

**California State University, Bakersfield
Plans for Facilitating Graduation**

ITEMS	STATUS/ACTION PLAN
1. Reduction of Required Units	Trustees reduced the minimum requirements for the baccalaureate from 124 to 120 semester units (or quarter unit equivalent) in 2000.
Status	All 31 of the CSUB Baccalaureate Degree Programs meet the 180 (quarter) unit limit for graduation as specified by the CSU.
2. Campus Graduation Requirements	Campuses are asked to begin or renew a local examination of graduation requirements, including the units required in general education, double counting, and the programs with few free electives.
Status	There are 17 degree programs with fewer than 15 quarter units of free electives. Of the 17 programs, eight are undertaking a review this year; three in 2006-07; two in 2007-08; four beyond two years from now.
	All majors allow double counting between GE and required courses (e.g. All of the Sciences have a GE course in Life or Physical Sciences waived and the Upper Division GE Theme One Science courses are waived.)
Action Plan	<i>A General Education Task Force has been formed to review alignment of our GE goals with course offerings and the units required. While programs undergoing their five year review will be asked to examine the organization of units, we will also ask the deans, department chairs and faculty to begin discussing the elective issue and take action as appropriate. A major priority is to align our programs' roadmaps with the course schedule in order to facilitate students' access to both the required and elective courses needed. Scheduling for a large number of elective courses is made more difficult with limited resources and the unpredictability of student selection. Our goal is effective course planning and scheduling as aligned with resources in order to assure maximum benefit to students.</i>

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3. Campus Orientation	Review the extent to which students are encouraged in Orientation and other programs to highly value the efficient progress toward the degree..
Status	<p>Multiple campus orientations are held prior to the Fall, Winter and Spring quarters. This Fall, 83% of the first time freshmen and 60% of the transfer students participated in Orientation. Students are provided with a comprehensive overview of campus resources and services that support their academic success (e.g. financial aid, advising, registration policy and procedures, clubs and activities). Additional information is provided on the requirements of General Education, the goals of and the process for declaring majors, graduation requirements, and career planning. Academic departments participate in the orientations which facilitate linkages to the majors and ensure appropriate course selection. Electronic mail and the web are also used to keep students abreast of changes and to update information. Similar information on academic scheduling, unit requirements, and academic support services is provided to students at our Antelope Valley Center.</p>
	<p>Beginning in Fall 2005, all first year freshmen are expected to participate in the First Year Program which reinforces and expands upon the information in the orientation programs. Successful matriculation and progress to degree are emphasized in the FYP.</p>
Action Plan	<p><i>Plans are underway to create an on-line version of the CSUB Orientation program in order to provide a convenient and accessible alternative to the on-campus program. This will be especially beneficial to our evening and part-time students. A course similar to the first time freshmen orientation course is being planned for all transfer students and will emphasize strategies for successful degree completion. Both activities will be piloted during the 2006-2007 academic year.</i></p>

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<p>4. General Education and Life Career Goal Planning</p>	<p>Improve the support offered to students who seek help in clarifying life and career goals.</p>
<p>Status</p>	<p>As part of the yearlong FTF experience and to assist students in seeing the connections between their interests and skills, and potential careers, we piloted the use of several inventories. Approximately one hundred freshmen (about 12% of all FTF) took two inventories developed by Eureka, The California Career Information System: Microskills and True Colors. Microskills is a skills analysis tool that helps students to choose and prioritize job skills that are most important to them and then matches those skills highly prioritized with occupations and careers. The True Colors instrument is a personality inventory which helps the students to identify their personality type, discover their talents, and then matches those choices to careers and skills inventories for some of the students. At least one section of the 301 course for new transfer students took the Myers-Briggs assessment. Following the inventories, both the first year freshmen and transfer students are guided through an exploration of the majors offered at CSUB. Additional career information is provided through a class taught through the Career Development Center.</p>
<p>Action Plan</p>	<p><i>The First Year faculty are reviewing students' experiences with the inventories to ascertain the benefit and usefulness of the data prior to expanding the assessments. Preliminary feedback suggests that these inventories will be fully implemented in Fall 2006.</i></p>
<p>5. Career & Disciplinary Orientation</p>	<p>Provide information through academic programs that will assist students in understanding careers for which their degrees may prepare them.</p>
<p>Status</p>	<p>Most of the academic programs provide students with information to assist them with career and graduate school exploration; in some schools this information is provided through "career and disciplinary orientation" courses. Many programs have internships which provide applied learning experiences and feedback on congruence between students' interests and aptitude and the nature of the work. Career and professional links are also provided through departmental homepages and the Career Development Center. Faculty mentorships and student clubs and organizations affiliated with academic programs are another avenue of professional preparation information; students are encouraged to join professional organizations in their field and some collaborate on research projects with faculty including making presentations at professional conferences.</p>

