

**CBU****California Baptist University**

### **Condensed Institutional Report for Reaffirmation**

This document provides a condensed version of the 2018 Institutional Report submitted to the WASC Senior College and University Commission (WSCUC) to support CBU's request for reaffirmation of accreditation. The original 78-page report with appendices can be accessed [here](#). This report is the result of a three-year process of in-depth self-examination requiring the collaboration of faculty, staff, and administrators across the University community. Key personnel were chosen to serve on the Reaffirmation Committee and shared ideas, data, and support to facilitate the self-examination that has resulted in this report.

The full-length report is built around seven key ideas:

1. CBU has adequately responded to and addressed previous notices and recommendations from WSCUC.
2. CBU remains compliant with WSCUC standards.
3. Graduates of CBU represent individuals whose skills, integrity, and sense of purpose glorify God and distinguish them in the workplace and in the world.
4. Education quality, accountability, and conditions for improvement support the assessment process at CBU.
5. CBU offers the opportunity to successfully complete a degree that embeds universities values, academic challenge and a supportive campus environment.
6. Continuous improvement is the product of the assessment processes at CBU.
7. CBU is financially healthy and planning for the future.
8. A focused examination of the Division of Online and Professional Studies (OPS).

### **Introduction**

California Baptist University is a Christian liberal arts institution founded by Southern Baptists to serve the world. As such, the University community provides an accepting, caring Christian atmosphere in which the growth of individuals is enhanced by spiritual formation, personal development, vocational preparation, and a sound, academic, liberating education. In the midst of the pursuit of truth, individuals are encouraged to investigate, practice, and refine their aesthetic, moral, social, and spiritual values in order to prepare themselves to make substantial contributions to the cause of Christ as skilled professionals, thinking citizens, and educated persons. As a University owned by the CSBC, the University has adopted the core values of the Convention. These values and the centrality of Christian faith and practice permeate the University's mission, guiding philosophy, strategic plan, and University Student Outcomes (USOs).

As a University committed to the Great Commission, CBU challenges graduates to become skilled individuals with integrity and a sense of purpose that glorify God, distinguishing them in the workplace and the world. The University considers that skilled individuals with integrity and a sense of purpose serve the common good through the quality of service offered by graduates to employers, society, and the world. The University has adopted six USOs—related to the four WSCUC Core Competencies—grouped under four headings referred to as the Core Four. These USOs describe CBU's commitment to produce graduates who are:

Core Four	University Outcome
<b>Biblically Rooted</b>	Demonstrate spiritual literacy, including Biblical Christian faith and practice, Baptist perspectives, and the Christian's role in fulfilling the Great Commission.
<b>Globally Minded</b>	Respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives
<b>Academically Prepared</b>	Use critical thinking skills to demonstrate literacy: listening, speaking, writing, reading, viewing, and visual representing.
	Demonstrate competence in mathematical, scientific, and technological skills.
<b>Equipped to Serve</b>	Transfer academic studies to a profession and the workplace.
	Implement a personal and social ethic that results in informed participation in multiple levels of community.

CBU has steadily increased in diversity since its last comprehensive self-study was conducted in 2010. California Baptist University is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of race, color, sex, age, national and ethnic origin, or disability. These types of discrimination violate an individual's fundamental rights and personal dignity. CBU celebrates the diversity of its students, faculty, and staff. CBU currently employs a full-time Title IX coordinator tasked with overseeing and providing prompt, fair and equitable resolutions to all Title IX complaints and investigations.

**CBU has adequately responded to and addressed previous notices and recommendations from WSCUC.**

CBU's fully accredited status was reaffirmed in the Fall of 2010. In its statement of reaffirmation, the Commission requested an interim report detailing improvements related to seven areas. This interim report was accepted by the Commission as sufficiently meeting the recommendations expressed in its reaffirmation of CBU. The following seven paragraphs outline the recommendations expressed in the 2010 report and demonstrate how CBU has addressed these concerns and continues to improve.

