CORRECTED

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **10:00 a.m., Tuesday, March 16, 2010--Closed Session**
Glenn S. Dumke Auditorium

8:00 a.m. Wednesday, March 17, 2010—Open Session
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
Carol R. Chandler
Debra S. Farar
Kenneth Fong
Margaret Fortune
George G. Gowgani
Melinda Guzman
William Hauck
Raymond W. Holdsworth
Linda A. Lang
Robert Linscheid
Peter G. Mehas
Henry Mendoza
Lou Monville
Russel Statham
Glen O. Toney

10:00 a.m., Tuesday, March 16, 2010- Closed Session **Munitz Room**
(Government Code Section 11126 (c) (5)

Discussion Items

1. Review and Recommendation of Nominees for Honorary Degrees, *Action*

8:00 a.m., Wednesday, March 17, 2010 –Open Session **Dumke Auditorium**
Consent Items

Approval of Minutes of Meeting of January 27, 2010

Discussion

2. Early Start Program, *Action*
3. Academic Planning and Program Review and Changes to the Campus Academic Plans, *Action*
   CORRECTED
4. CalStateTEACH Multiple Subject Credential Program, *Information*
5. Proposed Title 5 Revision: Student Housing Priority for Former Foster Youth, *Action*
6. Proposed Repeal of Title 5 Section 40503 Relative to Bachelor of Vocational Education Degrees, *Action*

MINUTES OF MEETING OF
COMMITTEE ON EDUCATIONAL POLICY

Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California

January 27, 2010

Members Present

Roberta Achtenberg, Chair
Herbert L. Carter, Chair of the Board
Carol R. Chandler
Debra S. Farar
Kenneth Fong
Margaret Fortune
George G. Gowgani
Melinda Guzman
William Hauck
Raymond W. Holdsworth
Linda A. Lang
Robert Linscheid
Peter G. Mehas
Lou Monville
Charles B. Reed, Chancellor
Russel Statham
Glen O. Toney

Trustee Roberta Achtenberg called the meeting to order.

Approval of Minutes

The minutes of November 17, 2009 were approved as amended by the following at the foot of page 3 to say: "Trustee Chandler asked for the segue from the Early Assessment Program, Dr. Echeverria replied that the work of the EAP and Early Start Task Force are closely related and she believes the Early Start recommendations will empower the EAP program."

Public Speakers

The following individuals spoke on the Graduation Initiative: Lillian Taiz, CFA president, said she was glad to see the board is taking on this important issue and that the key is how graduation numbers are increased; Kim Geron, CFA vice president, CSU East Bay addressed remediation courses and the role they play in helping students graduate in a timely manner; Julie Rivera, lecturer, CSU Long Beach, urged board to retain developmental classes during the academic

year; Alan Alonzo, student, CSU Dominguez Hills, asked that the board not place expediency over quality education; David Sandoval, retired EOP director, CSU Los Angeles said that he fears many of the policies that are emanating now are at the worst economic times; Kimberly King, associate professor, CSU Los Angeles, was concerned that the initiative would push out CSU eligible low income minority students with policies such as the mandatory Early Start Proposal.

Trustee Carter noted that the comments that were addressed by the public speakers on the Graduation Initiative focused on remediation and that was not the policy before the board. Policy considerations regarding remediation will occur before the board in March.

Review and Recommendations of Nominees for Honorary Degrees

In closed session the Committee on Education Policy and the Board of Trustees acted upon recommendations of Honorary Degrees to be awarded during spring commencement and other appropriate venues.

Proposed Title V Revision: Assignment of Priority Student Housing for Foster Youth

This item presented information proposing Title 5 language to implement the provisions added by The Skinner Bill (AB 1393) to the California Education Code. The item will be presented to the board as an action item in March.

Faculty-Student Research and Mentorship Focus: Coastal and Marine Programs in the California State University

This item highlighted singular achievements of CSU Coastal and Marine Sciences faculty through a focus on two highly successful examples in the CSU, one at CSU Monterey Bay and the other at CSPU, San Luis Obispo.

Dr. Rikk Kvitk, a professor from CSU Monterey Bay gave a PowerPoint presentation on the development of a premier seafloor mapping laboratory and fieldwork program that provides comprehensive online access to 3D visualization of seafloor topography, fish habitats, undersea hazards and environmental change in unprecedented detail from high-resolution acoustic imaging data. Dr. Kvitk was joined, via video by his former student Lt. Jason Mansour, and Megan Kelly a current undergraduate student at CSU Monterey Bay.

Dr. Dean Wendt, a professor from CPSU San Luis Obispo, was joined by his current student Sarah Johnson. Dr. Wendt gave a presentation on the San Luis Obispo Science and Ecosystem Alliance, where he works to improve the life and health of the fisheries industry in the Central Coast, and has formed alliances with local fisheries groups.

The presentations underscored the critical connections between faculty research, teaching and

mentoring; and student scholarly growth, retention, graduation and career success.

Trustee Mendoza asked if any studies were being done in the southern part of the state. Executive Vice Chancellor Echeverria noted that there are quite a few initiatives in the CSU in Southern California. CSU Long Beach, CSU Northridge and other campuses have a parallel south coast organization called SCMI – Scientific Marine Investigation. Many of the studies being conducted are leading the nation; there are no other sea mapping programs that have done what this one has done.

Trustee Linscheid asked if there was a commercial application related to the research where there could be joint ventures with enterprise. Dr. Kvitk responded that they are partnering with private enterprise to do the work, in terms of the development of intellectual capital that is something that they are working with a number of the providers of high-end sensors in developing new ways of acquiring and processing data to enable people to see nature that previously has been shielded. Dr. Dean Wendt added that the Marine Program at CPSU San Luis Obispo is very involved with private companies.

President Harrison and President Baker thanked the professors and students at the respective campuses for sharing their work with the board.

Trustee Mendoza would like more information on the research being done in the Orange County area. Dr. Elizabeth Ambos, assistant vice chancellor of Office of Research Initiatives and Partnerships, shared that there are many active researchers in the Orange County area from CSU Fullerton. The major higher education establishments conducting research on the California coasts are California State University.

Trustee Achtenberg pointed out that there are reports periodically presented to the Board about the research being undertaken in the CSU so that there is an understanding of the importance the CSU makes in the various fields of research and what an important opportunity it is for students.

Trustee Holdsworth asked Chancellor Reed if there was an opportunity for the CSU to look at a special initiative on the research for additional funding. Trustee Achtenberg noted that the University of California has a big office that focuses on commercialization and taking particular advantage of the research that's being done there and making sure that the relationships with the private sector are being maximized. Trustee Achtenberg asked Chancellor Reed if there was a similar entity or something that could be looked into developing if there isn't. Chancellor Reed noted that the CSU does not have a similar entity but the CSU does help campuses with protecting intellectual property.

President Baker added that most campuses have an office on campus that follows through on patent searches; a level of investment needs to be made as we go down this road to look at opportunities where the university, the students, and the faculty members can benefit from the results of their work. The volume of research at the University of California is significantly more. Chancellor Reed noted that San Diego State is also involved in lots of medical and biotechnology

work that has been patented. President Welty noted that San Diego State also has a patent office.

Trustee Holdsworth noted that the UC system has a bureaucratic way of trying to take their research and trying to put it into an applied state. Because it is research it is difficult to get it into commercialization, it may be able to self fund to the benefit of the whole CSU system.

Trustee Fong agreed with the Chancellor's statement that the University of California is focused on research and technology. The CSU should focus on something that it is good at and we should do better than the UC.

Affordable Learning Solutions

This information item, presented by Dr. Gerry Hanley, senior director for academic technology services, provided an overview of the Affordable Learning Solutions Campaign designed to provide students with more options for affordable course content within high quality instructional programs.

Dr. Mildred Garcia, President of CSU Dominguez Hills spoke about the pilot implementation of the Affordable Learning Solutions Campaign on her campus. Dr. Hanley noted that CSU San Bernardino has been instrumental in helping test the various new technologies that will help implement the Affordable Learning Solutions Campaign.

Trustee Achtenberg asked if there would be a way to measure the dollars being saved and at what rate that is increasing and if that information could be presented to the Board and how it is being directly being translated into relief for students in the high cost of their education. Dr. Hanley stated that when faculty submit their syllabi as examples of low or no-cost content, they are being asked the cost of the textbook that they would have assigned. The goal is to think about a thermometer of student savings over time.

Trustee Chandler added that the innovative methods are very encouraging in regards to affordability to students and asked whether rental books would be an option for students. Dr. Hanley stated that campuses have done an exceptional job with traditional textbooks for used book strategies and rental books. The key with rental books is that those books have to have a sufficient volume of students over time and there has to be stability in the use of that because it has to be used three years in order for a campus to get back their initial investment. Dr. Hanley noted different resources available to students for finding affordable learning solutions that go from hard copy to the advanced digital.

Trustee Fortune asked about the five year goal at 50 percent, should it not be 70 to 80 percent? Trustee Fortune inquired about how the goal was set. Dr. Hanley noted that currently a digital textbook is about 50 percent of a new hard copy textbook cost as are used textbooks.

California Forum for Diversity in Graduate Education

This information item, presented by Dr. Lorie Roth, assistant vice chancellor of academic programs and professional development, gave an overview of the Forum for Diversity in Graduate Education and the way in which it provides incentives for students to think about and pursue graduate schools and doctoral programs.

Trustee Guzman asked what else was being done to link students that are already in the system to pursue graduate opportunities other than the Forum. Dr. Roth noted that the Forum is just the first of a pipeline, after the Forum there is the Pre Doctoral Program followed by the Chancellors Doctoral Incentive Program. Dr. Echeverria stated that every campus has recruitment efforts that it does with undergraduates to present to them ideas for graduate programs on the campus.

Trustee Guzman inquired about how success was being measured in the participation of these events. Dr. Roth reiterated that one day does not make a career, there are other programs in the pipeline that get more specific and give a better taste of what it's like to be in graduate school. Chancellor Reed noted that the CSU measures the doctoral programs and scholarships that CSU students receive. Dr. Echeverria added that all graduate programs recruitment efforts and their ethnic nature and composition of the groups are tracked.

Trustee Achtenberg recalled that reports are regularly presented to the board regarding the Chancellors Doctoral Incentive Program.

International Programs in the CSU

Dr. Leo Van Cleve, director of international programs gave an update on current developments in International Programs in the CSU since the last presentation to the board nearly two years ago.

Trustee Statham encouraged the CSU to continue to encourage students to pursue study abroad opportunities. Trustee Carter asked what attributed to the low number of African American students participating in study abroad opportunities. Dr. Van Cleve responded that the breaking barriers testimonials from underrepresented students encourage colleagues on campuses to work with students and clubs to make sure students know it is available to them, also family plays a large role in making study abroad decisions.

Trustee Gowgani shared his daughters' participation in study abroad programs. Trustee Guzman asked if there were efforts to have visiting faculty from other countries to teach in our classes. Dr. Van Cleve responded that the shorter term programs are the fastest growing programs within the CSU visiting faculty and students who come from different places increased emphasis on global learning.

Proposed Repeal of Title 5 Section 40503 Relative to Bachelor of Vocational Education Degree

This information item proposed to repeal Title 5 Section 40503 related to the Bachelor of Vocational Education Degree programs due to the replacement of them by degree programs in

career and technical services. The item will be presented to the board as an action item in March.

California State University Graduation Initiative: Delivering on Access to Excellence

Trustee Achtenberg introduced this information item and stated that there has been a focus on improving graduation rates for more than six years, the commitment to improving graduation rates was restated in Access to Excellence. There is a renewed focus on improving the graduation rate and focusing on management tactics and approaches where by the focus can be more strategic and specific on target impact without the use of gimmicks or erosion of academic quality and with the specific intention of benefiting and promoting those that are underprepared to come to the CSU but come to the CSU so that they will persist to graduation.

Chancellor Reed commented that in Access to Excellence the goal is repeated as a part of that, the board has asked there to be an implementation of the action plan to improved graduation rates. Chancellor Reed is proud of the presidents and provosts who in October participated in workshops where they went to work on putting together a plan a trajectory and a set of goals. The overall goal in the system is to go from 46% graduating in 6 years to 54%, and two to cut in half the gap between students of color and other majority students. Each campus has set individual goals to do that and to meet the overall systemwide goal. National effort by the system heads who have come together to say nationally we are going to cut the graduation gap in half between students of color and the majority of students. The Obama administration set goal that the United States will have the highest number of certificated and degreed workforce in the world by 2020.

Dr. Echeverria presented the California State University's Graduation Initiative, an initiative in which all 23 campuses are participating. The overall goal of the initiative is to raise the six-year graduation rates of students to the top quartile of national averages for six-year graduation rates and to halve the existing achievement gap between traditionally underrepresented students and the non-traditionally underrepresented students, as well as a structure for monthly, quarterly, and annual progress reports. Initial campus plans received in December 2009 indicated that, should our campuses achieve their stated goals, we will achieve an 8% increase in graduation rates as a system by spring 2016.

Trustee Monville asked if the system will be reaching out to community colleges as part of the ongoing initiative to improve the matriculation in the system. Dr. Echeverria responded that this is a national initiative; there is a partnership with NASH that focuses on a 6 year graduation rate. She noted that there should be an additional target graduation rate for transfer students. This is a 72 month campaign; the initial focus will be the 6 year graduation rates. More needs to be known about what happens to students and there needs to be a different sort of data collection. Presidents have tried to project a series of action steps and how that will improve graduation rates for 6 years students, 6 year freshman class and for the transfer students, it is being done without science at this point. Within the next month we would like to develop the science that helps us better project graduation and learn the things that need to be learned to make a long term improvement on forecast graduation and student advisement.

Chancellor Reed noted that there are a lot of part-time students; we've convinced those at the national level that part-time students should also be tracked. Dr. Echeverria referred to National Data Sets and noted that when work started with Ed Trust they wanted to focus on 6 year full time graduation rates and not allowing focus on some of the kinds of campuses that the CSU has where students do not start out as full-time students but rather part-time students, stronger muscles need to be developed to tracking those students. Echeverria made clear that the point of the Graduation Initiative is not to rush students through the process but rather to identify the roadblocks that are present.

Trustee Achtenberg asked Dr. Echeverria to talk about the kinds of protections are in place so that changing the composition of the pipeline is not the way to move your numbers. Dr. Echeverria responded that it is a concern of most of the presidents and provosts, in every ethnic and socioeconomic group numbers are up, acceptance rates and ratios will be watched carefully to see what happens as some of the campuses have had to restrict enrollment this has become a very difficult issue. We want to make sure we maintain access to the traditionally underrepresented student while at the same time we are challenged to reduce overall numbers.

Trustee Guzman asked for comments and points to consider from Presidents as the CSU embarks on this exercise. President Rosser responded that all campuses are very informed and understand what this initiative means for the campuses and what needs to be done. Campuses are in the process of putting in place what needs to be done, this is enabling them to work in a more partnership oriented way with students to help them understand that campuses have been allowing things to occur that are actually more harmful to them, campuses now have to be firmer. To the extent that campuses are successful in this endeavor, more spaces are created on an annual basis for new students without having to seek new state funding for enrollment growth. There are some benefits that will accrue us that will enable the CSU, in a much more significant way, to fulfill what its responsibilities are to a changing California. Everything is occurring in a time when the high school graduation population in the state is going to be significantly different than three decades ago and unfortunately they are less prepared today. Campuses welcome the challenge and the opportunity because it enables us to serve California better than what we've been serving it in the past.

Chair Carter stated that he is really excited about this initiative because it begins to move the system more dramatically into a more students centered educational enterprise and also because it requires everyone to be involved in a data driven decision process. This is not about feeling good it's about looking at numbers, seeing what happening to students, intervening in the processes to ensure that we are doing everything that we can to help them achieve their education objectives. These institutions that we are the stewards of exist for the benefit of students and sometimes that is forgotten when we get caught up in other discussions about the university. There is a lot of work ahead to make this happen. There can frequently be opportunities in moments of crisis, there are a lot of things that can be done differently and better that don't cost money, it costs commitment, compassion, caring and understanding and realizing that we are in the business of helping young people, and not so young people, achieve the kinds of objectives that will make them feel better about their lives and become part of the caring community that can help this state

achieve its objectives.

President Alexander commented that this is far more important than the just the rates, it's about the numbers, numbers build economies and that's what the Secretary of Education is very much concerned with, how we've fallen. We already make available data that provide information on the number of Pell Grant students graduate from our campuses. What we are collecting is far more advanced and far more superior to what's been used in the past.

President Rosser commented on Chair Carter's observation and stated that campuses will need the Trustees help too. There will be some hard policy decisions that will be asked to be made in order for this initiative to occur some aspects of these policy judgments might be controversial, we hope that you will stand and deliver with us. Trustee Achtenberg stated that the Trustees will take up the challenge.

President Mitchell added that CSU Bakersfield has incorporated the Access to Excellence goals into the campus strategic plan and in particular has developed what is called "Marks of a CSUB Student" it is very specific in the sense of student learning outcomes that the campus want. It has led CSU Bakersfield to recognize that there needs to be a more data driven decision making process, but it has also caused the campus to look at how business is done on campuses in different areas. The campus is engaging the Academic Senate in looking at things such as general education requirements on the campuses, how the upper division general requirements are being looked at, and the fact that students need a minor in order to graduate and whether that, in fact, works against student success. The campus is also looking at the academic calendar; there is a lot of work that has been outlined, and the campus delivery team will be working hard to move forward.

Trustee Mehas applauded the initiative and agreed that tough policy decisions will have to be made. It is totally unacceptable for 50% of students not to graduate, it's important to listen to the presidents who ultimately have to build the erector set.

Trustee Fong asked what the current graduation rate was for the transfer CSU students as opposed to the junior student already on the campus. Echeverria responded that they are almost the same, but both populations need to be looked at to see if there are things that need to be learned. Trustee Fong asked if the first two years are the most critical, Echeverria responded that she has not been convinced by anything statistical.

Trustee Achtenberg pointed out that for more than six years; each campus has operated its own graduation initiative attempting various programmatic work and innovations, creating learning cohorts, doing different kinds of advising, sharing best practices and really focusing on what it would take to rap ourselves each student and help them move forward. Campuses were able to produce these programs as quickly as they were in part because the work has been done for a very long time.

Trustee Mendoza asked about the statistics on commuter campuses vs. regular campuses. Dr.

Echeverria responded that there are lots of statistics about campus graduation rates available and we can identify that some campuses have more commuter students than others; however, it's not necessarily so that students who commute graduated less level, they may take longer to graduate. Another thing that needs to be analyzed is stop out rates, which are students who leave and come back and is very common in the system. She added that the plans that were submitted during the holiday break will be amended many times before the project is over; there is an expectation that all campuses will learn a lot from their data. Dr. Echeverria also noted that the kind of consultation that is expected to happen on campuses has not occurred yet, but the circle of people involved in the project will be expanded.

Trustee Chandler asked if course numbering and campus acceptance of classes will be looked at as well as advising. Dr. Echeverria responded that those are perennial issues that will be looked at. Transfer and articulation issues are huge and there needs to be a breakthrough in this area. Common course numbering is a controversial issue, there are several states that have implemented such a procedure very effectively, and whether that's going to happen because of this initiative can't be predicted. One of the ideas mentioned by the presidents was that every campus would accept the GE qualifications of any campus automatically, that would be a policy decision that would affect students coming in and out of the system.

COMMITTEE ON EDUCATIONAL POLICY

Review and Recommendation of Nominees for Honorary Degrees

Presentation By

Roberta Achtenberg
Chair, Committee on Educational Policy

Jeri Echeverria
Executive Vice Chancellor
and Chief Academic Officer

Summary

Recommendations from the Committee on Educational Policy, Subcommittee on Honorary Degrees, to be addressed in closed session pursuant to Government Code Section 11126 (c) (5).

COMMITTEE ON EDUCATIONAL POLICY

Early Start Program

Presentation By

Jeri Echeverria
Executive Vice Chancellor and
Chief Academic Officer

Summary

On May 12-13, 2009, the CSU Board of Trustees passed a resolution requiring that, based on the reported results of pilot Early Start programs throughout the CSU, Academic Affairs present "policies required to achieve a full-scale implementation of pre-matriculation programs throughout the CSU, including a timeline for implementation." The following proposal and timeline responds to that Board resolution and suggests plans for implementation of an Early Start Program.

Background

In September, 2009, Executive Vice Chancellor Jeri Echeverria appointed and met with the Early Start Task Force and requested that they "consider, develop and recommend to her a program for the full implementation of an early start program to her by mid-February, 2010." In this context, an Early Start Program is understood as a program in which students who have not yet tested "CSU college ready" in English and/or mathematics are required to begin a course or program of study to make up those deficiencies and prepare them for baccalaureate-level courses before matriculation to any campus of the CSU System.

The Task Force met eleven times between September 8, 2009 and February 15, 2010. On December 18, 2009, Trustees Carter and Achtenberg, as well as Dr. Echeverria, joined the Task Force to discuss various approaches under consideration. In addition to discussions, the Task Force engaged in data gathering and meetings with stakeholder groups, such as: the English and Mathematics Councils, the Academic Council, the Council of the Vice Presidents for Student Affairs, the Academic Senate of the CSU. Members of the Task Force included:

Sue Rosser, Co-chair, San Francisco State University
Paul Oliaro, Co-chair, California State University, Fresno
Linda Dalton, California State University, East Bay
Glen McClish, San Diego State University
Eduardo Ochoa, Sonoma State University

John Tarjan, California State University, Bakersfield
Bob Buckley, California State University, Sacramento
Magnhild Lien, California State University, Northridge
Lorie Roth, Chancellor's Office
Allison Jones, Chancellor's Office

On February 15, 2009, the Task Force delivered its recommendations to Dr. Echeverria, with fifteen basic recommendations. After discussion with a few members of the Board of Trustees, with members of the Task Force, with members of the Academic Affairs staff, and with others, Dr. Echeverria looks forward to bringing these and other recommendations forward for the Board's consideration. Included will be recommendations to establish the following:

1. An Early Start Implementation Team to guide campuses as they institute programs. This group will consist of faculty, students, and administrators, with two or three members of the Task Force being invited to serve for continuity.

2. A set of approaches to Early Start Programs in mathematics and English from which campuses can select for implementation.

3. An approval process for implementation of campus-specific CSU Early Start Programs: proposals will be due in fall 2010; approvals granted before Jan. 1, 2011; planning, notification, and implementation to occur in 2011-12; and full implementation to occur in summer and fall, 2012.

4. A requirement of reciprocity among all CSU campuses, such that certification at one campus is accepted at any sister CSU institution without question.

5. Communications to students via Financial Aid offices regarding the availability of financial aid during the summer preceding their freshman year.

6. An assessment plan to be led and monitored by the Implementation Team in conjunction with the Mathematics and English Faculty Councils.

7. A practice of reviewing "cut scores" in the EPT and ELM exams every two years to ensure that we are gathering data upon which to make accurate decisions about student readiness for college work.

The following resolution is recommended for adoption:

RESOLVED, that the Board of Trustees of the California State University adopt an Early Start Program as outlined in Agenda Item 2 of the Committee on Educational Policy at the March 16-17, 2010 Board Meeting.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning and Program Review and Changes to the Campus Academic Plans

Presentation By

Jeri Echeverria
Executive Vice Chancellor
and Chief Academic Officer

Summary

In accord with Board of Trustees policy established in 1963, this item summarizes the California State University academic planning process and reports the program planning, review, learning-outcomes assessment efforts, and regional accreditation activity that took place over the past year. The proposed resolution would approve additions and modifications to campus academic plans and the CSU Academic Master Plan.

Background

Nine areas related to academic planning activity are reported in this item. The areas include:

1. New program projections proposed to the campus academic plans, and CSU Academic Master Plan Ten-Year Overview (Attachment A);
2. Projections proposed for removal from the campus academic plans and CSU Academic Master Plan;
3. Degree program discontinuation plans;
4. Reducing high-unit graduation requirements;
5. Summary of Units Required for the Baccalaureate Degree (Attachment B);
6. Assessment conducted through program review, and Student Learning Outcomes (Attachment C);
7. Report on Western Association of Schools and Colleges (WASC) Accreditation Activities Conducted in 2008-09 (Attachment D);
8. California State University Processes for Review and Approval of Proposed Degree Programs (Attachment E); and
9. California State University Accredited Programs, by Campus (Attachment F).

Newly Proposed Program Projections to the CSU Academic Master Plan

The office of Academic Programs and Policy at the Chancellor's Office maintains the CSU Academic Master Plan, a comprehensive list of existing degree programs, projected programs, and program-review schedules for authorized degree programs. Campuses report that they currently offer 2,123 degree programs. While 61% of CSU degree programs educate baccalaureate students, the CSU also provides significant contributions to graduate education in the state, offering 839 master's and 38 doctoral degree programs across the system.

