

Minutes of the  
EIGHTEENTH FACULTY MEETING  
California State College, Bakersfield  
September 9 and 10, 1975

CALL TO ORDER AND AGENDA

The eighteenth meeting of the Faculty of California State College, Bakersfield was called to order by President Frankel in LB100 at 9:00 a.m. The agenda was approved as follows: on September 9, general reports of matters of concern to the senior administrative officers of the college; on September 10, detailed reports of the status of academic affairs with reference to long-range planning and institutional goals (prepared in large measure during the summer quarter by task forces and committees).

APPROVAL OF THE MINUTES

The minutes of the seventeenth meeting of the faculty were approved as printed. At that time, mention was made that a faculty photograph would be taken on September 10. All members were urged to be present.

INTRODUCTIONS OF FACULTY

The deans of the schools of the college introduced faculty as follows:

Business and Public Administration: No new faculty; Mr. Richard Stillman, Professor of Public Administration, returned from his year's leave in Washington, D.C.; Mr. R.O. Miller, Associate Professor of Public Administration, was on leave for the year to work in Washington, D.C.

Education: No new or returning faculty.

Behavioral Sciences: Ms. Joanne Kurfiss, Lecturer in Developmental Psychology and Sandra Woy, Assistant Professor of Political Science, were introduced as new members of faculty.

Humanities: Mr. Michael Heivly, Assistant Professor of Art, was introduced as a new member in Art (prints and photography); Mr. Oliver Rink, Lecturer in History, was also introduced as a new member to the department of history replacing Mr. Jon H. Butler.

It was announced that Mr. Carlos Lozano resigned his chairmanship of Foreign Languages and Ms. Mary Paquette was introduced as the new Chair of this Department.

School of Natural Sciences and Mathematics: Ms. Patricia Cano, Lecturer in Nursing, was introduced as a new member in public health along with Ms. Margaret Barber, Lecturer in Nursing and Ms. Georgette D'Amour, Lecturer in Nursing.

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Other persons introduced were:

Ms. Helen Roberts, Assistant in Nursing (for Fall, 1975)  
Ms. Beatrice Brooks, Chair of Nursing  
Mr. Larry Carr, part-time Adjunct Lecturer in health services.  
Mr. George Wiger, Lecturer in Chemistry  
Mr. Peter Johnson, Adjunct Lecturer in Chemistry (part time)  
Mr. Donald Lebsack, Lecturer in Physics  
Mr. Marshall Ruchte, Exchange Professor from Humbolt

President Frankel, reporting on ARPT action, indicated that the following faculty members had been promoted:

Mr. Robert A. Cornesky, Professor of Education and Biology  
Mr. Raymond Duquette, Professor of Education  
Mr. Barney Michals, Professor of Education and Biology  
Ms. Betty Yearout, Professor of Medical Technology  
Mr. Robert Fletcher, Professor of Finance  
Mr. Richard Stillman, Professor of Public Administration  
Mr. Mel Dutton, Professor of Chemistry  
Mr. James D. McMillan, Associate Professor of Sociology  
Mr. Mike Flachmann, Associate Professor of English  
Mr. Richard Noel, Associate Professor of Psychology

Tenure was awarded to the following:

Tenure with Promotion: Mr. Mike Flachmann, Mr. Richard Stillman,  
Mr. Robert Fletcher, Mr. Richard Noel, Mr. James McMillan  
and Mr. Mel Dutton.

Tenure without Promotion:

Mr. James Ross, Associate Professor of Sociology  
Mr. David Cohen, Associate Professor of Psychology  
Ms. Cathryn Fleming, Associate Professor (directing External  
Degree Program in Nursing, 1975-1976)  
Mr. Harold Purcell, Associate Professor of Accounting

Those professors who retired were:

Mr. Nathan Edwards (Education), Ms. Lorraine West (Education,  
and Ms. Joan Hughes (Education).

President Frankel also indicated that twelve full-time faculty were classified as coaches and lecturers; 10 were listed as first-year probationary; 31 were in third or fourth-year status; and 73 were tenured as of the beginning of 1975-1976. The faculty consisted of 150 persons, counting only those presently employed or on leave.

REMARKS OF DEAN HIBBARD

Dean Hibbard reviewed topics of concern under the direction of the Office of Student Affairs. The intent was to give an overall picture of the first, five-year history and suggest a prognosis. Based upon current data, he reported that CSCB's applications for enrollment for Fall, 1975, were running slightly ahead of those for Fall, 1974, but that the number of returnees (relative to the number of individual units taken) was the "critical" factor in the growth of the student body. He also suggested that CSCB was reflecting the national trend toward a slight up-turn in college enrollments. Therefore, he did not see some of the fiscal problems arising during 1975-1976 which occurred in 1974-1975. He illustrated his remarks with transparencies based upon the following charts (See Charts No. 1-6 on FTE and Enrollment for 1970-1975-1976).

Generalizations about enrollments during the first five years were as follows:

1. While the number of graduates (815, Spring, 1975) increased as a percentage of the entire student body, the number of FTE reduced due to many of them taking fewer than five units of work. (See FTE and Enrollment for Seniors by Quarters).
2. The relationship between the number of seniors enrolled and the FTE was much closer than for graduates with the FTE representing 88% of the enrollments (See FTE & Enrollment for Seniors by Quarters).
3. The narrowness of the "gap" between the enrollments and the FTE for juniors represented the consistency of the need to establish and work toward finishing upper-division majors during the junior year. The FTE represented 86% of enrollments (See FTE and Enrollment for Juniors by Quarters).
4. The "gaps" between sophomore and freshmen enrollments and FTE's were much smaller than any of those for juniors, seniors and graduates. The probable causes having to do with 1) the necessity for freshmen and sophomores to complete lower-division requirements for general education and 2) the fact that most are full-time students not encumbered with families and self-support responsibilities.

As an "over-all" reminder, he suggested that the faculty should be concerned about the trend which indicated that more students were enrolling but taking fewer units of credit, thus reducing the FTE growth which serves system-wide as the basis for budgeting for faculty positions and institutional resources.. (See FTE and Enrollment Totals of All Levels).

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Dean Hibbard also specified the ethnic distribution of CSCB for Winter, 1975 (See chart Ethnic Distribution Winter, 1975). The primary conclusion was that 76.7 percent of the student body during Winter 1975 was Caucasian with 23.3 percent constituted by other identities of which Blacks comprised 7.3 percent and Chicanos 9.6. He did not speculate on the propriety of such percentages, but did indicate that the number of applications and "shows" were conditions of the figures.

Speaking of the total number of student applications for admission, he said that "projections were higher than should have been the case" given the economic and social conditions of the times. He referred faculty with specific questions to the registrar. He also announced the formation of a School Relations Committee to be chaired by Mr. Sheffield which would work throughout the year to improve the general number of applications of all types.