*Ensuring Financial Strength and Sustainability*

The 2010 visiting team expressed concern over CBU's debt load which would require continued enrollment growth that may be more rapid than its infrastructure can sustain. In response, CBU noted that the increase in student population brought an increase in the net tuition and fees of over \$148M since 2010. With the increase in net tuition, representing 85.1% of the overall budget, an increase of \$80.6M in net assets has been realized since 2013. The endowment has also seen growth from \$11M in 2010 to the current value of \$47.7M. Continuing growth for the endowment fund is one of the financial priorities of the university.

### *Planning for Enrollment and Program Growth*

The 2010 visiting team was concerned that CBU's planned growth would affect finances, faculty, student services, and quality assurance. This is addressed through CBU's assessment and quality assurance processes. Data are continuously collected and reviewed to ensure that quality is maintained in light of substantial enrollment growth. Extensive strategic planning processes take place so that adequate resources are allocated for sustainable operations (see [www.calbaptist.edu/cup](http://www.calbaptist.edu/cup)).

### *New Doctoral Programs*

In CBU's 2010 reaffirmation, the visiting team recommended that CBU create policies and infrastructure needed to support doctoral programs including: a culture of scholarship and research appropriate for the doctorate, the development of learning outcomes and tools to assess learning, and improved library resources and services. CBU met these concerns through the creation of the graduate studies council, tasked with ensuring appropriate outcomes and supports for doctoral study at CBU. Quality is also ensured through CBU's assessment and quality assurance processes.

### *Developing Systems for Data Collection, Analysis and Use*

The 2010 reaffirmation visitors noted a need for more effective use of data analysis at CBU. In response, CBU stated that data are used throughout the university to make decisions, change processes, and improve quality. Originally, Institutional Research (IR) was a small office that reported our data to the necessary entities but was not able to do much more. Adding two more positions to focus on institutional effectiveness has allowed CBU to create a centralized office for support in creating assessments, gathering data, and analyzing results for individual needs across campus. IR has created opportunities to share data from the NSSE and SSI, but only with a few: the provost, academic deans, and the student affairs leadership. This has resulted in requests for more analysis and further research. CBU anticipates this trend will continue so plans for a data governance structure and a data dictionary will begin in the fall of 2018 through the Institutional Data Committee.

### *Enhancing the Assessment of Student Learning*

The 2010 reaffirmation visitors recommended further development and use of assessment results, including less dependence on indirect assessment through surveys and more use of sound, direct assessment methods. CBU has responded to this need by strengthening institutional processes related to annual assessment and program review (every five to seven years). In particular, the use of improved technology solutions, especially Taskstream's Accountability Management System (AMS) and Learning Assessment Tool (LAT)—currently in implementation—have made the results of direct assessment with rubrics much more accessible.

### *Improving and Aligning Program Review*

In 2010, the University received a recommendation for further development of program review processes to include connecting results with budgeting and planning, along with a set of clear and standardized program review policies and procedures. CBU has responded to this through creation of a detailed template and handbook for program review (accessible via [www.calbaptist.edu/assessment](http://www.calbaptist.edu/assessment)). Programs are now required to connect program review results with future action plans and budgets.

### *Measuring, Understanding and Supporting Student Success*

CBU was encouraged to develop more effective means to collect, analyze, and utilize data that can be used to build effective programs to support students and establish goals for student success. Initiatives to improve student success should be included in the budget, aligned with financial plan and assured of sufficient funding. Through [www.calbaptist.edu/data](http://www.calbaptist.edu/data), CBU publishes important student success and educational effectiveness metrics that are used to inform strategic initiative and interventions across campus. The Office of Student Success supports the academic success of CBU students through a student-oriented process of personal and group engagement. Services offered include tutoring, study groups, disability services, exam proctoring, academic guidance and academic success workshops. The university's first Comprehensive Retention Plan, created in 2012 and renewed in 2016, is based upon a 3-year plan. Results from the beginning plan have led to the creation of new programs for first time college students and at-risk students. More specifically, data revealed that when an at-risk student begins his or her academic career, supplemental instruction and support is needed to assist the students through the beginning English and mathematics requirements. The Office of Student Success, in partnership with the College of Arts and Sciences, created a supplemental instruction program, which began in the 2017-2018 academic year. Data is currently being collected to determine the success of this program in relation to retention.

