set of table templates to guide program faculty in collecting and reporting other qualitative and quantitative data needed to complete the Scan, such as faculty engagement in scholarship/creative activity and service, summaries of courses taught and course scheduling patterns, current and planned. Thus, the Academic Scan reports and the data on which they are based provide a wealth of information about program characteristics, accomplishments, needs, strengths and challenges, as well as plans for the future.

Two sections of the Scans are directly relevant for understanding current capacity for assessment of student learning outcomes. In order to understand the extent to which the various domains of skill and knowledge represented by the "Marks of the CSUB Student" are integrated in coursework across the university, faculty were asked to complete a table listing by number and name the courses in their programs which incorporate corresponding learning outcomes. The data provided by programs show that regardless of the chosen major, students have ample opportunity to accomplish these learning goals within the major and general education/university-wide requirements curriculum. These data will also serve as a resource for determining how best to target and construct embedded assessments of student learning outcomes, particularly those which refer to outcomes that are meant to be developed throughout a student's career and that are relatively less dependent on specific disciplinary knowledge in the majors for their development (e.g., written and oral communication, critical thinking).

Faculty were also asked to report the current "assessment stage" of their undergraduate and graduate programs using the following categories: "thinking," "development," "adoption," "implementation," and "feedback." In the feedback stage, assessment plans and tools have been developed, adopted, and implemented, and program decisions have been made in response to the findings.

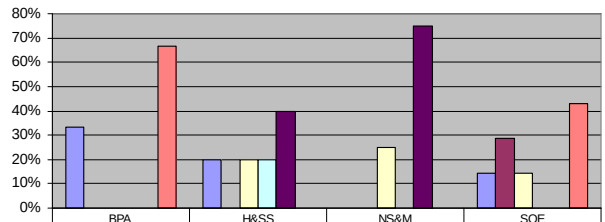
The data show that (1) program faculty report more progress in assessment of undergraduate than in graduate programs, and (2) within these levels, there is significant variation across programs in the degree to which assessment is integrated within program activities. (See summaries by School and Degree Level below.) Although some programs have yet to embrace assessment of student learning outcomes as a routine process for ensuring that curricula and pedagogy are having the desired results, the reports also indicate that at least half of all programs in each school are at the "implementation" or "feedback" stages. This suggests that the orientation toward incorporating assessment into program activity has grown across the campus, as has the knowledge of how to plan assessment activities and use the results. Currently, the Assessment Fellows (see preceding narrative for a description of the program) are working to build those skills further within the Schools.

Assessment Stage by School, Undergraduate Programs, 2008-2009



	BPA	H&SS	NS&M	SOE
5: Feedback	67%	21%	29%	50%
4: Implementation		29%	43%	
3: Adoption		14%	14%	
2: Development		7%	14%	
1: Thinking		0%	0%	50%
Not reported	33%	29%	0%	0%

Assessment Stage by School, Graduate Programs (MA/MS), 2008-2009



	BPA	H&SS	NS&M	SOE
5: Feedback	33%	20%	0%	14%
4: Implementation				29%
3: Adoption		20%	25%	14%
2: Development		20%		
1: Thinking		40%	75%	
Not reported	67%		0%	43%

Data Warehouse

The university is currently engaged in implementation of the iStrategy data warehouse. The target date for deployment is February 1, 2010. This system provides an accessible user interface for acquiring summaries of institutional data stored in our PeopleSoft database. Currently, acquiring PeopleSoft data requires specialized technical skills in building data queries and knowledge about how variables are stored, how to conceptualize selection criteria so as to ensure that the correct selections have been made, and how to summarize the raw data into a meaningful form to answer questions. This process is further complicated by the need to limit access to data that could potentially identify the individuals whose information is stored. Because of the complexity of the process, much of the data useful to programs and personnel may only be obtained by placing requests with the office of Institutional Research or Academic Computing Services. The number of requests that can be accommodated and the timeliness of responses is limited by human resources. In contrast to current practice, the data warehouse will allow trained individuals across the campus "self-service" access to appropriate institutional data. The interface presents the user with menus that they may use to select the data that they wish to view, including the time period that they wish the data to represent, and the data will be returned already summarized (e.g., frequency distributions, percents, means) in a spreadsheet format. Users will have the capacity to acquire data based on single variables, as well as calculated values (e.g., graduation rates) for the student groups they select. The self-service aspect will ensure that individuals and programs have all of the available data that they need, when they need it. A further expected benefit is that the process of perusing the menus of available data will suggest additional questions that may be answered using available data and thus provide additional support for assessment activities as well as increase the propensity to either consult existing data or collect additional data as an integral part of decision-making processes.

Institutional Research

As part of the process of instilling a norm of continuous improvement into campus planning and practice, and creating and sustaining the "culture of evidence" necessary to make effective decisions about how best to make those improvements, in 2008 the "Planning Office" became the office of Institutional Research, Planning, and Assessment (IRPA) and an Assistant Vice-President was hired to carry out that charge. During the past year, much work has been done to build infrastructure and create practices to support this mission, for example working to improve the quality of the institutional data stored in the PeopleSoft database, supporting academic program assessment by producing the Academic Program Profiles and working with the Assessment Fellows; and assisting other units with strategic planning, particularly with respect to identifying measures to serve as indicators of progress toward meeting goals, etc.

Once the iStrategy system is fully implemented later this year and the campus community is made familiar with its use, IRPA staff will use the time saved in fulfilling data request to turn their attention to systematically building databases to supplement the PeopleSoft data and to conducting more in-depth analyses to support campus planning and decision-making, such as constructing analytical models to contribute a multi-dimensional understanding of factors that promote student success, such as the relative contributions of campus-based experiences (patterns of remediation, engagement in extra-curricular activities, use of student support services, etc), characteristics of their lives in the community (family and work patterns, etc), and students' background characteristics.

SECTION 3 - TECHNOLOGY AS A MEANS

The 2000 WASC Commission Action Letter asked CSUB to "identify how technology initiatives tie to the emerging mission and strategic vision of the campus and how they connect to the curriculum and student learning goals." This section will briefly describe four areas: distance learning, availability of technology in the classroom, support for use of technology in teaching, and Universal Design for Learning.

Distance Learning

One way CSUB has worked to facilitate graduation is by increasing access to classes via distance learning, including Instructional Television (ITV) courses, fully online courses and hybrid courses. The number of courses offered in these modes and the number of students who enroll in these technology mediated courses has grown over the past five years (see Table 1). ITV course offerings from the main campus to Antelope Valley (main campus registration) have increased by 58% (36 sections) and enrollment has increased by 80% (1050 students) from the academic year 2003/2004 to 2007/2008. ITV course offerings from the main campus to Antelope Valley (Antelope Valley registration) have increased by 56% (32 sections) and enrollment has increased by 63% (508 students) from the academic year 2003/2004 to 2007/2008. WEB course (fully online main campus) offerings have increased by 153% (84 sections) and enrollment has increased by 285% (3318 students) from the academic year 2003/2004 to 2007/2008. WEB course (fully online Antelope Valley Center) offerings have increased by 215% (60 sections) and enrollment has increased by 229% (754 students) from the academic year 2003/2004 to 2007/2008. Data on hybrid classes (those with a blend of face-to-face and online instruction) have not yet been tracked.

TABLE 1: ITV and Online Classes 2003 – 2007 (Antelope Valley and Main Campus)

Campus	2003/2004		2004/2005		2005/2006		2006/2007		2007/2008	
	# of students	# of sections	# of students	# of sections	# of students	# of sections	# of students	# of sections	# of students	# of sections
ITV from Main to AV (main)	1327	62	2188	86	1948	94	2062	98	2377	98
ITV from main to AV (AV)	809	58	1024	83	1163	102	1206	101	1317	90
WEB main campus	1164	55	1435	74	1588	84	2339	1041	4482	139
WEB AV campus	330	28	507	30	544	44	791	64	1084	88

Availability of Technology in the Classroom

Overall, CSUB has 184 classrooms for instruction; nearly 50% of the classrooms are lecture rooms. Of those, 80% are smart classrooms. (See Table 2.) Many of the classrooms without technology are not used in a way in which computers are necessary (conference rooms, sports rooms, counseling and guidance labs, student union, etc.). However, there are classrooms without technology and this poses a problem for faculty teaching in rooms without computers. Increasing access to computer technology in all lecture rooms is advisable. To address this issue, Associated Students, Inc., the President's Office, the Provost's Office, and the Division of Student Affairs partnered during summer, 2009, to provide funds to refresh instructor stations in 20 smart classrooms at main campus and the Antelope Valley Center.

At this time, there are 40 computer labs for instruction with 813 total workstations (see table 2). In addition, CSUB has 4 open access computer labs available to students during campus hours totaling 188 workstations. There are also four computer labs/classrooms with a total of 92 stations available to AV students.

TABLE 2: Classroom and Technology-Enable Classrooms

Classrooms and computer labs	**Number**
Total Classrooms for Instruction	184
Total Lecture Rooms	91
Smart-Rooms	72
ITV	3 Studio Rooms and 1 Conference Room
Computer Labs for Instruction	40
Total Workstations	813
Open Access Computer Labs	4 (2 main campus and 2 AV Center)
Total workstations	188 (128 main campus/60 AV Center)

Support for Use of Technology in Teaching

CSUB is in the process of transitioning from WEBCT 4.0 to BlackBoard Learn 9 learning management system (LMS). During the 2008/2009 academic year, Summer 2009 and continuing through the 2009/2010 academic year, the E-Learning Services department has/is offering BlackBoard Learn 9 training for faculty. At this time, 81 faculty have been trained through E-Learning Services on the BlackBoard Learning 9 LMS. In Spring of 2010, all online and hybrid courses will be migrated to the new LMS.

Many faculty also use the LMS as a course management tool for maintaining grades, communicating with students, collecting course assignments, testing, and providing electronic syllabi and course handouts. An accurate tally of how many faculty use the LMS as a course management tool is not available at this time. This is another area in which data should be collected in order to determine the extent of LMS usage across campus.