As matters of general interest, Dean Hibbard reviewed the services of the offices of EOP, the general activities of the student body, the situation in student housing, matters of financial aids, specific provisions for counseling of students, the operations of the placement office, and plans and programs for athletics at CSCB. He observed that the EOP had 175 "slots" for students of which 100 were new and 61 had been released. He also indicated that the EOP Center had used 21 tutors during the year 1974-1975 and that 1329 students had used the EOP resources. He highlighted the need for more student participation in activities on the campus and suggested that a trend toward formation of a student government was developing. Re-establishment of the newspaper was mentioned, as was the presence of 20-30 student organizations upon the campus. His primary comment about the new student health services center was that it was the result of "being in the right place at the right time." The dimensions of the center were defined with reference to a projected 5,000 student FTE. Nursing and health sciences were mentioned as having interest in the facilities.

A growth in housing was reported, with 30 new students; single rooms were preferred; and the identities of the houses as A-E was reported as continuing. The Dean's assessment of financial aids was that things "look better than they have been" with 1000 grants in aid and some one-half-million in federal monies. He reported about the Psycon Retreat for freshman orientation and general steps for student counseling. He said that freshman orientation included a new "student inventory" related to values, backgrounds, demographic data and test scores. Mention was made of the "personalized counseling" center in Dorothy Donohoe Hall under the direction of Mr. Swank.

Placement efforts were reviewed and data indicated that CSCB had a rather high percentage of placements relative to the general conditions of the country and projected job opportunities. Mr. Steve Herndon was referred to as a source for answers to veterans' questions.

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Faculty were told that they might have access to lockers in the new physical education facility subject to regulations to be established by the director of athletics and the department of physical education. Appreciation was expressed for support of athletics within the community; mention was made of memberships open to the faculty in the Roadrunner 100 Club. All faculty were invited to join.

Questions were addressed to Dean Hibbard as follows:

- Q: Have you discovered where the "leakage" is in the number of students?
- A. A survey of 1200 former students was conducted by telephone. Evidence from the survey indicated that finances, personal reasons, absence of specific programs, and recruitment practices had specific bearing upon returning. Mention was made of personal interviews with "everybody who drops out in the last three weeks" of a quarter. Recruitment in the high schools will be "stepped up" with direction from the new School Relations Committee.

### REMARKS OF DEAN SECOR

Administrative Dean Secor used a slide presentation to explain his office and activities to the faculty. He discussed supervision of campus planning, plant operations, automatic data processing, personnel, affirmative action, security, and basic publications. As items of information and concern, he mentioned 1) the school's concern for unnecessary use of electrical power, 2) use of the computing center and additions of new equipment, 3) the shared responsibilities of academic (Wilder) and personal (Castro) matters of personnel--including the personnel audit which was held in 1974-1975, 4) the necessity for CSCB to comply with mandates relative to affirmative action, 5) the inter-agency cooperative arrangements of the security forces and their general services functions within boundaries of the campus, e.g. communications, environmental health and safety, disaster control, and fire control, and 6) production problems involved in coordination, editing, printing, and circulation of the college catalogs and class schedules. He stressed that the faculty must understand that the catalog of the college is a "front line" of public relations. Copy for and development of it should be very carefully thought out and processed.

As an additional item of information, Mr. Biddle reported that the annual statistical monograph was available and could be obtained in the ADP center. Several suggestions were then made regarding how to improve the looks of the campus, e.g. removal of unnecessary dirt and gravel, additional landscaping. President Frankel indicated that it might be possible for some community business or association to respond to such needs.

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Mr. Secor then took the faculty through the specific history and evolutionary development of the CSCB campus from 1967 to the present. He mentioned such items as the enabling Senate Bill No. 75, the search for a site from the ten-plus offers, the assumption of the first presidency by Dr. Paul Romberg in September, 1967, the development of a master campus plan by Gruen and Associates, specification of the Academic Master Plan by Academic Dean Wilder and the school and division deans, the ground-breaking ceremonies in 1969 by Governor Reagan, and the general physical development of the college from 1969-1975. He also suggested elements of the 1977-1980 campus projections (See same in the office of the Administrative Dean). As a note of interest, he mentioned that the CSCB Nursing building was the "only building in the CSUC system that was not built by State funds." Among references to contemporary progress, he identified the completion of the physical education facility, the health services building, the new 680-seat cafeteria, and the continuing interest in architectural planning and construction of a fine arts building. He said that the CSB Foundation had already made a commitment of some \$500,000 toward the building.

## REMARKS OF PRESIDENT FRANKEL

As a preface to his remarks, President Frankel indicated that Mr. Callison would speak at a later time for the business aspects of the college and the CSB Foundation Board and that Mr. Sheffield would explain the development and functions of the new Development and Public Affairs Committee.

Remarking informally, the President informed the faculty of the following:

1. The CSUC budget for the system was in its 11th month of an 18-month cycle and had been approved for submission to the Legislature by action of the CSUC Trustees on October 8, 1975. He explained that the budget contained a basic support budget, program change proposals, and special funds. He referred the faculty to the copy of the budget which is available each year in the CSCB library.
2. Design for the Fine Arts Building was to be completed by April or May of 1976 and that funding was being projected for the budget of July, 1976, depending upon legislative acceptance and support.
3. Prospects for planning and construction of the remaining buildings projected in the CSB master plan were "slowed down" or "dropped out of sight" by recent actions of the CSUC Board of Trustees. He mentioned specifically the projected corporation yard, the outside P.E. facilities, and the swimming pool. He speculated about other sources for revenues, e.g. private.

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4. The Berman (AB 804) was approved by the Governor in September and mandated that a new set of CSUC grievance proceedings be drawn to conform to the specifics of AB 804. He reported that the timetable for drafting of such proceedings would be focused upon January 1, 1976, and that faculty groups were being asked to contribute input.
5. The "collective bargaining bill" for higher education (Z'berg, AB-1781) was still "alive" but somewhat overshadowed by passage and signing of the SB-160 (Rodda) bill mandating collective bargaining for the k-14 segment of public employees. A specific concern was the scope of bargaining. Mention also was made of the executive powers of the Governor possibly being used to extend CB to state employees.
6. Regarding the enrollments and general growth of CSCB, the President remarked that "there is no sign that the State has regretted establishment of the CSB college." He then indicated that CSCB had the lowest S-F ratio and the lowest FTE ratio of any of the state colleges, and that visitors to the campus feel that Bakersfield is "generously endowed" regarding resources for education within the framework of the CSUC system. He said, further, that CSCB must now "review our original plans and redesign them for a 5,000 FTE maximum size." He mentioned review and study of the recent goals statements of the College and the deliberative bodies studying them. His intention was to meet with the Cabinet, the Foundation, the College Council, the Deans, the department chairmen, and others in a series of meetings throughout the year to refine and complete the "mission analysis" for the institution.

ADJOURNMENT (September 9, 1975)

The meeting was adjourned at 10:30 a.m. until 9:00 a.m. September 10.

CALL TO ORDER (September 10, 1975)

President Frankel called the Faculty of CSCB into session at 9:00 a.m., September 10, 1975, in LB 100 to continue the eighteenth quarterly meeting.