The programs for which Trustee planning authorization is requested are listed below and also appear in bold type in **Attachment A**. Except in the case of pilot programs and fast-track proposals, the campus may begin developing a degree implementation proposal only after the trustees have approved a projection. Policies on pilot and fast-track proposals are detailed in **Attachment E**. The CSU Academic Master Plan, which guides program, faculty, and facility development, will be updated to reflect the resolution made by the Board at today's meeting. Subsequently, the revised campus plans and CSU Academic Master Plan will be updated online at: http://www.calstate.edu/app/programs/amp/ as a resource for university planning. Newly projected programs include:

Fullerton

2012	BS	Accounting
	MS	Engineering Management
	MS	Environmental Engineering

Long Beach

2011	MA	Italian Studies—*fast track*

Monterey Bay

2011	BS	Marine Science
	BA	Spanish

Northridge

2011	BS	Health Administration
	BS	Health Education
	BS	Radiologic Sciences
	MS	Accountancy

Northridge (continued)

	MS	Nursing
	MS	Tourism Administration

Pomona

2010	MS	Hospitality Management—*fast track*

Sacramento

2010	BA	Earth Science—*fast track*
	BS	Athletic Training—*fast track*
	BA	Women's Studies—*fast track*
	BS	Environmental Studies—*fast track*

San Bernardino

2012	MA	Applied Archaeology

San Francisco

2010	MS	Geographical Information Science —*fast track*

San Luis Obispo

2011	MS	Printed Electronics and Functional Imaging
	Ph.D.	Engineering (Joint program with Naval Postgraduate School)

Stanislaus

2011	BS in Health Science—*fast track*

Projections proposed for removal from the campus academic plans and CSU Academic Master Plan

The 1997 procedures specify that projected programs will be removed from campus academic plans if an implementation proposal is not developed within five years or by the date originally projected for implementation (whichever is later), unless a new justification is submitted. This provision does not apply to "foundation" liberal arts and science programs, which are allowed to be developed as university resources allow. Projected programs that have been removed from academic plans may be proposed again as new projections in future revision cycles.

The following projected programs are proposed for removal from the campus academic plans and CSU Academic Master Plan:

Fresno	PhD	Forensic and Behavioral Sciences
Humboldt	BS	Athletic Training
Monterey Bay	BA	Human Development
San Bernardino	BS	Civil Engineering
	BS	Electrical Engineering
	BS	Mechanical Engineering
San José	BA	Foreign Language and International Economics

Degree Program Discontinuation Plans

Each university is required to have in place written policy and procedures for the discontinuance of academic programs. Campus-approved discontinuation proposals are submitted to the Chancellor throughout the year. The following programs are scheduled to be discontinued:

Dominguez Hills	BS	Occupational Therapy
Long Beach	BS	Occupational Studies
	BS	Civil Engineering
Los Angeles	BA	Industrial Arts
	BA	Vocational Arts
Northridge	BS	Health Sciences
Pomona	BS	Botany
	BS	Microbiology
	BS	Zoology
San Francisco	MA	Social Science

Reducing Total Units Required for a Bachelor's Degree

In July 2000, the Board of Trustees amended Title 5 to reduce the minimum total units required for a bachelor's degree to 120 semester units (180 quarter units). A campus may establish a higher unit-requirement for certain majors to ensure that students have achieved the knowledge and skills ordinarily expected of graduates in those fields, but the campus must establish and maintain a monitoring system to ensure that justification is provided for all program requirements extending the baccalaureate unit requirement beyond 120 units.

Since 2000, through the course of regularly scheduled program reviews, campus faculty have examined the total baccalaureate units required for the 1,317 undergraduate programs offered in the CSU. As of this report, 88% of baccalaureate programs have achieved the 120-unit goal or have reduced units required for the baccalaureate degree. At this time 120 semester-units (180 quarter-units) are required in 79% percent of baccalaureate degree programs. Nine percent of all CSU programs reduced the total number of units required, yet remained above the 120 target.

Of all CSU baccalaureate degree programs offered, 12% have been reviewed and were unable to reduce units. Those programs still requiring more than 120 units are most often science, technical, and professionally oriented programs in such fields as engineering, computing, clinical sciences, journalism, and the arts (Bachelor of Fine Arts and Bachelor of Music programs), as well as integrated programs of teacher preparation that incorporate both subject matter and professional preparation. The persistent higher-unit requirements are therefore most often related to professional accreditation or professional standards, or they are based on the recommendations of industry advisory boards. **Attachment B** displays the breakdown of campus efforts to reduce the units required for graduation.

Engineering bachelor's programs are among the high-unit majors in universities across the nation. CSU engineering deans, working together to advance the Chancellor's industry partnerships have engaged in a systemwide review and possible reform of baccalaureate engineering programs. At issue are (1) how CSU programs can graduate enough engineers to serve California's needs, and (2) how the CSU can best prepare graduates for engineering careers—by providing the full academic preparation required yet in a sufficiently timely manner that their education is fully relevant when they begin their careers in rapidly-evolving engineering fields. Importantly, addressing the latter issue would also respond to the CSU Graduation Initiative expectation that academic programs, wherever possible, should consist of no more than 120 semester units/180 quarter units for graduation. Guidance on policies that facilitate efficient progress to the degree are posted online at:
http://www.calstate.edu/app/programs/documents/Engineering_Curriculum_GR.pdf

This year, campuses were asked to report a summary of engineering curriculum redesign efforts and the resultant reduction of required units in engineering baccalaureate degrees. The following campuses achieved unit reductions in engineering degree programs during this reporting cycle:

Campus	Number of Units Required in Degree Program	Number of Units Decreased Due to Redesign Efforts
East Bay		
Computer Engineering	182 (QTR)	24 (QTR)
Industrial Engineering	182 (QTR)	22 (QTR)
Humboldt		
Environmental Resources Engineering	133	7
Los Angeles		
Engineering–Special Option	184 (QTR)	16 (QTR)
Maritime Academy		
Mechanical Engineering	164	3
Marine Engineering Technology	161	3
Facilities Engineering Technology	163	4
Sacramento		
Mechanical Engineering	129	8
San Diego		
Environmental Engineering	137	1
Mechanical Engineering	138	1

The following campuses are currently reviewing engineering baccalaureate degree requirements: Chico, Long Beach, Pomona, Sacramento, San Francisco, and Sonoma. Engineering bachelor's degree programs are not offered at CSUs Bakersfield, Channel Islands, Dominguez Hills, Monterey Bay, San Marcos, and Stanislaus.

Student Learning Outcomes Assessments Conducted Through Program Review

In 1971, the Board of Trustees adopted policy requiring that each campus review every academic program on a regular basis. Campuses may adjust the period between reviews to align program review schedules with WASC accreditation and other required review activities. Historically, summaries of campus program reviews were provided annually to the board in this annual report. After extensive consultation with the Executive Council, the Academic Council, and the Academic Senate CSU, the Chancellor's Office acted to decrease workload burdens on the campuses by restructuring reporting obligations. The requirement to review each academic program remained, but the assessment of student learning became the central feature of program review and of the focus of annual program-review reporting to the Board.

This opportunity for consolidating and reducing reporting requirements derived from the increasing focus on learning-outcomes assessment across a wide range of reporting areas, including WASC and many specialized/professional accreditation protocols, CSU

Cornerstones/Accountability reporting, and campus-based program reviews. Campuses are encouraged through changes in Chancellor's Office reporting requirements to utilize the same learning outcomes results and procedures for preparing reports across all of these reporting areas.

The College of Health and Human Development at California State University, Fullerton provides example of how assessment results are used to improve an educational program. Discovering from a focus group on the BS in Health Science that emphasizing writing skills in the curriculum would help graduates be better positioned in the job market, the faculty developed learning materials to enhance writing skills, and they embedded writing in coursework beyond their mandatory English courses. A summary of learning outcomes activity in the past year's reviewed CSU programs is reported in **Attachment C**.

Summary of WASC Visiting Team Report

The Board of Trustees adopted a resolution in January 1991 that requires the annual agenda item on academic planning and program review to include information on recent campus accreditation visits from the Western Association of Schools and Colleges. Summaries of campus WASC activities and visits for 2008-2009 can be found in **Attachment D**.

Proposed Resolution

The following resolution refers to changes in the campus Academic Plans, described in **Attachment A**, of Item 3 presented at the Committee on Educational Policy at the March 16-17, 2009 meeting of the Board of Trustees and is recommended for adoption:

> **RESOLVED,** by the Board of Trustees of the California State University, that the amended projections to the academic plans for the California State University campuses (as contained in Attachment A to Agenda Item 3 of the March 16-17, 2010, meeting of the Committee on Educational Policy), be approved and accepted for addition to the CSU Academic Master Plan and be used as the basis for necessary facility planning; and be it further
>
> **RESOLVED,** that those degree programs proposed to be included in campus Academic Plans be authorized for development, with proposed implementation at approximately the dates indicated—subject in each instance to the chancellor's determination of need and feasibility, and provided that financial support, qualified faculty, facilities, and information resources sufficient to establish and maintain the programs will be available; and be it further

RESOLVED, that degree programs not included in the campus Academic Plans are authorized for implementation only as pilot programs, subject in each instance to current criteria and procedures for establishing pilot programs.

CSU Academic Master Plan Ten-Year Overview
Projections Proposed to the Board of Trustees
and planned for implementation between 2010-2011 and 2019-2020

(Bold type denotes new proposed program projections)

BAKERSFIELD

2011	MS	Computer Science
	EdD	Education
2012	BS	Computer Engineering
	BS	Electrical Engineering
	BS	Engineering

CHANNEL ISLANDS

2011	BA	Anthropology
	MA	English
	MFA	Art
2012	BS	Computer Engineering
	BS	Health Science
	MPA	Public Administration
	MS	Biology
	MS	Nursing
2013	MA	History
2014	BA	Geography and Urban Studies
	BA	Social Justice
	BS	Kinesiology/Athletic Training
	MS	Applied Sociology
2015	BA	Philosophy
	BS	Nutrition/Dietetics
	EdD	Educational Leadership

CHICO

2010	BA	Legal Studies
	BS	Animal Science
	MS	Engineering Management
2011	BA	Biological Sciences
	BA	Environmental Policy and Planning
	BA	Natural Sciences
2012	EdD	Educational Leadership

DOMINGUEZ HILLS

2011	EdD	Educational Leadership
2014	BS	Exercise Science
	MA	Communication Disorders
	MPH	Public Health
2015	MS	Exercise Science
2016	MA	Spanish
	MA	Theatre Arts

EAST BAY

No projections at this time

FRESNO

2010	BS	Rehabilitation Services

FULLERTON

2010	BA	Earth Science
	BFA	Dance
	BSE	Software Engineering
	MA	Adult and Lifelong Learning
	MA	Chemistry
	MS	Statistics
2010	MA	Japanese
	MA	Liberal Studies
	MFA	Screenwriting
2011	MA	Criminal Justice
2012	BA	Chinese Studies
	BS	**Accounting***
	MS	Computer Engineering
	MS	**Engineering Management***
	MS	**Environmental Engineering***
	MS	Integrated Marketing Communication

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates remain on campus academic plans.

*Newly proposed for Trustees "planning authorization." Implementation subject to review and approval by the Chancellor.

HUMBOLDT

2011	BA	Criminology and Justice Studies
	BA	Environmental Studies
	BS	Marine Biology
	EdD	Education

LONG BEACH

2010	BA	Liberal Arts
2011	**MA**	**Italian Studies*—*fast track**

LOS ANGELES

2010	MS	Technology
2011	MS	Aerospace Engineering
	AuD	Audiology (with Western University of Health Sciences)
	PhD	Complex Systems (with Claremont Graduate University)
2012	BA	Computer Science
	BA	Urban Studies
	MS	Systems Engineering
	DNP	Doctor of Nursing Practice (joint partner to be determined)
	PhD	Forensic Sciences (joint doctoral partner to be determined)
2013	BA	Computer Science
	MA	Liberal Studies
	MS	Applied Sociology

MARITIME ACADEMY

2011	MS	Transportation and Engineering Management

MONTEREY BAY

2011	BA	Environmental Studies
	BA	**Spanish***
	BS	**Marine Science***
	BS	Nursing
	MA	Applied Ethics and Communication

MONTEREY BAY (continued)

2012	BA	Liberal Arts
	EdD	Education
2014	MA	Critical and Applied Multicultural Studies

NORTHRIDGE

2010	BS	Information Technology
	MA	Music Industry Studies
	MS	Assistive Technology Studies and Human Services—*pilot*
	MS	Assistive and Rehabilitative Technology—*pilot*
2011	**BS**	**Health Administration***
	BS	**Health Education***
	BS	**Radiologic Sciences***
	MBA/JD	Business Administration and Law (joint degree; partner to be determined)
	MS	**Accountancy***
	MS	**Nursing***
	MS	Quality Management
	MS	Structural Engineering
	MS	**Tourism Administration***
2012	BS	Industrial and Quality Mgmt
2013	MA	Computer Engineering

POMONA

2010	MIA	Interior Architecture
	MS	**Hospitality Management*** —*fast track*
2011	MS	Geology
	EdD	Educational Leadership

SACRAMENTO

2010	**BA**	**Earth Science*—*fast track***
	BA	**Women's Studies*—*fast track***
	BS	**Athletic Training*—*fast track***
	BS	**Environmental Studies*—*fast track***

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates remain on campus academic plans.

*Newly proposed for Trustees "planning authorization." Implementation subject to review and approval by the Chancellor.

SAN BERNARDINO

2010	MS	Special Education
2011	BS	Information Systems & Technology
	MA	Music
	MFA	Art
2012	**MA**	**Applied Archaeology***
2015	MS	Kinesiology

SAN DIEGO

2010	PhD	Bioengineering (with UCSD)
	PhD	Electrical and Computer Engineering (with UCSD)
	PhD	Evolutionary Biology (with UC Riverside)
	PhD	Geophysics (with Scripps Institute of Oceanography and UCSD)
	PhD	Structural Engineering (with UCSD)
2011	BA	Health Communication
	BFA	Graphic Design
	MA	Translation and Interpreting
	MFA	Film, Television, and Digital Media
	MS	Information Systems
	EdD	Special Education (with UC San Diego)
2012	PhD	Alcohol and Other Drug Studies
2013	PhD	English and Children's Literature (with UC Riverside)
	PhD	Hearing Science (with UC San Diego)
	PhD	Information Systems (with Claremont Graduate University)
	PhD	Social Work (with USC)
2014	PhD	Communication (with Fielding Graduate Institute)

SAN FRANCISCO

2010	MS	**Geographical Information Sciences***—*fast track*
2013	MA	Sociology

SAN JOSÉ

2010	BA	Asian American Studies
	BFA	Dance
	BS	Athletic Training
	MFA	Music
	MS	Medical Product Development Management—*pilot*
2011	MS	Biomedical Devices
2013	BA	Asian American Studies

SAN LUIS OBISPO

2010	BS	Agricultural Communication
	MAE	Agricultural Education
	MS	Fire Protection Engineering
2011	MA	Disaster Management and Homeland Security
	MS	**Printed Electronics and Functional Imaging***
	PhD	**Engineering*** (with Naval Postgraduate School)

SAN MARCOS

2010	BA	Child and Adolescent Development
	BA	Digital and Media Arts
	BA	Ethnic Studies
	BA	Environmental Studies
	BA	Music
	EdD	Education

SONOMA

2010	EdD	Education

STANISLAUS

2010	MAT	Education/Teaching
2011	**BS**	**Health Science***—*fast track*

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates remain on campus academic plans.

*Newly proposed for Trustees "planning authorization." Implementation subject to review and approval by the Chancellor.

California State University Baccalaureate Degree Programs: Total Units Required

Campus	*Degree programs now **requiring 120 semester units** (180 quarter units) for the baccalaureate degree*	*Degree programs for which the total units required for a baccalaureate degree were reviewed since July 2000 and **reduced, but not to 120** semester units (180 quarter units)*	*Reviewed degree programs for which the total units required for a baccalaureate degree exceed 120 semester units (180 quarter units) and **have not been reduced** since July 2000*
Bakersfield	(All) 32	0	0
Channel Islands	20	0	2 A, P*
Chico	58	0	13 A*
Dominguez Hills	37	2	8 A, D, P*
East Bay	47	3	1 A, P*
Fresno	47	15	1 A, D, P*
Fullerton	45	0	10 A*
Humboldt	40	5	1 A, D, P*
Long Beach	61	2	23 A, D, P*
Los Angeles	39	11	9 A, D, P*
Maritime Academy	2	4	0
Monterey Bay	13	2	2 D*
Northridge	56	10	0
Pomona	83	21	0
Sacramento	47	1	10 A, P*
San Bernardino	48	1	11 A, D, P*
San Diego	70	3	14 A, D, P*
San Francisco	106	0	7 A*
San José	51	6	27 A, D, P*
San Luis Obispo	40	20	7 A, D, P*
San Marcos	26	1	1 A, D*
Sonoma	37	3	6 A, D*
Stanislaus	38	1	10 A, D*
	1,043 (79%)	**111 (9%)**	**163 (12%)**

Total programs reported: 1,317. Of those, 88% require 120 units and/or have reduced requirements. As of 2009-10, 21% of CSU degree programs require more than 120 units to graduate.

***(A)** Units required by accreditor; **(P)** Units in accordance with professional standards; **(D)** Disciplinary standards

Assessment Conducted Through Program Review:
Student Learning Outcomes

Please note: In the following assessment reports, the abbreviation "SLO" refers to student learning outcomes.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Department and university-based assessment activities have been ramped up in the last few years. Formal analysis by way of the University Program Review Committee was on hiatus for all of the last academic year while the campus revised program review guidelines to facilitate better incorporation of assessment activities. Every program at CSU Bakersfield has undertaken an assessment review to ensure that efforts align with the university-wide student learning objectives. Those results have been reviewed by the deans and provost. The Academic Senate has undertaken an initiative to ensure that all General Education courses are measuring SLOs and reporting on them annually. In addition, a group of faculty and staff, called Assessment Fellows, are standardizing the reporting of assessment and serve as a resource for departments that need help with assessment.

The programs scheduled for reviews during the 2009-2010 academic year are: Business, Public Administration, Education, Counseling Psychology, Art, Chemistry, Natural sciences, Physics, and Environmental Resources Management.

It was the desire of the campus to link student learning outcomes with the university-wide skill/knowledge domains of the "Marks of a CSUB Student," which emerged through the campus strategic planning process. This allows a comprehensive approach to the academic program review that linked program reviews with annual reports.

A baseline inventory called the Academic Program Data Profile was prepared for each academic program. Profiles address 5-year histories of the following measures: faculty and instructional cost; majors and degrees enrolled and awarded; time-to-degree completion by program and school; student/faculty ratio; average class size; student diversity; and FTES. To minimize the preparation time for faculty and to facilitate interdepartmental comparisons, much of the data in these tables was supplied by the university in a common format. Profiles were presented to the programs in the fall 2008.

Campus degree programs were then each charged with preparing a fact- and data-based overview of the current status of their program, based on the data provided in the profiles. Overviews are referred to on campus as "Academic Program Scans" and were completed in AY 2008-09. Scans are intended to align data collection, program reviews, and key initiatives including: University

Strategic Plan, Student Learning Outcomes, Access to Success, Foundations of Excellence, and Facilitating Graduation. In addition to the items above, departments are asked to identify how the "Marks of a CSUB Student" are addressed in their programs. The "Marks" were established through broad collaboration and input from faculty, students, and community partners and are listed below.

- Critical reasoning and problem solving
- Discipline-based and career-based learning
- Numerical literacy
- Engagement and personal/interpersonal development
- Unique learning outcomes: Working independently, technology applications for problem solving, ethical framework, research methods/analyses, diversity and cultural understanding, information literacy and management, interdisciplinary knowledge

Academic Program Scans will serve as baseline measures of all programs, will be the foundation for the annually updated program reports, and will be combined into the 5-year program reviews. Because the profile data is updated every year, these scans, the annual reports, and the review process will enable faculty to have a voice in the matching of resources to departmental needs that occur every year.

Over the last two years CSU Bakersfield engaged in a major effort to develop the program profiles and program scans discussed above. The emphasis was on the need for alignment of individual program student learning goals with University student learning outcomes and the importance of tracking data, monitoring practice, and adjusting curricula to improve student learning. One major part of the scans required each academic program to indicate the current status of its process for assessing student learning goals and objectives. In another part they were asked to rate their assessment strategies, using a 5-point scale, and to identify which courses in their program address each of the "Marks of a CSUB Student."

CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS

CSU Channel Islands reviewed four undergraduate academic programs in 2008-09: mathematics, liberal studies, English, and art. These four programs each completed a self-study, hosted two external reviewers, and were reviewed in spring 2009 by the Program Assessment and Review Committee (PARC) to give an internal faculty-based perspective. Assessment of student learning results in these reviews follow.

English, BA
The English program uses three assessment strategies: 1) ongoing assessment of students' success in the directed self-placement (DSP) program in composition courses, 2) portfolios that students submit prior to being admitted to the senior capstone class, and 3) a post-graduation alumni survey. An extensive assessment of student self-placement in composition showed that 96% of the students were successful in portfolio reviews scored by composition faculty. This confirmed the accuracy of most students self placement in either the two-semester 'stretch' composition sequence or the more accelerated one-semester composition course. The exit survey of graduating seniors showed that most students believed they had opportunities to participate in mission-central activities, including interdisciplinary and multicultural courses.

The review of English produced these recommendations: a) an introductory course as early as the sophomore year was recommended to introduce the English major to theoretical movements as they influence educational, social, and cultural practices; and b) students need greater information about the meaning of interdisciplinary learning and how it relates to English program readings and courses.

Art, BA
The Art Program uses multiple evaluation measures, including an exit questionnaire, portfolios, and studio critiques. In its exit questionnaire, students agreed or strongly agreed that they had received a comprehensive foundation in basic art techniques that they had a working knowledge of digital art technology, and that prerequisite classes helped prepare them for more advanced and specialized art courses. Some students expressed uncertainty regarding their readiness to enter the professional field.

The Art Program built its initial assessment plan in 2005 at the same time as the other initial CI majors. Reviewers recommended that the program build an assessment plan that builds on these initial efforts. To this end, faculty should consider mapping course outcomes to program outcomes, and following that, the program should assess at least one learning outcome every year.

Liberal Studies, BA

The challenges of assessment in liberal studies relate to its drawing upon faculty and disciplines from across the University, and to its having two emphases, a teaching and learning option and a concentrated studies option. For the teaching and learning option, Liberal Studies pointed to data on the success of credential students. CI students fared better than CSU students generally as being "adequately" or "well prepared." In multiple subjects, for instance, the survey showed 95% of CI students at this level as compared to 81% systemwide. Program reviewers, however, recommended that Liberal Studies develop an assessment plan focused on both options and focused directly on evidence of student learning. One method of doing this is through the Liberal Studies capstone course, which could be redesigned for this purpose.

Mathematics, BS

For its program review, the Mathematics Program reported assessing three learning outcomes in the prior year: students demonstrate knowledge of current applications of mathematics in the sciences, industry and/or education; they demonstrate communication skills in expressing mathematical ideas; and they demonstrate a sense of exploration that enables lifelong learning. These were evaluated by mathematics faculty using a rubric applied to student presentations at an on-campus math colloquium and at a CSU student research competition. One area where student improvement was needed was on the dimension of "depth of work" evidenced in the student projects. Several curriculum recommendations emerged from the assessment, including the need for a mathematical proof writing course and a more prominent location in the curriculum of the MATH 230 Logic course.

CALIFORNIA STATE UNIVERSITY, CHICO

Anthropology, BA
In 2008-2009 the faculty assessed this student learning outcome in diversity: to be able to document, interpret, and analyze human cultural and biological diversity. Through review of a short writing assignment and evaluation of quiz and test responses, reviewers found that, overall, students in the major performed satisfactorily. The faculty have begun a more holistic assessment approach, having chosen to take a broader assessment based on both quantitative and qualitative measures. This student learning outcome (SLO) will be reassessed in 2011-12. As a result of the five-year review, the faculty plan to review the department mission statement, vision statement and the goals and outcomes for the program.

Criminal Justice, BA
During the first five-year program review of Criminal Justice, the faculty evaluated student learning outcomes program-wide, in theory, oral and written communication, core knowledge, and diversity. Assessment methods included evaluating student writing, student presentations, and exam results. Critical thinking and written communication skills were found to be at benchmark levels, but improvements in the other areas are being implemented. For oral communication, the department plans more assessments, in order to intervene early to improve student performance. The exit exam, which evaluated knowledge of the justice system, is being reviewed and rewritten to better to ensure that it addresses content knowledge and core concepts. The diversity assessment was not reliable in that the students seemed to understand the concept but the rubric did not reliably lead to that conclusion. The department plans to reassess this SLO using a direct question approach, rather than an essay format. The five-year review shows that this major is in great demand, and the department will focus on a growth plan.

