

The Future of CSB:

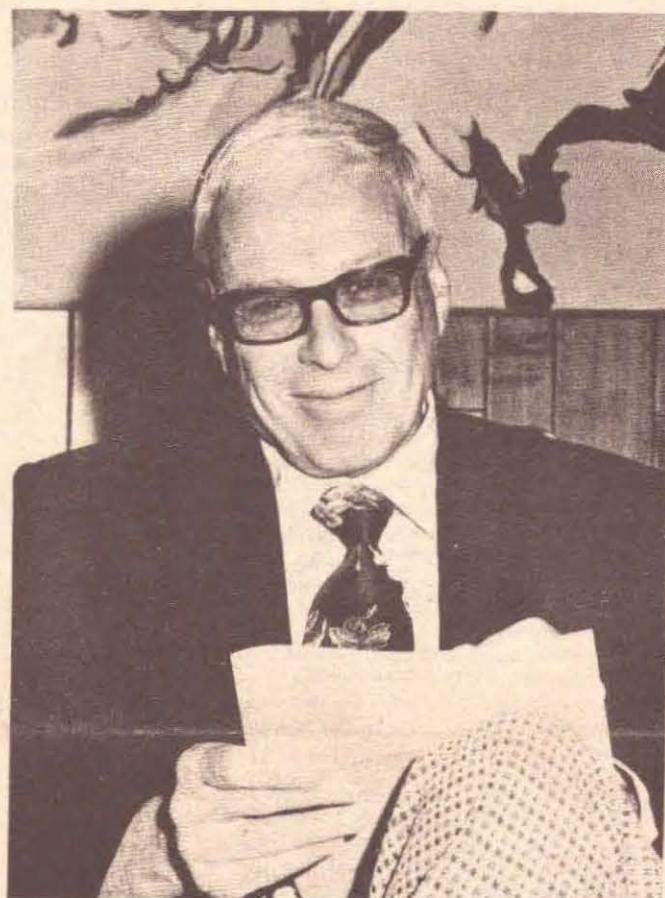


photo by Liz Snyder
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Goals, Subgoals, Methods

by

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1. BACKGROUND

The planning of the operations of a college, both long- and short-range, is a dynamic process that never ends. From time to time, certain position papers and goals statements appear which serve as guidelines for decision-making until they are replaced by their successors. Meanwhile, the college operating under such plans is slowly evolving to meet the demands of the moment as well as of the future.

The first effective statement of the goals of the college is contained in the Academic Master Plan, 1970 - 1975, which was approved in June, 1968, by the Trustees of the California State Colleges. That Academic Master Plan has served the college well in the first five years of its existence and, in its current version, should continue to serve us well. Most of its philosophy, as expressed in the Foreword, is as worthy of attention today as it was then:

"A college's academic program should be recognized by both staff and students as a cumulative entity rather than a collection of courses or other sub-units. The boundaries which have been erected between different fields of academic inquiry in today's education must not be permitted to obscure the extent to which these various disciplines are, in fact, interrelated and complementary. The total impact of the college's program should be such that by the time a student graduates he is prepared both to make a living and live a meaningful life."

Seven years after that was written, near the end of the fifth full year of operation of the college last May, the Augmented Long-Range Planning Committee presented to the Council a statement of the philosophy of our college:

"The capacity to change and the ability to respond effectively to change as well as the ability to direct change are essential to any productive life or social order. California State College, Bakersfield, is therefore committed to assuring that its students acquire the skills of accurate observation, rational thinking, intelligent reading, useful listening, lucid writing, and effective speaking which form the necessary foundations for worthwhile personal and occupational adjustments throughout life. At the same time, our students should equip themselves to earn a living in some socially useful endeavor after graduation, through mastery of appropriate skills within or in conjunction with the subject areas of the arts and sciences or in applied professional programs.

Students at this college choosing professional majors will find an integral association with the arts and sciences, insuring necessary future personal and occupational flexibility. All such programs rest on or embody courses of study which help human beings understand themselves, others, the culture or cultures that produced them and the physical environment in which they must live. A feature of education at California State College, Bakersfield, is this emphasis on desiring that students not only know what they are doing but also why."

It is to be noted that in the time between the first academic master plan and the submission to the president by the Council of the Report of the Augmented Long-Range Planning Committee, two self-studies, two accreditation visits and two surveys by questionnaire of institutional goals had occurred. In addition, there had been considerable discussion and perhaps more important, the realization that the original intentions as to the size and character of the student body would now have to be seriously reconsidered. Whereas the first plan was drawn up with an ultimate size of 12,000 full-time equivalent students in mind, it is now more realistic to think in terms of 5,000. Furthermore, our students on arrival appear to have narrower notions of their career objectives. Further, certain economic restraints have acted to prevent the development of the living-learning concept as extensively as was originally planned. It therefore seems timely that the report of the Augmented Long-Range Planning Committee should now serve as the basis for a new five-year plan for the college.