REMARKS OF VICE-PRESIDENT WILDER

As an introduction to the concerns of the College for academic programs, Vice President Wilder remarked that the "atmosphere on campus in the sixth year is an important issue" relative to the attractiveness and functioning of the College. He then reviewed the "factors that will shape the future," beginning with remarks about the design and intentions of the original Master Plan for CSCB as defined by the administrative officers in 1968 (See Table I, Academic Master

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Plan: 1970-1975--attached--and same in other form from the Office of the Chancellor, CSUC system). He indicated that CSCB began with a designed program for academic concerns which had now grown to some 30 operational majors for degrees. He mentioned that the first five years of growth were on schedule but that "we are now at an almost standstill." He reviewed the continuing objectives of the degree programs as follows: a. the importance of the educative value of non-classroom experiences (co-curricular); b. education of the "whole person"; c. the intention to incorporate innovations--the use of which he characterized as being "less ample" than traditional forms; d. broad service to the southern San Joaquin area; and e. the preparation of graduates who could lead meaningful lives and earn livings. He interpreted enrollments at CSCB as modest, and then traced the history of the growth of the student body at the College, commenting on the unusual "spurt" growth during the second year and the fact that "latent pressures caused overestimating the projections." He rounded the discussion of enrollments by observing that 2400 FTE was the estimated enrollment for 1975-1976. He did say that CSCB was in a relatively better position than other colleges, with a funding ratio of 16:1 FTES/FTEF. In general, he characterized CSCB in its sixth year as striving for maturity. He foresaw that regulatory agencies would "let CSCB mature."

As a means of emphasis, Vice President Wilder projected figures from the "hard data" for the first five years of CSCB's history to describe the nature of the student population of the college in the sixth year (See Table II, California State College, Bakersfield Profile attached). Among other items, he observed that the mean age of students at CSCB was older than for the System and that a large majority of them were "drive-in" part-timers. He also pointed out that CSCB drew 63.2 percent of its students from within Kern County. Undergraduate transfers also constituted 66.6 percent of the student body--which was a "little higher than for the System." Of particular interest was the indication that 62.5% of CSCB's students were taking 12 or fewer units of credit--a figure lower than the average for the System. Faculty were encouraged, therefore, to suggest that students take more units per registration. Graduate enrollments at CSCB exceeded the average for the System as a whole, and lower division courses constituted only 40 percent of those offered.

Speaking of faculty lines and positions, Vice President Wilder specified that 151.5 of the total number were allocated locally "on the basis of enrollments in disciplines." He explained that the basis of assignment of lines from the Office of the Chancellor was the SCU: FTEF ratio, and that some local assignments of faculty were made according to "program needs." He expressed some concern about the development of interdisciplinary studies and use of faculty in those programs. He also expressed confidence in CSCB's future as "good," but remarked that "the idea that 'big is good' does not impress me. We do all sorts of things that other colleges do (without being big)."



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Regarding campus development, he reaffirmed support for the fine arts building and solicited continued patience with the necessities of building progress. "Innovations," he said, "are continuing this year." He then indicated the following: a new class schedule, the three-course load, the Center for Professional Development, with "a whole batch of operations," the existence of several interdisciplinary programs--although "in worse shape than in previous years," and the College Council's revisions in the "basic subjects" requirements for the BA. He identified some specific problems of CSCB, such as instituting reciprocity for students in the National Student Exchange, helping faculty effect different teaching assignments (r.e. TSO's), certifying class lists with the help of professors, instituting classroom visitations (for purposes of evaluation), reviewing practices of "politicking" on campus by state employees, discussion and definition by professors of grading standards, and re-assessment of the use and structure of "senior seminars." He indicated, further, that "it is the faculty's responsibility for assignment of grades; if there are more A's than C's, it is an odd circumstance." "I am also concerned," he said, "about the senior seminars; I get rumblees that they do not do that much at all." He also suggested that no one had defended the seminars well in light of the statements in the college catalog.

## REMARKS OF PRESIDENT FRANKEL

The president began his concluding remarks by stating that his final question for the faculty meeting was: What can the community do for CSCB? He was concerned especially with the faculty's rights of free expression under the admonition to avoid "politicking" on campus. He illustrated a seeming paradox of "our basic rule (in a free society) that everyone is entitled to say what it is that he thinks" while at the same time being restricted by considerations revolving around the political nature of public institutions. His advice was that while "our cause is truth," that demands a balanced presentation by the professor or speaker. He defended the professor's involvement in political issues within the social community, but suggested that professors and others remember that "they do not, however, speak for the College." In response to his question of what the community could do for CSCB, he advocated that they "understand us" when it is hard to, in addition to the more traditional actions of sending money and supporting students.

Regarding long-range planning, the President, remarked that the original Master Plan had served the school well during its beginnings, but that now it was time to "face another future." He indicated an intention to study 1) altering the mix of students, 2) establishing a set of "guidelines for making rational decisions for the college," and 3) augmenting the work of the College Long-Range Planning Committee. Referring specifically to the "goals" documents of the spring and summer quarters, he outlined three "problems" he saw relative to students: the differences between what students bring to the campus and

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what the professors would like to see them take away; the admission practices which may screen out (for mechanical reasons) some students who want to attend; and how to increase the size of the student body while maintaining desired qualities. He observed that there was "an economy of scale" in educational institutions which might be operating at CSCB to restrict or frustrate present progress and desires for the school. The recent 3% general increase in college enrollments throughout the US gave him some hope for increases at CSCB.

Remarking about his drafting of the "goals paper" which he distributed to the faculty in the fall, he indicated that it had gone through several drafts, had been submitted for review to the deans, had been discussed by the Cabinet, and was utilizing input from department chairmen, advisory, and Foundation boards. He said, in summary that when his paper is finished, the document should then be turned over to the College Council as the last advisory word." His explanation revealed the tripart structure as: a restatement of the Council's basic and long-range goals; a numerical series of sub-goals to serve as "guides that can be monitored"; and statements of speculative issues for purposes of discussion--the intent being provocative. He expressed sincere concern that the finished document become a statement of the "true goals of the college" --"a true consensus of the institution." He warned, however, "that it is not to be cast in concrete or bronze. It is not to be a set of tablets, rather loose-leaf pages."

To conclude the meeting, President Frankel responded to the following questions:

Q: What is the thrust of the third part of the document (goals statement)?

A: All career education should be based upon a liberal education. The key is that the best interests of the students are to be central; they must govern. That is one dilemma. How the school is organized represents another. The third is presented by the fact that "we cannot have interdisciplinary programs without strong disciplinary actions and departments."

As a sidenote, he told the group that the study of the feasibility committee on football had been reviewed by the Council and was still under study by the Long-Range Planning Committee.

Q: Is there a limit on the number of students who can be accepted into the school under provisions of the EOP?

A: Yes. The admission plan operates something like a rubber band ranging between 2 to 4 percent. You have to have both money and a slot for the student. The attrition rate is around 30 percent from year to year; ca. 40 percent of those who withdraw do so for financial reasons.

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Q: What is the actual number of students enrolled this fall of the projected 24000 FTE?

A: See the data from the ADP Center and the Office of the Registrar.


Q: What consideration is being given at CSCB to expansion of external and consortial programs?

A: "I am very ambivalent on that. I am right on the fence." The Governor is not supporting the state funding requests.