Linguistics, BA
The Linguistics faculty assessed SLO 4: Students are able to identify the different theories and stages associated with language acquisition. They used rubrics to evaluate student responses to knowledge-based and comprehension-based exam questions, with 96% of students at "achieving" or "high-achieving" levels. There are no plans to revise this assessment. Due to budgetary concerns, admission to the Linguistics major have been suspended, despite the fact that the five-year review indicates that it is an exemplary linguistics program.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Negotiation, Conflict Resolution, and Peacebuilding, BA, MA
The review process revealed the following: 1) there is a need for program modifications that would allow for a more classic peace- studies curriculum; 2) the program has an overdependence on adjunct faculty; 3) there are limited standards for faculty engagement of online students; and 4) student dissatisfaction with scheduling of classes and career counseling. As a result of the review, 3 undergraduate courses have been created and 10 graduate courses have been modified. The program has hired one new full-time faculty member and reduced its dependence on part-time faculty. The program is working on creating a best-practices standard and career guidance to meet the needs of its current students. A satisfaction survey has been distributed to the graduate students to identify areas of strengths and weaknesses to aide in program improvement. The undergraduate students did not receive the survey because the program just offered its full-course load in fall 2009. However, these students will receive the same questionnaire, to gauge program satisfaction. Additional assessment tools must be developed and implemented in 2010.

CSU Dominguez Hills has a six-year review cycle that includes several benchmarks towards the completion of the cycle. Annually, each program receives its Program Effectiveness Assessment Tool (PEAT) from the Office of Institutional Research, Assessment, and Planning (IRAP). The PEAT instrument contains over 30 quantitative performance indicators that are designed to assess faculty and student quality, centrality and complementariness, demand, uniqueness, program vitality, and fiscal status. The PEAT+ is a completion of the 19 qualitative performance indicators coupled with the PEAT data. Every third year, each academic program is required to review its PEAT quantitative data for the past three (3) years and complete the qualitative data to submit a PEAT+ report. Every sixth year, each academic program submits its program self-study incorporating the two previous PEAT+ reports. This is the third year of the implementation of Performance Effectiveness Assessment Tool (PEAT), PEAT+, and the new six-year cycle of program review.

CALIFORNIA STATE UNIVERSITY, EAST BAY

College of Business
The College of Business has an Outcome Assessment Team consisting of one faculty from each department, an Outcome Assessment Project Analyst, and an Outcome Assessment Director who serves as the team's chair. The team's primary focus is to disseminate information to department and program heads from data it collects on student learning outcomes (SLO) to facilitate the assurance of learning on an on-going basis. Most of the data are collected through yearly exit surveys, applying rubrics and tests. The college also conducts surveys of alumni of domestic programs and employees of its graduates every five years as a further means of gauging the quality of its instruction. The results of the above surveys and their analyses are shared with the college's administrators, program heads, faculty and other stakeholders on a continuous basis, both online and in print form. The college's Administrative Council and Curriculum Committee utilize these results in their deliberations on improving instructional quality. The Economics department also conducted an overhaul of its course offerings. This entailed revising some course descriptions, learning objectives and remapping courses to student learning objectives.

Art Department
The Art department has developed a rubric, the principal instrument being a portfolio of student work coupled with entrance and exit polls that ask for student self-evaluation relative to prepared questions that address the stated program goals with respect to their view of, knowledge of, and skills in the creative process. The Art department piloted major entrance and exit surveys in spring 2008 using Survey Monkey but this was discontinued due to ADA compliance concerns; thus it plans to start again with a new ADA-approved instrument. A portfolio system is planned for the faculty assessment of student work and this will be BlackBoard-based in format.

Criminal Justice Department
The Criminal Justice department assesses student and program performance using student/faculty evaluations. In the fall of 2008, the department prepared a draft critical thinking rubric to be tested in two upper-division core courses. The department has developed a comprehensive assessment plan but is limited in the ability to implement the plan for all the criteria. The intent is to gradually add criteria as time and resources allow.

Interdisciplinary Studies Department
The Interdisciplinary Studies Department will develop a rubric for the student's committee chair to complete when the student has successfully finished his/her program of study. This would provide an assessment of the degree and the student's specific student learning objectives. The new "Assessment of Student Learning Objectives" form will be kept and reviewed by the AVP of Academic Programs and Graduate Studies and will provide a better record of assessment for each student than is available currently.

Multimedia Department
Assessment consists of an admission assessment, an assessment at the end of the first year, and a final thesis project and public presentation. The assessments have rubrics that are used by all advisors and thesis committees based on the student learning outcomes for the program. Much effort has been placed in developing an assessment program that is formalized and contained within the coursework structure.

Political Science Department
Assessment is a strong component of the Political Science Department. Since the last review, a comprehensive (50 item) exit survey was developed and implemented, which assesses student experiences with and views on curriculum, advising, and department climate. Student Learning Outcome rubrics were developed and an assessment of learning outcomes was conducted at two different points in time. Assessment instruments were implemented in two courses, including the senior seminar.

Recreation Department
Students complete a self-assessment of knowledge competencies and progress is tracked through the curriculum. There are also signature assignments to demonstrate SLOs, the completion of a portfolio prior to internship, and grading rubrics. Improvements are implemented through faculty debriefings each quarter, formative evaluation, and team discussion. Peer evaluation began in 2009-10.

CALIFORNIA STATE UNIVERSITY, FRESNO

Africana and American Indian Studies Program
Africana Studies, BA
The program recognized the need for improved assessment and took steps to embed assessment in several courses. Several themes that needed increased attention were identified and added across the curriculum.

Department of Art and Design
Art, BA, BFA, and MA
Results of the program review indicated the need for additional graduate-level coursework in printmaking, ceramics, photography and interior design. New graduate courses in these areas have been approved and are now being taught in the department. Providing more diversity within class offerings enhances student learning and graduate student teaching opportunities. The program has also instituted the distribution and analysis of an alumni survey and an employer survey as well as a digital portfolio requirement. Data from the surveys will provide the faculty with information needed to explore the development of an M.F.A. at some point in the future. At the undergraduate level, the program began using portfolios in the studio, art education and graphic design areas and review of research papers in Art History as a result of the program review. Programmatic changes are expected to follow.

Department of Communicative Disorders and Deaf Studies
Communicative Disorders, BA, MA
The department reviewed their Student Outcomes Assessment Plan to determine which outcome measures were most meaningful and reformulated their plan for the next 5 years. Included in the plan are assessments of clinic/student teaching, employer surveys, alumni surveys, graduate student exit interviews, graduate student writing, and comprehensive examinations. The program made good progress on their learning outcomes during the previous review and continues to carefully evaluate student outcomes. The department further developed undergraduate and graduate cochlear implant curricula.

Interdisciplinary Health and Rehabilitative Services, BS
The program identified a need for improved advising and sequencing of courses and took action on both items. An updated assessment plan was also developed.

Department of Counseling, Special Education and Rehabilitation
Counseling, MS
The program is accredited and has developed and utilized the Student Outcomes Assessment Plan for program improvement. The program was commended by the review team for making good use of data and addressing student and employer concerns.

Special Education, MA
Results of the program review revealed that student learning outcomes were identical for Level I, Level II, and the Master's degree. The review team recommended that the faculty differentiate expectations for programs on the designated performance measures, or develop separate student learning outcomes for the credentials and masters degree. The program has developed differentiating comprehensive exam options, learning outcomes, and exit surveys.

Liberal Studies, BA
A need for increased focus on mathematics was identified. The number of sections offered was increased to reduce class size and increase faculty/student interaction. Faculty attended workshops to improve instructional capacity and new problems, exercises, activities and exam questions were developed along with a course reader.

Craig School of Business
Business Administration, BS
The school adopted a new set of learning goals and objectives with related assessment measures and activities.

Department of English
English, BA, MA, MFA
The department has made good use of their student outcomes assessment data. The department conducts surveys of current students and alumni of the program, utilizes a rubric to assess all writing of those applying to the program, utilizes a rubric and holistic reading for papers and essays, and utilizes a rubric for assessing masters theses and projects. The Graduate Writing Requirement is fulfilled early on in the program as faculty assess each student's writing upon acceptance to the program. The department follows their alumni closely and reports on a yearly basis all of the publications generated by these individuals. The department is in the process of renumbering their courses by period, genre, and theoretical approach and in the catalog is identifying semester in which courses are offered to help students better understand sequencing in course selection.

Department of History
History, BA, MA
The program was commended for their efforts over the past five years in improving overall program quality. The program review team recommended, however, that the assessment procedures be streamlined to eliminate an exit interview and replace the interview with an exit survey. Faculty members are assigned to review and assess the surveys every semester and make modifications as needed. The program identified a need to redesign the GE American History courses.

Department of Linguistics
Linguistics, BA, MA
The department revised their student outcomes assessment plan and created timelines for their assessments. Results of previous assessment activities indicated the need for specialized offerings in several options which were developed and approved. The program utilized data from their assessments to make meaningful changes to their program and curriculum and respond appropriately to concerns raised by the data collected.

Department of Modern and Classical Languages and Literature
Spanish, BA, MA
The program has identified new assessment coordinators and has implemented their student outcomes assessment plan. Rubrics have been developed to evaluate spoken language proficiency, written language proficiency, and instructional methods for language with oral presentations. The assessment tools are aligned with the goals and objectives of the program as well as course objectives. Course sequencing at the undergraduate level was modified and two courses were updated.

French, BA
The program identified a need for computerized instruction and took steps to implement it. Steps were also undertaken to rejuvenate the curriculum by replacing two courses with new courses more attractive to students.

Department of Physics
Physics, BS, MS
The program has convened a small committee to review and modify their student outcomes assessment plan. Special attention is being made toward incorporating a mechanism where the results of previous assessments will be reviewed on an annual basis to measure, perform, and implement any associated improvements. The committee is also examining whether or not the current plans include activities that provided actionable data for program revisions.

CALIFORNIA STATE UNIVERSITY, FULLERTON

COLLEGE OF COMMUNICATIONS

Radio-TV-Film, BA

Radio-TV-Film has developed learning goals and student learning outcomes. Presently, it is refining a curriculum matrix that will align student learning outcomes with curriculum and specific assessment strategies and measures. The department has appointed an assessment committee and is looking at ways to survey graduates of the program.

COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

Health Science, BS

Health Science has developed learning goals and student learning outcomes, and has implemented a number of direct and indirect measures to assess student learning and to evaluate departmental effectiveness, including student evaluations by internship preceptors and exit and alumni surveys. The department uses assessment data to take actions to improve teaching and learning; for example, using a focus group of Health Science alumni to determine types of services that would enhance student's employability, it was learned that writing skills were very important in the job market. As a result, the department has prepared writing handouts to assist students with improving their writing skills, and has developed a stepwise progression of writing in courses beyond the English 301 requirement.

Human Services, BS

The key component of assessment in the Human Services department is the collection of student data through the use of pre and post-surveys of nine core competencies. The survey measures the perception of knowledge and skills attained by students in nine skill domains considered to represent core competencies of the human services degree. The department has mapped/aligned the learning goals and core competencies with specific courses. Individual responses of the student surveys were aggregated, and mean scores were determined for each core competency domain; results indicate an increase in each core competency from the beginning to end of the program. The department also evaluates students' work in the field. The *Fieldwork Supervisors' Evaluation* assesses student performance in key areas, such as verbal communications and development of professional self-awareness. Supervisors' comments, for example, indicate that students would benefit from additional experiences and opportunities to improve self-awareness when working with clients. The department is in the process of implementing more direct measures of student learning and establishing key quality indicators of educational effectiveness.

Kinesiology, BS

The department of Kinesiology has developed learning goals and student learning outcomes. Each outcome is linked to assessment strategy/measures. Measures include an array of direct assessments, including portfolios of work, practical examinations, and observations of leadership

and other behaviors, and local and standardized examinations. The department also conducts two annual surveys, the Student Survey and Employer Survey. These instruments assess the views of current and former students regarding the quality of their coursework and work experience. The survey results are designed to provide information about student learning within the major. Results are disseminated to faculty and are discussed in department meetings, being used as the foundation for improvements. They are also used to advise students in course selection, internship site selection, employment possibilities and employer demands for skill sets and expertise.

Counseling, MS
Among the learning goals of the Counseling department are to prepare its students with clinical skills and help develop their critical thinking and problem solving skills. The learning goals developed by the faculty form the context for student-learning outcomes. Connected to each learning outcome are assessment measures and strategies. The department uses assessment data to make changes, refine and improve teaching and learning. After reviewing course requirements, it was determined the students needed more work in order to meet the outcome related to critical thinking and problem solving related to research. Therefore, a research paper was added to COUN 500 to develop skills necessary for this level of research.

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE
Software Engineering, MS
Software engineering is an online program in the department of Computer Science. Learning goals and learning outcomes have been established, and have been mapped to specific courses and assessment strategies and measures implemented. All students complete a portfolio that is reviewed by faculty and the program coordinator, and is the most comprehensive assessment of student learning. Based on several years of assessment results, the program has determined the need to build a proper infrastructure simulating realistic projects in different types of organizations to evaluate students' application skills.

COLLEGE OF THE ARTS
Theatre Arts (Theatre and Dance), BA, MFA
To assess student learning in the department, a number of assessment strategies have been implemented, most of which deal with actual performance, e.g., undergraduate acting juries, dance assessment juries, undergraduate design and stage management portfolio reviews, Los Angeles/New York City performance showcases. Because of the jury process in acting and musical theater, it has been determined that there is a need for more focus on technique, such as voice and body control. In the MFA in Design program, portfolios are used to assess student work; recent reviews indicated a need for students to improve their drawing skills. As result of this finding, the design area is being revamped to provide students more practical classroom experience in the areas of construction.

COLLEGE OF BUSINESS AND ECONOMICS

Economics, BA, MA

After faculty discussion and deliberation, the Department of Economics agreed on learning goals and student-learning outcomes for all majors, undergraduate and graduate. Review of the recent ETS results taken by graduating seniors showed a student performance weakness in the area of international economics. The department's Assessment Committee and Curriculum Committee are considering implementing a capstone course to assess how graduates meet the prescribed learning goals.

Information Technology, MS

The Information Technology (IT) program is an online degree program in the department of Information Systems and Decisions Sciences. Learning goals and student-learning outcomes have been established. The program has developed an assessment matrix (curriculum alignment) in which each learning goal is linked to specific course assignments and learning outcomes. Also in place is a capstone course that includes an electronic portfolio of preparatory and culminating experiences of each student. IT is a relatively new program and is now ready to begin to use information gathered to gauge program effectiveness, including teaching and learning.

COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

Chemistry and Biochemistry, BA, BS, MS

For the department of Chemistry and Biochemistry, learning goals and strategies have been established, along with assessment measures and strategies. Learning goals include concepts, skills, processes and attitudes, and provide context for student-learning outcomes. A capstone experience for majors includes research and written and oral reports evaluated by faculty outside the mentor's laboratory. The department has identified quality indicators as a measure of success and effectiveness. For example, a goal is the creation/enhancement of a departmental ―research culture. To this end, all undergraduate majors are required to participate in a research experience with a faculty mentor. As a result in the last seven years, there have been 90 peer-reviewed articles co-authored by faculty and students. In addition, faculty and students have made more than 200 research presentations at regional, national and international conferences, and hundreds of research presentations at local and CSU conferences.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Afro-Ethnic Studies, BA

The Afro-Ethnic Studies department has developed learning goals and learning outcomes, in addition to implementing assessment measures and strategies. The department plans to curriculum map to better assess student achievement. Once all the assessment measures and strategies are implemented and along with curriculum alignment the department can begin to use assessment data to engage in ongoing enhancement and improvement efforts.

Anthropology, BA, MA
The department of Anthropology is in the process of evolving from heavy reliance on indirect measures and strategies to assess student learning to direct measures. Student assignments will be uploaded to an e-portfolio system and each assignment will be evaluated according to an agreed upon rubric. Analysis of student-learning outcomes achievements will include cross-sectional and longitudinal components. Indirect measures, like the student questionnaire that asks students to rate on a scale of 1 to 10, their skills and knowledge in the areas specified in student-learning goals has assisted the faculty with mechanisms to incorporate assessment data into the curriculum, with the goal of improving the quality of student learning. Results showed that students in capstone courses rate themselves more highly than students in introductory courses for all skills within the student-learning goals. It was also noted that students in both introductory and capstone courses rated themselves lower for skills in research design than in other areas. In response to these data, anthropology faculty have designed several new courses to improve student learning in these areas. The first of these was ANTH 445 Quantitative Methods in Anthropology.

Gerontology, MS
Though housed in the college of Humanities and Social Sciences, the Gerontology Program is an interdisciplinary program that includes participation from 11 departments. The program has aligned its six evidenced-based learning outcomes with learning goals. A program evaluation matrix has been developed showing alignment of learning outcomes and courses documenting the progression from introductory to advanced level. The program uses direct and indirect assessment strategies and measures. One indirect measure, *Student End of Course Evaluation,* provides information on student perception of learning, course design, instruction, delivery system, and course materials. Findings will be used to improve learning and refine the curriculum.

Modern Languages and Literatures, BA, MA
The Modern Languages and Literatures (MLL) department includes four degree-granting programs (majors): French, German, Japanese and Spanish. Each program has adopted learning goals and learning outcomes. The learning goals are common across the majors: language, culture, linguistics and literature. Assessment strategies and measures have been developed and implemented. Portfolios in which students organize and recapitulate the course materials developed for each upper-division class are a summative assessment; also the capstone course. The department is working on refining assessment strategies and measures, and quality indicators of effectiveness.

HUMBOLDT STATE UNIVERSITY

Anthropology Department
The program initially provided 16 goals for the major when assessment activities began in 2006. They developed five student learning outcomes in the fall of 2008; however, this year's assessment activity was conducted during the summer of 2008, under the previous framework, evaluating the second of the original 16 goals (student understanding of culture and its influences). An embedded assessment consisting of an essay question in a mid-semester exam was administered in a course taught in Costa Rica in summer of 2008, and these essays were reviewed in fall 2008 by the entire department faculty. Results revealed that 30% if the students were able to demonstrate specific and in-depth knowledge of Costa Rican cultures very well, 50% were able to do this reasonably well, and 15% were not able to demonstrate this well. One essay was missing from the set, and must account for the remaining 5% of the students. They found that some students tended to conflate "culture" with "class," treating different classes as different cultures rather than recognizing the impact of class differences within a culture. As a result, the program will pay greater attention to this distinction in future theoretical framing of the issues. The fact that faculty from four distinct fields of anthropology were involved in evaluating cultural anthropology essays made for interesting discussions, and they feel such discussions will positively impact their collective teaching as these discussions continue in the future.

English Department
The faulty have long been using senior-student portfolios as a means of assessing student learning. In the past they assessed all seven of their outcomes every year, but this time they decided to focus on four, with special attention to the use of disciplinary knowledge. All full-time permanent faculty were involved in the portfolio assessment. For graduates in all three pathways using portfolio assessment, the passing percentage for spring 2009 was 92% on the first reading. Five out of six non-passing students revised their portfolios and received credit. As a group, student demonstrated their facility with disciplinary language in both their reflective essays and in the essays they included in their portfolios regardless of their chosen pathways. Plans are to do a more detailed analyses including by gender, by ethnicity as well as by pathway. They are planning to develop an exit questionnaire that will enable them to include these factors in the analysis.

Native American Studies Department
This program has a complex assessment plan with 12 learning outcomes associated with five department goals. However, they have reported no results of assessment activities in the period 2006-09. The College of Arts, Humanities, and Social Sciences will be working with the Native American Studies Department to help it implement assessment of learning outcomes as an

ongoing process and to utilize that information to inform the curricular revisions that have been recommended as a result of the Program Review.

Religious Studies Department
All members of the department met in a day-long retreat to assess graduating seniors' demonstration of professionalism as measured by oral presentation, punctuality, timely completion of assignments, participation in group decision making processes, participation and contribution to group thinking processes, and mastery of technical documentation and writing style formats. They note that they chose this outcome for assessment at this time because student success after graduation, whether in employment or in graduate school, is as much influenced by professionalism as it is by academic strength. Two-thirds of 15 students were scored in the highest rubric category, two scored at the second highest category, and three were scored as not meeting expectations. Failure to meet expectations was primarily the result of recurrent lateness, or leaving class early. This year, students in the capstone seminar had a strong hand in setting their own agenda, goals, and deadlines, and they responded to this ownership with reduced levels of lateness and other violations of professionalism. Faculty will discuss using this stronger student responsibility element for course elements in other courses.

NOTE
Please note that all programs at HSU underwent a form of review in a Program Prioritization process that began in 2008 and still continues. However, assessment summaries are provided only for those programs that completed full program review cycles.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

CSULB programs reviewed in 2008-09:

Aerospace Engineering	BS
Chemical Engineering	BS
Civil Engineering	BS
Computer Science	BS
Electrical Engineering	BS
Environmental Science and Policy	BA/BS
Film and Electronic Arts	BA
German	BA/MA
Italian	BA
Spanish	BA/MA
Theatre Arts	BA/MFA

All self-studies written for program review have a substantial focus on assessment of student learning and its use for program improvement.

Aerospace Engineering, BS
All program outcomes are assessed annually by department faculty. The outcomes are assessed by several means, with the primary ones being common to all outcomes; both direct and indirect measures are used. As a result of this assessment, two areas of the curriculum were identified for improvement and a new instructor with relevant industry experience was hired. Insertion of an instructional module in one course in 2007-08 has shown success and will continue to be monitored.

Chemical Engineering, BS
Faculty identified nine outcomes for program graduates. Assessment methods include direct assessment of laboratory work by industrial partners, the California State Fundamentals of Engineering Exam, and selected oral and written assignments. Findings were used to refine assignments, add data acquisition hardware for experiments, and to support a grant proposal to NSF for funding to expand the use of data acquisition technology to all Chemical Engineering laboratory experiments.

Civil Engineering, BS
Faculty use a variety of assessment methods, including external evaluations by industry experts of team projects in two courses. Findings of the assessment activities resulted in the implementation of multi-section coordination for one course: course outlines were standardized, common outcomes were identified, and end of the year assessment was implemented across all sections. Supplemental instruction was added to strengthen student success. Consistent grading

rubrics were implemented in laboratory courses in order to focus on written communication, data presentation, and analytical skills.

Computer Science, BS
Three outcomes were examined in the 2008-09 assessment cycle, including ability to identify and analyze contemporary issues related to Computer Science. Faculty employed direct measures embedded in course assignments and projects and used a rubric to evaluate student performance. As a result of their findings, faculty will revise the rubric for assessing student performance on contemporary issues.

Electrical Engineering, BS
Faculty members have established 11 outcomes for program graduates. Recently a comprehensive alumni survey was administered to graduates of the past ten years. Findings of the survey have led to modification of the program's senior design courses with special emphasis placed on professional communication skills both written and oral. Other initiatives aim to improve student outcomes related to design, teamwork, and the use of engineering tools.

Environmental Science and Policy, BS/BA
The review process revealed that the program had a poorly developed assessment plan and consequently the faculty agreed to develop and implement a new assessment plan. Also as a result of the review, faculty plan to reduce units in both the BA and BS while improving student outcomes. One of the findings of the review is that, despite the interdisciplinary intent of the program, students working on projects remain in disciplinary silos. The first new assessment activity will focus on a restructuring of the senior capstone assignment, which will require student teams to work together in explicitly interdisciplinary ways. A rubric will be constructed to assess how well students are able to conduct interdisciplinary projects.

Film and Electronic Arts, BA
The department focused on one student learning outcome in 2008-09: Students should be able to identify and apply key vocabulary of media production and media technology. The assessment activities conducted during the academic year focused on student performance in seven courses. Evidence of student learning was obtained from written projects such as director's notebooks, movie pitches, storyboards, etc. Film and Electronic Arts faculty determined that students satisfactorily demonstrated working knowledge of the key vocabulary of media production and technology. No program changes resulted from the assessment of this learning outcome.

German, BA/MA
The faculty focused their most recent undergraduate assessment activities on outcomes related to writing in German, including adherence to writing conventions, syntactical and lexical accuracy, effective organization of information, and critical analysis. The pedagogical approach was to

have students in a selected upper-division course write iterative drafts based on instructor commentary. Rubrics were employed to assess the degree to which the final papers met the desired learning outcomes. After reviewing the results, faculty are implementing in-class writing workshops with extensive peer editing as well as individual conferences with instructors. Assessment of graduate student outcomes also focused on writing skills. Penultimate draft papers in a selected graduate course were collected and analyzed by faculty, using a rubric. Findings validate the faculty's approach to assigning and evaluating graduate papers, which includes preliminary thesis drafts, pre-writing thesis workshops, and thesis meetings with instructors. The process will be compiled into a document that will be included in future graduate course syllabi.