The College Council forwarded the statement of philosophy quoted above, along with a statement of objectives and criteria for program review to the president of the college in June, 1975, with the expectation that the president would, in turn, communicate to the Council how he recommends that the policies contained in those statements would be implemented.

In addressing myself to the question of implementation of the report of that committee, I realized that it was necessary both to amplify it and interpret it in ways that may not have been in the minds of those who first recommended that it be sent to me. Accordingly, this paper is an attempt to continue the planning process - to show how the report of the Augmented Long-Range Planning Committee might be implemented. In order to do so, I have found it necessary to go beyond the scope of their statement to include matters of student life and of the interaction of the college with the broader community. In doing so, I have relied largely on the latest self-study report, on the report of the 1975 accreditation visit committee, and on the detailed results of the Institutional Goals Inventory survey which we carried out in May (and whose summary results are in the hands of the department chairmen) as well as the report of the committee itself.

The remainder of this paper is divided into three chapters. Chapter 2 contains an operational set of goals which, when modified after discussion and eventually adopted, could serve as a kind of "constitution" which can be referred to by the various segments of our college community in setting up subsidiary goals and criteria statements for planning our "current" operations. That is to say, each of the organizational units within our college would then set up its own operating procedures and criteria for decision-making that would be consistent with the broad statement of goals, once adopted. Accordingly, it would be expected that the goals that are contained in the final version of this paper would be those referred to by people required to make decisions here at the college.

Chapter 3 consists of statements of various subgoals which are measures of success or failure which we might want to employ to determine how well the college is meeting its primary goals. These are offered to start discussion and it is expected that over the next few weeks we will be able to so write them that they, or a similar set, can serve as guideposts to help us monitor progress toward our goals. Some of these subgoals are numerical and represent what I think to be reasonable targets, although further discussion and research in the coming weeks may reveal that these numbers should be modified.

Finally, in Chapter 4, I speak of some general matters that have to do with the way the college might want to go about trying to meet its goals. In this chapter I am trying to provoke discussion about our organizational forms as well as student life and how we offer our courses. This chapter is much less likely to survive intact the ensuing discussion, than are the earlier chapters. I expect that the discussion provoked by this chapter will go on for many weeks, before we can approach agreement.

This paper has already had the attention of the Council of Deans, of the Cabinet and of the Department Chairmen; it has also been presented for review by the members of the Advisory Board and the Foundation Board. This revised version is being sent to the Council for its deliberations and suggestions.

It is my hope that by the end of November, the Council will be able to recommend for adoption a definitive version of our goals and of measures for assessment that will be both realistic and representative of the desires of the college constituencies so that we may then proceed with our first short-range responses. Meanwhile, of course, it is expected that the activities of the Long-Range Planning Committee will continue regularly, and result, from time to time, in suggestions for an updated version of the statement of goals and subgoals.

2. THE GOALS OF THE COLLEGE

Our first concern is with the characteristics of our graduates . . . what they then are, and what they could become. How they get that way by the time they graduate depends on what they brought with them when they entered CSB, what happened to them as students while they were enrolled and what else happened to them at the same time, for which we cannot take primary credit. The goals of the college, to make sense, can only relate to the first and second factors . . . what they bring with them, and what happens to them here.

What happens to them here is a matter very much under our control. We are less effective, of course, in what they bring with them, although we can design our programs and operations and so relate to the schools that we attract the students we want.

Attracting Students

Many of the students who now come to CSB do so because of our low costs or convenient location, taking into account the available programs. For any of several reasons such as the desire to increase the numbers of our students, or to change the mixture of characteristics and preparation of our incoming students, we may wish actively to encourage high school students to come here and college students to transfer here who might not otherwise do so. I expect that we will all agree that it is very much in the best interests of all our students for us to encourage other students - students who have alternatives - to choose Cal State Bakersfield for the next stage of their higher education.

I believe that students who have relatively free choice choose their college not only on the basis of cost or location or programs but also in terms of their perceptions of the students already there. They see an image an idealization in their minds as to the character of the group already there. However the image arises, it perpetuates through student choices. Once the student body established itself as possessing a certain character then students who picture themselves of the same kind will come to that college. The influence of the faculty upon the main characteristic of the student body is generally felt only in the beginning; after a decade or so, (however long it takes the character of the student body to set) the influence of the faculty becomes only secondary. The faculty, once having decided on what it wants the college to be, need only persist in what they were doing.

Thus, a college has some choice about who will come to it only at its beginnings, or whenever it wants enough to risk (and finance) a change. CSB is at that stage where we can still have considerable effect on what we want to be, and whom we can attract here.