ADJOURNMENT: (September 10, 1975)

After announcements of tours of the new library facilities by Mr. Scheide and an invitation by Mr. Secor for the Faculty to attend the CSEA and Cal State barbeque, the meeting adjourned at 10:27 a.m.

Respectfully submitted,

  
Howard C. Zimmerman  
Secretary to the Faculty

# F.T.E. & ENROLLMENT TOTALS OF ALL LEVELS

## LEGEND

- ENROLLMENT
- - - FULL TIME EQUIVALENT
- - - GROWTH LINE OF FALL QUARTER ENROLLMENTS

NUMBER OF STUDENTS

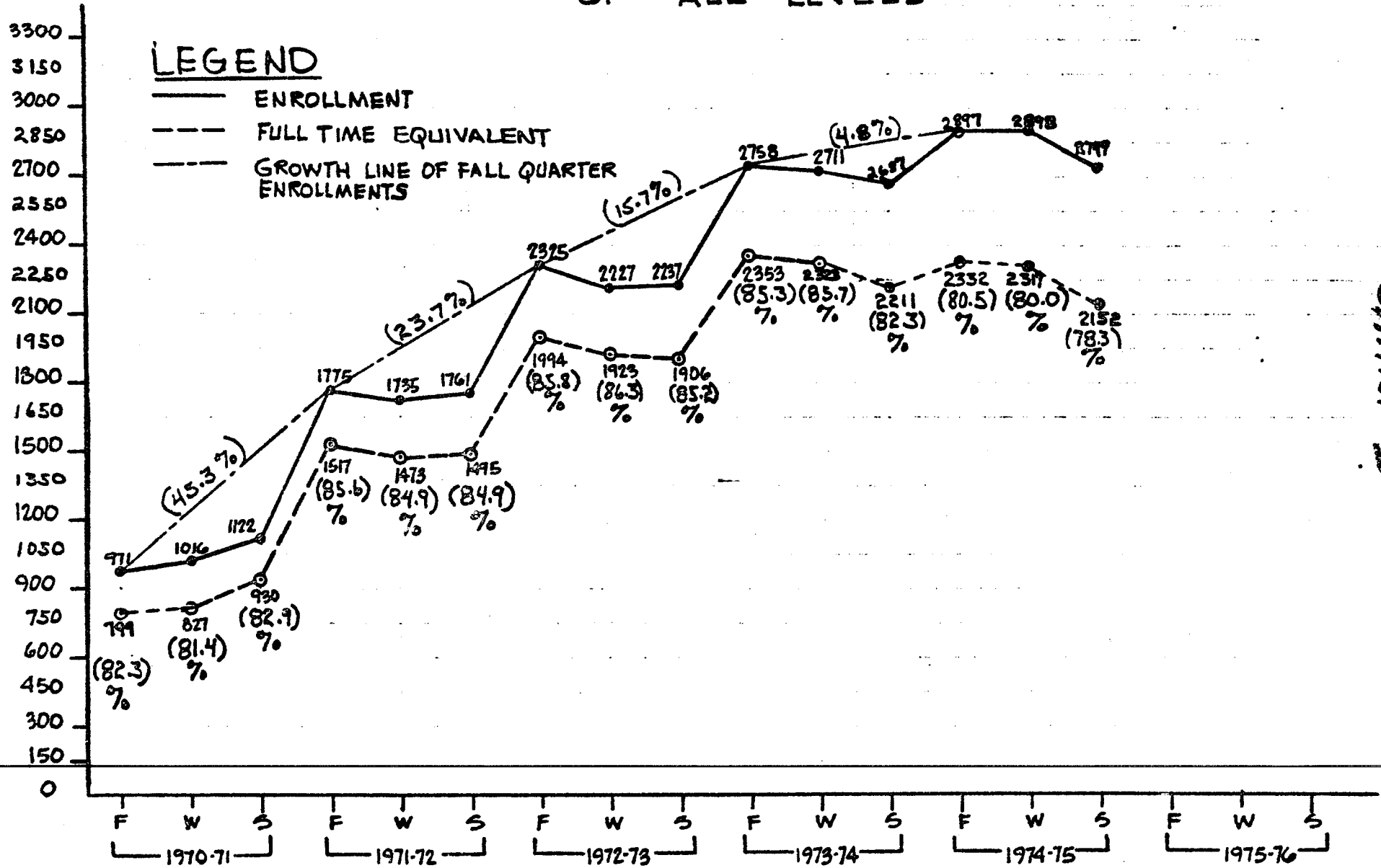
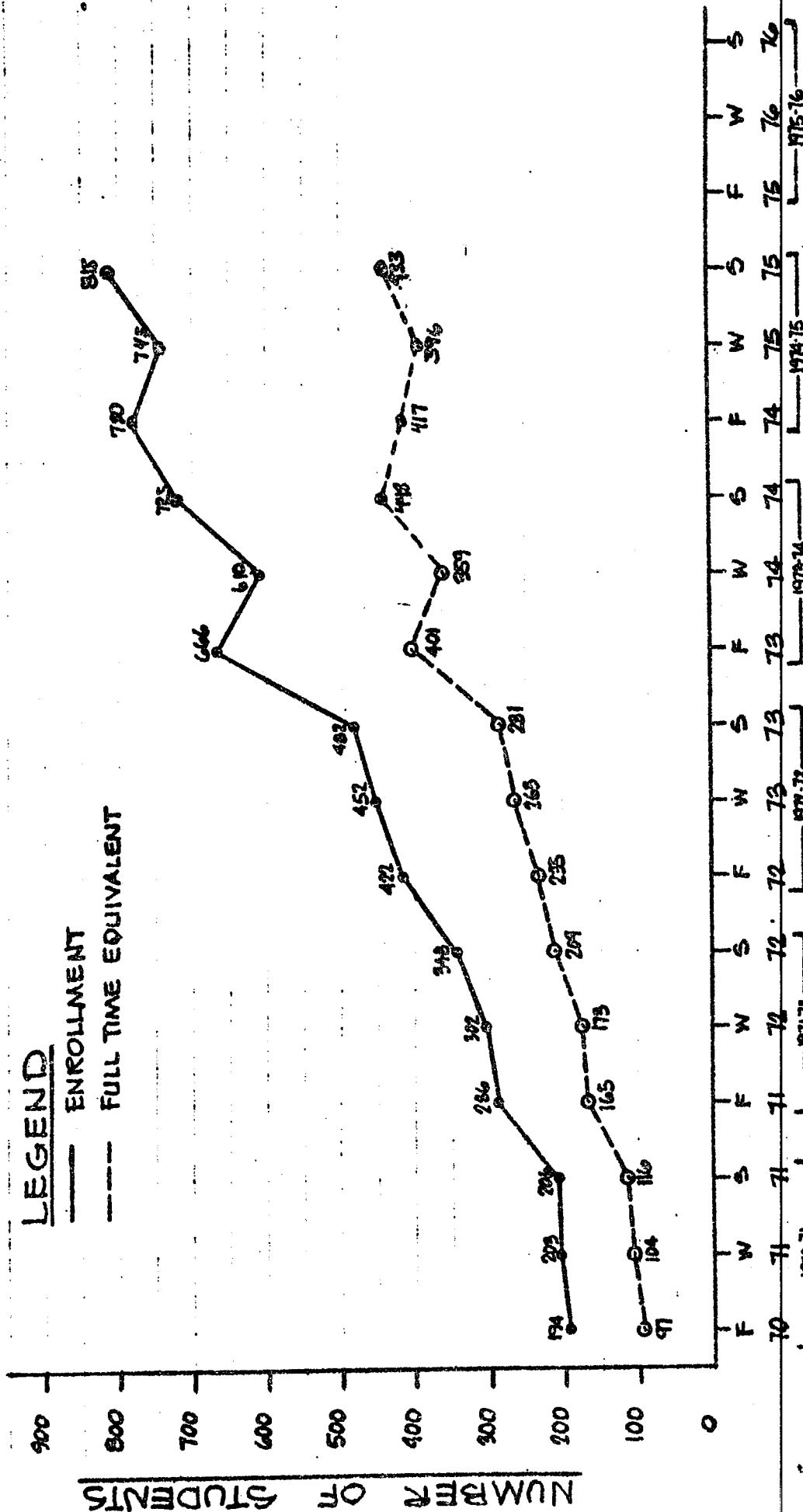