French, BA/MA
Faculty focused their most recent undergraduate assessment activities on outcomes related to writing in French. An upper-division course provided samples that were evaluated by other instructors. The samples were revisions of a paper that had been submitted for instructor comment and returned. The assessment confirmed the value of a decade-long pedagogy of obligatory rewriting for the first two of three assignments. Rubrics were employed to assess the degree to which the final papers met the desired learning outcomes. Based on their findings, faculty decided to increase the length and independence of the third essay in the course and in similar courses. In addition, faculty will increase the use of peer editing and partial drafts in order to increase in-class feedback on writing. Assessment of graduate student outcomes also focused on writing skills. Writing samples consisting of three mid-term exam questions were reviewed by colleagues other than the instructor. The samples were chosen to reflect a graduate level of close reading, analysis, and expression of ideas. Faculty found that student performance met expectations and that the midterm preparation sheet provided by the instructors had been effective in guiding students to meet expectations. Faculty found that in its initial trial run, the rubric used allowed for a more stable and detailed evaluation and will be refined over time.

Italian Studies, BA
Faculty focused their most recent assessment activities on outcomes related to writing. An upper-division course provided samples that were assessed by faculty at the end of the term. The samples were the second of two similar assignments in the semester, and the assessment was an experiment to see if feedback on the first led to improvement on the second. Rubrics were employed to assess the degree to which the final papers met the desired learning outcomes. Based on their findings, the faculty modified the pedagogy in this and similar upper-division courses to three more developmental topics rather than two similar topics. Students will be required to submit preliminary detailed outlines and discuss with the instructor.

Spanish, BA/MA
Faculty focused their most recent assessment activities on outcomes related to writing in Spanish. An upper-division course provided samples that were assessed by faculty at the end of the term. The samples were from two three-page papers, the first of which required a preliminary thesis statement and then rough draft for instructor feedback. Rubrics were employed to assess the degree to which the final papers met the desired learning outcomes. Based on their findings, the faculty plans to strengthen the 6-unit Advanced Grammar and Composition course and other upper-division courses in which writing is emphasized. Assessment of graduate student outcomes also focused on writing skills. Faculty reviewed samples of a two-page paper which students were given the option of rewriting after receiving instructor feedback. Samples were grouped in categories depending on whether they had been rewritten and, if so, the degree of improvement. Based on their findings, the faculty agreed to require rewrites on two of the three assignments in this and similar courses.

Theatre Arts, BA/MFA
In 2008-09, the department focused on Student Learning Outcome 8: students will develop means of effective verbal and visual communication. Faculty reviewed student performance on selected assignments, oral reports, and projects in three core courses (100-, 200-, and 300-level). In addition, students in the 200-level course were surveyed. The survey identified the need for more developmental writing work. As a result, a mandatory rewrite assignment was implemented. A PowerPoint assignment was implemented in the 300-level course, which also serves as a general education course, in order to address performance in oral reporting.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Mechanical Engineering, BS, MS

Assessment System

Capstone course, senior project, licensure exam, portfolio, essays, advisory board survey, student survey**.**

Results and Significance

Student weaknesses were found in the areas of state exam, including knowledge of math and science. Students performed well in ethics, performed well in global impact. Students could not demonstrate knowledge of current social issues; students could not demonstrate ability to design experiments.

Changes in program recommended based on assessment findings

An assessment plan is needed for the Option in Manufacturing and for the graduate program. Develop a new strategic plan. Investigate the feasibility of getting the master's program accredited.

Changes to program implemented as result of assessment findings

CSULA added current event essays to many classes. CSULA added a second dynamics course. A thermo-systems lab is now required. CSULA added a required technical writing class. CSULA added an open-ended experimental project to a required lab.

Electrical Engineering, BS, MS

Assessment System

Capstone course, senior project, licensure exam, portfolio, essays, advisory board survey.

Results and Significance

Students overall performed well on exam and on senior projects. Alumni and employers were satisfied with the program. Area of "skills" was above average but was low compared to other areas.

Changes in program recommended based on assessment findings

Develop a new strategic plan. Investigate the feasibility of getting the master's program accredited. Continue to develop the assessment plan for the graduate program. Identify gateway courses, strategies etc to improve freshman retention.

Changes to program implemented as result of assessment findings

The department is working on a strategic plan and is investigating the feasibility of getting the master's program accredited.

Civil Engineering, BS, MS

Assessment System

Capstone course, senior project, licensure exam, portfolio, essays, advisory board survey.

Results and Significance

Students overall performed well on exam and on senior projects. Alumni and employers were satisfied with the program.

Changes in program recommended based on assessment findings

Develop a new strategic plan. Investigate the feasibility of getting the master's program accredited. Continue to develop the assessment plan for the graduate program. Identify gateway courses, strategies etc to improve freshman retention.

Changes to program implemented as result of assessment findings

The Department is working on strategic plan and is investigating the feasibility of getting the master's program accredited.

Rehabilitation Services, BS
Rehabilitation Counseling, MS

Assessment System

BS program, culminating experience is COUN494 495 sequence. MS program, culminating experience: clinical and seminar experience: 3 classes of COUN588 and comprehensive exam, annual surveys of students and alumni.

Results and Significance

Program does not always analyze or use data to improve the program. Annual surveys of students and alumni show strong levels of affirmation of the programs' effectiveness. Advisory board, employers, and supervisors show satisfaction with programs.

Changes in program recommended based on assessment findings

Improve the goals and objectives of the programs to be more specific and measureable. Improve assessment practice by analyzing and using data. Refine the program's strategic plan. Complete the self-study document for the CORE Registry of the BS program. Examine ways to enhance the writing skill part of the curriculum. Provide resources for improvement and assessment of BS program.

Changes to program implemented as result of assessment findings

Programs are working on refining the strategic plan, and on developing separate courses for the graduate program to build on students' preparation at undergraduate level.

Counseling, MS
Assessment System
Portfolio, licensure exam, comprehensive exam, internship review, case study, community advisory committee.

Results and Significance
Interns scored high (average of 4.53 out of 5) on internship evaluation (SLO1: data-based decision making). Students got a mean score of 29 on Praxis II School Psych. Exam. Candidates averaged 78% of items correct on Core Comprehensive exam (SLO1). Candidates obtained 81% on comp exam (SLO2: intern develops appropriate goals for students with different needs). Case study performance demonstrated proficiency on SLO2.

Changes in program recommended based on assessment findings
NASP recommendation: Reduce the number of units in the program. Move courses from the 3rd year to be taken prior to the internship (2nd year).

Changes to program implemented as result of assessment findings
CSULA moved courses from 3rd year to 2nd year of study. CSULA is modifying 2 courses to reduce the number of units from 116 and want to remove the elective requirement. CSULA faculty are considering offering workshops to help students prepare for PRAXIS exam. CSULA need to address additional data-based decision making models.

Biological Sciences, BS, MS
Microbiology, MS
Assessment System
Student survey, course alignment.

Results and Significance
There is a lack of coverage of ethical scientific conduct in curriculum. Career opportunities not adequately addressed. Teaching skills not adequately addressed.

Changes in program recommended based on assessment findings
Consider adding a capstone experience into undergraduate curriculum. Review the student learning outcomes for graduate programs. Develop a new strategic plan. Consider how reading, writing, and info literacy are taught and assessed in the program. Research why there is attrition among majors from the first year of the program.

Changes to program implemented as result of assessment findings
The program did program modification to require BIOL320 for microbiology. Core faculty are working on emphasizing inter-relationships. Added more group advisement on career opportunities, revamped new Biology 500 core course.

English, BA, MA
Assessment System
Capstone course project, student survey, student focus groups, compare samples from entry-level and capstone.

Results and Significance
Students demonstrate a high level of satisfaction with the quality of instruction.

Changes in program recommended based on assessment findings
The department does not have an assessment plan. It should expand the assessment process from the credential only to all majors. Program should develop a new strategic plan.

Changes to program implemented as result of assessment findings
Revised program student learning outcomes and created a three-year assessment cycle. This year CSULA is writing a report on rhetoric, research and writing.

Music, BA, MA, MM (Master of Music)
Assessment System
Assessments included capstone course project and course-embedded questions, comprehensive exam, and public performance/exhibit.

Results and Significance
Students showed consistent content knowledge acquisition. Ability of students to integrate both musicianship\aural skills into processes to complete assignments is reflected in the pass rates in theory and musicianship courses. Pass rates for comp exams in performance are very high (95%). There is a lack of data on student satisfaction with program.

Changes in program recommended based on assessment findings
Develop a new strategic plan. Adopt and more widely use proven rubrics and disseminate them in all areas. Establish a consistent practice related to documenting entrance auditions across the department. Develop exit survey by which to determine student satisfaction with program.

Changes to program implemented as result of assessment findings
CSULA plans a new tutorial approach in music theory and musicianship course. A new four-level jury system was instituted to gain more consistent data and motivate students. Created specific benchmarks to improve pass rates and achievement.

University Library
Assessment System
Strategic plan, comprehensive information literacy plan.

Results and Significance
There is evidence of some assessments of various programs and services in the library, but there is no coordinated, systematic effort to assess progress toward goals and objectives. There is little evidence of direct or indirect measures of satisfaction with the library programs and services. Reviewers noted high levels of satisfaction with the library.

Changes in program recommended based on assessment findings
Develop a more comprehensive strategic and implementation plan with timeline and priorities. As part of the strategic plan, develop a comprehensive assessment plan that identifies key outcomes. Continue to interact with campus faculty to incorporate elements of information literacy with student learning outcomes across the curriculum. Implement the LibQUAL+ survey and use results to develop action plans to implement criteria in strategic plan.

Changes to program implemented as result of assessment findings
Library plans to administer the LibQUAL+ survey soon. Library plans to update the strategic plan and add an assessment plan.

CALIFORNIA MARITIME ACADEMY

Mechanical Engineering, BS
Assessment of student learning was performed by defining course outcomes and using direct measures embedded in course assignments to measure how well the outcomes were being achieved. These course outcomes were then linked to program outcomes using a matrix. Results showed that learning outcomes were being met overall, but a critical review of results indicated that our methodology was not sufficiently detailed to provide meaningful information on where additional improvement might best be achieved and to ensure consistency in assessment across the curriculum. As a result, new rubrics have been developed and are being implemented this semester. Program objectives were reviewed by faculty, alumni and employers, and some revisions were made to reflect the consensus of these constituencies.

Program Review was completed in 2008-2009 in conjunction with the ABET accreditation review. Recommendations from the ABET review include the following:

a. Match program educational objectives to professional achievements of graduates
b. Consistently assess program outcomes for continuous improvement
c. Seek to increase general education component

Cal Maritime's Institution-Wide Student Learning Outcomes (IW-SLOs) were developed in the spring of 2009 by a subcommittee of the Academic Senate Curriculum Committee, with the intent of developing a set of broad attributes to be attained by all graduates of the Academy. Cal Maritime's SLOs are defined and organized philosophically around the mission points of the institution: 1) Intellectual Learning, 2) Applied Technology, 3) Global Awareness, and 4) Leadership Development. In partnership with the ALO, the Academic Dean and the department Chairs, an assessment plan was developed, and the IW-SLOs may be found here: http://www.csum.edu/wasc.

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

The revised program review process at CSUMB has assessment of student learning as its centerpiece and was implemented for the second year in 2008-2009. Roughly two-thirds of the academic degree programs have conducted program review with the revised process now. It is a three-semester process. The self-study with assessment of student learning is conducted in the fall semester and the external reviews are conducted in the spring semester. During fall 2009 the program faculty is developing its Program Improvement Plan following the self-studies and external reviews conducted in 2008-2009. The Program Improvement Plans are now in the hands of the college deans. Seven programs conducted program reviews during 2008-2009 and these were:

Business Administration, BS
The Business faculty identified the direct evidence available for assessment of each of the management-specific major learning outcomes and it selected to assess two of its six general knowledge and skills outcomes: written communication and teamwork. External reviewers recognized that the faculty is working hard to align the program with AACSB standards and that the current collection of major learning outcomes is "overly ambitious." They encouraged the faculty to focus on fewer major learning outcomes and to think strategically about how to assess them.

Environmental Science, Technology and Policy, BS
Faculty closely examined three of the Major learning outcomes (MLO) in the ESTP major: 1) MLO 6 Systems Approach to Environmental Decision Making, MLO 8 Scientific Inquiry, and MLO 9 Effective Communication. All three MLOs are vertically structured with connections to other parts of the curriculum so these were outcomes in which effectively "scaffolded" learning could be evaluated. Based on the results, the faculty has begun to revise the lower-division courses to increase the learning and preparation gained by students in these foundational courses. The external reviewers commended ESTP as a rigorous program with a faculty committed to teaching excellence. They suggested that the major learning outcomes for the program are too numerous and the faculty is encouraged to revisit the outcomes.

Information Technology and Communication Design, BS
Faculty selected to assess major learning outcomes related to math, communication, and programming in this program review. The faculty assessed student work from the e-portfolios using common rubrics. The external reviewers described "a very good balance between the aesthetic and technical elements of the program in all areas and the general education requirements are very extensive" (p. 3). They recommended revisiting the name of this degree, suggesting that it would more aptly be named Communication Design, and recommended establishing an industry advisory board—both of which the faculty is pursuing.

Liberal Studies, BA
Faculty selected to examine major learning outcomes of foundations and perspectives in the major (MLO 1), ethical reflection and social responsibility (MLO 11), and research and synthesis in the major (MLO 12). The external reviewers recommended that the faculty review criteria for key assignments providing summative assessment and focus on attainment of the program's primary goals. They also recommended that a governance structure be developed for the program that is larger than the department and includes subject matter instructors from other departments that are teaching in the program.

Master of Arts in Education, MAE
The program is using course-based assessment conducted by individual faculty of individual student work. The faculty members are using common rubrics for grading assignments which serve as embedded assessments of specific learning outcomes. The reviewers found the special education track to be more vibrant than the curriculum and instruction track and encouraged the faculty to address this as they planned for the future of the program.

Master of Public Policy, MPP
The curriculum has been developed with 13 learning outcomes. Students demonstrate introductory level competence in the courses at the 500-level. Mastery of the learning outcomes is demonstrated in the Applied Policy Analysis Research Project and three semesters of internship at the 600-level. External reviewers observed that the program must make decisions relative to mission and focus and encouraged the faculty to undertake this work.

World Languages and Cultures, BA
For this program review the faculty focused on assessing student learning of two language proficiency outcomes that are identified as major learning outcomes (MLO 1 Speaking and MLO 4 Writing) and one of the primary cultural competency outcomes of MLO 5. The external reviewers found that "despite the relatively small size of the academic unit, it boasts an impressive range of extracurricular activities, a relevant and engaging curriculum, and a vibrant, dedicated, and highly prepared faculty" (p. 3). The reviewers recommended developing relationships with community college colleagues in order to enhance transfer and increasing variety and frequency of upper-division course offerings in the target language.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Communication Studies Department
Results of the assessment of student learning outcomes
SLO 2: Demonstrate the ability to analyze and critically evaluate communication practices, structures, messages, and outcomes.
40 rubric scored papers, which were randomly chosen. Results indicate that 69% of students scored 18 or above, out of 25. The success criteria set for this measure was met by 38% above the target.

GE SLO 1: Apply critical thinking skills when listening, reading and speaking.
One hundred nine randomly chosen rubric scored outlines were used for assessment. Success criterion: 45% will score 25 or better on outline assignment, out of a possible 35. 77% scored 25 or above. Comprehensive exam: 45% of students will score 24 or better. Results indicated that 56% of students scored 24 or better.

GE SLO 3: Evaluate contexts, attitudes, values and responses of different audiences.
Embedded rubric scored 16 randomly chosen public hearing analyses. Success criterion: 30% of students will score 18 or better, out of 25 possible points. Actual results: 24% scored 18 or better.

Implications of the results for program modification
MOU: The department needs to develop clearer and more consistent criteria for course content that links course objectives to the department's SLOs.

Assessment reports: Instructors must incorporate at least one assignment used to measure SLOs 3 and 7.

Recommended actions include: Develop assessment culture: An assessment exam should be added to each syllabus for credit; faculty will receive assessment training and provide messages to students about their progress on assessment related assignments; every class section will use outline preparation for each speech; hire a basic course director to ensure SLO requirements are being met.

Changes in program requirements enacted or recommended as a results of assessment findings
MOU: The undergraduate curriculum should be revised to redefine sequencing, prerequisites, and course alterations.

Recommended actions include: Assessment reports, improve instructor training and consistency across course content.

Gender and Women's Studies Department
Results of the assessment of student learning outcomes
SLO 2: *Students will have a level of proficiency in the discipline of Gender and Women's Studies, including knowledge of feminist movements, feminist theories, feminist research methods and women's contributions to the production of different types of knowledge.*

Rubric scored final papers and surveys were used for assessment. Entry-level proficiency in ability to state a research problem was 62.5%; at the end of the semester this increased to 95%. Survey scores averaged 3.33 on a 4-point scale.

Significance of results
Students in the introductory course learned basic concepts and skills, but were less able to integrate a global perspective. Students in majors' courses demonstrated interest in diversity, cultural differences and socio-economic disparities in the world, but are weak in making theoretical connections between development politics, gender dynamics, and global gender issues. Students in capstone course demonstrated that they are knowledgeable and have an acceptable understanding of the multiple oppressions women face locally and internationally.
Implications of the results for program modification. Assessment led to significant overhauls of major and minor.

Changes in program requirements enacted or recommended
MOU: Consider how best to expand course offerings to serve curricular needs of students and reduce reliance on other programs to offer courses to majors.

Recommended actions include: change the minor afford wider choice of classes. More effort is needed to create a student profile that is more sensitive to global issues. The department plans to create a gender and global studies certificate. Refine entry and exit student surveys. Piloted assessment rubric and process were deemed a daunting task that needed to be abandoned. Curriculum and programmatic changes are in process.

Linguistics Department
Results of the assessment of student learning outcomes
SLO 3: Demonstrate a familiarity with the study of language in context in such fields as sociolinguistics, pragmatics, and discourse analysis. SLO 6: *Recognize and understand how socio-cultural diversity manifests itself in language.* A rubric assessed student paper from 45 majors was used to assess both SLOs. Students scored quite high. The average score ranged between 3 and 4, with 4 showing the highest level of competency.

Implications of the results for program modification
Faculty recognize that further discussion of the SLO itself is needed so that students have a strong sense not only of "what it means to know a human language" but of how they can explain their understanding of this phrase and how they can demonstrate their knowledge within a linguistic framework.

Changes in program requirements enacted or recommended
MOU: Through the use of various assessment techniques/strategies the program should explore avenues for expansion into GE offerings. The Linguistics program has responded with three new course proposals.

The program should continue refinement of the program assessment process by identifying specific methodological strategies for data collection. This assessment process is already underway.

Assessment reports: The program has revised the alignment between course objectives and curriculum. Alignment between course objectives and SLOs was established and approved by the program committee. Faculty have proposed and evaluated course objectives for all linguistics courses. All faculty include course objectives in their syllabi. A dedicated assessment U-drive was created to ensure easy access and tracking of relevant assessment documents. Faculty members have discussed the lack of an introductory course, inadequate resources for the subject of discourse analysis, and considered revising SLOs 3 and 6.

Pan-African Studies Department
Results of the assessment of student learning outcomes
SLO 1: Understanding concepts, ideas and perspectives. A department designed rubric was used to assess 16 student capstone papers. 80% of students scored "very good" or "good." SLO 3: Writing. A Liberal Studies writing rubric was used to assess 16 capstone papers. Results: 37% of the students scored "very good", 57% scored "marginal."

Implications of the results for program modification
Faculty discussed changes in pedagogy and texts, and course content. Faculty plan to revisit departmental SLOs to reflect goals related to career readiness.

Changes in program requirements enacted or recommended
MOU: The department is commended for creating and publicizing SLOs. The department should maintain its clear set of goals and overall program direction. The department needs to revisit the gateway course, PAS 100, [in order to] further tighten and refine the curriculum.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Departments continue to make progress implementing assessment plans for their undergraduate and graduate programs, and incorporating the results of assessment into their program reviews. The University has instituted an Academic Affairs Assessment Task Force to assist departments with sharing best practices. The University is also developing an assessment process and program review procedure for general education, beginning with a broad set of learning outcomes and a collection of direct and indirect assessment tools, and a course recertification process.

Economics, MA

Assessment Tools

Tools include a master's thesis to assess whether students have acquired a certain level of knowledge and certain skill set; a comprehensive exam to assess whether the student has acquired the minimum skill and knowledge level to warrant a master's degree. Exit and alumni surveys to provide information about student satisfaction with the program objectives and determine areas that may need further improvement. Job market and/or further scholastic success information will be determined by tracking graduate students for at least five years after completion of the program.

Results Summary

The number of master's degrees awarded increased from five in 2005 to nine in 2008. Two of the graduate students were accepted to Ph.D. programs for the fall of 2009. There is self-selection bias in assessment since students choose to write thesis or take exam. External reviewers advised that additional tools are needed to evaluate all outcomes.

Summary of Changes in Program Requirements Recommended/Enacted

An assessment-plan timeline has been established and implementation has begun. A feedback mechanism has been developed that will provide assessment information in the form of an annual report. External reviewers advised department to develop course embedded assessment measures for the seven learning goals. Course offerings should be reduced to improve scheduling of classes.

English, MA

Assessment Tools

A comprehensive exam to measure students' understanding of and competence in their option; master thesis allows students to demonstrate acquisition of a certain knowledge level and skill set. An exit survey and Alumni survey to provide information about student satisfaction with the program objectives and determine areas that may need further improvement.

Results Summary
Students indicate that the comprehensive exams covered well the stated program learning outcomes. Evaluation of the feedback within the framework of the established learning objectives will help improve the quality of the programs. External reviewers advised that additional tools will be necessary to assess all outcomes, but that a curriculum map must first be completed.

Summary of Changes in Program Requirements Recommended/Enacted
An assessment implementation timeline has been developed. Rigorous thesis requirements are being implemented and the comprehensive examinations in literature are being standardized. External reviewers advised that portfolio papers be collected throughout the program to measure outcomes.

History, MA
Assessment Tools
Tools include quarter instructional evaluations to gain feedback on courses, the Graduation Writing Test, a master's thesis that requires writing suitable for publication; comprehensive written examinations demonstrate advanced content knowledge and writing skills. Also included are portfolios containing a collection of other student work, exit survey/interview, and alumni surveys that provide feedback from graduates.

Results Summary
The focus of the program is unclear and this affects student satisfaction and success. Curriculum is not well-aligned with learning outcomes.

Summary of Changes in Program Requirements Recommended/Enacted
Evidence indicated that the Subject GRE is not necessary. Department is considering adding a sample of the candidate's writing as an admission requirement.

Liberal Studies, MA
Assessment Tools
Tools include initial and final essays to evaluate increases in both quality for writing and in intellectual depth; record of past work consists of transcripts for all college work to assess with respect to each of the learning objectives and the courses which cover such material; exit and alumni surveys to provide a measure of achievement of all of the goals; the Graduation Writing Test scores to provide independent evidence that the students are good critical thinkers and writers; CSET pass rates to determine the proportion of fully-prepared LS majors passing each test part.

Result Summary
Students exhibit ability to integrate knowledge and articulate complex thoughts. The first administration of exit survey, which concentrated on student's understanding of the basic approaches of the disciplines, was not successful due to the varied curricular background of the seniors. Objectives need to be better defined for improved assessment.

Summary of changes in Program Requirements Recommended/Enacted
Make background of students in senior course more homogeneous by requiring LS 301 as prerequisite to LS 459 and LS 461 starting in Fall 2010 and by requiring LS 301, LS 401 and LS 460 as prerequisites to LS 461 starting Fall 2011. Curriculum will be reviewed using the curriculum map to ensure increasing development of skills and knowledge throughout the major courses. Additional attention will be given to prioritizing assessment needs, and interfacing assessment with College's strategic plans and accreditation requirements.

Master in Public Administration
Assessment Tools
Students are expected to meet five competencies: academic abilities, leadership and team skills, ethics and professional standards, public service and management, profession growth and continuing education. Student surveys in selected courses measure student mastery of material; alumni surveys will measure the usefulness of material presented in the program; student portfolios include a summary of work completed for each competency, an essay of how the program has prepared the student in the five competencies, an example of a paper or presentation which exemplifies the student's work in a functional area, and the student's resume; culminating papers and projects are also used.

Results Summary
Fifty percent of the students indicated strong mastery of the material in selected classes, while another 34% indicated adequate mastery. Responses in the portfolios indicated that the students felt that academic abilities were well covered in the program, ethics and professional standards to a lesser extent, and public service much less, with half of all students indicating that this competency was not covered in any particular class.

Summary of Changes in Program Requirements Recommended/Enacted
Students and faculty indicated a commitment by the program to a learning-by-doing approach, but this was not reflected in the mission statement or assessment plan. These will be revised to align the assessment with program practices. The program has relied on student feedback to map the relationship of the competencies to the coursework, but external reviewers recommended that the department undertake this exercise to ensure that the competencies and being addressed at the desired level at the appropriate place in the program. Finally, the department must emphasize direct assessment techniques.