We should design an honest school-relations program that will bring to our college students who will want for themselves the same results that we will want for them. (A suggested list of such personal student goals follows.) At the same time that we are being honest, we must also be realistic. There are, for instance, people in our service region who will not send their children here until we are as prestigious as Stanford or Berkeley. There is no point in designing our recruiting program for them, at least not yet. (It is possible, as I will try to show here, to demonstrate to their children that we can offer them a degree that is as valuable and relevant as any offered elsewhere, but we would waste any effort or expense that went into trying to persuade their parents that a degree from CSB is as prestigious as one from Stanford. Later, maybe, . . .)

Also, since we do not have a beautiful beach and surf, nor are we in a beautiful mountain setting, we cannot expect to attract the surfers or skiers or backpackers from outside

of our region, unless for other reasons. Further, because we are a state college in a system of state colleges that have been considered second-rate for many years by the people at the University of California and those who listened to them (which was nearly everyone who paid attention to such things) we can expect that people who don't know about our particular qualities will also assume that we are second-rate, and would prefer not to come here.

Value Added

Yet, the fact is that some of the colleges and universities in our system are superior in at least one important way. I believe that Berkeley's reputation comes by virtue of the research record of its faculty, but when it comes to teaching - and learning and the other factors in the development of the students - there is no evidence that any campus of the University of California is any better than any campus of our system. If anything, I would expect the data to show the reverse to be true. The students who enter the University of California as freshman are in the top eighth of the high school graduates, or so it is said. Similarly, the students who go to the CSUC campuses need only be in the top third. Leaving aside consideration of those students who could go to either, but choose for various personal or economic reasons to come to a CSUC campus, we see that our students upon entering will generally have lower academic qualifications than those who go directly to the University of California. (Only generally; actually, some five or ten percent of the freshman class at CSB have the academic qualifications to be admitted anywhere.) The bulk of our students start lower on the scale, so to speak. Where do they end up?

I would guess that if one takes as a measure of success the degree to which the average graduate possesses the characteristics embodied in that list which follows, then the CSUC schools are probably as successful as the UC branches. Since they started lower, but ended up as high (I grant this is an unproved assertion, but I hold it to be true in at least one discipline), then clearly the value added at a CSUC school must have been greater than the value added at UC. (By this measure, there are still other schools with absolutely open admissions systems, that may well do better than we do.)

The point of this discussion is not to boast (which I am doing) or to lead a cheer for CSB (which I am also doing) but to suggest that our goals should be predominately directed toward adding value - toward the enhancement of whatever value our entering students already have. In adding value, we could be second to none.

In adopting an added value concept, we must, to insure our integrity and pay proper attention to our role as a state institution serving a student body with a wide range of talent, be sure not to concentrate too much of our attentions (as measured by resources) on any one segment of our students - the best, for example, or the least-well-prepared.

1. *We must apply to each of the segments of our student population enough of our resources to insure its members a fair chance to succeed here.* Of course the less well prepared among them will have to work harder and / or take longer than others, and may require proportionately more help.

At the same time we should be doing whatever we can to make our qualities known so that the students who come will be those who can most benefit by what will happen here. This means, I believe, that we should seek a heterogeneous group of student applicants - ranging from the academic grinds on one extreme to the purely social or purely athletic or purely vocational on the other - and then be sure that all our students have opportunities to "succeed" in their education here.

I believe that if we honestly concentrate on adding value, and do our best to help every student do his best, then only a modest amount of luck (in the form of visibility) would be required for our college to become very popular and attract academically exciting and excited students from both within and outside our service region.

It may be tempting, in dealing as we must with a wide range of student aptitudes, to lower our standards for the weaker students, and deliberately allow them to settle for less. On the other hand, there is evidence that we are already less demanding for junior and senior students than we are for freshmen and sophomores. This suggests a second general goal:

2. *Whereas our students may enter with differing past records and therefore differing prospects for success here, we will maintain a persistent set of standards of accomplishment, applied uniformly to all who would receive a degree from CSB.*

In view of the fact that a significant portion of the student population at Cal State Bakersfield will come to us as community college transfer students, it is necessary that we provide educational opportunities for those students that are truly equal to those of our native students. Our operations should also reflect a spirit of cooperation in establishing articulation policies and practices that recognize the responsibility for the total educational experience of all students that the state colleges and universities share with the community colleges.

Characteristics of Student Success

What then are the measures of success here that we would require? We can now list some goals for our students that amplify our second general goal.

I believe, from past discussions and statements and committee reports and the survey results, that most of us would desire that in order to qualify for a Bachelor's degree at CSB, the student must have

- 2a. . . . acquired some depth of knowledge in at least one academic discipline
- 2b. . . . developed within himself a lifelong commitment to continued learning
- 2c. . . . developed the skills of self - directed learning
- 2d. . . . acquired the skills of accurate observations, rational thinking, intelligent reading, lucid writing and effective speaking
- 2e. . . . learned to discriminate between the logical and the illogical, between the reasonable and the unreasonable, and to develop thereby his own set of values and truths, and
- 2f. . . . be conscious of the probable results of his actions on others and on society.