Since 2010, CBU has made several substantive changes which were approved by WSCUC with attendant recommendations. The full self-study report and its appendices ([www.calbaptist.edu/selfstudy](http://www.calbaptist.edu/selfstudy)) detail these changes and CBU's response.

### **CBU remains compliant with WSCUC standards**

In the fall of 2016, the reaffirmation committee was assembled and the Self-Review Under the Standards was completed. This was repeated with the Provost's Council in the spring 2017 and the data was discussed with both groups. The results were integrated and the following strengths and areas for improvement emerged.

#### *Areas of Strength*

- The institution, as a whole, has a clearly defined purpose and mission, which allows CBU to contribute to the public good as a comprehensive faith-based university dedicated to the Great Commission.
- A culture of continuous improvement is prevalent at CBU.
- As the university has grown, it has maintained an adequate level of faculty, staff, physical space, new technologies and resources.
- CBU is in a strong position financially and therefore able to respond to opportunity planning that supports the local and surrounding communities.

#### *Opportunities for Growth*

- Although resources were seen as adequate, the self-review uncovered the need for more resources particularly in the area of faculty development and the leveraging of technology to secure sustainability that aligns with institutional growth.
- The use of data to inform decisions could be stronger in order to improve quality and effectiveness across the university.
- A stronger, explicit assessment of university outcomes is necessary
- More aggregate data analysis of struggling students coupled with appropriate interventions.

### *Growth Opportunities Addressed*

- Several technology solutions have been adopted in order to strengthen CBU's infrastructure and support its continued growth: Taskstream's AMS and LAT for the collection and management of assessment data, DIGARC's Acalog and Curriculog programs for curriculum tracking, and Raiser's Edge for alumni and donor management.
- The Doctoral Council will transition to the Graduate Studies Council in the fall of 2018 to address and create clarity for graduate programs as well as research the steps necessary to begin a school of graduate studies.
- Data are used throughout the university to make decisions, change processes, and improve quality. Increased support for the Institutional Research function at CBU has helped improve CBU's access to data for strategic decisions.
- New faculty development is established and ongoing at CBU. It was discovered that the Teaching and Learning Center (TLC) needed to offer more opportunities for support. Training videos have since been created and posted on the TLC resource website page. A 7-year development plan for all faculty to reach the goal of tenure was created. A Director of Faculty Development through the TLC was identified to facilitate these initiatives.

**Graduates of CBU represent individuals whose skills, integrity, and sense of purpose glorify God and distinguish them in the workplace and in the world.**

At the undergraduate level, CBU offers over 84 bachelor's degrees and two associate's degrees. Graduate degrees number at 67 master's degrees and 4 doctoral programs. Included in those number are 24 bachelors, 14 masters and 2 doctoral programs offered through the Division of Online and Professional Studies division.



#### *Meaning of a CBU Degree*

The meaning of a degree at California Baptist University embodies the belief that everyone has been created for a purpose. CBU encourages students to live their purpose by providing a Christ-centered educational experience that challenges its graduates to become individuals whose skills, integrity and sense of purpose glorify God and distinguish them in the workplace and in the world. Admissions, advising, academics, co-curricular activities, residence life, and the

student success center are just an example of where a student will have opportunities to integrate their faith through unique and supportive experiences aligned with the university outcomes.

### *Quality of a CBU Degree*

The degree awarded to each CBU graduate represents a comprehensive process that ensures a solid investment and quality education. Administration, faculty, staff, students, employers, and professional partners all play a role in educational quality at CBU. Faculty qualifications and achievements offer evidence to the quality of a degree earned at CBU. Over 350 talented and accomplished faculty currently serve our students. Seventy-Six percent of the faculty are terminally degreed and the list of scholarly activities is impressive. Further information regarding quality assurance, student outcomes, and educational effectiveness are provided below.