Art, BA (Art History, Fine Arts)
Graphic Design, BFA

Assessment Tools

Tools include student portfolios; capstone courses; critique of student exhibitions. All are reviewed by faculty and external stakeholders to ensure that student work meets understood standards.

Results Summary

There is little investment in the foundation courses. The art program needs to map the learning outcomes to the courses. The graphic design program includes inventive and professional work, and the coursework is mapped to the outcomes,

Summary of changes in Program Requirements Recommended/Enacted

The curriculum needs to be cleaned up; it includes courses that are not currently offered, and descriptions that are not up to date. The department needs to create a realistic schedule of classes to ensure that students are able to take courses in the correct order to develop mastery of the outcomes.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Humanities and Religious Studies Department (HRS)
The Humanities and Religious Studies (HRS) faculty effectively demonstrated the alignment of their courses (and by implication, the program) with the student learning outcomes developed for both General education Area C and the Baccalaureate Learning Goals. Without exception, HRS faculty were able to offer specific examples of assignments and activities linked to the department's goal of cultural literacy, GE Area C (Arts and Humanities) learning goals and the Baccalaureate Learning Goals for "Cultural Legacy." This information confirmed the department's sense that the emphasis on cultural literacy, which is present in the department's course matrix, is actually reflected in the department curriculum. Additionally, this assessment reflected the department's belief that its curriculum provides a strong foundation for this University-level educational goal.

The assessment reports reveal a faculty overwhelmingly committed to effective teaching. Every faculty member's report revealed a considerable level of effort devoted to developing, revising and improving the materials and content of their courses, with the intention of providing their students with exposure to "human accomplishments in the creative and performing arts and achievements of human thought." Preparing for this report led the department to update and refine its overarching framework of teaching and learning goals.

Assessment in the department seems to flow in two parallel streams, which has complicated their efforts at student learning assessment at the program level. While faculty clearly assess student learning on a course-basis, and the department has made some strides in the adoption of a rubric for evaluating student writing for both majors and general education courses, there has not been much program-level assessment of students' acquisition of what the department described in 2001 as "disciplinary competencies:"

While some progress has been made (as evidenced by the difference between the 2006-2007 annual assessment report and the 2007-2008 annual report), the department will need the services of the Faculty Coordinator for Assessment again in the near future in order to develop a systematic, detailed and sustainable assessment plan.

The HRS Department also supports graduate education in the form of our administration of the Liberal Arts Master's Program and our collaboration with the department of History on the History MA with a concentration in Humanities. The HRS Department's contribution to the HIST/Humanities Master's program is not particularly significant in terms of departmental resources.

Environmental Studies Department
The department of Environmental Studies implemented its new assessment plan in spring '08. The results showed that the program needs to do a better job of teaching students to think and reason quantitatively, research questions independently, and to apply specific science and social science concepts correctly to their work. The department also applied same new assessment process to their GE courses. Teaching GE courses is a large and vital part of the departmental mission. Finally, the department examined their use of learning objectives and assessment data to inform discussion of about curriculum changes.

Several new elective upper-division science courses have been proposed. They reflect the faculty's specialties, as well as their desire to offer truly interdisciplinary courses with substantial treatment of economics, policy, law, globalization, and/or ethics along with the science. These courses are intended to be accessible to both BA and BS track students who have completed the lower-division requirements, and will be of interest to students in other majors, particularly biology. Eventually CSUS hopes that there will be more mutuality between ENVS and Biology, so that some courses taught by ENVS can count as electives for their conservation/ecology track, just as biology courses count as electives for theirs. However, the Biology department is in the midst of its own curriculum revision right now, so aligning the two sets of program requirements might be difficult in the near-term.

Another change is that the department is requiring the CEQA/NEPA class for both tracks. For BS majors, this will be the principal law/policy class that they take. This course has consistently been rated as one of the most useful in the major on senior narrative statements, and familiarity with environmental impact reports is excellent preparation for work in many environmental fields. Finally, they propose to collapse the two methods courses, now labeled ENVS 120 (quantitative methods/statistics) and ENVS 121 (field methods), into a single course. This makes sense for several reasons. First, if students have completed BIOL 160 then they should already have had an introductory statistics course, so teaching introductory statistics in ENVS 120 may be repetitive. Second, the field methods course requires understanding of experimental design and statistics. A combination of the two courses, in which students would design and conduct environmental studies using up-to-date field methods, and simultaneously analyze the data from them using appropriate statistical tests, would amplify their understanding of environmental methods.

Chemistry Department
During the last program review, the chemistry department had in place a detailed assessment policy that identified the skills and knowledge the department valued and desired of its graduates. During the last eighteen months, the department has been examining its assessment practices and has implemented some major changes over the past year. The majority of the changes have involved including the administration of standardized exams throughout the major

in order to evaluate specific chemistry content knowledge and in order to more readily be able to directly compare student performance with those at other universities. The department's current assessment report from the 2008-2009 academic year demonstrates performance in very impressive ways. Meanwhile the department is undertaking a review of its assessment policy, and a draft document s still being revised. Future changes to the policy will include assessment in the pending BS Biochemistry degree option and the graduate program.

Family and Consumer Sciences Department

The Family and Consumer Sciences Department completed an assessment of Program Learning Outcome # 3: "Students who graduate with a baccalaureate degree in Family and Consumer Sciences will demonstrate analytical thinking and effective problem solving ability." The outcome was assessed using both direct and indirect measures. The direct assessment was completed using a newly developed rubric to review randomly selected assignments completed by students in three different FACS courses. The assignments and courses were determined by faculty to be representative of the three main concentrations in FACS including: Apparel Marketing and Design, Nutrition and Foods, and Family Studies. The indirect assessment was based on an exit survey completed by students. It was found that FACS students are generally competent in clearly identifying a problem or issue (99% highly and mostly competent) and selecting and using appropriate methods and resources in problem analysis (94% highly and mostly competent). However, the assessment showed that the majority of students did not appear to be highly competent in recognizing limitations to solutions or considering an alternative point of view (only 21% highly competent; 61% mostly competent). The data also showed that the FACS Department should put a greater emphasis on requiring that students apply new insights, depth and creativity to a given problem. The results of this assessment led to a review of the curriculum including revision of assignments in each concentration to include a graded component requiring students to consider limitations and alternate viewpoints. In addition, it was decided that it is important to develop in-class discussions.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Student outcomes assessment is incorporated as an important piece of the review for each CSU San Bernardino degree program. Each external reviewer for academic program review who visits the campus meets with the Associate Vice President for Assessment and Planning to discuss the student outcomes assessment plans, the resulting data, and the analysis and review that follows. In his/her report to campus the external reviewer is expected to include a discussion, critical analysis, and suggestions for the student outcomes assessment for the program.

For each program, the student outcomes assessment plans are posted on the campus assessment website. Annually a report is submitted to the AVP for Assessment and Planning that must include a thorough review of the year's assessment plan activities, the results, and implementation. The assessment activities are to be systematic and ongoing, cumulative, and multi-faceted. The annual report includes a presentation of results and develops recommendations based on analysis of the data. Implementation of the findings is focused on the ultimate goal of program improvement, not merely the acquisition of information. Implementation strategies are identified with time-lines of one-year and five-year departmental commitments.

During the academic year 2008-2009 academic program reviews were conducted and are nearly completed for:

-Bachelor and Masters in Business Administration,
-Anthropology (BA),
-Criminal Justice (BA and MA),
-Economics (BA), and
-English (BA and MA)

SAN DIEGO STATE UNIVERSITY

Program Reviews for AY 2008-2009

Communication	BA, MA
French / European Studies	BA, MA
Dept of Geological Sciences	BS, MS
Information Decision Systems	BS, BSBA and MSBA
School of Music and Dance	BM, BA, BFA, MM, MA
Liberal Studies	BA
Political Science	BA, BS, MA, MS

Summary of Student-Learning Assessment and Actions Taken

School of Communication

In 2008 the School of Communication worked to identify skills and competencies, some specific to the major, and some course specific. The department was commended by the Student Learning Outcomes Committee for initiating these steps towards developing an assessment plan, especially since the school is newly formed. The committee particularly appreciated the fact that the department identified a list of skills and competencies and created an online assessment tool to assess some of the competencies. The School also plans to assess graduate students during the comprehensive examination or thesis defense using a standardized rubric.

French / European Studies

This year the French and European Studies departments reexamined learning outcomes and worked to ensure that instructors understood the process of defining and measuring student learning outcomes. The department's efforts were in response to the evidence gathered through assessment efforts by making programmatic changes—thereby closing the loop.

The Student Learning Outcome Committee noted that the use of embedded test questions in European Studies, analyzed with a rubric, is an excellent example of a direct method of measuring student learning. The comparison ES501 data, from 2004-05 to now, showed a marked improvement in student performance and was "a testament to the department's hard work and systematic improvements." The department also worked to ensure instructional flexibility, but assuring uniformity in syllabi, for the upcoming fall semester.

The analysis of writing samples in French and German provided the department with a rich picture of student learning. However, the committee noted they lacked a detailed rubric, which made the learning goals in German are difficult to assess for specific learning outcomes. The Russian program has identified assignments matched to the learning outcomes, and will provide an analysis of the planned embedded questions next year.

The SLO committee again commended Italian program's the report on outcomes, which consists

of testing oral communication proficiency and "provides a nice example of assessing directly whether or not mastery of a skill has been achieved—complete, in this case, with quantification of results." In summary, the SLO committee concluded that the department should be commended for its ongoing commitment to assessment, the process, and its refinement.

Department of Geological Sciences
The 2008-09 Geological Sciences assessment report noted seven changes implemented since last year, which attests to the time and energy it has been willing to invest in the development of effective assessment. Changes included the centralization of online assessment data collection via Blackboard, the adoption of the Statistics Concept Inventory as an instrument for evaluating student learning outcomes for statistics and the task of measuring the effectiveness of its participation in the programs of General education and Liberal Studies.

The department also revised the rubric for senior thesis defense that reflected a concern for both communication skills and grasp of scientific concepts on the part of majors in the Geological Sciences. It expanded its effort to specify criteria specific to the objectives targeted for assessment, as was recommended by the SLO committee in last year's letter. In the annual review letter the Student Learning Outcomes committee recommended adding descriptive standards to the objectives for each of the levels possible for evaluation, to achieve even greater specificity. The committee also supported the department's still evolving plans to modify the content of Geol 498A.

One area the committee recommended change was the department's reliance on the verb "understand" in its statement of various learning objectives. They also suggested clarifying what would go in a rubric to demonstrate what is expected of students to demonstrate their "understanding," the department could work backward to state that expectation in the outcome ("evaluate," "use appropriate investigative methods," "give examples of," and so forth). The reviewers applauded the fact that the Geological Sciences department is determined to address all of the significant skill sets and programmatic articulations for which it is responsible and applauded the way in which the department integrates assessment into the very fabric of the department—as evidenced by the department's website:
http://www.geology.sdsu.edu/about/assessment/

Information Decision Systems Department
In the Information Decision Systems 2008 program review, the review committee noted very substantial improvement in the clarity of program-level learning outcomes (goals), for both the BSBA and MSBA degree programs; a well-organized assignment of outcomes to individual courses; and clearly defined targets for course-level assessment. The department was also commended for its significant efforts to survey alums and compare their perceptions with students. However; the review team noted several challenges for the department to address.

In particular, the committee recommended changes to test-based assessment to align with assessment strategies and instruments in the assessment schedules. Department exams are currently designed and administered by individual instructors. The committee thought a better way might be to begin with a focused effort to build a pool of multiple-choice and short answer items (matched to discrete outcomes), and constructed so that the pool can be enlarged over future semesters. The item pool strategy where items for assessment exams would be drawn randomly (within subject domains) from this pool, and usage, reliability, and validity data tracked and has been successfully adopted by the Department of Marketing.

For program assessment purposes, the committee discouraged routine use of exams designed and administered by individual instructors primarily for their own classes (although that tack is obviously highly appropriate for course-level assessments). They cited that routine reliance on individual, instructor-designed exams does not build a common resource, and tends to promote an ad hoc and fragmented approach to selection of outcomes to be evaluated. In addition, it obstructs attempts to establish baselines, monitor program level trends, or improve item reliability iteratively over successive administrations.

The committee felt the IDS self-assessment used the term "rubric" fairly broadly and somewhat inconsistently in education, and commented that using a scale (such as the four-point, "Unsatisfactory"-to-"Very Good" scale on the unnumbered 2nd page of the MSBA report) was less likely to provide guidance to colleagues and students than the well developed rubrics in Appendices C-G of the BSBA report. They recommended avoiding scales without descriptive language, which simply defers discussion about what is "very good" and how it is different from "good" and better differentiation for descriptions for the rubricated levels of achievement in MSBA Appendix.

Liberal Studies Department

The Liberal Studies Department assessment report's focus for the current year was defined by a chart listing the five main student learning goals, along with the expected outcomes associated with each goal. The Liberal Studies Program has developed a set of specific learning outcomes and reports them annually. In 2008 this thoroughness led the Student Learning Outcomes Committee, which identifies those departments that are doing an outstanding job, to select the Liberal Studies program for advancement to the CHEA award competition.

The Student Learning Outcomes Committee review noted that the report submitted by the Liberal Studies Department was exceptionally thorough, covering every area of current assessment. In particular they cited learning goal two: to think critically and write clearly and effectively, while the expected learning outcomes for this goal were to organize and present a reasonable argument supported by examples from multiple sources, use standard grammar and

punctuation, and clearly state the main idea, develop it logically, and support claims with well-chosen examples using proper mechanics, style, and organization.

The liberal studies review included summaries of the evidence the department collects from the three projects that students complete in the Liberal Studies 498 senior-level assessment: The capstone project consists of two essays from different disciplines and an application to (or reflection on) teaching. These essays build from what the students do in LIB S 300, the previous course in the sequence, and they represent the program's objective of having students contrast the disciplines in order to deepen understanding of each. The reflection and samples project focuses on different subject areas and rotates topics on a semester basis, which allows the program to solicit help from faculty in different disciplines. The department has had success getting the theatre, music, dance and arts faculty to read and evaluate the essays, and it has also had significant input from the linguistics faculty. The in-class essay asks the students to focus on their particular area of specialization.

The department shares the data on the Liberal Studies 498 assessment and CSET results, as well as graduation rates, in a number of ways at the annual "Explore SDSU" events, where prospective students and their families visit SDSU and consider departments and progress—including the Liberal Studies program, which the SLO committee cited as a best practice. The program directors also share assessment results during summer orientation sessions, for both the student and parent groups. The assessment data is also on the liberal studies website, under the "Prospective Students" button, subsection "Record of Student Success," and under the Transferring to SDSU button, subsection "High Graduation Rates." Prospective students, current students, faculty and parents are made aware of this website and encouraged to check it often.

Additionally, the Liberal Studies Program created its own version of the CSU "22 Points for Facilitating Graduation" project, continuing to outline its particular model for success. The CSU system created the "22 points" initiative as another avenue by which to enhance teaching, retention and graduation throughout the CSU campuses. In order to assess how well the 23 CSU campuses were doing in implementing the 22 points, a site visit to each of the campuses was included as an essential part of the process. Comments from the CSU review team's report included the following remarks: "More than any other CSU campus visited thus far, the university's use of data is 'the best,' SDSU relies on an evidence-based approach to student success planning" and Liberal Studies use of this demonstrates the department's commitment to excellence in student learning.

School of Music and Dance

In 2009 the School of Music and Dance underwent a comprehensive program review in which the Student Learning Outcomes Committee's evaluation was that the program had taken essential first steps in putting together their learning outcomes plan, one which provides a solid foundation

for program assessment. The reviewers congratulated the program on the articulation of the core of a comprehensive assessment plan that was thoughtful and "clearly the result of much hard work." The plan incorporated four major learning goals, appropriately subdivided, together with a sampling of rubrics, to clarify how the achievement of goals will is evaluated. The plan also included a schedule for the assessment of the desired skills, cross-referenced to the sequence of classes making up the dance curriculum.

One suggestion that the reviewers offered was to rethink and adjust the language of the rubrics to make them more specific, as the program acquires experience in applying the standards. Additionally the SLO Committee recommended changing the language describing the operations of critical thinking, Goal 3, which they found to be abstract and open to multiple interpretations. The committee cited the outcome of "the desire for students to excel "in their ability to use observation as an analytical tool," as an example and thought it could be better supported by a more explicit definition of what this might mean, in practice.

Political Science Department

The political science annual assessment notes that mean scores on student writing skills have improved, which the department attributed to efforts ensuing from a multi-year focus on assessing those skills. In last year's Student Learning Outcome Committee report, the reviewers encouraged the department to "consider a slightly more aggressive assessment effort in the next year." In light of that critique the committee reiterated their disappointment with this year's efforts, which consisted solely of an indirect measure (student survey). The committee further noted that indirect assessments can offer good insight into what people are thinking and their perceptions, but they do not offer clear measures of what students have learned and thought that using them as stand-alone assessment measures is questionable. The problem they found was this: Findings in other departments suggest that students consistently and significantly overestimate their critical thinking skills. For that reason, SDSU suggest caution in implementing "fixes" based on indirect measures.

In light of this evaluation the committee suggest that all areas of political science curriculum that map to student learning outcomes for the program (and all should) are areas worthy of direct-measure assessment efforts, and should be assessed using a systematic plan that covers a time period of three to five years. The committee urged the department to develop a clear, multi-year plan for systematically assessing each of the student learning outcomes using direct methods.

SAN FRANCISCO STATE UNIVERSITY

Political Science BA, MA
In their undergraduate assessment, the department used the rubrics it had developed to assess a sampling of students in the introductory courses in three subfields. Objectives were measured through course-embedded assessment across twelve sections of three courses (n = 109 students). The learning objectives assessed to have been most highly attained were in political theory, less so in comparative politics, and the least in American Politics. Assessment results for each subfield will be used for changes in the focus of content in each of the courses assessed.

At the graduate level, the Department identified the core goals of the program, three sets of key objectives, a rubric to assess student performance on research papers written for the three core graduate classes in each of the main sub-fields, and the method by which the assessment will be carried out. Implementation of the graduate assessment plan will begin 2009-2010.

Geography BA, MA
The Geography Department assessed two of its four student learning outcomes through course-embedded exam questions, evaluation of student projects, and informal student feedback. In one area that was evaluated through pre-tests/post-test, the faculty found a lack of significant improvement. The department has made changes to the coverage of that material in the curriculum. In the application of quantitative and technical skills, the evaluation revealed that some students were unable to work independently and also that there were problems with course articulation. The Techniques Committee has been meeting regularly to articulate courses and ensure continuity across the curriculum. They have also developed workshops for students to target special learning objectives. Finally, the evaluation indicated that students were not consistently learning certain functions in GIS. Instructors now spend more time on map-making using GIS and on how to choose the correct map type for data portrayal. Lab exercises have been modified to require maps as part of their presentation.

At the graduate level, assessment was conducted on a sampling of seminar papers using a common rubric for evaluation. Satisfactory results were demonstrated with the exception of two areas: synthesis of findings of previous research, and clear identification of methods used in published research. In addition, the faculty-attended thesis proposal presentations indicated that some students need more methodological preparation and would benefit from inputs by diverse faculty. As a result of these findings, the department introduced a required methods course. Also, thesis proposal presentations now have become standard for all students upon filing proposal for culminating experience. Students will now be provided with a faculty developed rubric for rating proposal presentations.

SAN JOSÉ STATE UNIVERSITY

Library and Information Science, MLIS
Faculty determined that students did not clearly understand the difference between scholarly research and reference work and that not enough students were interested in or prepared to undertake a master's thesis. The program instituted a requirement for an additional course in research methods and thus was able to offer additional research topics courses. They expected to collect data on the effectiveness of this change in fall 2009.

Kinesiology, BS
Faculty are using VALU rubrics (http://www.aacu.org/value/rubrics/) to assess students on the program Learning Objectives. The program has not yet reported data to the University.

Kinesiology, MA
Faculty determined use of data in graduate student projects as an area for improvement. The curriculum has been redesigned to include more data collection and use in several courses. A new project director was assigned, who improved the evaluation criteria for graduate student projects.

Occupational Therapy, BS
SLOs are posted on the assessment website and student performance data is being collected. No changes to curriculum or pedagogy reported to the university.

Occupational Therapy, MS
Faculty developed a new department-wide policy on student writing: any paper with more than three independent grammatical errors is returned to the student, ungraded, for resubmission, with a standard percent of the grade forfeited.

Justice Studies, BS
Faculty are satisfied with student performance on all SLOs.

Justice Studies, MS
No changes to pedagogy or curriculum are planned, though assessment data clearly show performance on some SLOs to be better than on others.

Forensic Science, BS
This new program has not begun reporting assessment results.

Hospitality, Tourism and Event Management BS
Recreation BS, MS
These programs were recently merged with two new Chairs in the past two years. All programs were redesigned with the merger. Assessment results have not been reported to the university under the new curriculum. The external reviewer was particularly concerned with the quality of the hospitality program.

Social Work, BASW and MSW
Faculty chose to focus on student field work. Data show that students perform below expectation in the beginning, but catch up in later time periods. The department reported no planned changes.

Sociology, BA
The department reports changing the curriculum and capstone assignment to better align with Student Learning Objectives

Mexican American Studies, MA
Faculty members perceive the biggest problem is students not finishing assignments. They report discussions of possible actions. The external reviewer recommended consulting with the Director of Assessment on best practices in assessment.

Social Science, BA
Social Science has not reported any changes to curriculum based on assessment data.

History, BA
In response to student weakness in writing, history added a lower-division writing-in-the-curriculum course as a prerequisite to the requirement for an upper-division writing-in-the-curriculum course.

Psychology, BA, BS
In fall 2009 the faculty adopted a department-wide policy on student writing standards: papers that do not meet the standard will be returned, ungraded for resubmission and a minimum 10% grade penalty. This policy will be applied in all upper-division psychology courses. In conjunction with this policy, the faculty also voted to create and widely publicize a comprehensive list of writing resources (both on- and off-campus) for students to utilize when preparing written work.

Psychology, MA
Experimental Psychology Option reports that in response to low thesis completion rates, faculty changed the curriculum to allow fewer alternatives to required courses. Courses were modified

to better guide students through thesis idea development and the proposal. The Clinical Psychology option is in the process of analyzing its data. The Option in Industrial/Organizational Psychology assessment report indicates that no changes are deemed necessary.

English, BA
In response to student performance on an objective related to breadth of knowledge the department will implement a new requirement that students take all four of the foundational "sophomore survey" courses in American and British Literature, rather than the present requirement of two.

English, MA
In response to assessment of student performance on the objective to "demonstrate critical and analytical skills in the interpretation and evaluation of literary texts" now offers a workshop on close reading in addition to coursework asking faculty to demonstrate the methods and lead students in their own practice of close textual analyses. The department also encourages faculty to integrate close reading into their coursework wherever appropriate.

Creative Writing, MFA
Faculty reorganized the curriculum to include more writing and fewer classes on theory, in response the students expressed desires.

Chinese, BA
Students are having trouble with tonal pronunciation. Tutoring required for students failing this SLO. All students rose to comprehensible pronunciation.

French, BA
In response to assessment data, upper-level courses focus more on vocabulary and idiomatic expressions. Students now incorporate more of these from their readings into their writing.

French, MA
Students showed weaknesses using research tools for writing papers at the graduate level and at processing information in compliance with academic standards. The professor implemented formative assignments in bibliography and gave students progress reports on research projects. Students were graded on ability to use the resources according to the standards of academic research. Most students received a low grade on their first paper for not following the academic standards. The second paper met the standards in both content and format. Students were given specific guidelines in writing linguistic analysis papers; the first paper did not meet standards; the second one did meet standards.

German, BA
In order to improve SLO regarding cultural knowledge the following changes were planned for fall 09. In Germ 1A, more attention shall be paid to the second part of each chapter of the textbook, which includes cultural aspects. For Germ 25A and Germ 101A, the faculty is considering the use of different textbooks that feature more cultural aspects. In 102B, more parallels drawn between German and American culture. This draws on students' knowledge of the history and civilization of their own country in order to facilitate the understanding of the target culture. It also highlights the interconnectivity and interdependence in a globalized world.

Japanese, BA
Assessment data show that it is necessary to master more kanji (Chinese characters) to better comprehend topics in Japanese texts. The program adopted a kanji exercise book to supplement the textbook. The department also hired a tutor.

Spanish, BA
Students are having trouble with research papers. More detailed instructions and grading rubric provided to students.

Spanish, MA
The department found the students needed to develop the ability to write and present orally in a scholarly fashion. If resources are available, the department will consider offering a graduate course with an intensive focus on writing and presenting in a scholarly mode. The department is considering requiring sample of written Spanish for admission to program.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

English Department
The department initiated a direct assessment of the students' ability to explicate literary texts. The assessment committee created a four-point analytic rubric consisting of six elements. For the most part, the scores were consistent with the department's expectations that students would be more adept close readers by the time they completed the last course in the core sequence, English 305. The most significant result was the formal elements score. Students in English 204 scored far above students in English X201 or English 305. This led to a lively discussion about how faculty teaches explication and what is considered valuable.