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Action Plan	<i>An initiative aimed at promoting greater linkages between academic programs and careers will be launched in partnership between Academic Affairs and Student Affairs in Fall 2006.</i>
6. Early Choice of Major	Require undergraduates to make an early choice of major.
Status	An outgrowth of the Graduation Task Force recommendations was the expectation that all students will declare a major by 90 quarter units. As of Fall 2005, only 52 juniors and 17 seniors were designated as undeclared. Currently, the Advising Center places a "registration hold" on all undeclared students with 90 units. These students are required to work with the Advising Center on selection of a major. Additionally, the introduction of the First Year Experience which is required of all freshmen is expected to further contribute to the reduction of undeclared majors.
Action Plan	<i>The campus will continue to track the number and percent of undeclared students with the expectation of a decline in these numbers given the current measures in place.</i>
7. Roadmaps to the Degree	Provide prominently displayed roadmaps to the degree, including campus website.
Status	Roadmaps are available for the degree programs. In some cases, departments are developing a two year schedule which will allow greater course planning capability toward degree completion. There is variability in students' use of the roadmaps through the web.
Action Plan	<i>By the end of Fall 2006 quarter, all roadmaps to the degree will be on the web, and there will be increased communication with students about this resource.</i>
8. Alignment of Class Schedule to Roadmaps	Development of class schedules will take roadmaps into account.
Status	The class schedules are built upon the academic program requirements, however, there is variability in the alignment of the schedule to the roadmaps.

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Action Plan	<i>Beginning in Winter quarter 2006 through Fall 2006, an analysis of the roadmaps to the degree and their alignment to the class schedule will be conducted; recommendations on addressing this issue will be offered including ways in which technology can promote improved integration. Special attention will also be paid to roadmaps aimed at degree completion for part-time students.</i>
9. Mandatory Individual Study Plans	Upon declaration of a major, and congruent with degree program roadmap, students can define the sequence they will follow through individual study plans.
Status	Study plans are not mandatory and there is variability among departments in their use. Registration holds are placed on first year students until they have obtained advisement on course scheduling.
Action Plan	<i>As implementation of the Student module of the CMS gets underway, individual student study plans will be incorporated. Currently a Senate Committee is reviewing our campus' advisement policies and processes. It is anticipated that recommendations will be advanced the end of the Spring 2006 quarter which will help systematize and strengthen our advisement of students.</i>
10. Use of Cumulated Study Plans in Planning Class Schedules	Student study plans should be available as data that, when cumulated, provide program leaders with excellent information as to course demand when developing the class schedule.
Status	The SunGard SCT Banner Student Curriculum, Advising, and Program Planning (CAPP) module within Student and Faculty Self Service provides online real time summary and detailed progress reports to aid in class scheduling. Degree compliance is also available to students on the web 24/7. There is variability in the use of this module and the Program Planning component has not been implemented.
Action Plan	<i>In the transition to the CMS Student Module, particular attention will be paid to providing information and training on the use of the module for academic program planning and schedule building.</i>