### *Integrity of a CBU Degree*

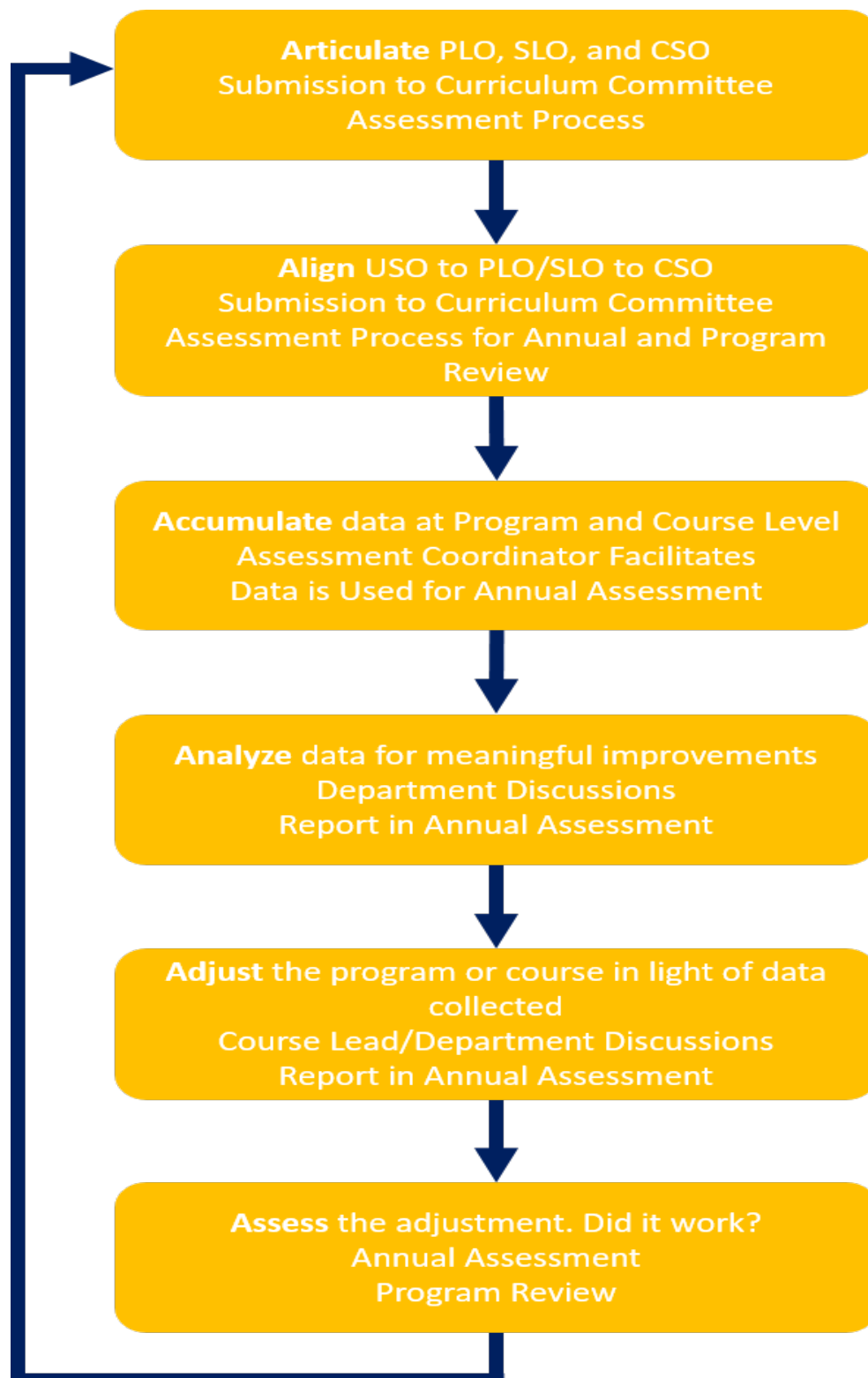
The integrity of a degree from CBU is evidenced through the policies and processes for curriculum development, assessment, and program review. Before a new degree, a new course, or changes to existing curriculum are presented at the appropriate curriculum committee it must be vetted by the Provost's office through the Associate Provost for Educational Effectiveness, the Director of Special Projects, and the Curriculum Review team.