Forestry and Natural Resources, B.S. and Environmental Management and Protection, B.S.
A number of significant curriculum changes were made to facilitate learning and progress-to-degree (e.g., a modified concentration, enforcing perquisites, and changes course levels). The faculty has adopted standardized grading rubrics for course-level learning outcomes. They have also made significant commitments in time and financial resources to improving student success, improving both percent graduating in six-year-time-to-degree for FTF, and learning by enforcing prerequisites. Three significant developments were: to offer more sections of major forcing a reduction in concentration and GE course; the FNR Tracking System of each FNR student for all six cohorts; and the Peer-Advising Center now staffed over 20 hours per week per quarter. All indications from external/indirect assessment methods indicate a "highly developed" correlation between anticipated programmatic learning outcomes and graduate/employer responses. There are early indications of improved six-year graduations rates, now trending above 50%. Additionally, there are early signs of improved performance on technical knowledge and written communication learning outcomes as seen in FNR 414 and FNR 465.

History Department
The History Department assessment committee reviewed student learning outcomes and assessed student progress towards objectives. Writing and communication were assessed through direct and indirect assessment of three core classes, HIST 303, HIST 304, and HIST 461. The assessment committee synthesized the departmental learning objectives into six distinct learning outcomes, in order to clarify problems with the repetitiveness of the list of learning outcomes. They also decided to call attention to research and writing skills by emphasizing the areas of "locating varied historical sources" and "constructing a historically viable thesis statement" (Learning Outcomes 2 and 3). The committee created and used a rubric for assessment purposes. Knowledge of the common student weaknesses revealed by this assessment process will guide future works to assess students at earlier stages of their career.

In conjunction with the assessment committee, the History department agreed that the learning outcome and rubric should be shared with students and interested faculty; to incorporate primary

sources and historiography in the new HIST 100 course along with a pretest to gather data on incoming student's knowledge and skills; to score student papers in HIST 303/304 with the senior project rubric; and to make program assessment ongoing with a view towards tracking the performance of the Fall 2009 cohort. There are also has plans for ongoing assessment in the form of three aligned assessments along students' paths through the program (pre-test, mid-test, and senior project). These assessments will give the department a much clearer picture of the knowledge and skills developed as a result of the program and inform the next round of curriculum and assessment improvement. Finally, discussions of learning objectives led the department to a new definition of "learn-by-doing" as it pertains to the History Department.

Mathematics Department
Three of the department's eight student learning outcomes were selected for the focus of this year's assessment plan. The department has developed the Mathematics Department Assessment Test which is given to all senior math majors as part of Math 459 (Senior Seminar) to measure two of the three. The exam assesses a student's ability to solve elementary problems and to write and understand mathematical proofs. The results from spring and fall 2008 indicated the students fall into two groups: those that receive above 75% on the assessment and those that receive 50% or lower on the assessment. It was identified that the reason for these groups was due to the definition of function, recognition of properties of functions in multiple contexts, and the ability to write a proof that the composition of two onto function is onto. This led to the recommendation that the content that caused the separation between the two groups should be stressed more in Math 248. In particular, Math 248 instructors should stress that the content is important for future mathematics classes. Additionally, more careful consideration should be given when considering textbooks.

The other student learning outcomes were measured by an embedded question used in the final exam of the winter 2009 section of Math 481 and in fall 2008. The purpose of the question was to determine how well students are able to read a definition and make sense of a new idea that is related in a simple way to a well-known concept from class. The results indicated that repeated activities that emphasize in a blatant way the need to revisit definitions when faced with proving a new result could result in improvement for many.

Music Department
The Music Department currently assesses students at four stages of their careers: as they apply to Cal Poly, via an audition process; upon matriculation (for placement into various areas of sequential coursework); during their academic careers (via course grades, juries, and the Mid-Point exam); and at a capstone level (as they propose and complete individualized senior projects). These are referred to as benchmark, mid-program, and capstone respectively. The department does not have data available yet on the impact of these measures impact curricular or programmatic change.

Nutrition Department
In 2005 and 2009, the department used the senior project to measure students' mastery of two program learning outcomes: crucial thinking and problem solving skills, including the ability to apply the scientific method in addressing food and nutrition science problems and effective written and oral communication skills. Based on the results of 2005 assessment measure, a variety of changes were made to the senior project model. For example, focus groups and exit interviews were performed with students, course content was added and adjusted, a standardized grading rubric was developed for all faculty to use, all supervising faculty were requested to use BlackBoard to increase communication between faculty and student, and a final summary presentation by students. In spring 2009 faculty were engaged in assessing the outcomes of the changes. While improvement was noted in both categories, writing clearly and effectively continues to rate below the set standard.

Statistics
Assessment results have been presented to the faculty during Week of Welcome since 2002. In the past, the information focused on a survey given to seniors during their final quarters. At the start of AY 2008-09, a more substantial report summarizing student performance on various assessments during the previous year was presented. Currently, different learning outcomes are assessed each year. The department has indicated that they are in the early stages of determining the impact of assessment on curricular or programmatic change. However, they also credit the creation of new courses (STAT 150 and STAT 465) and the current reviews of STAT 324 and 323 to assessment data.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS

Human Development Department
The program focused on assessing a set of specific learning outcomes clustered around critical thinking skills, as this is a central learning objective integrated into the curriculum of the major. The primary assessment was through a diagnostic developed to quantify students' critical thinking abilities. Five specific learning outcomes were assessed:

- Application of knowledge of scientific research methods,
- Understanding of the limits of research findings,
- Designing investigations of developmental processes,
- Formulation of research questions for empirical evaluation, and
- Application of developmental research findings to applied settings.

Additionally, courses, both those offered by the program, and those offered by other departments that are used in the major, were reviewed with a focus on how they contributed to learning outcomes tied to critical thinking. The assessment instrument showed satisfactory progression for the first four outcomes as students moved through the major. The assessment indicated that one area for possible improvement is in student ability to apply developmental research findings to problems in applied settings and to extrapolate from basic and applied research findings to come up with implications and applications within human services settings.

Psychology Department
The department piloted a draft Graduate Writing Requirement rubric (endorsed by the Academic Senate) and used this to rate writing samples in graduate courses in AY 2007-08. Although significant fall-to-spring improvement was noted in two rubric categories (style and content; the other categories are mechanics and analysis), the program review expressed concerns about drawing conclusions from this study as there was some confusion about how certain of the rubrics were to be applied. The department addressed a second student learning outcome (cultivating characteristics of professional behavior) by targeting first-year graduate students and engaging them in conversations about the importance of attending talks/proposals/defenses. First-year students were observed to attend such presentations at three times the frequency of second-year students. Finally, the department examined the effectiveness of a number of changes since inception with the goal of reducing time to degree. Students are now required to write a year-end progress/reflection report, and to submit an annual plan outlining activities for the coming academic year. Additionally, students and faculty are given many reminders of important deadlines. These and other changes have helped to lower the average degree-completion time from 4.63 years for students beginning in the first six years of the program to 2.79 years for students beginning in the next six years.

Enacted or Recommended Changes in Program Requirements

Human Development Department
Upon re-examining its curriculum, the program believes that it needs to add an additional applied course (or courses) to the major; currently there is only one such required course. The Program Assessment Committee has suggested that the program also look into integrating such applications into already-existing courses. The program will be re-assessing this learning outcome, because the assessment conclusions depend on a small number of items in the diagnostic.

Psychology Department
The department recognizes the importance of continuing its professional socialization of graduate students. Faculty advisors will be given information on their advisees' writing and professional behavior so they can discuss student performance directly with each of their advisees. Additionally, each year, the department has a formal discussion of graduate student progress at its annual retreat. This year, results of the assessments on student writing and student professional behavior will be presented to the department as a whole. In this way, the department can address concerns, if any, regarding student writing and professional performance in the program. If corrective actions are deemed necessary, the department will formulate a plan to address concerns during our annual retreat.

SONOMA STATE UNIVERSITY

Communication Studies Department
The Communication Studies Department utilizes a variety of assessment tools: surveys of all graduating seniors; student evaluation of course materials; focus groups with graduating seniors conducted each semester; and senior seminar projects. As a result of the assessments and the program review, the department has developed an action plan that includes: technical support for classrooms and new digital equipment to address changes in the field; further development of skill sequence and capstone course, including developing pedagogy to strengthen writing and technical skills in classes; further development of assessment, including updating of learning objectives and creation of exit and alumni surveys; provide an enrollment management plan; support for faculty development; and increase diversity through faculty and student recruitment.

English Department
Assessment efforts have focused on four distinct courses and programs: the lower-division composition program, the gateway course to the major, the single-subject program, and the Master of Arts (MA) program. Assessment efforts for the lower-division composition program included: a survey of English 101 syllabi; focus groups with adjunct faculty; assessment of the information competence component of English 101; and review (and revision) of the remedial composition program. An assessment instrument for English 301 (the gateway course to the major) requires instructors to evaluate enrolled student in seven areas of competence, understanding, awareness and knowledge. The single-subject program is under accreditation review. The MA program review resulted in a substantial restructuring of the program. Action plans for the future include: restructuring of major advising; improved communication with undergraduate majors and with adjunct faculty; and development of a plan to improve course rotations and appropriate release time for the graduate advisor and composition coordinator.

Geology Department
The Geology Department utilizes a variety of assessment strategies, both qualitative and quantitative. Qualitative assessment includes: comparison of degree requirements with those of comparable campuses; and feedback from alumni regarding the applicability of program requirements toward post-degree employment. Quantitative assessments include: department teaching loads; support courses offered for other degree requirements; and assessment of GE courses.

Human Development Department
The Human Development program utilizes a portfolio approach to assessment. Students create a portfolio utilizing a "concept tracker" for each course in the core requirements. As part of the portfolio, students also write a college career autobiography. Portfolios are assessed by the faculty. Students are also required to attend an exit interview at the end of their last semester.

As a result of these assessments, the program has been commended for program administration and growth; advising; and curriculum development. Each of these areas form the basis of the department action plan: to handle growth in the major, improve advising, and develop curriculum to fill in the gaps in the life-cycle series of courses.

Liberal Studies (Ukiah Program)
The Liberal Studies Ukiah Program uses portfolio assessment as well as an exit survey for graduating seniors. The portfolios contain lesson plans, projects, teaching philosophy and student goals. Future assessment plans include further tracking of students in their careers and to develop a reading/writing diagnostic for students transferring from Mendocino Community College to the SSU Ukiah Program.

Philosophy Department
The Philosophy Department, as a result of its program review and curricular reform effort, has developed a new assessment plan, which includes: exit interviews with graduation seniors; common assignment in pro-seminar geared towards departmental learning objectives; and common assignment in senior seminar. Faculty will videotape student presentations and will collect senior seminar papers for review and assessment. The department has developed the following action plan: gain approval for redesigned program; implement new assessment plan in spring 2009; improve advising.

Women's and Gender Studies Department
The Women's and Gender Studies Department (WGS) completes yearly assessments, and data is collected over the academic year and compiled at the beginning of the subsequent academic year. Faculty meet during curriculum meetings to discuss findings and reassess for the coming year. Data is collected in the form of: embedded assessments (intellectual biographies completed in Senior Seminar); internship papers; exit surveys; alumni surveys; focus group discussions; GE surveys, and WGS department specific student evaluations of teaching. The WGS Department is exploring areas of specialization for new hires; developing additional tenure-track lines, and how to balance the major with the department's role as a service department to general education.

General Education Program
SSU's General Education Program underwent a full program review with an external review from the Director of General Education at CSU East Bay. In preparation for the review, the GE Subcommittee conducted reviewed the administration of the GE curriculum, followed by a substantive quantitative analysis of the current program in order to answer a number of research questions: what is the role of GE in generating FTES to support departments; what are the relative shares of GE across departments; what is the overlap of GE and major courses; are GE courses taught differently than major courses; what is the role of lecturers in teaching GE courses; what is the average number of units native SSU students take to meet their GE

requirements. The committee also undertook a significant exercise in aligning the individual GE learning objectives with the LEAP objectives and with the overall GE Mission and Goals statement of the university. In addition, the committee reviewed all of the department program review documents to determine assessment strategies currently being used within the GE curriculum. Action items for the GE Program include:

1. Develop an overall, systematic assessment plan for GE.
2. Develop learning outcomes for ethnic studies and lab courses in GE.
3. Consider models for oversight and review of GE instruction and administration
4. Develop and maintain statistics summaries of enrollments, scheduling and staffing of GE courses, and summaries of the relationships between CS number and GE course format and expectations.
5. Work with campus entities to improve advising in GE.
6. Work with the Professional Development coordinator and the Advising subcommittee to provide GE orientations to new faculty members and improve their abilities to advise students.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

The Academic Program Review process at CSU Stanislaus establishes the centrality of the evaluation of student learning goals, focuses on future program planning and development that result from assessment of program quality and student learning goals; is a seven year review cycle to provide increased opportunity for sustained assessment of student learning; provides great responsibility for assessment at the college level; and includes meetings between the provost, dean, and departmental faculty at the conclusion of the process. This process allows linkage of academic program review, strategic planning, and budgetary decisions. Program review summaries are reported to the Chancellor's Office the year following the completion of the scheduled review (i.e., reviews scheduled for 2008/2009 will be reported January 2011).

The following degree programs were reviewed during college year 2008/09:

Program	**Degrees**	**Status of Review**
Chemistry	BA/BS	Deferred to 2008/09 APR Cycle
Communication Studies	BA	Completed
Geology	BS	Completed
Liberal Studies	BA	Completed
Mathematics	BA/BS	Completed
Nursing	BS	Completed
Philosophy	BA	Completed

Assessment Summaries of Programs Reviewed During 2008/09:

Communication Studies Department
As part of the program's long-standing commitment to student learning, program development since the last Academic Program review has involved sustained attention to three processes grounded in support for student learning: 1) further development of assessment activities; 2) making assessment activities meaningful, manageable, and sustainable; 3) enhancing students' engagement in research, internship, and service learning activities. Included in the Academic Program Review were resulting recommendations from previous assessment findings completed in fall 2007 focused on one specific objective: demonstrate and apply an understanding of the theories and research processes used by communication scholars. The findings helped support a larger curricular discussion regarding the effectiveness of the embedded capstone model that was in effect. The department revised the capstone requirement, creating a stand-alone capstone course in which students meet the Communication Studies degree program's capstone research requirement (rather than completing this requirement within the confines of an elective, content-specific course, as had been the previous model).

Geology Department
The Geology program has been traditionally assessed by collegial discussions among the faculty. The assessment is based on professional experience and knowledge of the types of abilities expected of junior geologists in the workforce. During the self-study process, the following areas for improvement were identified: 1) Strengthening student preparation by infusing geochemistry into the curriculum; 2) Honing the use of mathematics and physics across the curriculum; 3) Facilitating the reasonable sequencing of courses, which in turn requires moving toward an annual offering of key upper-division courses; 4) Honing the Field Geology component; 5) Facilitating access of geoscience students to modern research equipment; and 6) Encouraging the College of Natural Sciences administration to provide the necessary technical support, in the form of an Instructional Technician. Student assessment is based on rigorous examinations, term papers and presentations in capstone courses, and on the independent field research that all majors must complete in the Field Geology course. Based on a previous Academic Program Review for Geology, a new curriculum was implemented in 2006/07. There are three additional changes that need to be implemented before the department can consider the update of the curriculum complete: 1) Adding a required course in Geochemical Exploration; 2) Offering the "high demand" courses on an annual basis, including the required foundation courses for much of the upper-division curriculum; 3) Offering Numerical Methods in Geology on a regular, bi-annual basis.

Liberal Studies: Elementary Teaching Content Preparation
The Liberal Studies department is committed to preparation of pre-service elementary teachers who are competent in subject matter areas, capable of integrating knowledge across discipline boundaries, culturally sensitive to diverse learners, effective communicators, sound critical thinkers, and skilled in educational technology. The current Liberal Studies major was approved by the California Commission on Teacher Credentialing in August 2002 as fulfilling all Standards for Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential. In 2006-07 Liberal Studies Department faculty examined how effectively LIBS majors made explicit connections between California K-8 Content Standards and subject matter knowledge in major coursework. Assessment data indicated that student learning improved for each competency. Faculty discussed learning goals and agreed to examine the demonstration of educational technologies relevant to teaching and learning. Faculty also agreed to develop and distribute an exit survey in all sections of the Senior Seminar.

Mathematics Department
The department of Mathematics is committed to maintaining a curriculum that provides students with the tools to gain mathematical knowledge and to develop critical thinking skills, computational skills, problem-solving abilities, and logical reasoning skills while fostering an appreciation for mathematics across disciplines. It also prepares students for careers in teaching mathematics or professions requiring mathematical/quantitative skills. Since 1997, the *Senior*

Seminar in Mathematics has been used to assess the "mathematical maturity" of the graduating seniors. The department developed rubrics for the two presentations and the four papers required in the *Senior Seminar* course. These rubrics allowed consideration and examination of the majors' mathematical abilities in accordance with the student learning goals, in particular, the goals pertaining to communicating mathematics in written and oral form. The results of the rubric grading have been used to change the in-class activities to enhance students' effectiveness for communicating mathematical concepts in written and oral form.

Nursing Department

Student learning outcomes for nursing were developed based on the American Association of Colleges of Nursing's *The Essentials of Baccalaureate Education in Nursing* and serve as the department's Student Learning Objectives and for meeting accreditation requirements. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement. The curriculum is reviewed annually during program evaluation meetings and changes are made based on assessment results. As a result of the department's Program Evaluation and Continuous Quality Improvement process, several changes have been made to the Pre-Licensure (PL) curriculum:

- Changes to the Pharmacology and Nutrition course include a focus on nutrition and basic principles of pharmacology during the first semester, with a more in-depth focus on pharmacology to be offered during the second semester.
- Changes to Introduction to Professional Nursing with additional content focusing on Communication and Trans-cultural Nursing. The second proposal would require that PL students take the Trans-cultural Nursing.
- Offering both the Mental Health Theory and Mental Health Clinical during the Spring Semester of the junior year.
- Deleting the Leadership and Management clinical activity and moving the objectives for this activity and the 36 clinical hours to the Advanced Clinical Practicum during the student's last semester. Students will have had an opportunity to become familiar with the unit, routines, and personnel with the expectation that they will better be able to meet the leadership and management objectives.

Philosophy Department

The expected educational outcomes for the Philosophy program are identical to those summarized in the American Psychological Association guidelines. To this end, special emphasis is given at all levels of philosophy coursework to developing critical as well as expository writing skills and to practicing interpretive analysis of primary texts and their historical interconnections. Graduating seniors will have demonstrated these competencies in their written work and class presentations for the senior seminar. The following recommendations reflect the highest priorities of the program faculty and have emerged from the

discussions that have shaped the focus and assessments reflected in the Academic Program Review: 1) Continue to provide funding and workload support for productive scholarship and scholarly research activities; 2) Continue to develop program assessment activities consistent with the assessment principles outlined in the Academic Program Review; 3) Continue to develop and implement effective recruiting materials and mentoring practices to slowly expand the number of students majoring in Philosophy; 4) Continue to add course sections for general education electives in Philosophy at a level consistent with undergraduate enrollment growth figures for the College and University; 5) Cultivate a source of funds in support of a regular cycle of scholarly talks and annual or bi-annual philosophical conferences; 6) Implement a new Alumni Survey to draw interested alumni back into the circuit of philosophical activities.

**Report on Western Association of Schools and Colleges (WASC)
Accreditation Activities Conducted in 2008-09**

Campuses that did not engage in WASC accreditation activities do not appear in this list.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Commendations
The WASC team commends the University for:

1. The leadership team's involvement of internal and external communities in strategic planning and WASC preparation;
2. The faculty and staff's extensive involvement and contributions on work groups and as participants in community forums;
3. The establishment of a culture that values input from multiple perspectives;
4. A clear rationale for community engagement that is understood throughout the university and affirmed by alumni and community leaders;
5. Strategic planning and WASC preparation work that yielded a mission and vision statement that is sharpening university identity;
6. A transparent budgeting process, in these difficult economic times, in which information is shared, input is sought, and decisions made on the basis of data and institutional priorities;
7. An institution characterized by financial integrity;
8. A physical plant that reflects foresight and planning to enhance the student experience;
9. Investments in upgrading the information technology infrastructure to serve not only current needs but also those of students, faculty, and staff in the future; and
10. A "campus of care," with faculty and staff dedicated to student success.

Recommendations
The WASC team recommends that the campus, in order to be prepared for the upcoming Educational Effectiveness Review:

1. Ensure that mission, vision, strategic plans and initiatives are truly aligned and operationalized into an action plan that guides the setting of priorities and allocation of resources;
2. Fully develop and implement an institutional assessment plan with particular attention to student learning outcomes;
3. Continue to build leadership for assessment activities;

4. Clarify purposes and goals of student support programs in Student Affairs and Academic Affairs in order to avoid duplication of efforts;
5. Establish a program review process that meets suggested WASC guidelines;
6. Continue to encourage and support efforts to diversify the faculty;
7. Devise a plan for faculty development and support to reach the University's goal of achieving faculty and academic excellence;
8. Consider appropriate training for department chairs, who play a key role in enabling faculty and promoting academic excellence in a time of budget cuts;
9. Conduct an analysis to determine why students leave CSUB and communicate findings of this analysis to appropriate stakeholders in order to improve student persistence;
10. Provide measures of student success to the public (e.g., on the website) consistent with WASC guidelines on transparency and accountability;
11. Provide strong instructional design and development support for faculty teaching online courses, and ensure that these courses meet best practices standards for online learning.

CALIFORNIA STATE UNIVERSITY, CHICO

In June 2009 the Senior Commission of Western Association of Schools and Colleges (WASC) considered the report of the Educational Effectiveness Review team that visited California State University, Chico in March 2009. The Educational Effectiveness Report focused on the nature of student engagement at a residential campus, refining the process of academic program review, the innovative use of technology, and increasing institutional effectiveness and accountability. The team commended the university for many of its efforts, and noted that Chico "has done significant and meaningful work to advance the overall educational effectiveness of the university."

The university was judged to have met all WASC standards at an "exemplary level," was designated as, accordingly, a model for attaining and sustaining a set of core commitments that underscore its capacity for, and demonstration of, educational effectiveness. CSU, Chico received a ten year accreditation, with its next site review scheduled for spring 2019.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

In October 2006 and February 2008, California State University, Dominguez Hills (CSUDH) hosted a Capacity and Preparatory Review (CPR) and an Educational Effectiveness Review (EER), conducted by the Western Association of Schools and Colleges (WASC). During its June 2008 meeting, the WASC Commission reviewed the site team's final recommendation and CSUDH's CPR and EER reports.

WASC's site team noted, "Throughout the process, CSUDH demonstrated integrity, commitment, and resolve to engage each of the three stages of the review for institutional improvement across the core functions of the organization." Faculty dedication, demonstrated skill in assessment of learning, commitment to student learning, and an extraordinary range of courses, programs, and activities that reflect the University's diversity were just some of the commendations made by the site team.

WASC and their team of reviewers commended the campus community and emphasized their satisfaction with CSUDH. The Commission "confirms that the institution has satisfactorily addressed the Core Commitments to Institutional Capacity and Educational Effectiveness and has successfully completed the multistage review conducted under the Standards of Accreditation" and has acted to:

1. Receive the Educational Effectiveness Review Team Report;
2. Reaffirm the accreditation of California State University, Dominguez Hills for ten years;
3. Request an Interim Report in spring 2012 addressing progress in the incorporation of assessment of learning in academic and co-curricular units within the institution, and the linkage of the results of such assessment with its strategic planning process; and
4. Schedule the Capacity and Preparatory review for spring 2018 and the Educational Effectiveness review for fall 2019.

CSUDH will begin to draft an Interim Report in fall 2010 incorporating the same collaborative efforts utilized in previous reports.

At its July 2009 meeting, a panel of the WASC Structural Change Committee considered the CSUDH proposal to offer an EdD degree in Educational Leadership with a track in P-12 Leadership. Based on the site visit and letter from the Doctoral Committee in March 2009, the May 2009 report as well as the findings of the Doctoral Committee panel, the proposal was found to be "thoroughly developed, distinctively designed to meet the needs of the community, and representative of extensive engagement with external stakeholders."

The Structural Change panel referred to the Commission its recommendation that the EdD program be approved. The Commission ratified this recommendation and:

1. Approved the offering of the EdD in Educational Leadership with a track in P-12 Leadership to be implemented in spring semester 2010 with a deadline for implementation in spring 2011.
2. Requested that a progress report be submitted to the staff and the Substantive Change Committee by December 1, 2011 to address the issues of ongoing financial support for the program and the development of a doctoral culture supported by related policies and practices.
3. Scheduled a Special Visit in fall 2014 to review the EdD program, including the issues identified and the outcomes of the first groups of graduates.
4. Requested that the EdD program be given special attention during CSUDH's next comprehensive accreditation review cycle, with a CPR visit scheduled in spring 2018.