CHART 2

QUARTERS AND YEARS

# F.T.E. & ENROLLMENT FOR GRADUATES BY QUARTERS

CHART 2.



QUARTERS AND YEARS

# F.T.E. & ENROLLMENT FOR SENIORS BY QUARTERS

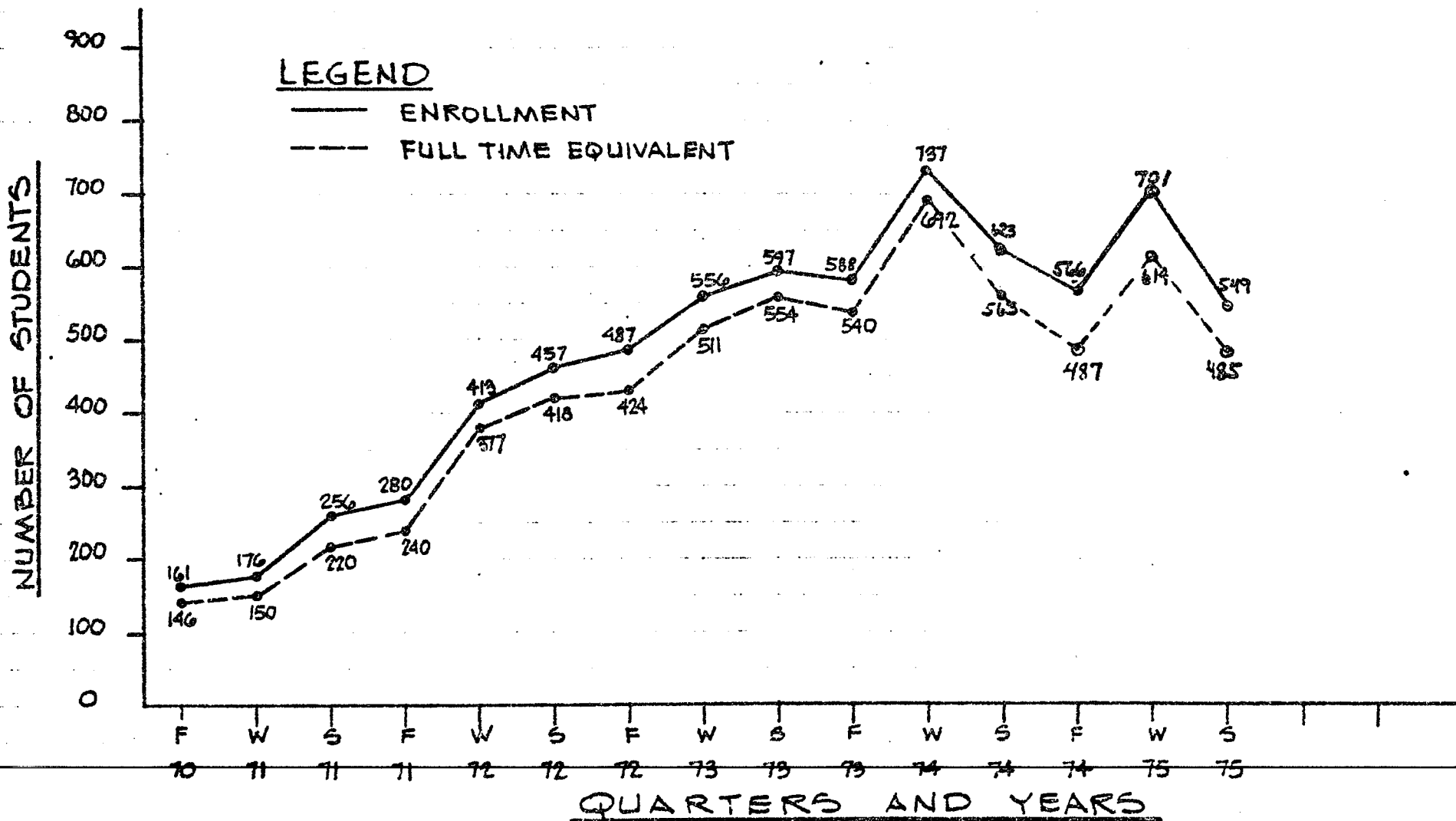
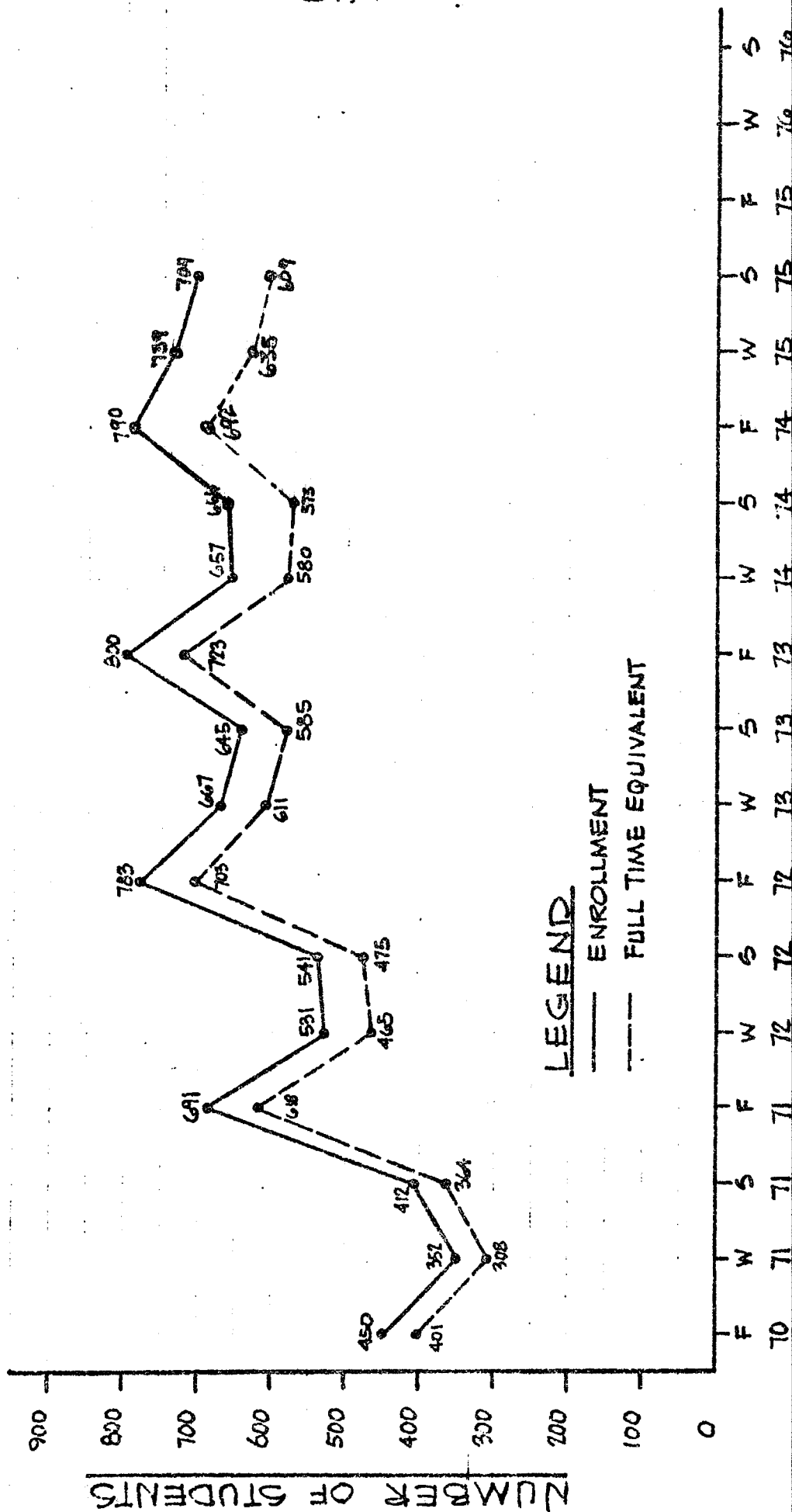