### *Future Plans*

As CBU continues to grow it is necessary to review the overall efficiency of the University, which relates to the quality of every degree program. The Office of the Provost is currently working on an in-depth review of each main campus degree program regarding its future viability. Areas of the review include the year of inception, modality, units/courses, concentrations, integration with other degrees, enrollment, program fees, dollars charged per unit, and how the degree speaks to the mission of CBU. This study will serve as a line of data to better inform decisions made relating to current and new programs.

**Education quality, accountability, and conditions for improvement support the assessment process at CBU.**

The diagram below represents the quality assurance and accountability processes for CBU:





### *Quality*

Educational quality is measured in several ways at California Baptist University. Every degree program is required to align the program learning outcomes with the university “core four”, the core competencies, and professional standards as applicable. This alignment is first documented in the curriculum proposal and then carried forward to all annual assessment and program review reports. General education and Core Competencies are measured using the AAC&U rubrics (see [www.calbaptist.edu/assessment](http://www.calbaptist.edu/assessment)). Other measurements include NSSE/FSSE data, SSI data, and an in-house university senior exit survey. Some degree programs collect progressive data and senior exit data specific to the program. Finally, alumni data has also been collected at the department level and now is being collected at the university level.

Close attention is given to program outcomes and the vertical and horizontal alignment that must exist to ensure program quality and appropriateness to the level of degree. The uniqueness of each degree is also a significant part of the assessment process including degrees tied specifically to the expectations of professional accreditors. The self-study revealed the assessment process needed to adapt to accommodate these different expectations.

### *Accountability*

Core competencies are measured using the alignment to individual program outcomes. Combining NSSE data with program outcome data, written communication, oral communication, critical thinking, information literacy, and qualitative reasoning are analyzed at general education (freshman/sophomore) level and at the 400 (senior) level. Data for a sixth area, ethical reasoning, is also collected as it relates directly to the mission of the university. Rubric criteria specific to the program are aligned and collected at the senior level. An average score of at least 80% is the goal for each core competency. Results of the core competencies are shared with the assessment committee and plans for improvement are made. The flow of information and plans for improvement are shared with departments across the University through the assessment committee members. The tables presented below represent the average scores in each core competency area followed by analysis that incorporates the NSSE data.

#### Written Communication

2013 University Average for Written Communication	2015 University Average for Written Communication	2017 University Average for Written Communication	Average of Averages
79	90.2	85.2	84.8

#### Oral Communication

2013 University Average	2015 University Average	2017 University Average	Average of Averages
82	94.5	91.33	89.3

### Critical Thinking

2013 University Average	2015 University Average	2017 University Average	Average of Averages
88.9	94.8	87.5	90.4

### Information Literacy

2013 University Average	2015 University Average	2017 University Average	Average of Averages
91.63	95.3	79.4	88.8

### Quantitative Reasoning

2013 University Average	2015 University Average	2017 University Average	Average of Averages
84.75	90.5	85	86.75

### Faith Integration (measured via senior exit survey)

2013 University Average	2015 University Average	2017 University Average	Average of Averages
94.23	93.7	91.4	93.11

### *Continuous Improvement*

Achievement gaps are identified at the course level, program level, within the general education sequence and through the core competency expectations. Regardless, as gaps are identified so is a plan for improvement. Faculty make adjustments in curriculum as needed and this is reflected upon at department meetings, through annual assessment reporting and/or during the program review process. Program outcome gaps are identified through annual assessment and can be addressed each semester or at the end of year. Program review serves to “close the loop” from annual assessment as well as make improvement plans for the future. Both annual assessment and program review are reviewed and accepted by the Provost’s office through the Educational Effectiveness team. Annual assessment is monitored throughout the academic year by the Director of Assessment and the assessment committee meetings serve as a regular clearinghouse for assessment business.