The Faculty Teaching and Learning Center (FTLC) provides professional development opportunities to campus faculty, with the goal of encouraging faculty engagement in teaching effectiveness and new pedagogies. The FTLC offers a variety of workshops to help faculty to acquire the skills needed to use technology effectively in their teaching, including technological knowledge needed to use the LMS system and other software as well as knowledge of pedagogical practices that are effective in that learning environment. The FTLC is partially supported by the Accessibility Technology Initiative (ATI) a system-wide initiative focused on making education accessible to students with disabilities. Throughout the academic year

workshops are offered to faculty to increase teaching effectiveness, understanding of accessibility issues and using technology in the classroom. These courses include the following: "Making Your Class a Hybrid (When, Why and How)," "Teaching Online Classes," "Making Accessible Word Documents," "Making Accessible PDF Documents," "Making Accessible PowerPoints," "Data in the Classroom," "Online course Design," and "How to Use Clickers in your Lectures." These workshops support the mission of the university and ATI.

Universal Design for Learning (UDL)
Beginning Spring Quarter 2009, the Faculty Teaching and Learning Center (FTLC), in conjunction with the Accessible Technology Initiative (ATI), at CSUB began implementing the principles of Universal Design Learning (UDL) to the campus faculty, administration, and staff. UDL supports a flexible teaching approach to address differences in student learning styles. UDL encourages multiple methods of representation of course materials, engagement of course material and expression of learned knowledge of course material. By using the principles of UDL, our classroom environments promote active learning through open discussion, debate, classroom exercises, lecture, various forms of media, and hands-on learning. The goal of UDL is to provide students with the skills to be academically successful, and to empower students with knowledge. Use of technology in teaching is an important resource for implementing UDL practices in both distance and face-to-face classes. For example, instructors may use PowerPoint to explain a topic, have students access data via the web, create online discussion boards for student engagement, use clickers as a way to determine student understanding of course material during the lecture, and/or offer virtual office hours.

We are distributing the principles of UDL in a variety of ways. The most prominent and widespread approach we utilize includes a "Train the Trainers" program, which we began by training eleven faculty in UDL. The eleven trained faculty were expected to then train five additional faculty in UDL. At this point, we have 56 faculty members trained in UDL with many more trainings scheduled in Fall 2009. In addition to the "Train the Trainers" program, we have developed an Interdisciplinary Teaching Group that meets once a week at the FTLC (also known as a learning community). This group focuses on finding effective and innovative ways to teach all students. We recognize that a "one size fits all" curriculum does not provide an accessible learning environment for all students, not only students with learning and/or physical disabilities, but also students for whom English is their second language and students with varying learning styles. Moreover, we have developed workshops in accessible Word, PDFs and PowerPoint. We are in the process of training the faculty and staff to use the program LecShare to ensure accessibility and ADA compliance for PowerPoint presentations. We are in the early stages of the Accessible Technology Initiative but are committed to make education accessible to everyone.

SECTION 4 – CAMPUS DIVERSITY
The WASC Commission Action Letter noted: "The University's mission is clearly built upon a commitment to diversity: in faculty and staff; in teaching a diverse student population; and in developing an environment that enhances learning and individual development". The Commission urged CSUB "to expand its diversity efforts and ensure that the learning environment is supportive of all student populations."

The University is proud to have strengthened our mission driven commitment to diversity through the development and wide dissemination of a University Strategic Plan (USP) with clearly defined goals and objectives that promote learning and engagement within a context of excellence and diversity.

Embedded within the USP goals are clearly articulated objectives that define how the University will achieve its vision of excellence. The University has been intentional and purposeful in articulating these objectives with a keen focus on the value of difference and a respect for diverse perspectives. For example, objective 1.3 of Goal 1 states' "Ensure that academic programs are excellent, offer diverse intellectual perspectives, and advance global awareness"; objective 2.4 of Goal 2 states, "Create a vibrant campus life which engages our diverse student body"; and objective 5.1 of Goal 5 states, "Promote a civil and collegial campus environment that values diversity and respect for differing views". As documented in Reflection Essay II, the university has been intentional in the wide dissemination and use of these strategic goals and objectives within divisional, school, and departmental planning process, beginning with the 2006 University Day address where recently appointed President Horace Mitchell presented the newly developed strategic goals and objectives to the campus at large.

The university has also continued to demonstrate successful outcomes with regards to our commitment to hiring and developing a diverse faculty and staff. For example, it is our strong belief that having a faculty who reflect the diversity of our student population enriches the cultural and learning experiences of all students. Data from the Fall 2008 Faculty Diversity Profile Report, prepared by the CSUB Office of Institutional Research, Planning, and Assessment, show that the University has indeed steadily diversified it's minority faculty population over the past 10 years. Specifically, during the time of our last accreditation visit in 1999, faculty identifying as belonging to an ethnic minority group (e.g., Latino, Asian/Pacific Islander, African American, or American Indian group affiliation) represented 22% of the overall tenured/tenure-track faculty population. In 2008, that percentage had increased nearly ten percent, with minority faculty representing 31% of the tenured/tenure-track faculty population.

Considering the diverse demographics of CSUB's service region, which includes persons representing a wide range of social, economic, linguistic, ethnic, racial, and cultural backgrounds, the University has remained highly sensitive to ensuring the recruitment, retention, and promotion of a diverse student population. Over the past 10 years, our undergraduate student population has become increasingly diverse, with Hispanic/Latino undergraduates representing the fasting growing segment of the undergraduate population and constituting roughly 38% of all undergrads in 2007-08 (note: in 2000, Hispanic undergraduates represented 30% of the undergraduate population). Increasing enrollment trends among undergraduate students of African American/Black and Asian/ Pacific Islander backgrounds have also been documented over the past 10 years. Enrollment trends among Native American/American Indian undergraduate students have been less steady, representing only 1.4% of the undergraduate population in 2007, as compared to 1.7% in 2000. Graduate and post baccalaureate enrollment trends mirror increases among African American/Black and Hispanic/Latino student populations.

Cultivating an environment that enhances the learning and individual development of our dynamic and diverse student population continues to be a passion and priority for our campus community. As noted in Reflective Essay II- Campus Culture, the 2006-2007 process by which the "Marks of a CSUB Student" were developed resulted in tremendous support and consensus for five fundamental learning and development outcomes (referred to as student learning outcomes or SLOs) that define students' educational experience at CSUB. Included among these SLOs is Unique Learning Characteristic 5.5—Diversity and Cultural Understanding. Furthermore, as noted in Reflective Essay I—University Alignment, the campus has developed the Academic Program Scan process in order to ensure that all academic program goals are aligned with SLOs, thus ensuring that CSUB students are provided with curricular opportunities that contribute to their understanding of diversity.

The 2000 Commission Action Letter also stated that "The University has demonstrated considerable success in creating a hospitable campus environment. The Commission is aware that this is no small achievement." Once again, the University is pleased to comment on its continuing commitment to enhancing and improving the campus climate for all members of the campus community. With the appointment of several key senior campus administrators in 2005 and 2006, CSUB re-invigorated its efforts to develop a vibrant, diverse, and student-centered campus community rich with learning opportunities both inside and outside of the classroom. This vision for a diverse and vibrant campus community was the driving force behind several CSUB initiatives, including the move of the University's Athletics program to NCAA Division1, the construction of a new 75,000 sq. ft. state-of-the-art Student Recreation Center, and the addition of a new 53,000 sq. ft. instructional resource building in the School of Natural Sciences and Mathematics.

During academic year 2005-06, students also voted to "tax" themselves a quarterly fee (via student referendum) in order to fund activities lead by student run campus organizations and clubs. These referendum funds have enabled student leaders to expand existing traditions as well as implement new culturally enriching campus activities that have positively contributed to the campus climate (e.g., Diversity & Sensitivity Workshops; Diversity & Leadership Webinar Series).

Numerous strategic changes have also been made in recent years in order to implement the University's renewed commitment to excellence, and in particular, to "ready" the campus for its new vision of a diverse and vibrant campus community. These changes include the re-organization of organizational structures across all levels of administrative leadership, as well as the alignment of campus resources according to identified priorities. The organization and implementation of new campus-wide events have evolved into campus traditions and constitute positive change as well. These include newly established events such as New Student Convocation (begun in 2007) and Celebrate CSUB Day (Campus Open House, begun in Spring 2007), where the richness and diversity of our campus tapestry are honored and celebrated among students, staff, faculty and Bakersfield community members.

As a means of sustaining this momentum towards our commitment to excellence, the 2008-09 academic year witnessed the organization and implementation of two university wide forums: (1) Foundations of Shared Governance and (2) Campus Climate, Civility, & Collegiality. As noted in Reflective Essay II, these forums provided a space for University students, staff and faculty to engage in critical discussions concerning the governance and climate of our campus community. The second forum was focused on exploring how to respect and honor a diversity of persons and ideas within a campus community. As also previously noted, the challenge involved with translating community ideals into practical reality is a substantive task; however, the University has continually accepted that challenge.

In addition to the above commendations, the March 2000 Commission Action Letter made recommendations for continued improvement efforts on the part of the campus, particularly as related to "the assessment of student changes in understanding diversity". Since that time, the University has given significant consideration as to how to improve in this area. The University is pleased to report significant progress as a result of this reflection, as exemplified by the development and implementation of the Roadrunner Resources for Undergraduate Success and High-Achievement (RUSH-A) First-Year Experience Program. All first year students are required to take the first of three RUSH-A courses, the entire sequence of

which is "an integrated one-year program for undergraduate students. The mission and goals of the RUSH-A program are to build, nurture and sustain a vibrant educational community at CSUB committed to academic and personal success of undergraduate students 'in transition': first-year college students, transfer students, and re-entry students" (RUSH-A website).

During the 2008-2009 school year, members of the RUSH-A Advisory Committee worked to develop a comprehensive list of goals and objectives for CSUB 101, the required component of the RUSH-A Program. As one of its eight primary goals, the RUSH-A Program seeks to help students "begin the process of increasing awareness of, and appreciation for, diverse cultures, values, and belief systems." Students are then expected to "demonstrate an awareness of [their] own culture, values, and belief systems," "demonstrate a respect for diverse points-of-view and the ability to engage in civil discourse," and "engage in a community-wide experiential exercise in civil discourse on a timely topic."