Chart 3.

# F.T.E. & ENROLLMENT FOR JUNIORS BY QUARTERS

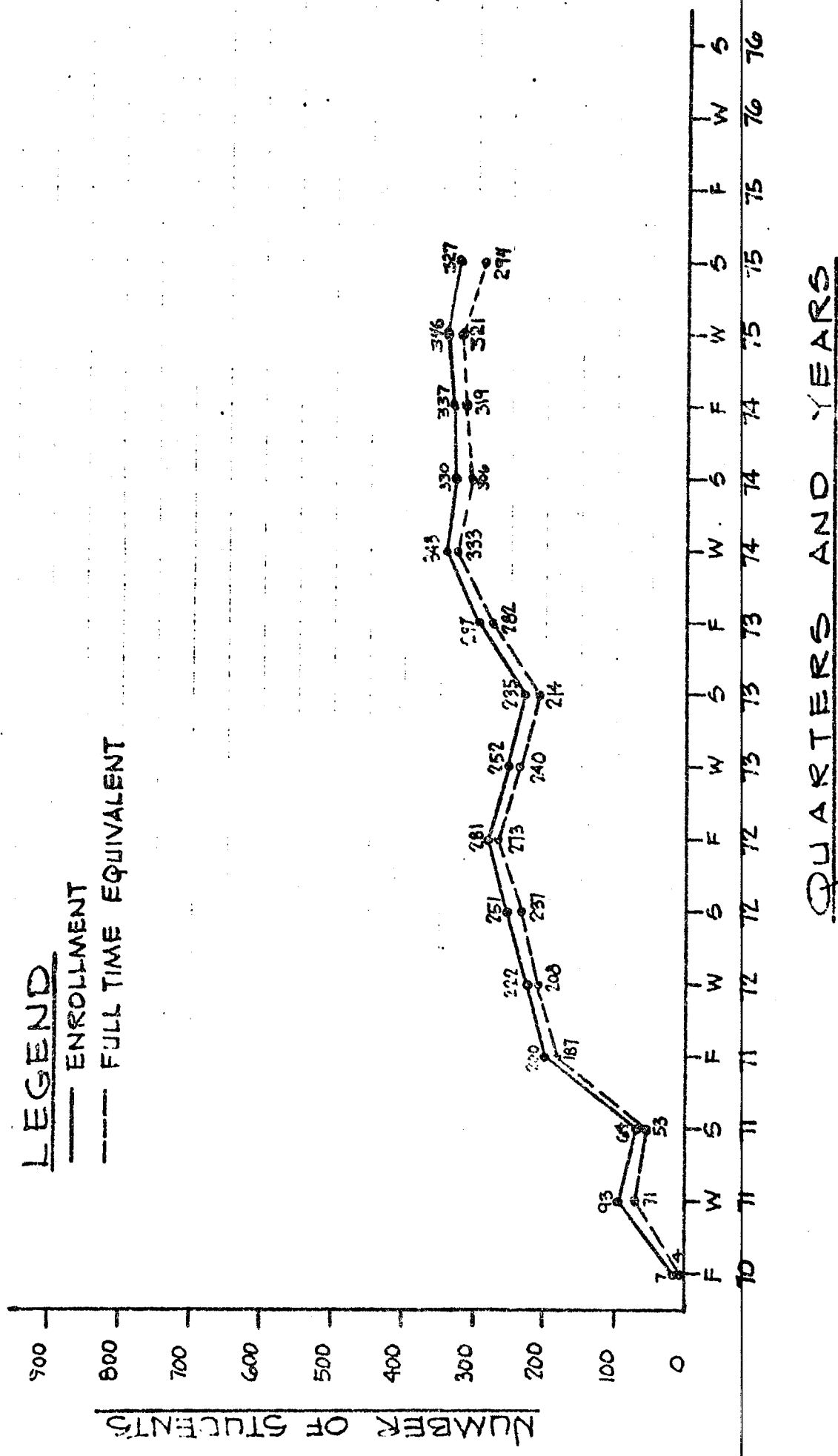
CHART 4.



QUARTERS AND YEARS

# F.T.E. & ENROLLMENT FOR SOPHOMORES BY QUARTERS

CHART 5.