Student Affairs, which encompasses 11 different departments representing a student's co-curricular experience, is assessed each year through a process developed by the Assistant Dean of Students for Assessment and Student Conduct and the Director of Assessment. Beginning with five over-arching goals that speak to the development of faith, relationships, leadership, worldview and diversity, each department aligns specific outcomes from each area. Annually, a day is set aside for all 11 departments to report their assessment results to the Vice President for Enrollment and Student Services.

#### *Plans for Improvement*

1. Allow the assessment process to stretch or mold to the individual characteristics of the program.
2. Continue to implement Taskstream across the University. This will help facilitate data for all outcomes.
3. Assessment Coordinators
  - a. Higher expectations for assessment coordinators. Those serving on the committee should be program directors, department chairs, or other leadership that comes with the ability to make change occur.
  - b. Training for all coordinators to facilitate expectations
  - c. Develop a separate assessment committee for co-curricular team.

**CBU offers the opportunity to successfully complete a degree that embeds universities values, academic challenge and a supportive campus environment.**

#### *Retention*

Successful completion of an undergraduate degree begins with continuing after the first year. Retention rates are a valuable point of data used by CBU and are used to review the progress of students from a variety of aggregated groups (see 5.8: Freshman Retention Rates). The most recent 3-year average retention rate is 76%, reflecting both males (76%) and females (76%) which are just shy of the national average of 79% for private/not-for-profit 4-year institutions. When looking at subgroups, the Hispanic/Latino retention rate was identified as an area to provide interventions. African American/Black was also an area of concern. Both of these groups have increased in numbers over the past decade and represent collectively 42.7% of the population at CBU. The Comprehensive retention plan is available in the appendices of the full self-study report ([www.calbaptist.edu/selfstudy](http://www.calbaptist.edu/selfstudy)). New programs to support retention have been implemented, with a writing center currently in development.

#### *Graduation*

Racial/ethnic diversity on the CBU campus is a direct reflection of the surrounding community as well as the state of California. The demographics showing the percentage of enrollment by race/ethnicity, indicate a higher representation for African American/Black and Hispanic/Latino students at CBU compared to local and state ratios. The data also show CBU to have a lower ratio of white students when compared to the community and the state. Graduation rates, as reported to IPEDS, mirror the National Center for Education Statistics (NCES) at an average of 59%. Looking further, Hispanic/Latino graduation rates have steadily improved from 49% to 55%. African American/Black graduation rates have also improved, but as a sub-group are still lower.

### *Indirect Measures of Student Success*

The data collected from indirect surveys, such as the National Survey of Student Engagement (NSSE), offer clarity for performance in supportive areas according to student perception. Both freshman and seniors feel that effective teaching practices, the quality of interactions, and the support from the campus environment at CBU are better than institutions with average scores placing them in the top 50% of all 2016/2017 institutions.

Collaborative learning came in considerably lower than the average of other institutions on the NSSE. The internal senior survey (available on site) given to each graduating class supported this idea with a need in study space as a common theme for the last two years. In response, dedicated space has been included in the Library Annex seen in the Comprehensive University Plan (see Component 7). Faculty development centered around group dynamics and collaborative activities has become a priority in future planning.

All seniors are required to complete a survey as part of their graduation process. The survey asked the question, “Would you recommend CBU”? The results, seen below, are significant and offer insight to the beliefs of CBU graduates.