There are two primary ways that the RUSH-A Program works to assist students in meeting these goals and objectives. First, using the required textbook for the course, Runner Life, students are expected to successfully complete a course unit entitled "Celebrating Difference," which includes sections such as "Benefits of Diversity," "The Consequences of a Lack of Diversity," Prejudice, Bias, and Stereotypes," and "Maximizing the Benefits of Diversity in the Classroom," among others. Second, students are required to read and discuss a "common reader" selection as part of the CSUB 101 course and then must attend a presentation by the author. Although the selection changes each year, it is always multicultural in nature and must exhibit an appreciation for diverse points-of-view. The Fall 2007 selection, *When the Emperor was Divine* by Julie Otsuka, examined the Japanese-American experience during World War II. The Fall 2008 selection, *Funny in Farsi* by Firoozeh Dumas, examined the experience of growing up Iranian in America. This year's selection, *The Lakota Way* by Joseph M. Marshall, III, examines the Native-American experience.

Now that the goals and objectives of the RUSH-A Program, especially as they relate to diversity, have been codified and put in place, the RUSH-A Advisory Committee is working to expand and improve the assessment of those goals. First, in an effort to gather expanded quantitative data, additional items regarding diversity will be added to the annual end-of-course survey given to CSUB 101. These items will attempt to assess whether completing the coursework and/or attending the common reader events resulted in changes in students' attitudes toward diversity, such as an increase in understanding their own culture, an increase in valuing the opinions of others, and/or an increase in the desire to learn about other cultures. Second, in an effort to gather more qualitative information, the RUSH-A Advisory Committee will expand its methods for gathering data on diversity to include focus groups and analyses of essays written in response to the common reader selection.

Expanding on these efforts to utilize quantitative data in order to better assess students' understanding of diversity issues, in 2000 the University began taking advantage of existing national survey instruments such as the National Survey of Student Engagement (NSSE). The NSSE is a tool by which information about CSUB students' undergraduate experiences can be collected and analyzed on a year-to-year basis. First year students and senior students are targeted for data collection purposes. Data collected for CSUB is benchmarked against CSU system wide participants (which included 14 other CSU campuses in 2008), Carnegie Class participants, and the entire national NSSE participant pool. The data collected is aggregated among five core indices of student engagement: Level of Academic Challenge; Active & Collaborative Learning; Student Faculty Interaction; Enriching Educational Experiences; and Supportive Campus Environment. Frequency distributions for all survey question responses are also provided, thus allowing for detailed analysis regarding students' self-evaluation on questions that are deemed related to specific University learning outcomes (e.g., To what extent does your institution encourage contact among students from different economic, social, and racial or ethnic backgrounds? How often have you included diverse perspectives…in class discussions or writing assignments?).

Since our last accreditation visit, the University began utilizing the NSSE and has since had the survey administered a total of five times. The first survey was conducted in 2000, followed by surveys in 2002, 2006, 2007, and 2008. Results of the NSSE survey have been regularly distributed to Cabinet Officers and other key university personnel. In recent years, these results have been useful in confirming the validity of strategic planning goals and objectives. For example, in 2007, NSSE results indicated that compared to selected peers across the CSU system and the national NSSE cohort, CSUB performed statistically lower on "Enriching Educational Experiences," defined in part by experiences such as being able to attend campus events and activities, such as cultural performances and special speakers. Strategic university objectives, such as enhancing the quality of the student experience through the creation of a vibrant and diverse campus community, were as such underscored and validated by the data.

With specific regard to the assessment of students' changes in understanding diversity, the NSSE frequency distributions for all survey questions have proved particularly useful. Question 1 E of the survey helps us understand if we are fostering the inclusion of diverse perspectives in students' academic work. Question 6E provides us with insight as to how often students have tried to better understand someone else's views by imagining how an issue looks from his or her perspective. Perhaps

most illuminating is questions 11L, which measures students' self perception regarding how well, as a result of their experiences at CSUB, they are now able to understand people of racial and ethnic backgrounds that are different than their own. Nearly sixty percent of seniors responded to this question with "Quite a bit" or "Very Much" in 2008 (NSSE Frequency Distributions, 2008 NSSE Binder). Plans to create longitudinal analysis of NSSE data such as this are currently underway, and discussions will continue regarding the best way to synthesize and disseminate NSSE data so that we may better understand students' changing knowledge and skills sets related to diversity.

To help augment NSSE data, particularly during years when budget constraints preclude administration of the NSSE survey, the University has recently decided to re-institute the practice of surveying graduating seniors on a yearly basis. In the spring of 2009, a pilot "revised" graduating student survey was received by over 1,300 students who had graduated in Winter 2009 or were planning to graduate in Spring 2009. Of those received, 45% (n= 618) were returned and fully completed, which constitutes a response rate that is nearly double that of the previous survey administration. The survey presented students with a list of questions that capture the major themes thought to characterize the CSUB educational experience (as defined by previously discussed university wide SLOs or "Marks of the CSUB Student"). Among those questions includes items regarding students understanding of diverse groups and cultures, and the extent to which their skills and knowledge in this area have been acquired or enhanced as a result to their educational experiences at CSUB. This information will also be categorized and synthesized, along with other indices of students' diversity knowledge and skill sets, so that the University can ultimately utilize this information to inform best practices and to make data driven decisions regarding the achievement of learning outcomes in the area of diversity.

In their final comments and recommendations, the March 2000 Commission noted that a key area of reflection and improvement for the University centered on diversity and assessment. The Commission specifically stated a desire that the University "expand its efforts on diversity and assessment to ensure that the learning environment is supportive of all student populations". Towards this aim, the University has implemented important policies and review structures to ensure that all students have an equitable educational experience, particular under-represented student populations such as students with disabilities. CSU system wide Executive Order 926 (effective January 1, 2005) prompted all CSU campuses to foster a campus wide culture of responsibility and accountability regarding access issues for students with disabilities (primarily web accessibility, instructional materials accessibility, and the procurement of accessible electronic and information technology). As such, President Mitchell formed and charged an EO 926 Executive Steering Committee to conduct a review and assessment of campus policies related to accessibility; the committee was also charged with the creation of a comprehensive, campus wide plan to ensure on-going accessibility was achieved.

In May of 2007, President Mitchell also formalized and widely disseminated a statement underscoring the need for all University community members to foster a learning environment that is supportive of all students. It states, "California State University, Bakersfield is committed to providing an excellent educational experience that is accessible, inclusive, and actively engages all members of the campus. Every member of the CSUB community shares in this responsibility, and all university members are expected to take an active role in the creation of a university culture of accessibility, particularly for students with disabilities…. As we move forward toward our goal as a campus of excellence, I urge each of you to do your part in ensuring that all students have equitable access in their educational experience. It is vital that each member of our campus community contribute to this important goal in order to ensure our success" (Presidential Statement of Accessibility, CSUB ATI website).

More recently, during the 2008-09 academic year, the Office of Services for Students with Disabilities collaborated with the Faculty Teaching and Learning Center in order to better understand and promote Universal Design instructional practices among CSUB faculty; these teaching practices most easily accommodate students with differing learning styles and/or students with disabilities. Once instituted, the University will move towards the development of assessment rubrics designed to determine the effectiveness of these practices among students with disabilities.

The University has also turned its attention to the academic progress of first time freshman representing diverse backgrounds. A recent analysis tracking the academic progress of first time freshman (over the period of 2000-2008) demonstrated the need for continued University attention regarding assessment and diversity. For example, with regard to their English and Math placement scores, entering Asian/Pacific Islander, African American/Black, and Hispanic/Latino freshman placed into college level English and Math courses at less than half the rate of their European American/White counterparts. With regard to persistence and graduation, African American women and men exhibited the lowest six year graduation rates, as compared to all other ethnic groups.

Given this data, the University will continue to prioritize the Facilitating Graduation Program for all students, with specific attention on students representing racially and ethnical diverse backgrounds. Additionally, the recent re-structuring of student advisement services, along with current efforts to institutionalize tutoring services at CSUB establish a strong foundation on which the University can further develop assessment and tracking practices that ensure successful learning outcomes among all students, particularly those representing diverse student populations.

Summary Statement

The path for creating and offering diverse curricular and co-curricular experiences has been paved at CSUB. As the University celebrates its 40th year of providing quality education for the California Central Valley, the commitment to preparing students for an increasingly multi-cultural and globally diverse future is unwavering. The accomplishments yet to be achieved will be a natural outgrowth of current work and continuous assessment toward achieving our goals related to diversity on the CSUB campus.

Appendix C1

California State University, Bakersfield
Campus Activities to Facilitate Graduation
Report of the Peer Review Team's Visit, May 17, 2007

The team that visited CSUB on May 17 consisted of

Theodore Anagnoson, Department of Political Science, CSU Los Angeles;
Valerie Bordeaux, University Outreach and President's Scholars, CSU Long Beach;
Cristy Jensen, Public Policy and Administration, CSU Sacramento;
Darlene Yee, Department of Gerontology, San Francisco State University;
and Sandra Sutphen, Division of Politics, Administration, and Justice, CSU Fullerton, team leader.

In addition to the President and Provost, the team met with administrators, staff, faculty, and students who are involved with CSUB's activities to facilitate graduation. These included representatives from enrollment management, student affairs, admissions and records, the OASIS tutoring center, institutional planning, academic advising, EOP, off-campus centers, Bakersfield Community College, and a myriad of others. The day was crammed full as CSUB introduced the team to the many programs it has begun to address significant issues on the campus.

Throughout the day, the team was made aware that the campus is experiencing fundamental change. There is new leadership at the top including both the President and Provost; the Vice President for Student Affairs is new; there has been a reorganization of enrollment management, and its leadership is new; a fundraising campaign to change the athletic status from NCAA Division II to Division I has just been completed. Most we spoke with assured us that the changes were needed and welcome but the team also knows that change is difficult. The team was surprised and grateful for the candor expressed by President Mitchell at our opening session when he told us we would hear a lot about process and not so much on outcomes and goals. That proved to be the case.