These are the accomplishments we shall require of all students seeking a degree here. If we are to take this charge seriously, we shall have to find ways, if we do not already have such, of instructing and otherwise helping our students to so perform; in addition, we shall have to establish means of grading their efforts and their performance so that they can be informed as to their progress, and so that the faculty can judge fairly when any student has earned his degree.

Several points have to be made here about our second general goal, and the student goals which are part of it. First, we are making assumptions about the personal goals of our students. I believe these assumptions to be valid, generally, but it is unreasonable to expect that all our students have all of these goals, or are conscious of them if they do. Nevertheless, we agree that we desire all our students to have some success in achieving those goals. In some cases . . . perhaps only a few . . . we will succeed completely. For most of our students we will only partly succeed. For all of our students, we must try.

A second point that must be considered is that we are unlikely ever to approach the target represented by this goal unless the students, as individuals, want us to. Many of our students will have to be persuaded; indeed, our success may very well depend upon our abilities to persuade our students that these goals are well worth the trouble. This is complicated by the wide range of ages, social condition, and interests of our students. At one end of the range we have seventeen- and eighteen - year - old freshmen who are full - time students right out of high school. At the other end, we have successful professional people who are taking some additional courses to sharpen their skills, or qualify for better positions. Between these extremes we have, and will continue to have, a complete range of full- and part - time students with mixed desires for career education and liberal education.

The goals expressed above are meant to apply primarily to those who wish to earn a degree here. Yet the characteristics of our graduates that are postulated in those goals are desirable for all our students, even those who pop in and out for specific courses. We shall have to address the question how we can also help them — especially in courses which serve primarily technical (in contrast to "liberating") functions.

When later we discuss what the college should be doing to help students achieve their goals we shall have to take these variations in student characteristics into account. We may also wish to design our student recruiting procedures to modify the mix of students who come here.

Thus, the third goal of the college should relate to the personal goals of our students:

- 3. We must help our students identify their own personal goals and to develop the means of achieving them.

Careers

Most, if not nearly all, of our students come here to prepare for a job that they believe either requires a college degree, or is easier to enter with one. They define their job interests sometimes narrowly ("I want to be an accountant") and sometimes more broadly ("I want a career in business administration") and even sometimes quite generally ("I want to be a professional"). On the other hand, many of us in the faculty and administration believe that a sound liberal education is the best basis for any future professional career. We should operate so that students can pursue a well defined career goal while getting an education, and so that they can change fields or even broaden their interests, but in any case,

- 4. Each of our students who wants to should be able to complete, by the time of graduation, the basic preparation for immediate employment in the entry position of any occupational field.

Serving Our Community

We are obligated, of course, to provide education in the career fields needed by the region we serve. The resources available to us will always be limited, however, and we cannot, therefore, be all things to all people. Furthermore, it is expected that the career needs of our region will alter, with time. We must, therefore, maintain some flexibility so that the college can change to suit. It is required, however, that at least the major current manpower needs of the region be served. Accordingly,

- 5. The college will emphasize programs in fields that serve the major current manpower needs of its service region. Now, and in the near future, the major needs are in agriculture, health care, the energy

industries, administration, and such specialized education needs as bilingual - bicultural and career - and - vocational teaching.

This is not to say that we will neglect the other needs of the region, but rather that those listed are the fields which currently appear to need the greater share of attention, and in which CSB is most likely to contribute to the well being of the citizens of our region. Among them — perhaps in the existing and yet to be developed programs devoted to the needs of the agricultural and energy sectors of the region — California State College in Bakersfield may attain eminence among institutions of higher education.

At the same time, our college has other ways of serving the community than through our curricula. The college should also be a resource for the use of those in the community who are not students in the formal sense. We represent a faculty of both specialists and generalists — experts in reasonably well defined fields — whose knowledge and experience could serve the community and the state in ways additional to teaching. Teaching will always be their main responsibility, but their talents for research and consultation should also be available in the service of those who need them. Further, the college community with its thousands of students, staff, faculty and administration, and millions of dollars worth of plant and equipment, could also serve as a cultural and entertainment resource for the community.

- 6. We must so arrange our affairs and so relate to the community that the college is looked upon by everyone in our service region as a valuable cultural, entertainment, and technically supportive resource, to be used by all who would want to.

These goals (numbered 1 through 6 and in italics, above) relating to our students and to the people, their industries, service organizations, clubs, schools, businesses and governmental agencies . . . are well worthy of attainment, I submit these statements to you for consideration.