Question/Response	2017	2018	Change/Difference
Would you recommend CBU? YES	86.13%	90.34%	+4.21

### *Plans for improvement as a result of review*

1. Analyze data collected for supplemental instruction program for English and mathematics.
2. Create space and employ a writing center
3. Study space for individual students and groups
4. More support for Institutional Review to assist in sharing NSSE and SSI data to appropriate departments
5. Incorporate indirect data into curricular and co-curricular review process
6. Plans for faculty development that focus on group dynamics and collaborative learning

### **Continuous improvement is the product of the assessment processes at CBU.**

Quality assurance and improvement is demonstrated throughout the assessment process at California Baptist University. Learning outcomes assessment through designated course assignments serve as formative data for annual assessment, which in turn, becomes formative data for program review. This direct alignment has proven to be a strength for CBU ensuring that all stakeholders are part of the assessment process. It is through this process that each program is able to analyze data from a course, program, and university perspective. Each college, school, division, or in some cases departments have an assessment coordinator(s) who represent and attend the monthly assessment meetings. The assessment coordinators are the liaisons or direct lines between the faculty and administration of each program and the director of assessment. As coordinators, these individuals support the annual assessment process within their area, coordinate scheduled program reviews, gather general education and core competency data as needed, and relay assessment information to their peers and administration.

Co-curricular review is also an important part of the assessment process for all areas in student services. Yearly assessment on each area is created and reported differently resulting in a “day” of assessment in late fall. Student services encompasses 10 different areas: academic advising, undergraduate admissions, graduate admissions, athletics, career center, community life, counseling center, new student programs, public safety, residence life and spiritual life. Each of these areas have outcomes that align with the five outcomes that defining the goals for student services. It was determined that a program review for all student services is needed. Due to the different needs for a co-curricular review, the Director of Assessment will meet monthly with representatives from all 10 areas and the Assistant Dean of Students, Assessment, and Student Conduct. This time will be spent facilitating the program review during the 2018/19 academic year.

#### *Further plans for continuous improvement*

1. Work with student services to support program review of all 10 areas in the 2018/19 academic year
2. Determine if general education assessment collection and analysis is effective
3. Utilize the extra hire in IR to better disseminate SSI data and create a process to include this data in program review
4. Market the NSSE and SSI to improve the response rate

#### **CBU is financially healthy and planning for the future.**

Financial stability can be described as the ability of an organization’s core activities to generate sufficient revenue to meet the ongoing and future operating expenses in support of its mission and vision. While growth has defined California Baptist University for twenty-four years, the importance of sustainability has also played a role as decisions are made, processes are created, policy is written and the future is planned. In 2010, with enrollment at 4,715 students, the WSCUC (then known as WASC) team was “concerned about the institution’s significant financial leverage (specifically, its debt load) that will require greater and greater enrollment growth to sustain” (as cited in the February 28, 2011 commission action letter). The team also felt “managing its debt service will require program expansion for enrollment growth at a rate that may be more rapid than its infrastructure can sustain”. Fast forward to 2018, with the most recent fall enrollment at 9,941 students, 12 new real estate acquisitions, six major construction projects completed and a much healthier debt load, CBU has leveraged growth and sustainability appropriately.

#### *Strategic Planning*

The Board of Trustees, President, and Executive Council work together to develop, and support the on-going Comprehensive University Plan (CUP) for CBU ([www.calbaptist.edu/cup](http://www.calbaptist.edu/cup)). This strategic plan is based upon seven priorities:

1. Campus Culture: To enhance a campus culture that supports an evangelical Christian worldview.
2. California Southern Baptist Convention: To help California Southern Baptists identify with the University.

3. Finance: To use sound management practices which produce positive stewardship performance.
4. Academic: To provide high quality educational and vocational preparation which results in wisdom, practical application and spiritual contribution to the developing society.
5. Institutional Status: To develop a resource base to support a university committed to the Great Commission.
6. Image: To be seen as a high quality, comprehensive Christian University.
7. Enrollment: To increase enrollment so that by the year 2025, 12,000 students are in attendance.