And, hearing about plans and process, the team found much that was praiseworthy among the campus's efforts. We enjoyed hearing from President Mitchell that Bakersfield intends to be the most excellent campus in the system by 2014-15. We applaud the campus's focus on excellence in all facets of university operation. And we were aided in our interviews throughout the day by the guide, "The Big Picture," that integrated campus plans and strategies with WASC guidelines, the CAFG 22 points, and other CSU and national initiatives. There was clear evidence of careful planning and integration of campus goals that assisted us but more importantly guides the campus. The vision of the strategic plan was evident in our contacts with others on the campus. We sensed heightened energy as areas of the campus embarked on new initiatives and re-examined existing programs. On some campuses, the teams have encountered cynicism about various aspects of the CAFG goals, but we detected none at CSUB and indeed found a passionate commitment to several programs that will lead to student success. We found this particularly true when we talked with those in Student Affairs and Enrollment Management.

Among the commendable programs we heard about were the strengthening of relationships between the campus and its feeder community colleges in Bakersfield and Antelope Valley. The on-site center at BCC should facilitate transfer students well. The use of Title V money there, and elsewhere on the campus in programs such as Jump Start and in the OASIS center is a clear commitment to student success. We found the campus making good strides in assessing student learning, particularly at the department level as the campus prepares for the next step of aligning assessment with goals. Though it is labor intensive, the "Near Grads" program is also laudatory and a clear commitment to improving graduation rates. We are confident that the campus values these programs and will continue to support them even if funding from Title V evaporates (but it shouldn't: CSUB is beginning to collect the kind of data that are needed to evaluate programs effectively and nearly guarantee funding renewal).

We like the Roadrunner mentor program and hope that it can be expanded both on campus and at the satellite campus. We found the EAP program with English teachers a sound acknowledgement of the need to build relationships with partners in the external community, and we liked the use of ALEKS as a cost-effective remedial math strategy that can be tailored to meet individual student needs.

The implementation of degree audits using BANNER is a very helpful tool for students, and we share CSUB's concern that integration with People Soft will be a temporary setback for this excellent technical tool. Folks at CSUB are fully aware of the roadblocks ahead.

Progress in improving advising was characterized by "slenderizing" Roadmaps, hiring of advisement faculty, and working toward cross-training with student affairs personnel, all of which will improve the advisement function. We were pleased to see that NCAA academic guidelines are taken seriously by those who will be implementing new activities under the

forthcoming Division I status. We have found on other campuses that academic advising for athletes is frequently a model for the rest of the campus.

Summer Bridge works successfully with CAMP, the program for children of migrant workers, and here, too, we were pleased to see that the EOP program has compiled good data about the success of the Summer Bridge program. These kinds of data are invaluable in assessing the quality of initiatives to assist in student success and the EOP program takes this activity seriously. (It doesn't hurt that the data show conclusive evidence of the success of the program in retaining students!)

We also like the "Academic Fitness" program, a training program for counselors that is holistic, but we feel it will be hard to grow the program because of a lack of resources. The need is there: one out of every eight students is on probation, and counseling is key to their success.

The campus Academic Senate has been active in the facilitating graduation initiative by examining and modifying academic policies such as early declaration of major, new drop policy, new policy on withdrawals, and support for assessment of the first year program. That program, we note, has evolved and seems an excellent vehicle for academic advising.

We are interested in the Foundations of Excellence program and commend the campus for joining this nationwide effort.

We spoke with students who mentioned positively the organizing of leaders of student clubs and the promotion of student activities. The students were also highly favorable about the new campus website. However, the students complained that OASIS is in an obscure location, that it closes too early (students voiced this complaint about a number of campus offices in addition to OASIS), and that the advising office is not very welcoming. Students gave an example where better planning is needed: some of them attended a Saturday campus orientation session, but vital services (like buying a parking permit) were not available while they were there, forcing them to return another time. Student also felt that more faculty needed to be better trained in advisement. Several students noted that as the campus demographics change (more freshmen, more full-time students), the class schedule needs to change as well. Students felt that an older model of late afternoon classes to accommodate working, part-time students needed updating with more morning classes, and more availability of senior seminars. One student noted a problem concurred in by others: a faculty member went on sabbatical and the student was forced to postpone graduation for a year until the specialty course could be offered. Students complained about the monopoly of the food services, all as testament to the fact that they want to be able to enjoy the campus more. More activities, more events, more attractions—all a reflection of the changing characteristics of the student population. Part-time older students want to go home to their families after class; the students under the changing demographic will want campus based activities. They like the honors program but want to see it marketed better so that they learn about it earlier.

We also heard complaints from OASIS about its loss of a computer classroom it was using for developmental math, and heard its concern that it needs that resource replaced. Given the large number of students who need remediation, we encourage the campus to find those resources.

There is so much change at CSUB right now that we were overwhelmed (that may be partially because our schedule was so crowded!) and excited by the new energy on campus. While we detected some varying levels of commitment to some programs (Antelope Valley comes to mind) on the whole, the campus seems poised to move boldly forward. What's critical is that the community understand the need for relationship-building. This will help collaboration, sustainability, and capacity building. We encourage the campus to seek funding for additional programs such as MESA, Upward Bound, TRIO, and so forth. Eligibility under Title V should assist these efforts.

And finally, we strongly urge the campus to commit itself to building a "culture of evidence," to the collection and use of analytical data, so that it may know which of its programs is achieving results and to inform the campus where to spend its energy in the future. There are exciting times ahead.

May 22, 2007
Sandra Sutphen

Appendix C2

Summarizing CSUB Internal Research: Graduation Gap Analysis
Degree Completion/ Roadmaps to Graduation Degree audits are incomplete. Students need to consistently receive the most up-to-date and accurate information for their plan of study, leading to an efficient path toward graduation. There is not a standard format for roadmaps. Roadmaps are not user friendly. Roadmaps are often not updated or kept current. Roadmaps are not easily accessible *(i.e.,* students don't know where they are). There are communication challenges regarding roadmaps There is insufficient emphasis to students during Orientation and CSUB 101 regarding the importance of utilizing roadmaps.
Student Success and Learning There is a need for the campus to improve tutoring and advising services. There are inadequate resources for expanding the Student Success and Retention Center, OASIS, JumpStart, Early Start, Summer Bridge and other programs that support student learning and achievement. Too little is known about the effectiveness of these programs. Strategies for developing an integrated module of support for student learning and achievement are underway but have not been fully achieved. A One-Stop Student model which allows the University to bring together various critical departments that directly interact with the student such as admissions and records, financial aid, cashiering, advising, tutoring, career planning, etc. is yet to be developed. There are numerous challenges to be considered in establishing a One-Stop Student Service model (*e.g.*, space, staff development and time to collaborate to remove roadblocks, inadequate technical support and inadequate resources).

Appendix C2

The Foundations of Excellence® Report Card – CSUB	
Foundational Dimensions	
Foundations - Institutions approach the first year in ways that are intentional and based on a philosophy/rationale of the first year that informs relevant institutional policies and practices. (Philosophy)	**C**
Foundations Institutions create organizational structures and policies that provide a comprehensive, integrated, and coordinated approach to the first year. (Organization)	**C**
Foundations Institutions deliver intentional curricular and co-curricular learning experiences that engage students in order to develop knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution's philosophy and mission. (Learning)	**C**
Foundations Institutions make the first college year a high priority for the (Faculty).	**C**
Foundations Institutions facilitate appropriate student transitions through policies and practices that are intentional and aligned with institutional mission. (Transitions)	**C**
Foundations Institutions serve all first year (Students) according to their varied needs.	**C**
Foundations Institutions ensure that all first year students experience diverse ideas, worldviews, and cultures as a means of enhancing their learning and preparing them to become members of pluralistic communities. (Diversity)	**C+**
Foundations Institutions promote student understanding of the various roles and purposes of higher education, both for the individual and society. These roles and purposes include knowledge acquisition for personal growth, learning to prepare for future employment, learning to become engaged citizens, and learning to serve the public good. Institutions encourage first year students to examine systematically their motivation and goals with regard to higher education in general and to their own college/university. Students are exposed to the value of general education as well as to the value of more focused, in depth study of a field or fields of knowledge (i.e., the major). (Roles & Purposes)	**C**
Foundations Institutions conduct assessment and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing first year improvement**.** (Improvement)	**D**

Appendix C3

Foundations of Excellence Task Force Recommended Action Items which Informed the CDP
Establish University-wide learning and development outcomes for first-year students.
Develop a website as virtual "handbook" for first year students and CSUB Staff.
Increase collaboration between academic and specialized programs, on the one hand, and the Office of the Dean of Student Life. Expand tutoring availability and scope.
Strengthen and integrate the University's approach to advising and career development.
Use first-year initiative assessments already completed to improve both academic and specialized programs.
Communicate both the University's and the first-year vision to parents.
Develop a "one-stop shopping" office that directs first-year students to appropriate advising, specialized programs, co-curricular opportunities, and other relevant issues.
Offer Jump Start/Summer Bridge program to all students.
Develop a position for a First-Year Experience Program Administrator.
Develop and assess the "Golden Four" Competencies: critical thinking, quantitative reasoning, written communication, and oral communication outcomes in first-year students.
Develop comprehensive program for parent involvement (beyond CAMP/EOP/ETS).
Advertise to students/faculty/community what is done in the first year.
Assess student outcomes in high risk courses with High D/Failure/ Withdrawal/Incomplete (DFWI) rates to develop improvement strategies.
Develop built-in assessment procedures for all first year initiatives.