Once we agree on goals, the next step is to agree on some evaluation criteria to know, at any time, how far we are from achieving those goals, and then to set about devising means and procedures for striving toward them. As you will already have seen, it is difficult to speak of ways of measuring our success in achieving our goals without also discussing some of the ways we will try to meet them; we have to begin somewhere, however.

How shall we assess the degree to which the college is meeting its goals?

3. Subgoals: Measures of Success

The degree to which we are at any time succeeding in achieving our goals cannot be measured accurately. Rather we must develop indirect means of evaluating our efforts.

One way of assessing our performance is to examine certain numbers of students. Looking at the numbers of applications and of attrition of students who are eligible to continue would, I believe, give us some quantitative although indirect means of evaluating our recruitment efforts, and, to a lesser extent, the other efforts we employ toward meeting our goals.

The Size of the College

Perhaps the most important number to be considered is the overall FTES count. I believe that we can fully carry out our own goals for the college and those that others may expect of us only when we have reached about 5,000 full - time - equivalent students. This is dictated largely by the capital - outlay and general - fund budgeting formulas of the current state government, and economies of scale. Before long, I expect that each graduate student FTE will be counted for 1.2 or 1.25 equivalent undergraduate.

- I therefore suggest as a subgoal, the attainment of the size denoted by 4,000 undergraduate and about 800 graduate FTE students.

If present FTE/enrollment ratios prevail, this represents a total enrollment of about 6,000 students. If current demographic trends and forecasts persist, about 1,000 FTE will have to come from outside our service region.

Student Perceptions

Our student recruiting efforts can be judged at least partially by examining the main characteristics of our student body. Our goals postulate the necessity for a liberal education underlying preparation for careers. If our students agree with this then they will be less likely to be disappointed by their college experiences than if they feel otherwise. If all they want is the training for a specific job, then the experience here will be frustrating; they will be unhappy with the general career preparation that we have in mind. As we shall see later in this discussion, we should try to make every course, no matter how specific it may be technically, also a part of one's liberal education. If many of our students are frustrated by this — if many of them consider that such matters are a waste of time — then our image of what this college is about is so different from what theirs is that either we have to change our ways of teaching, or our recruiting of students, or the college will shrink in numbers until the

change occurs automatically.

Note, however, that our regional purposes (we are, after all, the only general, four - year institution of higher education within a hundred miles) will bring students here who will want very specific courses in which to develop specific skills. We shall have to decide how much of our resources are given to such courses. Furthermore, legislation and licensing requirements may force us to offer specialized courses that will be hard to generalize, to make truly a part of liberal education. We shall have to try very hard to see that these are not just job - training courses — if we cannot, we'll have to persuade those who set those restraints to relax them, or else give up teaching such subjects, if we are to adhere fully to our goals. My own view is that we can so choose our faculty and encourage each of them to approach his subject in a way that is both practical and "liberating," that even courses such as Med Tech 450.2 "Urinalysis" and BPA 301 "Intermediate Accounting" could be counted as educational, as well as practical. But more on method, later; for now, let's concentrate on measures of success.

Taking all these factors into account, I came to the conclusion that our student recruitment efforts will be successful only to the extent that our students are not frustrated by our procedures and our programs, and that the expectations they held when they entered are perceived by them as having come true while they were here.

- A survey, carefully designed to discover what our students' expectations were, and are, and how closely they are being realized, should be taken every year.

Of course we shall expect some change in the expectations of our students as they progress through the educational process. Some changes will be welcome and others expected, but we must monitor our recruitment (and, to a lesser extent, our operations) by maintaining a careful watch for widespread frustrations that might indicate false advertising, for example.

Another means of determining success would involve analysis of the reasons for which students leave. We have already experimented with surveys of departed students. (Currently, attrition of students seems to be due largely to economic causes, and only in a small part due to program deficiencies. A few students have complained of low standards, and a few have complained about shabby treatment.) While such surveys can be greatly improved, it is clear that interviews of students who have left would provide useful insights as to the success of our efforts.

Even at their best such surveys can only be secondary tools whose main use is for developing insights as to causes, and suggestions for corrections. The numerical data must continue to provide primary indications of success or failure. Surveys will tell us why, but the student registrations (and applications) will show us how many. In this regard, show is better than tell.

Some More Numbers

In the interests of stimulating discussion and demonstrating some numerical means of success, I suggest that, insofar as student attitudes are concerned, the college will be succeeding when

- qualified applications for the junior year and for the freshman year are each equal to or greater than the number of graduating seniors of the same period, and when attrition (the number of students who although eligible for continuing registration do not choose to come back) is less than 12% of the student body per year.