Although the current budget situation has presented the University with many challenges, CSUDH is still planning to implement the EdD program in summer 2011.

CALIFORNIA STATE UNIVERSITY, EAST BAY

An Educational Effectiveness Visiting Team of Western Association of Schools and Colleges (WASC) was at Cal State East Bay (CSUEB) in October 2007. In March 2008, CSU East Bay received a Western Association of Schools and Colleges (WASC) Commission Letter approving re-accreditation until 2016.

Major Results
The Visiting Team Report made the following summary conclusions:

"The team saw evidence of CSUEB's dedication to improvement in all phases of preparation for the accreditation presentation. The Educational Effectiveness Report, the documents on-line, and those provided to the team during the visit, all served to substantiate a positively changed climate and approach to educational effectiveness. The team saw processes and evidence of teamwork and commitment to the mission and goals that are clearly articulated and relatively well understood by all constituencies. The institution responded to all the issues raised in the Institutional Capacity Review and evidenced substantial progress related to each issue. CSUEB is to be commended on its progress and improvement in the many areas [Program Review, General Education, Multiculturalism, Advising and Retention, Campus Climate, Strategic Planning, Faculty Issues, and Teaching Effectiveness and Learning Results] cited previously in this report. The new leadership has provided direction and focus and fostered a series of coordinated systems and process designed to evaluate, implement and reassess plans. These efforts and activities are to be commended. The progress is impressive."

Recommendations
The WASC Commission Letter cited the following recommendations

"In sum, the Commission shares the team's conclusion that process on campus since the Capacity review has been 'impressive.'" However, the Commission also recognized the importance of the five major recommendations with which the team concludes its report: the full implementation of strategic planning, the hiring and support of tenure-track faculty, the extension of program review, the linkage of general education with the rest of the curriculum, and the refinement of the definition of multiculturalism.

Update
The next WASC Interim Report is due in spring 2011. CSUEB has convened a committee and is addressing the needs of this report.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

A Capacity and Preparatory Review (CPR) Team visited California State University, Long Beach (CSULB) on March 4-6, 2009. The team noted that the university's CPR report provided comprehensive information on the three themes that organized its self-inquiry, and that those themes were especially salient in the current volatile enrollment and budgetary environment. CSULB was commended on its leadership, careful planning and budget, commitment to shared governance, and flexibility in the face of turbulent times. The team cited its amazement that a campus as large and decentralized as CSULB could maintain "such a vital culture of community, shared governance, and vertical as well as horizontal communication." However, the team was very concerned about the stress on that culture from budget cuts and rapid change. The team noted some areas for improvement and made the following recommendations to CSULB:

- Create a robust plan for promoting diversity at staff and administrative levels;
- Clearly articulate expectations for student learning and attainment, and make greater use of direct methods of assessment;
- Widen the circle of engagement, communication and governance on campus to include voices that are currently silent;
- Address student concerns about budget cuts and the cost of attendance; and
- Ensure that the university is developing a culture of evidence rather than a culture of data

The WASC Commission noted: "As the university introduces a strong cycle of inquiry and improvement into its already data-driven culture, it will become an even more impressive institution than it is today."

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Recommendations

1. **Assessment of Student Learning:** California State University, Los Angeles (CSULA) is urged to make progress in this area by prioritizing and coordinating assessment projects and integrating them into a comprehensive approach; consolidating into one statement the institutional-level learning outcomes that appear in several documents; integrating student success efforts with work on assessment; and reflecting on the data and evidence on student learning, leading to improvement.

2. **Student success:** CSULA continues to face challenges in meeting the needs of its students and improving retention and graduation rates. The Commission endorses the team's recommendation that "CSULA continue efforts to review, evaluate, and improve student support services so that they can more effectively contribute to student satisfaction and success." Related is the need for an effective comprehensive advisement system that will serve the needs of CSULA's students.

3. **Research, scholarship and creative activity**: As CSULA seeks to better understand and promote research, scholarship and creative activity, it will be critical to develop methods that allow measurement of the impact of this activity on student learning and success.

Results

The Commission acted to:

1. Receive the Capacity and Preparatory Review (CPR) report and continue the accreditation of California State University, Los Angeles.

2. Proceed with the scheduled Educational Effectiveness Review visit on October 6-8, 2010.

3. Request that the institution incorporate its response to the issues raised in the action letter and the major recommendations of the CPR report into its Educational Effectiveness Review report. In addition, the institution is expected to prepare a brief analysis of how it meets the expectations established in the changes to the Standards and Criteria for Review, which were effective July 1, 2008.

CALIFORNIA MARITIME ACADEMY

California Maritime Academy underwent a Western Association of Schools and Colleges (WASC) Capacity and Preparatory Review in spring, 2009. Cal Maritime's self-study, and WASC's Report on the review can be found here: http://www.csum.edu/wasc.

In brief, WASC issued a number of recommendations within the following areas:

1. Diversity. Cal Maritime should consider the curricular and pedagogical advantages of a more diverse faculty and student body with particular attention on ensuring that faculty-hiring decisions are contingent on demonstrating that a suitably representative pool of qualified candidates is recruited.

2. Student Life. The quality of student life should be examined before growing a larger student body.

3. Shared. Governance/Internal Communications. Cal Maritime should consider additional campus-wide communication strategies and the processes, criteria and procedures for new programs or reformulation of existing programs need to be clearly articulated and implemented.

4. Leadership. The Leadership Development Program should be integrated into Cal Maritime's full academic assessment plan and measures taken to ensure that all students have access to leadership activities.

5. Assessment. Cal Maritime must create a culture of evidence through the effective assessment of data and to facilitate institutional decision making.

6. Additional recommendations included increasing external communications with attention to recruitment opportunities and community development; integrating the cultures of a maritime academy and a state university; and taking greater care to embed cultural awareness into the curriculum.

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

The Capacity and Preparatory Review for CSU Monterey Bay's re-accreditation process occurred in September 2009 and will be an action item at the February 2010 WASC Commission Meeting. We anticipate a positive letter from the WASC Commission regarding the demonstration of capacity and our preparations for Educational Effectiveness (EE). As requested, CSUMB's Capacity and Preparatory Review Report submitted to WASC in June 2009 and the official team report are appended to this report. The EE Report will be submitted in fall 2010 and the EE visit will occur in spring 2011.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

In October 2008, California State Polytechnic University, Pomona (CPP) hosted a Capacity and Preparatory Review (CPR) visit conducted by the Western Association of Schools and Colleges.

The WASC site team noted that, "The campus' revised vision and core values statements, as presented in the C&PR document, and as articulated to the Team during the visit, indicate a campus-wide understanding of the polytechnic mission, the primacy of student learning, and the importance of the campus in meeting the needs of its region." "CPP has developed the tools and the structures to conduct planning, but must still address issues related to the planning process, particularly the role of faculty governance and the role of campus-wide discussion in the review and ratification of the plan." "Progress towards shared governance will best be demonstrated by completion of a campus strategic plan."

The Team found that "progress in assessment is currently somewhat uneven: highly developed in some areas, but in need of substantial work in others, particularly in general education assessment." "That said, it is also apparent from interviews with students faculty and alumni, and from the review of posters of student work, that CPP is a learning-centered institution with engaged students performing at a substantial level of quality." "Student support programs in Student Affairs and Academic Affairs have generally adopted and implemented strong assessment mechanisms. Student orientation, residence life, academic support programs and remediation programs all track student outcomes and use assessment data for program improvement." "General Education assessment is the least developed assessment program at CPP." The Team urged "CPP to identify key learning outcomes for general education and to begin to implement basic measures of effectiveness."

During its February 2009 meeting, the WASC Commission reviewed the site team's final recommendation and CPP's CPR report. The Commission acted to:

1. Receive the CPR report and continue the accreditation of California State Polytechnic University, Pomona;
2. Confirm the scheduled Educational Effectiveness Review visit date for fall 2010; and
3. Request an Interim Report, due June 30, 2009, on the implementation of the Academic Master Plan, a timeline, expected outcomes for completion of the Strategic Plan, and the implementation of General Education assessment.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

In support of the Educational Effectiveness Review (EER) for Western Association of Schools and Colleges Re-Accreditation of California State University, Sacramento, the Visiting Team visited the campus in April, 2009. The team consisted of Denise Konan, Visit Team Chair and Professor of Economics, University of Hawaii at Manoa, Kelly Wahl, Assistant Team Chair and Principal Research Analyst at University of California, Los Angeles, Marilee Bresciani, Associate Professor of Education at San Diego State University, James Hyatt, Senior Vice President for Business and Finance at the University of South Florida, Donna Sundre, Professor and Executive Director of Assessment and Research Studies at James Madison University, and Teri Canon, Associate Executive Director, WASC.

In summary, the visiting team wrote: "The visiting team was duly impressed by the amount of progress Sacramento State has made toward its stated goals in the brief period between the Capacity and Preparatory Review (CPR) and the EER visits. The institution's staff and faculty have demonstrated a considerable effort, an expert knowledge, a spirit of cooperation among themselves, a willingness to sustain a culture of evidence, and an unflagging commitment to the institution's students. Nothing short of a remarkable cultural shift has occurred at Sacramento State towards best-practices in transparency and collaborative governance. Faculty are much more willing and eager to be involved with assessment activities than before, and the joint commitment of faculty and staff to student success is palpable.

The team commends all offices and individuals with whom the team met during the visit, for their hospitality, their candor, their enthusiasm, their responsiveness in supplying the team with evidence, their eagerness to participate in the WASC process, and their commitment to the diverse students educated at Sacramento State.

- The team commends Sacramento State for the progress it has made in a very short period of time. The institution has evolved from a compliance mode to an engagement in assessment and institutional review of effectiveness.

- The team commends Sacramento State for great improvement in its internal communications, transparency, and governance processes. The Academic Senate is engaged in a positive way and the strategic planning and budgeting committees include many constituent groups with broad representation across campus.

- The team commends Sacramento State's community engagement efforts, which enrich the experience of students, bind the community to the campus's mission, and promote scholarship benefiting the faculty.

- The team commends the institution for developing its culture of evidence through better integration of data and analysis in decision making.

- The team commends the alliance forged between Academic Affairs and Student Affairs in support of the institution's stated highest priority in strategic planning: student success.

- The team commends the Student Academic Success and Educational Equity Programs for implementing exemplary programs that contribute so richly to the success of diverse students at Sacramento State.

- The team commends the professionals in the Division of Student Affairs for their pursuit of outcome and objective measures designed to drive management decisions and to advocate for sustaining the division's resources during budgetary and planning.

- The team commends the Office of Institutional Research for its reporting and analytical support of student success enhancement efforts on campus, particularly those focusing on undergraduate student retention.

- The team commends the Retention Task Force and its predecessor, the Retention Work Group, for the knowledge, experience, and commitment of its faculty and staff members as they propose action plans based on data-driven assessments of student success.

- The team recommends that the budget and planning process be strengthened by use of advanced analytical tools and by allowing campus departments' access to the newly created data warehouse.

- The team recommends that the need to address campus infrastructure, such as facilities renewal and deferred maintenance, be included as a major focus in the deliberations of both the strategic planning and budget advisory committees.

- The team recommends that the focus for planning and budgeting be on the campus as a whole. Individual divisional and departmental efforts need to augment, and not to divert, attention from this process.

- The team recommends that the university develop one set of coherent and meaningful undergraduate learning goals toward which assessment plans can be focused, instead of viewing general education and baccalaureate learning as separate sets of goals.

- The team recommends that the university establish a credible means by which general

education data can be collected and analyzed.

- The team recommends that the university assessment and program review reports emphasize assessment results (qualitative and quantitative) and their meaning and uses, rather than only outlining assessment processes and plans.

- The team recommends that the university develop the infrastructure by which the various assessment activities can be aligned and most efficiently administered and monitored.

- The team recommends that the Community Engagement Center be supported in its efforts to coordinate faculty initiatives, serve students, and market service learning opportunities to students.

- The team recommends that the Community Engagement Center be encouraged to launch further research and assessment projects on the impact of its programs on student retention, engagement, and success. The National Survey of Student Engagement might serve as a benchmark for research comparisons.

- The team recommends sustaining the collaboration of the Academic Affairs and Student Affairs divisions in all efforts to raise the retention and graduation rates for at-risk students.

- The team recommends that the academic deans pursue, as planned, a committed participation in the Educational Equity Score Card project with special attention paid to the underrepresented student groups experiencing the lowest rates of retention and graduation.

- The team recommends the establishment of the Retention Task Force as a permanent standing committee on campus, to sustain its praiseworthy efforts to improve student success outcomes.

- The team recommends that the graduate degree programs on campus set appropriate targets for their retention and graduation rates and work to attain those targets through efforts to enrich student success and to ensure students' access to student services and support resources, such as advising, during the hours when they are present on campus.

- The team recommends that the graduate degree programs focus their course scheduling on consistent patterns that ensure offering of the course-pattern required for graduation within a specified number of terms."

The Visit Team also reviewed the EdD Program and recommended that the EdD program draft a comprehensive assessment plan. Further, the team recommended the EdD program design a formalized process for collaboration across departments involved in the EdD. Such a process should result in a comprehensive faculty workload and professional development plan.

Finally, the team recommended that the EdD Program address university policies that will promote a culture of inquiry appropriate to the doctoral level.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS

California State University, San Marcos underwent a site visit for its Educational Effectiveness Review (EER) in April 2009 and received the Capacity and Preparatory Review Western Association of Schools and Colleges (WASC) Commission Action Letter reaffirming the University's accreditation in June 2009.

The EER Team Report noted:

> The University has made progress in increasing its organizational capacity to learn both through successful efforts such as improving first-year programs and student achievement and through challenges . . . . The self-study process of CSU San Marcos demonstrates significant institutional commitment to the creation of a learning organization based on an emerging culture of evidence, and key functions such as planning, assessment, and program review that the University must continue to develop.

The Commission commended CSU San Marcos "for its serious engagement with the review process, and for its ongoing efforts to more fully complete the intended outcomes from the reaffirmation cycle." The Commission noted that the EER team "was impressed by many aspects of the University and many examples of good practices across the University," and that the EER Team's interviews with students "demonstrated the positive educational experiences that students have at CSU San Marcos, resulting from close faculty-student interactions, small class size, and enriched curricular and co-curricular activities."

The Commission endorsed the EER team recommendations that the University sustain its current efforts in the following three areas:

- Assessment of Learning: Enhancing skills and structures related to assessment, and completing formal policies related to program review.
- Academic Planning: Expanding visible linkages between academic planning and resource allocations.
- Retention and Graduation: Continuing the excellent work already begun related to the first-year experience and retention, and expanding the focus to include retention after the first year and improving six-year graduation rates.

The Commission acted to:

1. Receive the EER team report and reaffirm the accreditation of California State University, San Marcos;

2. Schedule the Capacity and preparatory Review for spring 2016 and the Educational Effectiveness Review for fall 2017; and
3. Schedule an Interim Report in fall 2012 on the three issues identified above.

Copies of the January 2009 EER Report submitted to WASC, the April 2009 Educational Effectiveness Review Team Report, and the June 2009 WASC Commission Action Letter can be downloaded from http://www.csusm.edu/wasc/ourreports.htm.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

In July 2008, California State University, Stanislaus submitted its Capacity and Preparatory Review Report to the Western Association of Schools and Colleges (WASC) as part of the campus' reaccreditation efforts. During October 1-3, 2008, CSU Stanislaus hosted six WASC site visit team members as part of the Capacity and Preparatory Review. The Capacity and Preparatory Review and Site Visit Team reports are attached.

In the Commission letter dated March 12, 2009, the Commission acted to continue accreditation of CSU Stanislaus and to proceed with the final stage of the accreditation process, the Educational Effectiveness Review, scheduled for March 1-3, 2010. The Commission also acknowledged the implementation of the new EdD program to be followed by a visit in 2013.

The Commission emphasized three areas for continued campus attention and to be addressed in Educational Effectiveness Review:

1. General education (assessment)
2. Graduate studies (academic program review, library support)
3. Retention, promotion, and tenure procedures (criteria and standards)

Additionally, the Commission affirmed the team's observation that CSU Stanislaus is making significant progress in building infrastructure for the assessment of student learning at the program level. At the time of the Educational Effectiveness Review visit, the team indicated that it should find that this infrastructure is even more fully developed, that aligned assessment is under way across the institution, and that the results of these assessments are being consistently considered by faculty for improvement.

The Educational Effectiveness Review report was submitted to WASC in December 2009, and the results will be reported in the 2010 WASC Summary to the Office of the Chancellor.

Summary of California State University Processes for Review and Approval of Proposed Degree Programs

Trustee approval of a degree program projection authorizes the campus to begin developing a program implementation proposal, which then has to be submitted to the chancellor. There are three submission routes for campuses to pursue: (1) *The traditional process*, (2) *the fast-track process*, and (3) *the pilot process*. Trustee-approved criteria for the fast-track and pilot processes indicate the criteria that must be met in order to proceed through these optional paths.

Traditional Process

The traditional process is available to all implementation proposals. It is the process required for proposed programs that (1) involve a major capital outlay, or (2) are subject to professional accreditation, or (3) are doctoral programs.

1. A campus submits a proposal to add a projected degree program to the Academic Master Plan.
2. Chancellor's Office (Academic Program Planning) reviews and recommends appropriate projected programs, which are included in the March or September Board Agenda Item for trustee consideration and vote.
3. Trustee-authorized projections may proceed to proposal development.
4. Campus-approved degree implementation proposals are submitted to Academic Program Planning in the year prior to planned implementation.
5. Implementation proposals undergo system-level review, including:
    a. Faculty review (affiliated with CSU and/or other institutions);
    b. Staff review; and
    c. CPEC review (depending on the type of program, proposals are sent to CPEC as an information item in some cases, and for review and comment in others).
6. Proposals requiring revision are returned to the campus for modification and are subsequently re-submitted.
7. Proposals sufficiently meeting expectations for all review criteria and complying with State law, administrative code, and trustee and system policy are recommended to the chancellor for approval.
8. The chancellor reviews and either requests revision or approves on behalf of the Board of Trustees, having been delegated that authority.
9. Newly approved programs must undergo program review within five years of implementation.

"Fast-Track" Combined Projection and Proposal Process

As adopted by the Board of Trustees in July 1997, the fast-track process shortens the time to implementation by allowing program implementation proposals to be submitted at the same time that the projection is proposed to the trustees. A proposed fast-track degree program must meet the following criteria:

1. It could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis;
2. It is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency;
3. It can be adequately housed without a major capital outlay project;
4. It is consistent with all existing state and federal law and trustee policy; and
5. It is a bachelor's or master's degree program and the program has been subject to a thorough campus review and approval process.

Pilot-Program Process

In support of the CSU tradition of experimentation in the planning and offering of degree programs, Trustee policy established in July 1997 that a limited number of proposals that meet fast-track criteria may be implemented as 5-year "pilot programs" without prior review and comment by the chancellor or CPEC.

1. Pilot Implementation Procedures
    a. Prior to implementation, the campus is obligated to (1) notify the chancellor's Office of plans to establish the program and (2) to provide a program description and curricular requirements.
    b. While Chancellor's Office approval is not required, a pilot-program must be acknowledged by the Chancellor's Office before the program is implemented.
    c. A campus may implement a pilot program without first proposing the projection on the campus Academic Plan. In such cases, the program will be identified as a pilot program in the next annual update of the campus Academic Plan.
    d. The CSU Chancellor's Office will notify CPEC.
2. Pilot Operational Policy
    a. A pilot program is authorized to operate only for five years.

b. If no further action is taken by the end of the five years, no new students can be admitted to the pilot program.

c. The campus is obliged to make appropriate arrangements for students already enrolled to complete the program.

3. Pilot Conversion Procedures

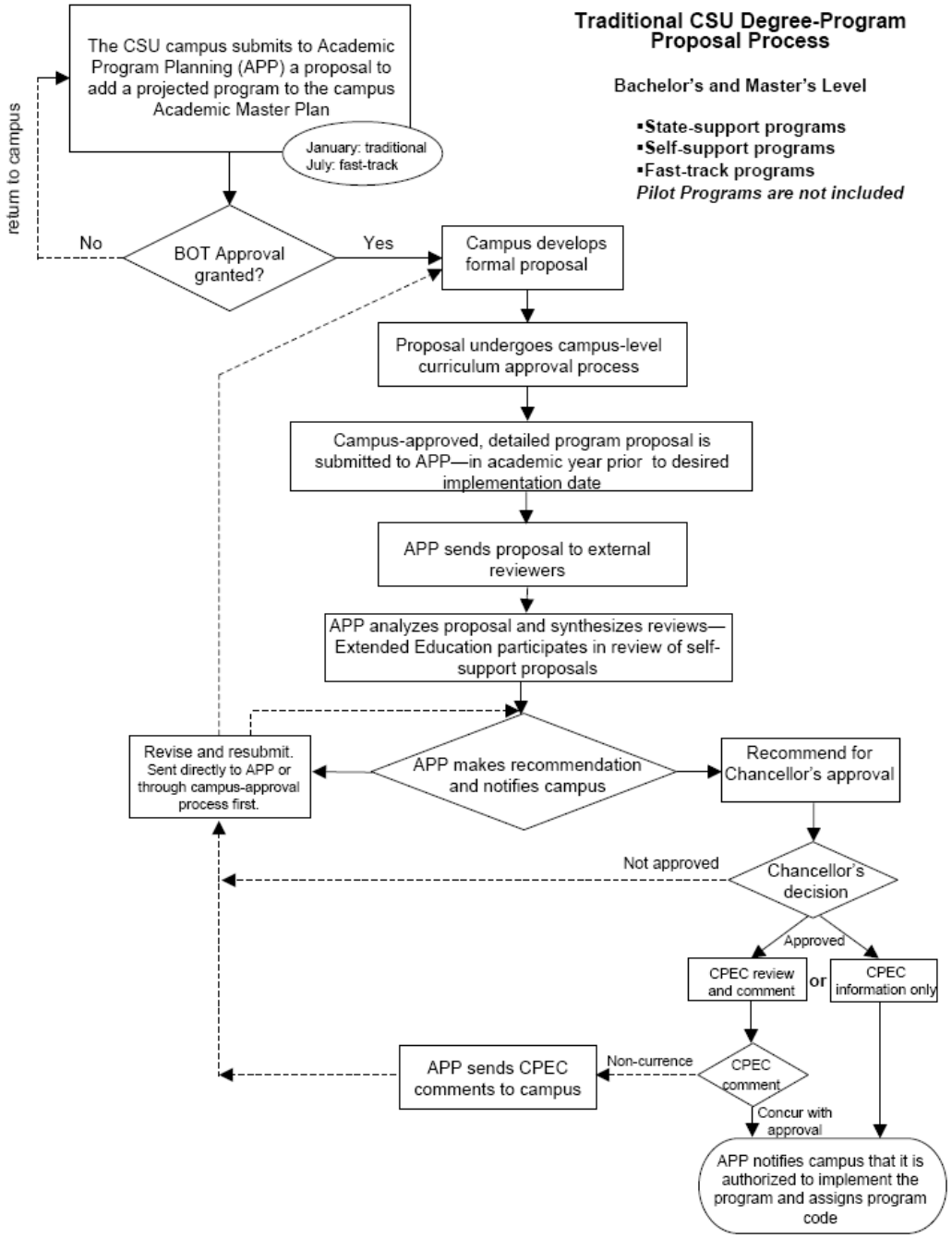
   For the program to continue beyond the five-year limit, the campus must propose to the Chancellor's Office converting the program from pilot to regular status. A pilot program could be converted to regular-program status and be approved to continue to operate indefinitely if the following conditions are met:

   a. The campus committed the resources necessary to maintain the program beyond five years;

   b. A thorough program evaluation (including an on-site review by one or more experts in the field) showed the program to be of high quality; to be attractive to students; and to produce graduates attractive to prospective employers and/or graduate programs, as appropriate; and

   c. Approval by the board and the chancellor is given after review and comment by the Chancellor's Office, and, as appropriate, by CPEC.

The following page displays a flow chart depicting CSU proposal, review, and approval processes. Please note that CPEC review and comment applies only to General Fund (state-support) proposals.



Note: CPEC review and comment applies only to state-support proposals.