Appendix C4

One- and Two-Year Persistence Rates; Cohorts Matriculating in Fall –Term 1998-2002

	1-Year Persistence Year Matriculated (Fall Quarter)					2-Year Persistence Year Matriculated (Fall Quarter)				
	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
All First-time Freshmen	73	77	78	76	78	55	59	65	61	66
Admission/Attendance										
Full time	75	77	78	77	79	56	60	66	61	67
Part time	35	53	61	62	48	30	29	33	38	40
Regularly admitted	75	79	80	78	79	58	65	67	64	70
Special Admits	64	69	61	70	68	43	48	55	44	38
Special Admits, disadvantaged only	65	73	64	69	68	46	58	64	48	40
Undeclared major	73	77	78	77	78	56	60	65	61	67
Gender										
Male	73	73	75	74	75	54	54	61	56	64
Female	73	79	79	78	79	56	62	68	63	67
Race/Ethnicity										
American Indian	75	100	63	78	88	75	75	63	56	88
Asian, PI, Filipino	76	83	87	71	83	59	62	77	55	68
African American	72	61	61	56	76	62	53	56	44	56
Mexican American	75	79	84	83	81	55	55	72	63	70
Other Latino	70	78	72	74	73	61	63	53	64	56
White	71	76	75	75	75	51	64	62	63	64
Transfer Students										
Freshman Transfers	60	63	72	56	61	53	58	55	46	59
Sophomore Transfers	72	76	75	81	69	65	70	66	75	59
Junior Transfers	81	77	83	79	81	72	72	72	72	70
Senior Transfers	77	73	69	75	71	66	62	63	74	59

1: Rate includes students who returned or graduated in the indicated year.
Source: CSUB Graduation and Retention Report, 2009

Appendix C5

Six Year Graduation Rates (BA/BS) for First-time Students, 1998-2002 Cohorts

Matriculation Year, Fall Quarter	**1998**	**1999**	**2000**	**2001**	**2002**
6th Year after Matriculation, Fall Quarter	**2004**	**2005**	**2006**	**2007**	**2008**
All First-time Freshmen	36.6	36.7	42.1	41.1	45.6
Admission/Attendance					
Full time	41.4	41.6	45.9	43.3	48.6
Part time	17.4	11.8	22.2	28.6	20.0
Regularly admitted	40.9	42.7	44.5	45.1	48.9
Special Admits	17.6	18.6	22.6	20.6	19.5
Special Admits, disadvantaged only	23.9	28.1	22.7	21.2	26.0
Undeclared major	36.6	37.8	40.7	40.6	45.2
Gender					
Male First Time Freshman	25.9	27.0	34.8	36.2	39.1
Female First Time Freshman	43.0	42.8	46.2	43.9	50.0
Race/Ethnicity					
American Indian Ethnic	25.0	25.0	0.0	33.3	62.5
Asian, PI, Filipino Ethnic	37.9	41.4	44.2	35.7	40.4
African American Ethnic	25.6	22.2	20.9	14.0	12.0
Mexican American Ethnic	38.7	33.5	44.4	29.2	33.6
Other Latino Ethnic	39.1	37.0	37.5	40.5	51.1
White Ethnic	37.3	44.4	45.9	46.6	49.8
Transfer Students					
Freshman Transfers	44.7	38.3	32.8	26.2	41.5
Sophomore Transfers	62.8	64.6	61.2	68.6	50.4
Junior Transfers	73.5	67.8	70.6	70.0	68.8
Senior Transfers	67.9	61.7	58.1	70.4	54.5

Source: CSUB Graduation and Retention Report, 2009

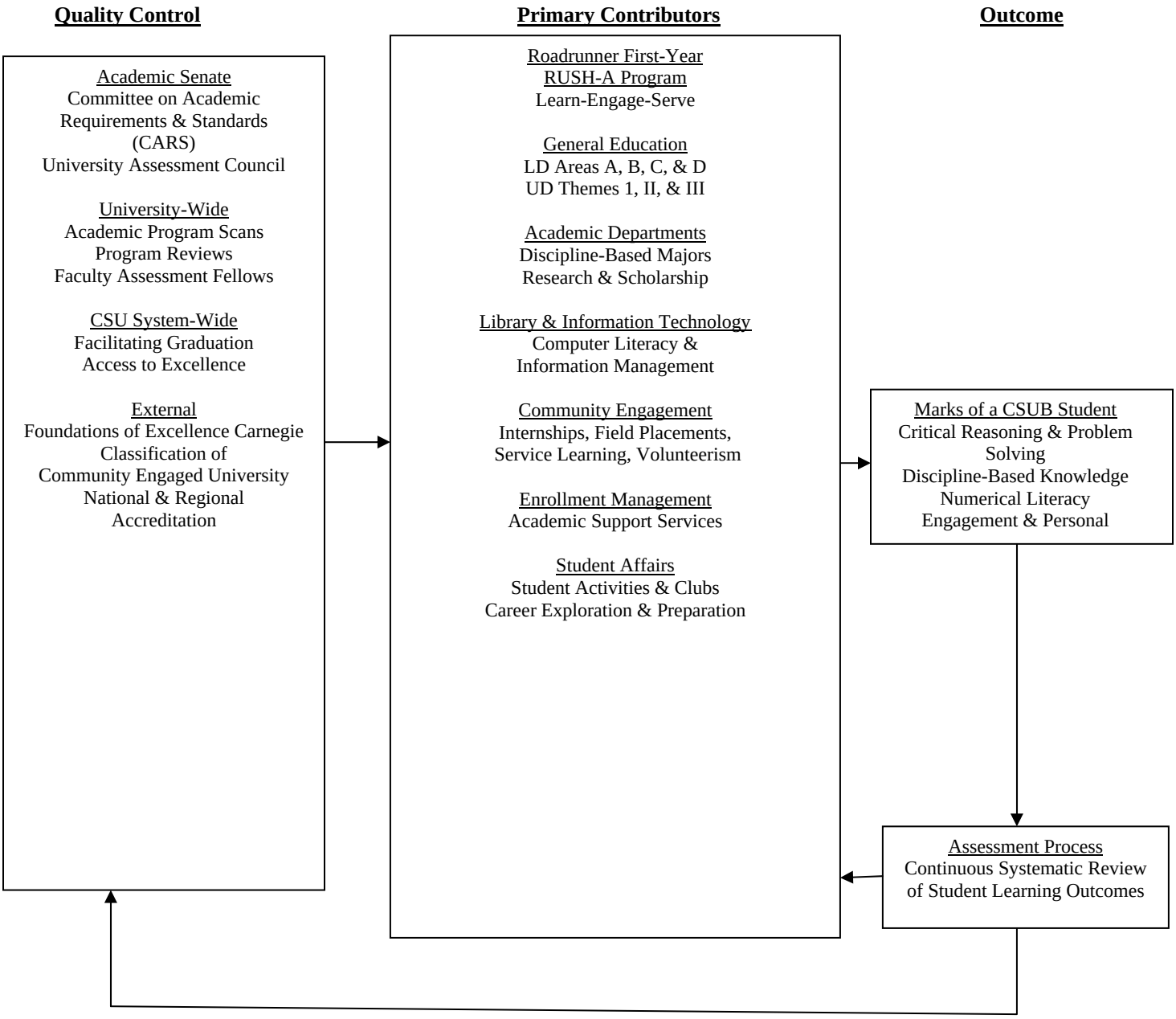
Appendix C6

CSU Campuses Graduation and Persistence Rates

	6-year Graduation Rate	1-Year Retention Rate (Full-time)
	2007 (2002 Cohort)	2007 (2006 Cohort)
Bakersfield	**40**	**73**
CSU Comparison Campuses		
Chico	52	80
Dominguez Hills	28	61
East Bay	40	76
Humboldt	42	75
San Bernardino	38	81
Stanislaus	52	81
Other CSU Campuses		
California Maritime Academy	62	74
Fresno	48	81
Fullerton	50	79
Long Beach	47	85
Los Angeles	31	74
Monterey Bay	36	67
Northridge	41	75
Pomona	49	80
Sacramento	42	77
San Diego	56	83
San Francisco	44	77
San Jose	42	80
San Luis Obispo	66	90
San Marcos	44	74
Source: IPEDS (NCES)		

Appendix C7

STUDENT LEARNING AT CSUB



Appendix D - Assessment Overview

1. Policy	
Development	Policies regarding requirements are negotiated between the Academic Senate (relevant committees include AAC, CARS, University Assessment Council), School Deans, The AVP of Academic Programs, and the Provost. Areas for policy development include matters such as setting requirements quantity, quality, frequency, equity of expectations across schools, levels of oversight, communication of findings, etc.
Oversight	Academic Senate / Committees of the Senate, School Curriculum Committees, School Deans, AVP Academic Programs, Provost Council (includes representatives from both academic and co-curricular/support programs), Provost
Responsibility	✦ Academic Senate (and its committees): Primary oversight following negotiated policies, policy review. ✦ School Deans: Department chairs report assessment activities to Deans. Concerns related to program assessment are communicated to the AVP for Academic Programs. ✦ School Curriculum Committees: Continue to ensure that syllabi include appropriate student learning goals, and any other function designated by policy. ✦ AVP for Academic Programs: Assessment reports, which feed into program review, are forwarded to the AVP AP. AVP meets with the Academic Senate to discuss concerns (if any) regarding assessment (level of activity, equity across schools, consistency with expectations of accrediting agencies, etc). ✦ Provost: general oversight, delegation of administrative duties, policy review, etc. ✦ Division heads (AVPs, Asst. VPs, Directors) overseeing co-curricular programs: Working with program staff, set standards and expectations for assessment, set goals and objectives, review findings, make decisions in response to findings.