For example, when we have 4,000 undergraduate FTES, they may be distributed as follows: 890 freshmen, 710 sophomores, 1,340 juniors, and 1,060 seniors. The college would be succeeding in the recruitment and retention of "qualified" students when we graduate 900 per year and each year 900 freshmen and 900 new juniors apply. This supposes that survival rates would be 80% for freshmen, 85% for sophomores, 80% for juniors, and that 90% of our seniors would graduate. Each of these numbers could also be considered a subgoal of the College. Currently, our attrition is about 30% of the student body per year of which about 60%, in turn (i.e., about 18% of our students) is not due to economic factors beyond our control. The above subgoal aims at reducing the "controllable" 18% down to 12%.

Certain numerical criteria can also be employed to monitor the degree to which we achieve Goal Number 5: to serve as a valuable cultural, entertainment, and technically supportive resource to be used by all who want to.

The numbers of non - students who come to the campus is an example of such a criterion. The number of people enrolled in extension courses is another. The number of industry and business consultations by faculty and advanced students is also a useful measure of the degree to which the community recognizes us as a useful resource. Still another indication of the esteem in which the college is held is the amount of gifts received.

Again, to provoke discussion, I suggest that we set the following subgoals:

- The number of students attending Continuing Education courses should equal two - thirds of the regular college enrollment.

When we have 6,000 regular students, for example, we should have 4,000 people on campus each week in Continuing Education.

- Attendance at lectures, art exhibits, dramatic events etc. each week should equal two - thirds of the regular college enrollment.

Thus, when we have 6,000 regular students, we should have a weekly "cultural" attendance of 4,000.

- Local businesses, industry, and government should call upon the services of at least 20% of our faculty at least once a month.

Gifts to the college over the next five years should add up to an endowment of five million dollars, and annual gifts for current operations reach, in that time, the level of \$100,000 per year above that required for the support of athletics, which we estimate to be an additional \$100,000 per year.

In order for a state college to insure a margin of excellence in its educational program, it must have financial support beyond that provided by public tax revenue. It is expected that state resources would build and maintain most classrooms, libraries and laboratories as well as set adequate salaries for faculty and staff; but the truly enriching features of a sound educational program must come from the private sector. Money to develop new and challenging courses of study; to secure museum and library collections; to provide student aid and scholarships; to promote continuing research; to secure unusual equipment; to recruit distinguished professors and to construct special buildings are only a few of the ingredients necessary to transform a good state college into a great state college.

Cal State Bakersfield has received substantial support from the community since beginning its operation in 1967. The Nursing Building was constructed with matching private and federal monies; a half million dollars has been pledged from a private estate to enhance the proposed Fine Arts complex; over six - hundred - thousand dollars has been given to support student scholarships and the college's athletic program; two faculty chairs have been established and one more is currently being planned; an Environmental Studies Area, financed by private gifts is now operating; a special medical / nursing library collection is being developed through private donations for book purchase; a program of undergraduate research assistantships is now in its second year . . . Space does not allow a complete list of all the private support we have received, but in large and small gifts the college has been given a total of well over two million dollars to date.

The college indeed has been fortunate to have had the support and dedication of the members of the Advisory Board and Foundation Board of Directors. They have served Cal State Bakersfield well in the past in securing private funds and we have every reason to believe they will continue to do so in the future.

Once we have 6,000 regular students, we can expect to have 20,000 living alumni in 20 years. If their annual giving amounted to an average of only ten dollars each year, then the needed \$200,000 per year would come entirely from them. Until then we shall have to count on the continuing staunch support of our "honorary alumni" — the Roadrunners, the scholarship donors, and other generous benefactors.

Grades as Indicators

I am not able to suggest similar quantitative ways of evaluating the 'success' of the college in its efforts to help the students achieve the other parts of our goals. Still, there are ways to assess our success.

With respect to Goal Number 3 (. . . identify his own personal goals, etc. . . .) we can monitor (by interviews, surveys and the like) the student's and counselors' and faculty members' perceptions as to success. We should also query the parents of the students, and follow - up with a sample of alumni, from time to time.

Characteristic 2a. (. . . some depth of knowledge in at least one academic discipline . . .) is supposed to be already measured by the grades we assign in the courses taken to meet the "major" requirements, provided we grade *justly*, as we are supposed to do. In this regard, there is considerable concern nationally that (quite aside from the question of "inflation" of grades) the grades assigned in college measure academic aptitude better than they predict career success, except for careers as a professor. This will require further exploration, and perhaps modification of our grading systems for some of our courses.

Certain of our existing courses, and perhaps certain new ones that we might design for the purpose, can be used by students in each major to help acquire the characteristics number 2c. (. . . self - directed learning . . .) and 2d. (. . . accurate observations, etc., . . .) and 2e. (. . . discriminate, etc., . . .). We may wish to revise our grading system for such courses so that the grades assigned reflect the instructors' assessment of the students' abilities in these "procedural" matters, but it seems possible to arrive at a rational way for the instructor to evaluate the students' efforts and performance.