The CUP represents the compilation of all department strategic plans that align with the priorities of the university. Each year, prior to budget decisions, strategic plans are reviewed and updated to show those goals which have been met and any re-ordering/adding of new goals needed. Using the departmental strategic plans and other institutional knowledge or need, the CUP is updated by the President and Executive Council and approved by the Board of Trustees in January of each year.

### **Division of Online and Professional Studies Focused Study**

The Division of Online and Professional Studies (OPS) was established in 2010 to respond to different needs of the non-traditional student who balances professional and family responsibilities while advancing their education. Based on the andragogical model, the degree programs are designed to reflect the idea that adult learners are ready to build upon their own life experiences and desire an education that is relevant and applicable. CBU chose to place OPS under a semi-independent governance structure to concentrate expertise and resources for non-traditional education into one division for maximum efficiency and effect while allowing the agility needed to respond quickly to market opportunities.

OPS academic oversight is led by the Vice President for Online and Professional Studies, who reports directly to the President and serves on CBU's Executive Council. This individual is also responsible for Information Technology for the entire university. In addition, the Vice President has appointed an OPS senior leadership team consisting of an Associate Vice President for OPS Academics, Associate Vice President for Information Technology, Dean of Enrollment Services, and a Senior Director of Marketing. All have significant experience with non-traditional programs and are the original leadership team that established OPS. The leadership team has assembled an experienced faculty and staff that perform key functions related to OPS academic oversight, student recruitment, admission services, financial aid, student accounts, registrar services, academic advising, student retention, faculty support and program administration.

The mission of the Division of Online and Professional Studies is "to respond to the non-traditional student that balances professional and family responsibilities while advancing their education". This is in direct alignment with the university mission to serve the world and university outcomes based on the Core 4. Degrees delivered by OPS represent a rich set of

experiences that have been developed to engage the learner, deliver the content and authentically assess the results to ensure effective learning.

One-Stop Student Service Advisors are unique to OPS and central to the retention strategy for undergraduate and graduate students as they are the primary point of contact. Each student enrolled in the division is assigned to a One-Stop Advisor who initiates contact before his or her first course begins and monitors student progress through to degree completion. Each advisor builds individual relationships with students as a personal support representative for the division and is trained to provide assistance with registration, course scheduling and adjustment, basic financial aid inquiries, along with notification of student resources such as tutoring, counseling, career services, and financial aid advisors. One-Stop Advisors proactively monitor grade point averages for their students and develop support contact plans for students who may be a candidate for Mentorship for Student Success or Alpha Sigma Lambda. Mentorship for Student Success supports students who, due to their grade point average, were placed on academic suspension. The student is enrolled in a Blackboard course that provides an academic professor as a mentor and coach while it also offers tutorials for gaining specific skills required to be successful as a student.

### **Reflection and Plans for Improvement**

Since the last visit from WSCUC in 2010, California Baptist University has undergone significant growth, which was viewed through the lens of the self-review under the WSCUC standards. The IEEI also facilitated a view of CBU's assessment process for continual improvement of student learning. Through this process, strengths were reinforced and opportunities for growth surfaced. More importantly, this process created a clearer direction for CBU as it continues to grow in the landscape of higher education.

CBU has a well-defined mission and purpose as a comprehensive faith-based university dedicated to the Great Commission. The established University outcomes, to which curricular, co-curricular and administrative areas align, is the centerpiece that keeps the community of CBU focused and effective. Continuous improvement is the foundation for academic, physical, technological, and resource growth at CBU. As enrollment grows, attention will continue to determine the best choices in all areas. Financial stability remains to be a strong foundation for CBU to move forward in the future.

Areas for growth can be seen as part of the blueprint for supporting the strengths that already exist. Strengthening the assessment process by working with areas identified for improvement and offering more development opportunities that address the importance of data are one part of the overall strategy for improvement. Leveraging educational technology, through the lens of efficiency and effectiveness, is also vital to the sustainability of growth and advancement at CBU. Stronger connections with alumni are underway as CBU moves into the future. This self-study process has encouraged the university through validation of the present and an internal focus for reaching the goal of 12,000 students by 2025.