2. Implementation					
	Academic Programs	**General Education**	**University-wide Requirements**	**Co-Curricular Programs**	**Marks of CSUB Education**
Who conducts assessments	Program Faculty	Faculty (committees and faculty teaching GE courses)	Faculty (UWR committees and faculty teaching UWR courses)	Directors/Staff	Faculty and staff ("Marks" are infused throughout both academic and co-curricular programs)
Support Provided	School based support			Division based support	School and division-based support
	Assessment Fellows; Faculty Assessment Coordinator; office of Institutional Research, Planning and Assessment; Faculty Teaching and Learning Center (workshops); *iStrategy* (data warehouse); University-wide Assessment Workshop (Dr. Mary Allen);				
Nature of Process	*By responsible unit:* 1. Student learning outcomes are specified. *By responsible unit with assistance from Assessment Fellows, Asst. VP for IRPA, as requested:* 2. Assessment plan created, 3. Outcomes are operationalized (defined empirically). 4. Measures are developed; multiple measures when feasible. 5. Data collection strategies are created and documented, including any necessary forms, databases, scoring rubrics, etc. 6. Data are summarized and analyzed. 7. Findings used to make recommendations for change (or maintenance of existing practice). *By responsible unit:* 8. Change implemented (as appropriate), and outcomes assessed.				
Source of Data[3]	Faculty / staff defined and collected; *iStrategy*; IRPA (institutional data/PeopleSoft), survey data (conducted by unit or by IRPA)				
Feedback	Assessment findings reported to appropriate office (School Deans, AVP Academic Programs, Academic Senate committees (AAC, CARS, UAC), Division heads (co-curricular programs), including recommended and (if appropriate) implemented actions based on findings.				

[3] Data sources include assessment measures embedded in class assignments and exams, institutional data (PeopleSoft), survey data (conducted by programs or by IRPA).

3. Timetable	✦ 5-year Program Review ✦ CARS Annual Report ✦ School Deans' annual reports ✦ Annual reports, co-curricular programs
4 How are Findings Used, by Whom?	✦ Program-level planning (especially curricular/pedagogical improvements; both academic, co-curricular/student support programs) ✦ University Program Review Committee: recommendations for action (academic programs) ✦ Provost Council, especially School Deans: recommendations for action, resource planning ✦ AVP Academic Programs: 5-year program review ✦ Provost: setting priorities, resource allocation ✦ Accrediting agencies
5. How is the information archived?	✦ Tools and resources: Shared network drive, web site ✦ Assessment reports: Program offices. Create catalogued archive in library (electronic or paper).
6. Sources of Data	Academic Scans (including Academic Program Data Profiles), *iStrategy*, PeopleSoft, surveys, primary data collection
7. Assessment Stages	
Where we are:	✦ Academic Scans (completed through 07/08 data; 08/09 in progress); includes "assessment stage" and curriculum mapping of Marks of the CSUB Student for each academic program ✦ Goals and Objectives for all undergraduate academic programs and some postbaccalaureate/graduate programs ✦ Assessment plans (timelines and methods) for some programs ✦ Co-curricular: Assessment Orientations conducted in Division of Student Affairs (main campus) and to directors of student support services (Antelope Valley campus) ✦ Baseline data collected to benchmark key student support areas (WASC Workgroup 2a ✦ Campuswide: Collegiate Learning Assessment (CLA) 2007, 2008; NSSE 2007, 2008 ✦ Infrastructure development: PeopleSoft implemented, *iStrategy* in progress, restructured mission of Institutional Research to include/increase emphasis on (data-based) planning and assessment support; Assessment Fellows program instituted (activities commenced Summer 2009)
Action Plan:	✦ Create targeted policies to guide assessment process at all levels, including setting expectations regarding levels of assessment activity, funding and support, roles and responsibilities, including oversight ✦ Create an archiving system to store assessment data and reports, including actions implemented in response to findings, which enables easy identification and retrieval of assessment information. ✦ Yearly updates to the comprehensive Academic Scans (Spring, 2009) become brief annual reports which focus on progress in assessment planning, activities, major findings, and decisions based on the data.
8. Outstanding Issues	✦ Embed assessment in RTP process (may link to teaching, scholarship, service) ✦ Redesign annual report templates ✦ Redesign Program Review template, as well as timeline and process

APPENDIX E - ACRONYMS

Acronyms	Full Title
AAC	Academic Affairs Committee
AACSB	American Association of Collegiate Schools of Business
AaVP	Assistant Vice President
ACS	Administrative Computing Services
APS	Academic Program Scans
AVC	Antelope Valley Campus
AVP	Associate Vice President
AWR	University-Wide Requirements
BAPA	Bachelor of Arts in Public Administration
BAS	Business and Administrative Services
BC	Bakersfield College
BPA	School of Business and Public Administration
BRN	Board of Registered Nursing
CARS	Committee on Academic Requirements and Standards
CCNE	Commission on Collegiate Nursing Education
CCTC	California Council on Teacher Credentialing
CFR	Criteria For Review
CLA	Collegiate Learning Assessment
CMS	Common Management Systems
CPR	Capacity Preparatory Review
CSUB	California State University, Bakersfield
CSWE	Council of Social Work Education
DCLC	Department Chairs Leadership Council
DWFI	Dismissal Withdrawal, Failure and Incomplete
EAP	Early Academic Preparation
EER	Educational Effectiveness Review
EHE	Excellence in Higher Education
EM	Enrollment Management
EOP	Educational Opportunity Program
ERM	Environmental Resource Management
ESC	Enterprise Services Committee
ESC	Enterprise Systems Committee
FAF	Faculty Assessment Fellows
FMP	Roadrunner Faculty Mentor Program
FTE	Full Time Equivalent
HSS	School of Humanities and Social Sciences
IACUC	Institutional Animal Care and Use Committee
IRB/HSR	Institutional Review Board for Human Subjects Research
IRPA	Office of Institutional Research, Planning and Assessment
ITS	Information Technology Services
ITV	Instructional Television
LMS	Learning Management System
MSA	Master of Science in Administration
NASPAA	National Association of Schools of Public Affairs and Administration
NCAA	National Collegiate Athletic Association
NCATE	National Council of Accreditation for Teacher Education
NSM	School of Natural Sciences and Mathematics
OAP	Office of Academic Programs
PTR	Post-Tenure Review
RTP	Retention, Tenure, & Promotion
SG	Strategic Goals
SLO	Student Learning Outcomes

SO	Strategic Objectives
SOE	School of Education
SSES	Senior Student Exit Survey
TLC	Teaching and Learning Centre
UAC	University Assessment Council
UHF	University Handbook for the Faculty
UPRC	University Program Review Committee
URC	University Review Committee
USP	University Strategic Planning
VSA	Voluntary System of Accountability
WASC	Western Association of Schools and Colleges

California State University, Bakersfield

CAPACITY AND PREPARATORY REVIEW (CPR) REPORT

ACKNOWLEDGEMENTS

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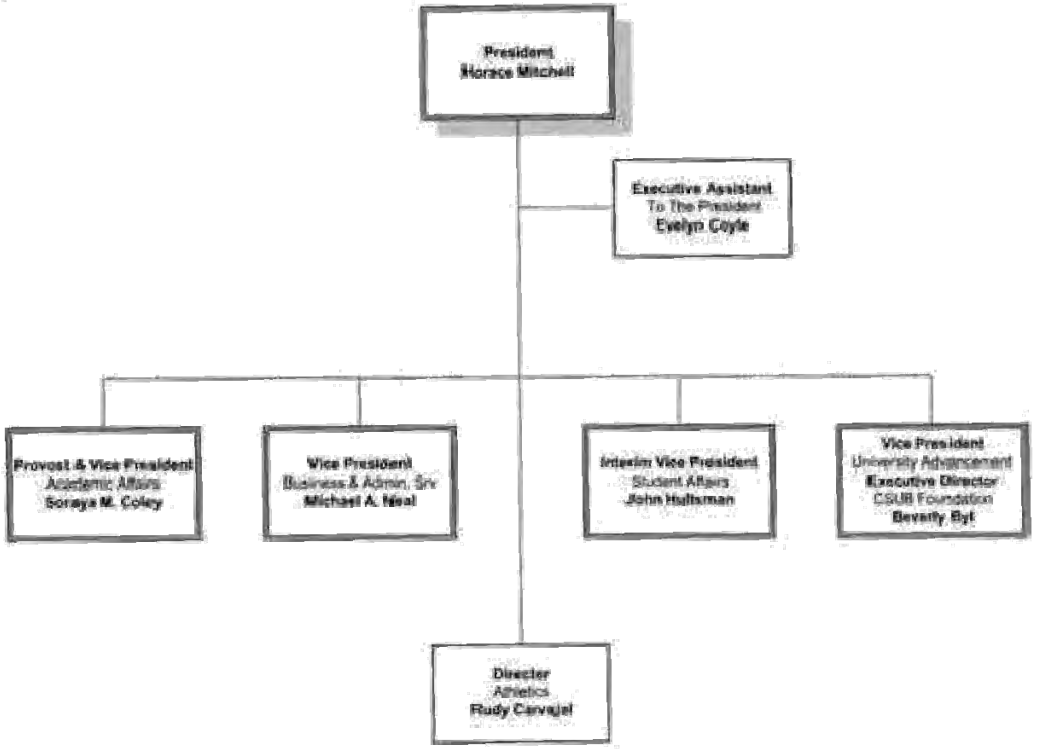