A harder task, but equally necessary, if we are serious about our goals, is the task of "auditing" the grades given in class to see to what extent those grades are accurate measures of the contribution of the college toward meeting its goals. At this time we have only the crudest means of auditing grades and then only as to the justice of the grading system, not as a means of separating the colleges' contribution from that of the students.

I welcome suggestions as to how we can monitor the success of our efforts with characteristics 2f. (. . . consciousness of the effect of one's actions or others, etc., . . .) and 2b. (. . . a lifelong commitment to learning) short of waiting several years and then observing our graduates' careers. There must be a better way.

I appreciate that we may very well not agree easily on methods of auditing how our counselors and faculty, both as advisors and instructors, contribute to the students' success in achieving their goals, but I am sure that we will agree that such auditing is necessary. How it should be done is a subject for agreement, or at least discussion, among faculty, students, counselors, and administrators. We would work best and most happily, I am sure, if we each felt that he had helped design the auditing procedures.

Minority Students

I think we all agree that our first responsibility is to the students. We should concentrate on their needs, and on the needs of the community and of our other internal constituencies only secondarily. Further, the needs of all our students merit our concern, although it will be impossible to be able to "add value" uniformly. However, there is a special concern that needs mention at this point. It is especially important that we do not discriminate in any way

against students (or anyone, for that matter) from minority sectors of our society, who are, to some extent, prone to feel uncomfortable here where they are, at least at present, an even smaller minority than in the community.

To this end, I suggest that two other subgoals be added, and our progress monitored regularly:

Students from minority groups should be as numerous on campus as in the service region, and our commitment to serve their needs should be as strong as our commitment to students in general. Also, the minority students should perceive this to be true.

This brings us to a discussion of procedure. Just what should we do in order to accomplish our goals? At the same time, what should we not do?

4. TRYING TO MEET OUR GOALS

Our college has, since it began, been committed to the principle (hereafter designated *The Principle*) that *all career preparation should be based upon, and grow rationally out of, study of the liberal arts and sciences*. I expect that we will want to continue this policy, even when student and societal pressure may urge us to do otherwise. Such pressures vary in intensity both with time and circumstance, and are more or less hard to resist, but the principle is indispensable to our notions of education — it provides the major distinction between higher education and further education. We must continually honor *The Principle*, come prosperity or bad times. If the college cannot survive unless we abandon *The Principle*, then let the college fail. Here we stand, etc.

That is not to say, however, that we should not be student - centered. We must always keep in mind the needs of our students, if not all their wants. We may think we know better than they what they need — we may even actually know it — and this may lead to tensions, but they should be creative tensions, because we will be dealing with the students' needs. There will of course be occasions when students' needs are independent of the outcomes of particular decisions that may seriously effect the faculty, staff, or administrators of the college. But when there is any question of conflict, let the best interests of the students prevail.

Furthermore, adherence to *The Principle* does not demand a single kind of organization of knowledge, nor does it require that the faculty arrange themselves into departments by discipline, nor that the departments be arranged in divisions or schools of a particular type. Adherence to *The Principle* does demand that we do not separate our courses into the purely vocational and purely liberal; it demands also that we do not so narrowly define "career" that education here becomes vocational training instead.

Some General Assertions

How we organize to meet our goals will be a topic for discussion and consultation during the coming months. Clearly, the members of our current faculty and administration must take the lead in those discussions, with as much input from students and staff as time and schedules will permit. I urge us all to get on with that task.

Prior to these discussions, however, we may be able to agree on certain less general principles that have arisen out of our own and others' experience. I shall suggest some of them here in the form of assertions that I hold to be true, just to get them into the record:

Nothing is to be gained, and much is to be lost, by reducing our standards of performance.

We may increase our enrollment and otherwise appear to be satisfying some of our subgoals by so doing but we would lose much more. Our performance standards do not appear to be already so high that we can relax them. In fact, as we pointed out earlier, there is evidence that they are not high enough now for upper - division students.

There is substantial evidence and support for the position that periodically repeated experiences and practice are better than if concentrated and isolated. This "theorem" leads to two corollaries:

Verbal abilities — reading, writing, and speaking clearly — are best learned if every course taken has, as part of its objectives, the monitoring and improvement of such skills, as related, of course, to content.

It is my own belief that such constant attention to the use of English contributes more to satisfying the language - skills goal than any single, or even two courses in English.

As far as possible, every course, no matter how technical, should contain some "liberating" aspects.

Often this may take the form of relating the technology being discussed to the needs of society or of individuals, or at least in a discussion of its impact. It is not expected, of course, that the practical technical courses should be so diluted with liberating elements that either their practical value would be significantly reduced or that these courses would themselves become useful as general education courses.