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11. Strategies for Student Success & Learning	Provide multiple forms of student support via learning centers, writing centers, tutoring including technology to all students and/or to special cohorts.
Status	Student success is supported by faculty and staff through courses, academic departments, and a variety of programs, services and activities. Examples include the English and Math Jumpstart programs created to provide intensive concentrated instruction over several weeks; the OASIS (One Stop Academic and Integrated Services) Center, a single point of contact for students to receive advisement, individual assessment, career guidance, computer literacy, and tutoring. Live Text, an electronic portfolio is being piloted in the First Year Experience, and in several academic departments in the Schools of Education, and Humanities and Social Sciences.
Action Plan	<i>With the transfer of Enrollment Management Services to Academic Affairs, plans are underway to develop an integrated model of support for student learning and achievement that is aimed at strengthening the linkages between academic programs and the array of student support services on campus. During the Spring 2006 Quarter, mapping of student matriculation will be conducted and by December 2006, the first phase of the integrated model will be implemented. We are also initiating in Winter 2006 an "Academic Fitness Program" aimed at matching First Time Freshmen in academic trouble with graduate students in training as student services professionals.</i>
12. Policies that Limit or Discourage Drops, Withdrawals, Incomplete Grades	Revisit campus policies and make new policy where appropriate and encourage enforcement of existing policies in order to discourage student exit from classes prior to completion.
Status	The campus has established policies on dropping and withdrawing from classes/university, and receiving incomplete grades. In 2004-05, approximately 1000 students withdrew from the university. Through several student support programs, "early warning" signs are already in place for selected groups of students (e.g. first generation, Educational Opportunity Program, College Assistance Migrant Program, BBEST Liberal Studies, etc.) Other campus offices including academic departments, deans' offices, Counseling Center, Disability Student Services, Academic Advising and Information Center, Academic Achievement Center, and Undergraduate Studies are exploring options and alternatives with students to reduce withdrawal or stop-out from the university.

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Action Plan	<i>During the 2004-2005, a study of student "stop-outs" was initiated which is aimed at identifying the student profile and factors contributing to their withdrawal from the university. The study will be completed during the 2005-2006 academic year. The findings will be reviewed in light of current policies and practices to determine ways of reducing student exiting from the university. We are also exploring strategies for "recapturing" those students who withdrew from the university with 30 units or less from degree completion.</i>
13. Course Repetition	Review course repetition policy to determine nature of enforcement.
Status	Students are allowed to repeat up to 20 units of courses with grades of C- or lower and "replace the grade" of the first enrollment with the grade from the repetition.
	Students may petition the Academic Petitions Committee to repeat courses with C- or lower and "replace the grade" for more than 20 units. Approval by the APC is normally awarded only when this replacement is necessary for the student to raise his/her GPA to 2.0 in order to graduate in a timely manner.
	Students may also petition the Academic Petitions Committee for "grade forgiveness" or "academic renewal" in all courses of one-academic year (3 quarters need not be consecutive) if those courses are at least 5 years old from the date of the petition. Approval by the APC is normally awarded only when this level of "grade forgiveness" is necessary for the student to raise his/her GPA to 2.0 in order to graduate in a timely manner.
Action Plan	<i>Approvals beyond the 20 unit maximum are aimed at facilitating graduation. During the Spring 2006 quarter, the Associate Vice President for Academic Programs will review enforcement of policy and determine whether any other measures need to be proposed.</i>
14. CMS Information Systems for Major Advising	Continue as a high priority the development and provision of advising resources, exploiting the tools in the Common Management System.

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Status	<p>CSUB is currently using SunGard SCT's Curriculum, Advising, and Program Planning (CAPP) application within SCT Banner Student for Advisement. This module is a comprehensive tool that offers flexible student tracking toward a degree, certificate, or diploma. CAPP provides faculty, advisors and students a Web-based self-service 24/7 access to plot out a student's progress towards degree completion in a matter of seconds. Student Transcripts and test scores information are also readily available online. CAPP has the capability to allow users to do 'what if' scenarios to help them make informed choices about course selections and career options.</p>
Action Plan	<p><i>The Academic Advisement module is a component of the CMS PeopleSoft Student Administration system. As part of the Banner 6 Collaborative to implement CMS Student Administration (SA), CSUB is expected to be live on Student Administration by October of 2008. In the interim, an assessment will be taken Spring 2006 to determine the extent of use of the CAPP module and to determine the timeline and feasibility of expanded use of the current system.</i></p>
15. Advisement	<p>Renew commitments to advising; review policies that require students to seek advising; where suitable increase the frequency of advisement in the major.</p>
Status	<p>Academic advising is mandated for students with less than 45 quarter units and for students who are on academic probation. There is variability in department's requirements for advising; some require advising the first year in the major and before their graduation check; others require advisement every year. Most schools remind students to seek advisement prior to, and during registration for the subsequent quarter.</p>
Action Plan	<p><i>A Senate Committee is currently reviewing our advisement policies, with an expectation that recommendations will be made during the Spring quarter for potential implementation during the 2006-07 academic year. Additionally, Academic Affairs is initiating the development of an integrated model of student support with a particular emphasis on GE and major advisement; the impact and cost implications of central advising units in the schools will also be explored.</i></p>