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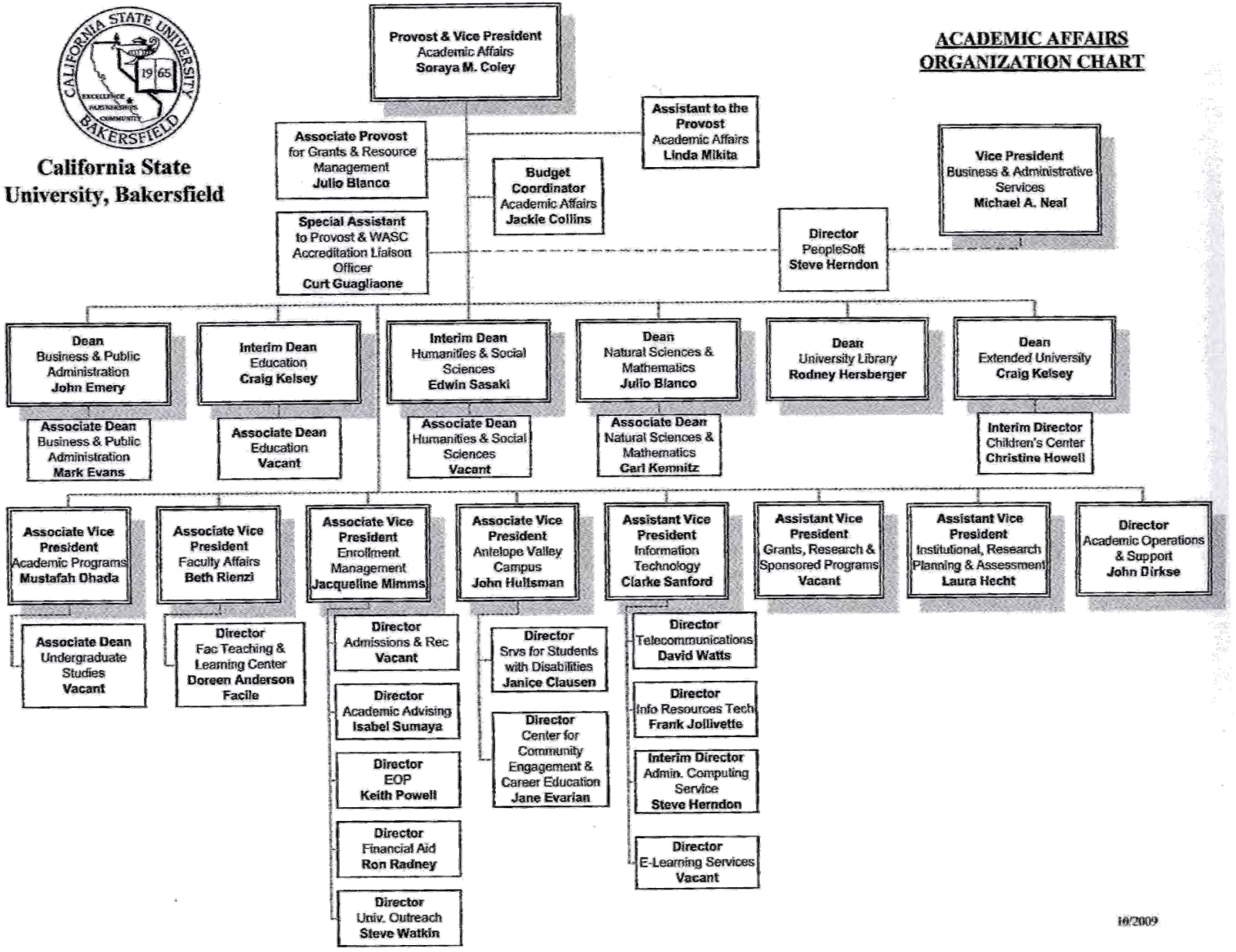
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Associate Provost for Grants & Resource Management Julio Blanco
Budget Coordinator Academic Affairs Jackie Collins
Special Assistant to Provost & WASC Accreditation Liaison Officer Curt Guagliaone
Vice President Business & Administrative Services Michael A. Neal
Director PeopleSoft Steve Herndon
Dean Business & Public Administration John Emery
Interim Dean Education Craig Kelsey
Interim Dean Humanities & Social Sciences Edwin Sasaki
Dean Natural Sciences & Mathematics Julio Blanco
Dean University Library Rodney Hersberger
Dean Extended University Craig Kelsey
Associate Dean Business & Public Administration Mark Evans
Associate Dean Education Vacant
Associate Dean Humanities & Social Sciences Vacant
Associate Dean Natural Sciences & Mathematics Carl Kemnitz
Interim Director Children's Center Christine Howell
Associate Vice President Academic Programs Mustafah Dhada
Associate Vice President Faculty Affairs Beth Rienzi
Associate Vice President Enrollment Management Jacqueline Mimms
Associate Vice President Antelope Valley Campus John Hultsman
Assistant Vice President Information Technology Clarke Sanford
Assistant Vice President Grants, Research & Sponsored Programs Vacant
Assistant Vice President Institutional, Research Planning & Assessment Laura Hecht
Director Academic Operations & Support John Dirkse
Associate Dean Undergraduate Studies Vacant
Director Fac Teaching & Learning Center Doreen Anderson Facile
Director Admissions & Rec Vacant
Director Academic Advising Isabel Sumaya
Director EOP Keith Powell
Director Financial Aid Ron Radney
Director Univ. Outreach Steve Watkin
Director Srvs for Students with Disabilities Janice Clausen
Director Center for Community Engagement & Career Education Jane Evarian
Director Telecommunications David Watts
Director Info Resources Tech Frank Jollivette
Interim Director Admin. Computing Service Steve Herndon
Director E-Learning Services Vacant
10/2009

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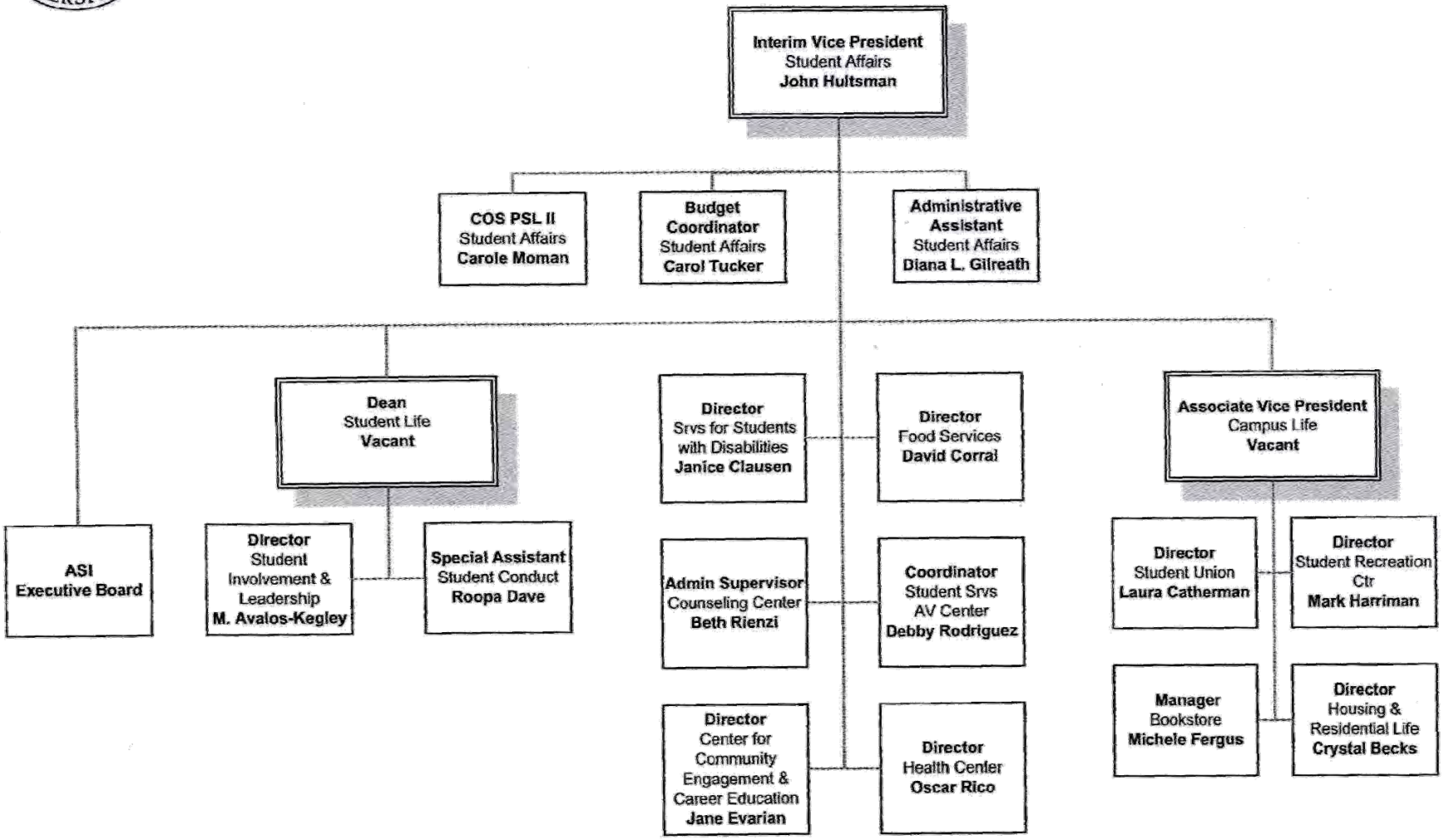
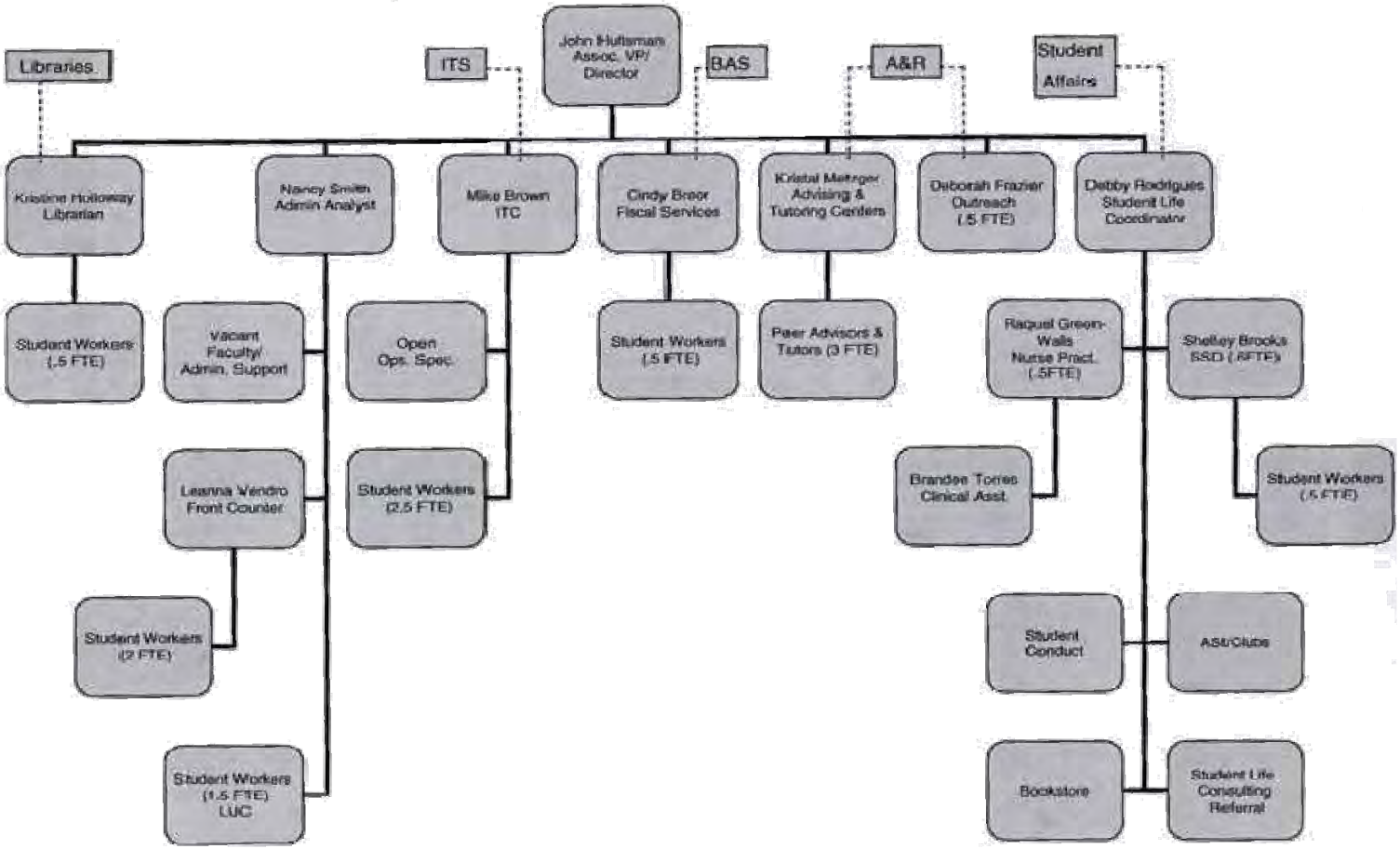
STUDENT AFFAIRS ORGANIZATION CHART