These suggestions about the teaching of verbal abilities and the introduction of liberating aspects into individual courses are offered with the expectation that they would not be difficult to implement. Here the faculty need not be overly modest about their ability to monitor verbal accomplishment or introduce liberating elements into their courses. The essential aspect of verbal performance is the ability to express oneself clearly. I believe all our faculty are qualified to monitor that performance. Furthermore, we all know, or should know, how the technology of those practical courses that we give impacts on our society and the effect that its application may have on the individuals concerned. Therefore, I foresee no great difficulty in implementing the above two suggestions, with respect to individual courses.

On the other hand, when one considers not just courses but whole curricula, one is faced with the problem of adapting our activities to the wide range of academic preparation of our students. One would expect that at the lower end of preparation our students will require some more remedial courses than we are accustomed to giving. At the upper end, on the other hand, we can expect that the better prepared students might very well be freed of some of our

other requirements in order to pursue both a liberal education and preparation for the entry position of a career.

We have taken the point of view that a liberal education can be gained while apparently pursuing an applied curriculum. It is more difficult, on the other hand, for the average student to learn the how - to of a profession in the traditional liberal arts courses. For the brightest, most highly motivated, and best prepared students, this is not as difficult, I believe, as it might first appear. They should be able to combine their academic objectives with the practical needs of a career either by following a liberal - arts curriculum or an applied curriculum. Which they would choose would probably depend more on their own psychological makeup than on the contents of a course. Some of our students, for example, will be more comfortable in moving from the general to the specific while others will want to go from the specific to the general. If they are bright enough and well enough prepared they should be able to make up their own combinations of courses, with the help of faculty advisors, so that we could be persuaded that these individualized programs will meet the goals of a liberal education and preparation for a career.

In this regard, it is to be noted that several engineering schools are now preparing students for engineering graduate schools and for productive engineering careers in both industry and government while teaching very few engineering courses and much basic math, science, and other liberal arts courses. It turns out that for the brighter, more motivated students this is not only possible but perhaps a better way of preparing future leaders in the engineering profession than the more traditional ways. If this can be done for engineering, could it not also be done for the other professions?

Organization

With respect to how we might organize administration to best satisfy our goals, I think that we should not restrict ourselves to just our present arrangements.

I suggest, however, that the organization of faculty members by disciplinary departments such as we now have has much to commend it. Such departments are perceived to be the most effective way of administration of personnel matters associated with faculty insofar as disciplinary strength is concerned. Further, they seem to be the best organizations for distributing course loads among faculty in a given discipline.

Of course there are disadvantages to departmentalization by discipline. One may question whether interdisciplinary programs can be best administered within disciplinary departments. One also wonders how flexible our department set - up is, and whether the current list of disciplines to be represented by departments is the best, considering the goals of the college. Further, we are already noticing the strains induced in our RPT procedures when a (disciplinary) departmental committee has to review the performance of a faculty member who has made significant contributions to our interdisciplinary programs at the expense of contributions to his own department's activities.

Whereas the department arrangement is deemed basic to sound college administration, the further collection of departments, and interdisciplinary programs when not under departments, seems to give us more freedom of choice. Whether we have schools or divisions, and how many, and by what principles they are formed, should be determined by the college's needs to meet its goals.

In suggesting that we review the appropriateness of our current organization for carrying out the goals of the college, I am not suggesting that it will necessarily change, or that if we do change the number or composition of our schools, that the changes will necessarily be extensive. One might very well argue that the new statements of our goals are not very different from those that guided the original acts of organization of CSB, and that our current arrangements are suitable, if our modes of operation are appropriately altered.

If we agree that we will continue to have departments, and that each department will be discipline - oriented, it follows that we will want the best faculty in those disciplines that we can get, and that they should have the opportunity to remain strong in the discipline and a good teacher. Accordingly, I suggest, as further principles,

Each disciplinary department offers a major in its discipline, even if only on an independent - study basis (in the event that the number of students in the major is below the minimum class size.)

Each faculty member will continue his scholarly professional activity. Outside support of such activities should be of a level that supports necessary travel and other expenses, and provides graduate assistance where needed.

Visibility

The need for "visibility" may very well influence our decisions as to the way we operate. It is hard to assess in advance how much weight to attach to the visibility of our procedures but visibility may very well be determining as to the degree to which we attract and hold students. If we agree that we must attract about 1,000 FTE from outside our region, visibility may be very important. This may require considerable rethinking about our catalog and some added investment in recruiting materials, not to mention enhanced public information.

We may know how our procedures are really student centered, and therefore may be confident that we are doing all we can for the student, and that fact alone should create in them an irresistible urge to join the students who are already here, but the way we write it and say it may only appeal to those already pretty well educated. I cite as a possible example of this, our references to "the inquiry - oriented approach to learning." This approach is, and should remain, one of our great strengths, yet I find it hard to believe that the phase itself (in quotes, above) can have any emotional appeal to our students. But this has to do with style - in - public - information - publications, and we can assume for now that, whatever we do, we will find some felicitous way of describing it.