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16. Degree Audits	Encourage widespread and appropriate use of degree audits.
Status	CSUB is in the process of completing the degree audit in Banner for the BA/BS Undergraduate majors beginning with the 2001-2003 Catalog. Thirty-five of the 39 Undergraduate programs have been completed. Once all undergraduate programs are complete our next task is to build the minors and attach them to the programs. As each program is built contact is made with the Department to acquaint them with the Degree Audit process for advising purposes. Due to the incomplete status of the Degree Audits, the campus has not mandated use of the Degree Audit process. Degree audits of the majors are completed by faculty advisors; similarly GE and graduation audits are conducted unofficially by the advisors. The official degree audit is conducted once student appears eligible to graduate.
Action Plan	<i>Degree audits are vital to monitoring student progress towards the degree. We expect to have the degree audit program available for all majors no later than the 2006-2007 academic year, followed by information and training sessions on utilization of the system. Both policies and procedures for mandatory advising and periodic degree audits will be examined to coincide with the technology available.</i>
17. Mandatory Audits at Junior Level	Consider a policy that imposes a degree audit at the junior level which would capture both native undergraduates and transfers.
Status	We do not currently have such a policy; we are in the process of building the degree audit component in our data system.
Action Plan	<i>We expect to have the degree audit program available for all majors no later than the 2006-2007 academic year, followed by information and training sessions on utilization of the system. Both policies and procedures for mandatory advising and periodic degree audits will be examined to coincide with the technology available.</i>
18. Mandatory Advisement for Students as Approach/Exceed Units Required for Degree	Develop policies for students whose accumulated unit totals exceed the minimum requirements for the degree.

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Status	We have a pilot program that requires students with excess units to obtain advisement.
Action Plan	<i>Such a policy will be considered as part of the campus-wide focus on developing an integrated model of student support and services. As the CMS system is planned and becomes operational, attention will be paid to the implementation of the degree audit function.</i>
19. Development of Indicators for Campus-Wide Monitoring of Graduation	Develop, disseminate, and use indicators pertaining to graduation.
Status	A study of the Fall 2005 incoming freshmen class has been initiated. We will track the 792 students through their years of matriculation at CSUB to determine factors that promote and hinder their progress. An examination of institutional barriers will also be identified. Among the factors to be monitored: GPA (especially below 2.0), average load and average number of units completed, percent complete remediation, time to degree, progress through General Education, declaration of major, and progress through the major. A demographic profile, usage and rating of services, and recommendations will also be collected.
Action Plan	<i>In addition to the tracking study described above, we also have a study underway of "stop out" students. These data will assist us in developing better "early warning" indicators and expanding/strengthening our student support services.</i>

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20. Review by CSU Peers	Embrace and facilitate visits by academic peers to assess progress toward facilitating graduation.
Action Plan	<i>As a result of the reorganization and transfer of Enrollment Services to Academic Affairs, we request that a campus visit not be conducted during the 2005-2006 academic year.</i>
21. Periodic Reports	Provide periodic reports on actions taken to facilitate graduation to the Chancellor's Office and Board of Trustees.
Action Plan	<i>This report addresses the twenty-two items as outlined in the coded memorandum AA-2005-21.</i>
22. Appropriate Funding Support	Assure that budgets and priorities support efforts to facilitate graduation.
Action Plan	<i>With the transfer of Enrollment Services to Academic Affairs, there is an examination of the alignment of current resources to support enrollment management within the unit as well as in the schools. New resources will be allocated based on the university's strategic priorities which include student academic success and student development.</i>
Additional Comments	<p>During the Fall quarter an all-day Enrollment Management Retreat involving department chairs, school deans, Academic Senate, Enrollment Management staff, other Academic Affairs Personnel and the President's Office was held. Best practices across the schools and student service programs were shared and recommendations for broad-based institutional strategies were developed. Among the major recommendations: 1) better adapt course schedule to students' circumstances, 2) promote stronger student engagement and connection with faculty and staff, 3) use multiple venues for distributing information, especially through the use of technology, 4) provide frequent information on progress to degree, 5) expand our advisement services and strengthen our requirements for advisement. These recommendations, along with examples of CSUB best practices, have contributed to shaping the action plans delineated in this report.</p>