Organization Chart – CSUB AV Center



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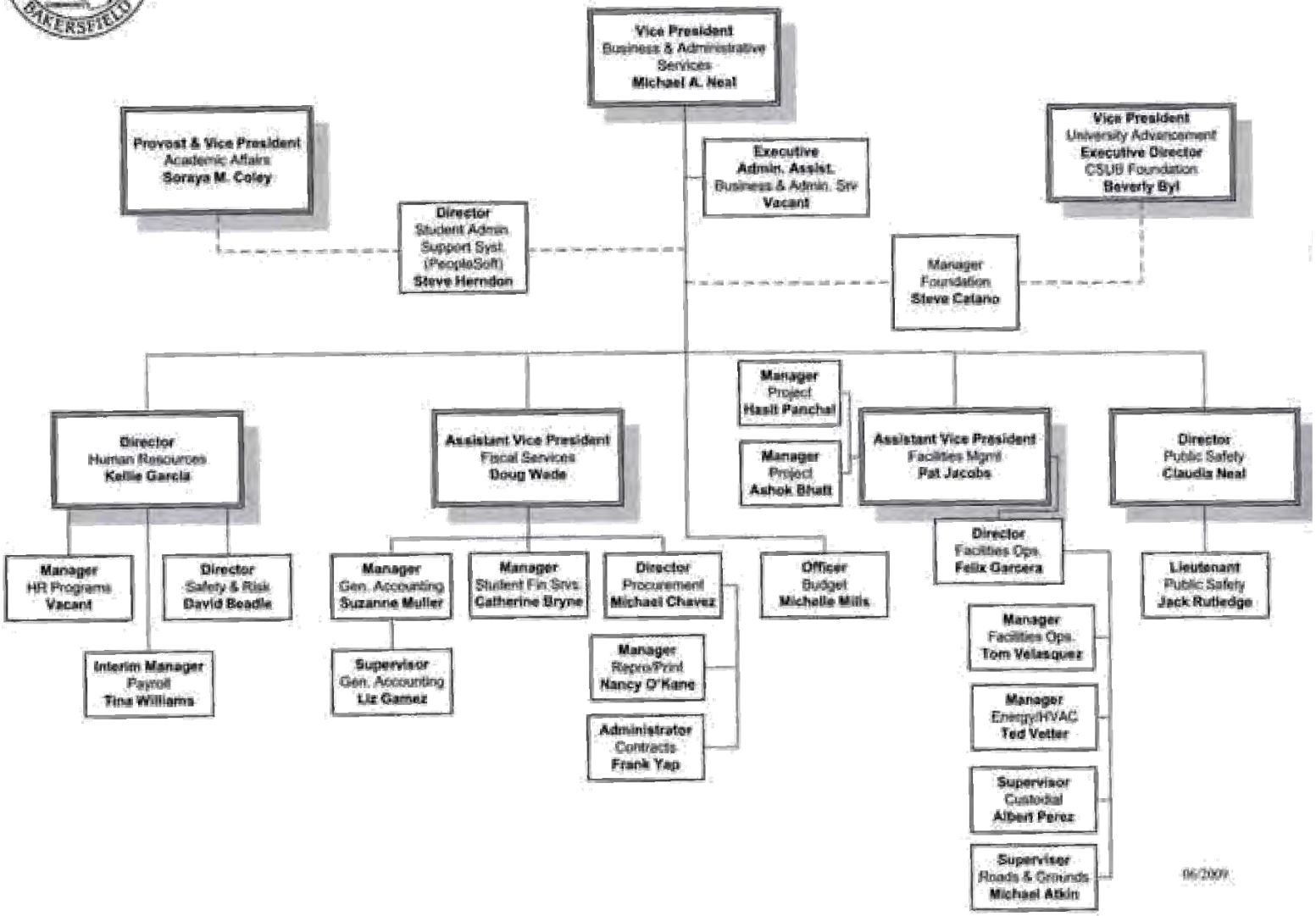
BUSINESS & ADMINISTRATIVE SERVICES ORGANIZATION CHART



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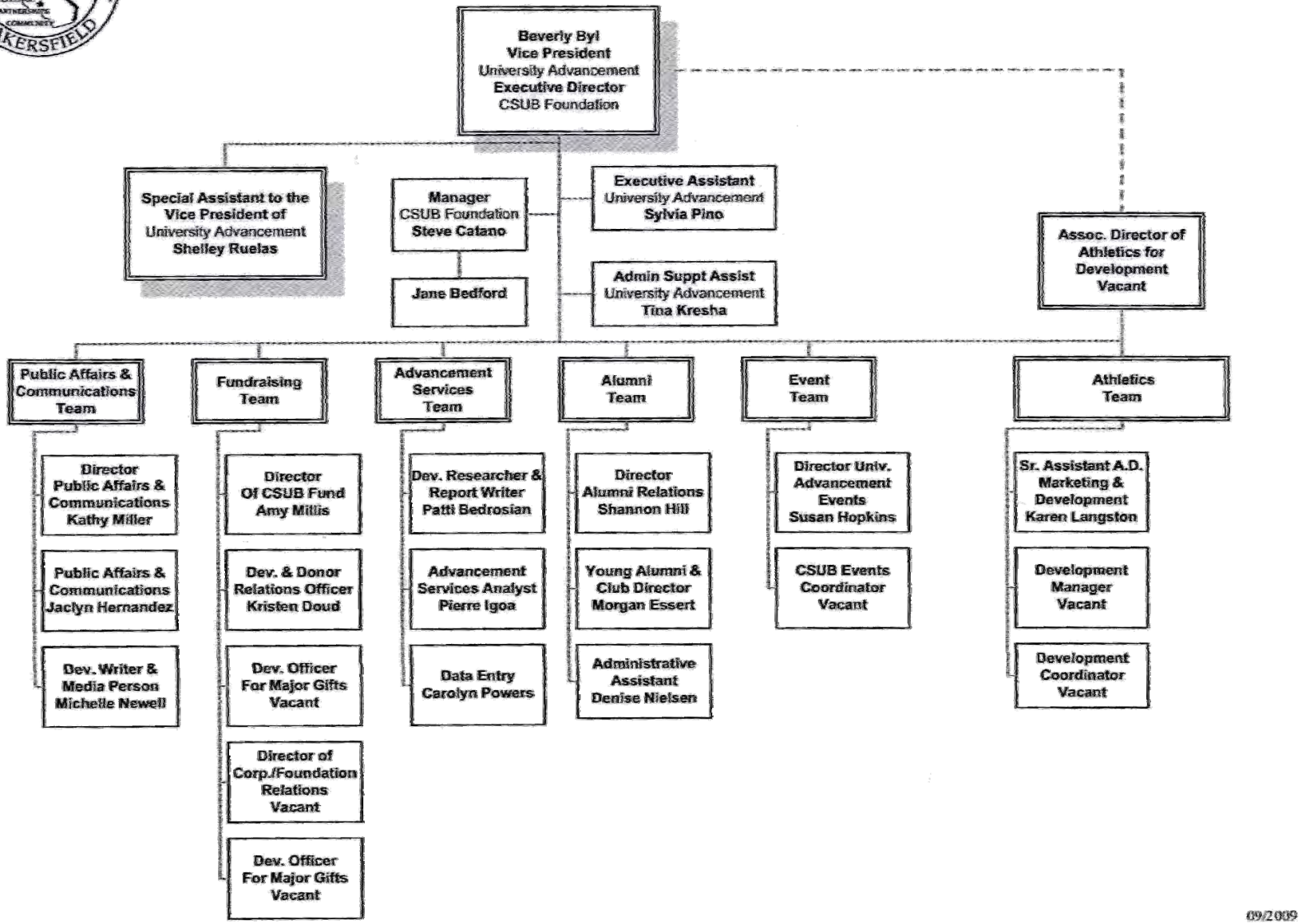
UNIVERSITY ADVANCEMENT ORGANIZATION CHART



09/2009