# F.T.E. & ENROLLMENT FOR FRESHMEN BY QUARTERS

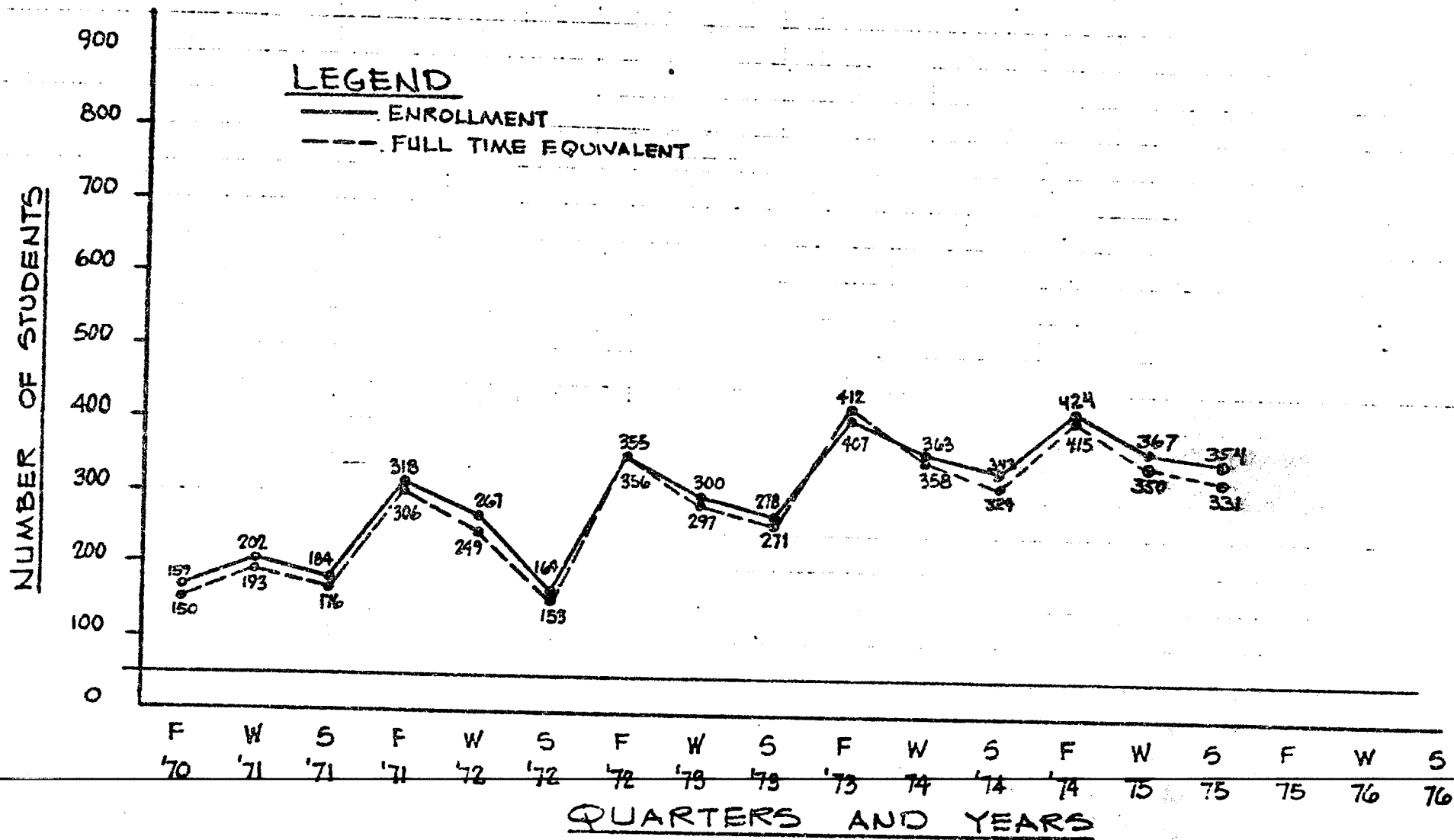
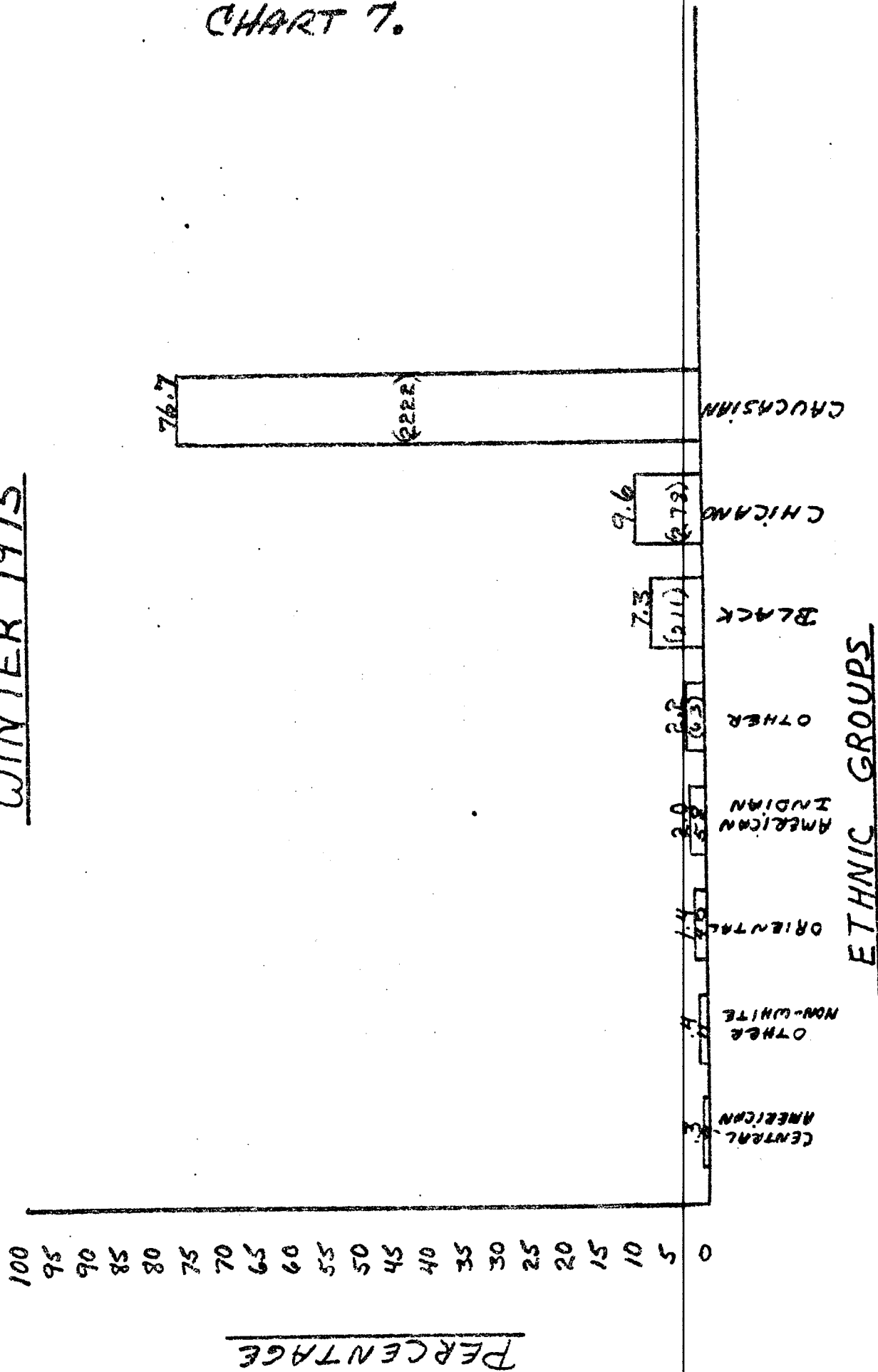


CHART 6.

# ETHNIC DISTRIBUTION

WINTER 1975

CHART 7.



## ACADEMIC MASTER PLAN: 1970-1975\*

## CALIFORNIA STATE COLLEGE, BAKERSFIELD

Degree Terminologies	1970-71	Proposed Degree Programs Degrees to be awarded not earlier than:			1974-75
		1971-72	1972-73	1973-74	
Biology			BS		MS
Business Administration		BS		MBA	
Art					BA
Fine Arts		BA			
Music					BA
Education			MA		
Spanish		BA			
Medical Technology					BS
Nursing				BS	
English	BA			MA	
Philosophy		BA			
Religious Studies					BA
Mathematics		BS			
Physical Education					BA
Chemistry			BS		
Earth Sciences		BS			
Physical Sciences				MS	
Physics			BS		
Behavioral Sciences				MA	
Economics		BA			
History	BA			MA	
Political Science		BA			
Psychology		BA			
Sociology	BA				MA
Special Major	BA				

\*The college will begin operations in September 1970.

## CALIFORNIA STATE COLLEGE, BAKERSFIELD

## PROFILE

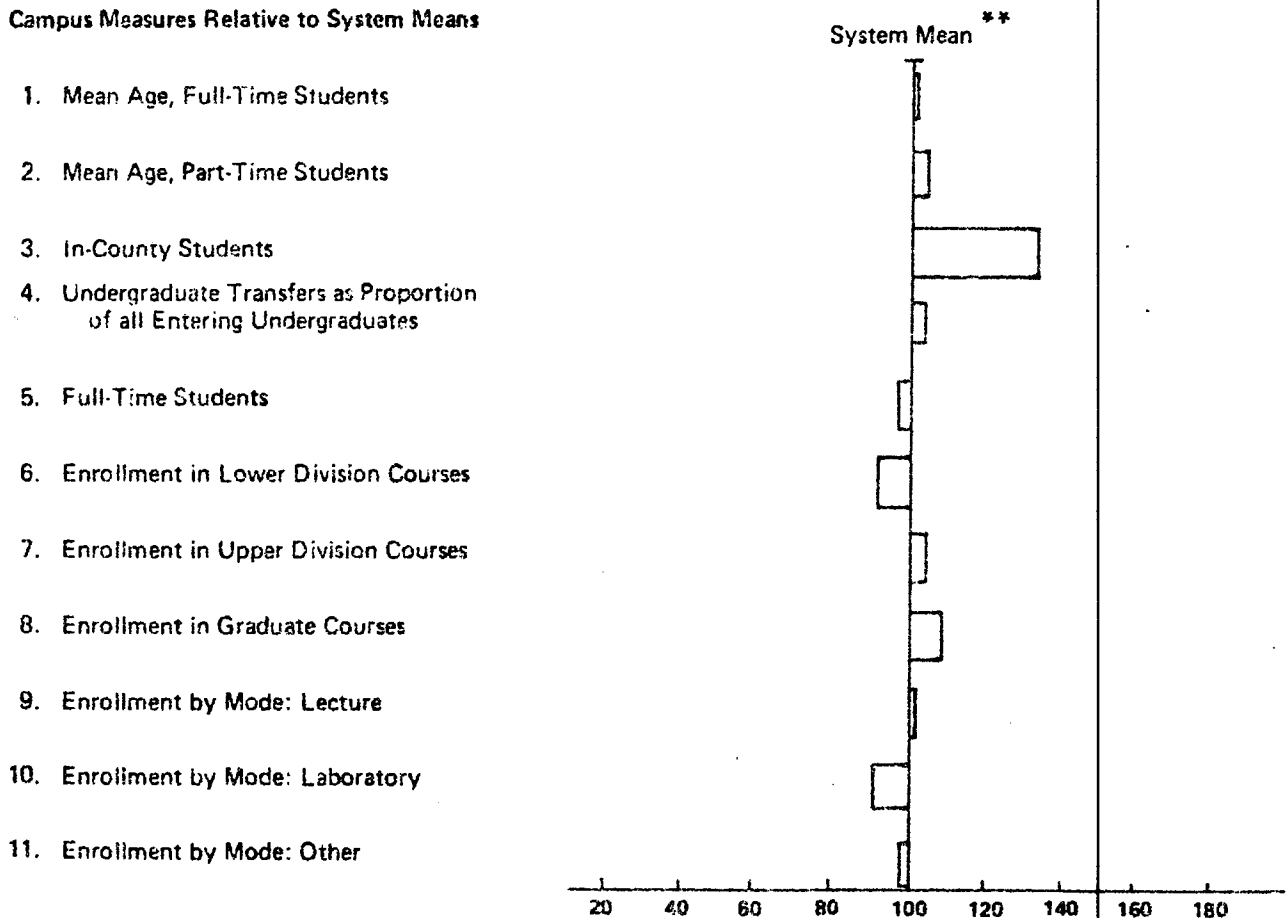
Six-Year Comparative Figures,  
Actual and Projected

	Annual Full-Time Equivalent Enrollment (7/74)	Enrollment Distribution by Level of Instruction			Degrees Granted	
		<u>l.d.%</u>	<u>u.d.%</u>	<u>gr.%</u>	<u>Bach.</u>	<u>Mast.</u>
1967-68 (Actual)	281	—	—	—	—	—
1973-74 (Actual)	2,296	37.4	56.4	6.2	474	23
1979-80 (Projected)	4,000	—	—	—	—	—

## Number of Degree Programs Offered

	<u>Existing 1974-75</u>	<u>Projected 1975-76-1979-80</u>	<u>Approved for 1975-76*</u>
Bachelor's	24	9	—
Master's	6	5	—

## Campus Measures Relative to System Means



Enrollment and Degree Production Data furnished by Division of Institutional Research.

\*Reflects actions taken through January 1975.

\*\*See introduction to Part III for system means and explanation of graph.



## CALIFORNIA STATE COLLEGE, BAKERSFIELD

*Jacob P. Frankel, President*

California State College, Bakersfield, is located on a 380-acre site five miles west of Bakersfield. The site was officially accepted by the Trustees in June 1967, and, after three years of intense planning activity, the college opened for instruction in 1970. Average enrollment the first year was 850 FTE.

The college has enjoyed vigorous growth and significant local acceptance in its first years of operation due, in major part, to the obvious need for a four-year institution of higher learning in the southern San Joaquin Valley region. A unique feature of the college's lower-division program is its program which combines resident and commuter students in a coordinated academic and co-curricular activities program. Entitled Living-Learning Centers, lower-division residential units are designed to accommodate 60 full-time resident and 60 commuter students in six individual houses. A well-balanced and imaginative curriculum is offered in the liberal arts, behavioral and natural sciences, business administration, education and nursing.

Number of Degree Programs Offered	Bachelor's: 23 Master's: 5
Master Plan Enrollment (AY)	12,000 FTE
1975/76 Projected College-Year Enrollment	3,000 FTE
1975/76 Projected Faculty Authorization	185.7 Positions