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
Bakersfield		
Business Administration BS	not specified	2009-10
Business Administration MBA	not specified	2009-10
Chemistry BS	not specified	2009-10
Education - Bilingual MA	not specified	2009-10
Education – Curriculum and Instruction MA	not specified	2009-10
Education – Educational Administration MA	not specified	2009-10
Education –Reading and Literacy MA	not specified	2009-10
Education – Special Education	not specified	2009-10
Nursing BS	not specified	2011-12
Nursing MS	not specified	2011-12
Public Administration MPA	not specified	2009-10
Social Work MSW	not specified	2011-12

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date
California Maritime Academy		
Business Administration BS – International Business and Logistics	2003	September 2012
Facilities Engineering Technology BS	1999	September 2011
Mechanical Engineering BS	2002	September 2011
Marine Engineering Technology BS	1978	September 2011

California State University Accredited Programs:
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Programs	First Granted	Renewal Date
Channel Islands		
Education – Administrative Services Credential	July 2009	not specified
Education MA – Education Specialist	July 2009	not specified
Education MA– Mild/Moderate Disabilities, I and II	July 2009	not specified
Education MA – Multiple Subject	July 2009	not specified
Education MA – Single Subject	July 2009	not specified
Nursing BS	December 2006	not specified

California State University Accredited Programs:
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Programs	First Granted	Renewal Date
Chico		
Art BA	not specified	2015
Art BFA	not specified	2015
Art MA	not specified	2015
Art MFA	not specified	2015
Business Administration BS	1997	2014
Business Administration MBA	1997	2014
Business Information Systems BS	1997	2014
Chemistry BS	not specified	2005-2010
Child Development Lab	6/8/1995	2/2011
Civil Engineering BS	1968	2004-2010
Communication Sciences and Disorders BA	2003	2011
Communication Sciences and Disorders MA	2003	2011
Computer Engineering BS	1989	2004-2010
Construction Management BS	1987	2/2007–2/2013
Education MA		
Electrical / Electronic Engineering BS	1971	2004-2010
Health Science BS	2004	2011
Journalism BA	1997	2010
Manufacturing Technology BS	11/1/1980	11/04 - 11/14 Suspended. Admission to program currently suspended
Mechanical Engineering BS	1971	2004-2010
Mechatronic Engineering BS	1998	2004-2010
Music BA	1995	2009-2019
Music Industry and Technology BA	12/2007.	2009-2019 Currently underway

Chico (continued)

Musical Theatre BA	2009	2015
Nursing BS	1995	2018
Nursing MS	1995	2018
Nutrition and Food Sciences BS	1999	2011
Nutritional Science MS	2001	2011
Psychology MA (PPSC)	not specified	not specified
Public Administration MPA	1996	2004-2010
Recreation Administration BS	1986	2006
Recreation Administration MA	1986	2006
Social Work BA	not specified	2/2016
Social Work MSW	not specified	2/2016
Theatre Arts BA	3/2009	3/2015

California State University Accredited Programs:
Campus Reports

Dominguez Hills

Programs	First Granted	Renewal Date
Business Administration BS	not specified	2012-13
Business Administration MBA	not specified	2012-13
Clinical Science BS	not specified	2011-12
Clinical Science BS – Cytotechnology	not specified	2011-12
Computer Science BS	not specified	2009-10
Computer Science MS	not specified	2009-10
Education MA	not specified	2010-11
Education MA – Special Education	not specified	2010-11
Music BA	not specified	2013-14
Nursing BS	not specified	2014-15
Nursing MS	not specified	2014-15
Occupational Therapy MS	not specified	2012-13
Orthotics & Prosthetics, Certificate	not specified	not specified
Public Administration BS	not specified	2012-13
Public Administration MPA	not specified	2012-13
Social Work MSW	not specified	2009-10
Theatre Arts BA	not specified	2010-11

California State University Accredited Programs:
Campus Reports

East Bay

Programs	First Granted	Renewal Date
Business Administration BS – Information Systems; Decision Sciences, Management and Marketing	not specified	2013-14
Business Administration MS	not specified	2013-14
Business Administration MBA	not specified	2013-14
Chemistry BA	not specified	2012-13
Chemistry BS	not specified	2012-13
Chemistry MS	not specified	2012-13
Counseling MS	not specified	2009-10
Education MS	not specified	2009-10
Educational Leadership MS	not specified	2009-10
Educational Leadership EDD	not specified	2012-13
Engineering BS	not specified	2010-11
Music BA	not specified	2009-10
Music MA	not specified	2009-10
Nursing BS	not specified	2009-10
Social Work MSW	not specified	2010-11
Special Education MS	not specified	2009-10
Speech Pathology and Audiology BS	not specified	2009-10
Speech Pathology and Audiology MS	not specified	2009-10
Taxation MS	not specified	2013-14

California State University Accredited Programs:
Campus Reports

Fresno

Programs	First Granted	Renewal Date
Accountancy MS	not specified	2009-10
Agricultural Education MS	not specified	2010
Animal Sciences BS	not specified	2010
Animal Sciences MS	not specified	2010
Business Administration BS – Accountancy, Information Systems & Decision Sciences, Management, and Marketing	not specified	2013-14
Business Administration MBA	not specified	2013-14
Communicative Disorders BA	not specified	2017-18
Communicative Disorders MA	not specified	2008-09, 2010-11, 2015-16
Computer Engineering MS	not specified	2012
Counseling MS – and Student Services	not specified	2012-13
Counseling MS – MFT	not specified	2012-13
Civil Engineering BS	not specified	2012-13
Civil Engineering MS	not specified	2012-13
Construction Management BS	not specified	2013-14
Electrical Engineering BS	not specified	2012
Education MA	not specified	2015-16
Education MA – Multiple Subject	not specified	2012
Education MA – Single Subject (all subject matters)	not specified	2012
Education MA – English Single Subject Credential	not specified	2010 and 2012
Educational Leadership EDD	not specified	2012
Food and Nutritional Sciences BS – Dietetics and Food Administration Option	not specified	2013

Fresno (continued)

Certificate of Advanced Study in Dietetics	not specified	2013
Geomatics Engineering BS	not specified	2012-13
Interior Design BA	not specified	2010
Kinesiology/Athletic Training	not specified	2017-18
Liberal Studies	not specified	2012
Mechanical Engineering BS	not specified	2012
Music BA	not specified	2010
Music MA	not specified	2010
Nursing BS	not specified	2010
Nursing MS	not specified	2010
Physical Therapy MPT	not specified	2014
Physical Therapy DPT	not specified	2012-13
Public Administration BA	not specified	2017-18
Public Administration MPA	not specified	2013
Public Health MPH	not specified	2012, 2015
Recreation Administration BS	not specified	2014
Rehab MS	not specified	2017-18
School Psychology MS	not specified	2016
Social Work BA	not specified	2016
Social Work MSW	not specified	2016
Special Education MA	not specified	2012
Theatre Arts BA	not specified	2013-14

California State University Accredited Programs:
Campus Reports

Fullerton

Programs	First Granted	Renewal Date
Accounting MS	2010	2012-13
Art BA	2003	2012-13
Art MA	2003	2012-13
Art BFA	2003	2012-13
Art MFA	2003	2012-13
Business Administration BA	2003	2012-13
Business Administration MBA	2003	2012-13
Chemistry BS	2004	2012-13
Civil Engineering BS	2006	2011-12
Communications BA	2009	2010-11
Communications MA	2009	2010-11
Communicative Disorders BA	2001/2004	2010-11
Communicative Disorders MA	2001/2004	2010-11
Computer Science BS	2006	2011-12
Credentials	2000	not specified
Counseling MS	not specified	2014-15
Dance BA	2003-04	2012-13
Education MS	2000	2014-15
Electrical Engineering BS	2006	2011-12
General Business International Business	2004	2014-15
Human Services BS	2006/2007	2014-15
Information Systems MS	2003	not specified
International Business BA	2003	not specified
Kinesiology BS (Athletic Training Program)	2007	not specified
Mechanical Engineering BS	2006	2011-12
Music BA	2006	2013-14

Fullerton (continued)

Music MA	2006	2013-14
Music BM	2006	2013-14
Music MM	2006	2013-14
Nursing BS	2006/2007	2013-14
Nursing MS	2007/08	2013-14
Public Administration MPA	2003	2009-10
Public Health MPH	2008	2010-11
Social Work MSW	2008	2009-10
Taxation MS	2008	not specified
Theatre Arts BA	2005-06	2015-16
Theatre Arts BFA	2005-06	2015-16
Theatre Arts MFA	2005-06	2015-16

California State University Accredited Programs:
Campus Reports

Humboldt

Programs	First Granted	Renewal Date
Art	1978	2014/15
Chemistry	Prior to 1976	9/15/2009
Child Development Laboratory, Child Development	1989	July 2007
Environmental Resources Engineering BS (ERE)	1979	September 30, 2011
Forestry and Wildland Resources Curricula – Federal Office Personnel Management (OPM)	Pending	Application for Federal Series: 430-Botanist; 454-Rangeland Specialist; 457-Soil Conservationist; 460-Forester; 470-Soil Scientist; and 1315-Hydrologist
Forestry Curriculum – Society of American Foresters (SAF)	1979	2003-2013
Music	1979	Sept. 20-21, 2000
Nursing	California Board of Registered Nursing 1959; Commission on Collegiate Nursing Education/American Association of Colleges of Nursing 1999; American Holistic Nursing Certification Corporation 2006	March 2003 March 2006 April 28, 2006
Practicing Sociology MS – Sociology Department	2004	Spring, 2010

Humbolt (continued)

Psychology Department	California Commission on Teacher Credentialing 2002; National Association of School Psychologists (SPA for NCATE)	2002 2006
Rangeland Resources Curriculum – Society for Range Management	Have not applied at this time	Standards have been revised which will allow HSU to apply
Registered Professional Foresters (RPF) License – State Board of Forestry (BOF)	not specified	Periodic
School of Education – Multiple Subjects Credential	2002	2002
School of Education – Single Subjects Credential	2002	2002
School of Education – Special Education Credential	2002	2002
School of Education – Administrative Services	2002	2002
School of Education and Department of Kinesiology/Recreation Administration – Adapted Physical Education	2002	2002
School of Education – Reading Certificate	2002	2002
Social Work BA	2004	October, 2006
Social Work MSW	2004	October, 2006

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date
Long Beach		
BS Aerospace Engineering	2001	2012-2013
BS in Athletic Training	2006	2009-2014
BA Art	1974	2006-2016
BFA Art	1974	2006-2016
MA Art	1974	2006-2016
MFA Art	1974	2006-2016
BS Business Administration	1972	2009-2014
Master of Business Administration (MBA)	1972	2009-2014
BS Chemical Engineering	1980	2012-2013
BS Chemistry	1958	2008-2013
BS Civil Engineering	1963	2012-2013
BA Communicative Disorders	1970	2006-2011
MA Communicative Disorders	1970	2006-2011
BS Computer Engineering	1974	2012-2013
BS Computer Science	1995	2012-2013
BA Dance	1982	2002-2012
BFA Dance	1982	2002-2012
MA Dance	1982	2002-2012
MFA Dance	1982	2002-2012
Didactic Program in Dietetics	1975	2001-2011
Dietetic Internship	1975	2001-2011
College of Education Teaching Credentials and programs for school professionals	2001	2010-2014
BS Electrical Engineering	1963	2012-2013
BA Family and Consumer Sciences	1977	2007-2017

Long Beach (continued)

BS Health Care Administration	1992	2009-2015
MS Health Care Administration	2002	2006-2010
MS Health Science	1990	2008-2015
BFA Interior Design	1974	2006-2016
BS Industrial Design	1974	2006-2016
BS in Kinesiology, Option in Kinesiotherapy	2001	2007-2012
BS Mechanical Engineering	1963	2012-2013
BA Music	1968	2005-2015
Bachelor of Music (BM)	1968	2005-2015
MA Music	1968	2005-2015
Master of Music (MM)	1968	2005-2015
BS Nursing	1967	2001-2011
MS Nursing	1978	2001-2011
MS Nursing/MS HCA	Commission on Accreditation of Healthcare Management Education (CAHME) 2002 Commission on Collegiate Nursing Education (CCNE) not specified Council on Education for Public Health (CEPH) 1990	2006-2010 2001-2011 2008-2015
Master of Public Health (MPH)	1990	2008-2015
Radiation Therapy	1991	2007-2014
BA Theatre Arts	1973	2005-2015
MFA Theatre Arts	1973	2005-2015
Master of Public Administration (MPA)	1988	2009-2016
MS Recreation Administration	1976	2007-2012
BS Social Work	1975	2009-2016
Master of Social Work (MSW)	1985	2009-2016

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date
Los Angeles		
Art BA	1974	2009-10
Art MA	1974	2009-10
Art MFA	1974	2009-10
Communication Disorders BA	1987	2016-17
Communication Disorders MA	1987	2016-17
Communication Disorders MS: Clinical Rehab Services Credential in Speech and Language Pathology	1959	2011-12
Kinesiology: Adapted Physical Education	1959	2011-12
Business Administration BS	1960	2011-12
Business Administration MS	1964	2011-12
Business Administration MBA	not specified	2011-12
Education BS	1959	2011-12
Education MA	1959	2011-12
Education MS	1959	2011-12
Education PhD	1959	2011-12
Education Credential	1959	2011-12
Engineering BS	1965	2012-13
Music BA	1970	2012-13
Nursing BS	2007	2012-13
Nursing MS	2007	2012-13
Nutritional Science Coordinated Dietetics Program (CDP) BS	1974	2013-14
Nutritional Science Coordinated Dietetics Program (CDP) MS	1974	2013-14
Nutritional Science Didactic Program in Dietetics (DPD) BS	1976	2013-14
Nutritional Science Didactic Program in Dietetics (DPD) MS	1976	2013-14

Los Angeles (continued)

Public Administration MS	1984	2014-15
Rehabilitation Counseling MS	1956	2016-17
School Counseling and Student Personnel Services MS	1978	2010-11
School Counseling and Student Personnel Services Credential	1978	2010-11
Social Work BA	1979	2010-11
Social Work MSW	1979	2010-11

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date
Monterey Bay		
Teacher Education	not specified	not specified

California State University Accredited Programs:
Campus Reports

Northridge

Programs	First Granted	Renewal Date
Administrative Services: Educational Leadership & Policy Studies	1997	2016
Athletic Training BS	1995	2012
ART BA	1992	2020
ART MA	1992	2020
ART MFA	2006	2020
Business BS	1976	2014
Business MBA	1976	2014
Business MS	1976	2014
Business Tax	1976	2014
Civil Engineering BS	1996	2013
Communication Disorders and Sciences Speech Language MS	1976	2012
Computer Engineering BS	1996	2013
Computer Science BS	1987	2013
Didactic Program in Dietetics BS	1985	2013
Dietetic Internship	1985	2013
Education Specialist - Preliminary	1974	2016
Ed Special Teaching - Deaf/Hard of Hearing – Lev I	1997	2016
Ed Special Teaching - Early Childhood–Lev I	1997	2016
Ed Special Teaching - Mild/Moderate–Lev I	1997	2016
Ed Special Teaching - Mod/Severe – Lev I	1997	2016

Northridge (continued)

Ed Spec Teaching, Lev I - Mild/Moderate+ BA Liberal Studies	2002	2016
Ed Special Teaching - Deaf/H of H – Lev II	1997	2016
Ed Special Teaching - Early Childhood–Lev II	1997	2016
Ed Special Teaching - Mild/Moderate–Lev II	1997	2016
Ed Special Teaching - Mod/Severe – Lev II	1997	2016
Educational Psychology & Counseling	1997	2016
Electrical Engineering BS	1996	2013
Environmental Health BS	1972	2011
Environmental Health MS	1972	2011
Environmental and Occupational Health BS	1973	2013
Environmental and Occupational Health MS	1978	2013
Family and Consumer Sciences BS	1992	2017-18
Interior Design BS	1998	2009
Health Administration BS (Option in Health Science)	1971	2009
JOUR BA	1967	2016
Manufacturing Systems Engineering BS	2003	2013
Mechanical Engineering BS	1996	2013
MUS BA	1968	2019
MUS BM	1968	2019
MUS MM	1968	2019
Master's – Counseling MA, School Psychology Option	1997	2016

Northridge (continued)

Master's – Education MA, Computers and Education Technology Option	1997	2016
Master's – Education MA, Curriculum & Instruction Option	1997	2016
Master's – Education MA, Development, Learning and Instruction Option	1997	2016
Master's – Education MA, Early Childhood	1997	2016
Master's – Education MA, English Education Option	1997	2016
Master's – Education MA, Lang & Literacy Option	1997	2016
Master's – Education MA, Mathematics Ed. Option	1997	2016
Master's – Education MA, Multilingual/Multicultural Option	1997	2016
Master's – Education MA, Reading Improvement	1997	2016
Master's – Education MA, Science Option	1997	2016
Master's – Education MA, Social Science Option	1997	2016
Master's – Educational Administration MA	1997	2016
Master's – Spec Ed MA, Deaf/H of H Option	1997	2016
Master's – Spec Ed MA, Early Childhood Option	1997	2016
Master's – Spec Ed MA, Early Chld/Df/HofH Opt	1997	2016
Master's – Spec Ed MA, Educational Therapy Opt	1997	2016

Northridge (continued)

Master's – Spec Ed MA, Gifted Option	1997	2016
Master's – Spec Ed MA, Mild/Moderate Option	1997	2016
Master's – Spec Ed MA, Moderate/Severe Option	1997	2016
Master's – Spec Ed MA, Serious Emotional Disturbance Option	1997	2016
Master's – Spec Ed MA, Undeclared	1997	2016
Master of Public Health Education MPH	1980	2013
Multiple Subject: Elementary Education	1974	2016
Multiple Subject Teaching – Preliminary	1974	2016
Multiple Subject Teaching – Preliminary – Intern	2002	2016
Multiple Subject Teaching – Preliminary – CLAD	1997	2016
Multiple Subject Teaching – Preliminary – BCLAD	1997	2016
Multiple Subject Teaching Preliminary +BA Liberal Studies	2002	2016
Nursing BS	1999	2011
Physical Therapy MPT	1968	2013
-Preliminary – BCLAD	1997	2016
Prelim Administrative Services Credential	1997	2016
Profess Administrative Services Credential	1997	2016
Pupil Personnel Services Credential– School Counseling	1997	2016
Pupil Person Service Credential School Counseling Intern	1997	2016

Northridge (continued)

Pupil Personnel Services Credential School Psychology	1997	2016
Pupil Person Services Credential -School Psychology Intern	1997	2016
Radiologic Technology BS (Option in Health Sciences)	1977	2010
Reading & Lang Arts Specialist Credential MA	2002	2016
Reading Certificate MA	2002	2016
-Single Subject Teaching: Preliminary + BA English	2002	2016
-Single Subject Teaching: Preliminary + BA Math	2002	2016
Single Subject Teaching - Preliminary – Intern	2002	2016
Single Subject Teaching - Preliminary – CLAD	1997	2016
Single Subject: Secondary Education	1974	2016
Social Work MSW	2008	2012
TH BA	1991	2015
TH MA	1991	2015

California State University Accredited Programs:
Campus Reports

Pomona

Programs	First Granted	Renewal Date
Adaptive Physical Education Certificate Program - (Co-Sponsored w/ CLASS & Dept of Kinesiology)	1997	2013-14
Aerospace Engineering - BS	1970	2006
Agricultural Specialist Credential	1976	2014
BS in Animal Health Science	1997	2010
Bachelor of Architecture	1981	2014
Master of Architecture	1978	2014
BA in Art	1997	2010
Bachelor of Science in Business Administration	1995	2009-10
Master in Business Administration	1995	2009-10
Master of Science in Business Administration	1995	2009-10
Chemical Engineering - BS	1972	2006
Civil Engineering – BS	1970	2006
Computer Engineering - BS	2004	2006
B.S. Computer Science	1994	2012
Construction Engineering Technology – BS	1976	2006
Didactic Program in Dietetics	1993	2012
Education Specialist Mild/Moderate Level 1 and Level II Teaching and Intern Credentials	1997	2013-14

Pomona (continued)

Education Specialist Moderate/Severe Level 1 and Level II Teaching and Intern Credentials	1997	2013-14
Electrical Engineering – BS	1970	2006
Electronics and Computer Engineering Technology - BS	1976	2006
Engineering Technology – BS	1976	2006
BFA in Graphic Design	1997	2010
B.S. in Hospitality Management	1994	2009
Industrial Engineering - BS	1976	2006
B.S. in Landscape Architecture	1963	2011
Master of Landscape Architecture	1975	2011
Manufacturing Engineering - BS	1988	2006
Mechanical Engineering – BS	1970	2006
Multiple Subject Preliminary Teaching Credentials	1973	2013-14
Multiple Subject Intern Teaching Credentials	1998	2013-14
Preliminary Administrative Services Tier 1 and Intern Credentials	2002	2013-14
Master of Public Administration	2006	2016
Single Subject Preliminary and Intern Teaching Credentials	1973; SS Intern 1998	2013-14
Bachelor of Science in Urban and Regional Planning(BURP) Masters of Urban and Regional Planning (MURP)	1988	2010

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date
Sacramento		
Administrative Services Credential, Level I, Preliminary, EDLP	1984	2007-2014
Administrative Services Credential, Intern, EDLP	1974	2007-2014
Administrative Services Credential, Level II, Professional, EDLP	1985	2007-2014
Art	1974	2005-2015
Art Education	~1984	2008-2018
Athletic Training	1976	2007-2013
Business Administration	1963	2007-2012
Civil Engineering	1965	2009-2015
Computer Engineering	1989	2009-2015
Computer Science	1985	2009-2015
Construction Management	1989	2009-2015
Didactic Program in Dietetics	1996	2006-2011
Dietetic Internship	1996	2006-2011
Education Specialist, Mild/Moderate, EDS	unknown	2006-2013
Education Specialist, Mild/Moderate w/Multiple Subjects, EDS	unknown	2006-2013
Education Specialist, Moderate/Severe and Moderate/Severe with Multiple Subjects, EDS	unknown	2006-2013
Education Specialist, Early Childhood Special Education, EDS	1974	2008-2014

Sacramento (continued)

Education Specialist, Level II, EDS	unknown	2004-2011
Electrical & Electronic Engineering	1969	2009-2015
English Education	<1980	2006-2016
Graphic Design	2005	2005-2015
Interior Design	2001	2005-2015
Liberal Studies	2004	2004-ongoing
Mechanical Engineering	1965	2009-2015
Mechanical Engineering Technology	1980	2003-2010
Multiple Subjects, BMED	unknown	2004-2011
Multiple Subjects BCLAD Emphasis, BMED	1975	2004-2011
Multiple Subjects, EDTE	unknown	2004-2011
Music	1964	2001-2011
Music Education	?	2009-2019
Nursing	1957 BRN 1962 NLN 1957 AACN 1976 CCTC	2007 2007 2007
Photography	2005	2005-2015
Physical Education	1952	2006-2012
Physical Therapy	1997	2004-2014
Pupil Personnel Services, School Counseling, EDC	1975	2005-2012
Pupil Personnel Services Credential, School Psychologist, EDS	1977	2004-2011
Reading Specialist Certificate & Credential, EDTE	1974	2000-2007
Recreation, Parks & Tourism Administration	1979	2009-2014
Rehabilitation Counselor Education Program	unknown	2004-2012

Sacramento (continued)

School Counseling; Career Counseling; Marital, Couple & Family Counseling/Therapy, EDS	2006	2009-2014
School Psychology, EDS	2001	2006-2011
Single Subject, BMED	unknown	2004-2011
Single Subject BCLAD Emphasis, BMED	1975	2004-2011
Single Subject, EDTE	unknown	2004-2011
Social Science	1992?	2006-2013
Social Work	1966 CSWE ? CCTC	2008-2016 2008-2016
Speech Pathology	1950? ASHA 1998 CCTC	2003-2011 2007-2010
Theatre Arts	1982	1998-2008

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date
San Bernardino		
Administration BA	not specified	not specified
Administration BS	not specified	not specified
Administration MBA	not specified	not specified
Art BA	not specified	not specified
Chemistry BS	not specified	not specified
Computer Science BS	not specified	not specified
Health Science, Environmental Health BS	not specified	not specified
Music BA	not specified	not specified
Nursing BS	not specified	not specified
Nutrition and Food Sciences BS -Didactic Program in Dietetics	not specified	not specified
Public Administration MPA	not specified	not specified
Rehabilitation Counseling MA	not specified	not specified
Social Work BA	not specified	not specified
Social Work MSW	not specified	not specified
Theatre Arts BA	not specified	not specified

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date
San Diego		
School of Accountancy	1979	Spring, 2013
Administration, Rehabilitation and Postsecondary Education	1978	August 2011 or 2013
AE & EM	1964	July 2010
Art	National Association of Schools of Art and Design and the Foundation for Interior Design Education Research for Interior Design – unknown	2008-11?
Art	American Association of Interior Designers – 1998 ?	2020
College of Business Administration	1955	Spring, 2013
Chemistry	Apr-50	2010
Civil Engineering	1964	July 2010
Computer Engineering	2004	July 2010
Computer Science	Aug-94	Fall 2011
Counseling and School Psychology	NCATE 1998, NASP 1989	CCTC and NCATE 2016-2017; NASP 2013
School Counseling	NCATE 1998	2016-2017
Marriage and Family Therapy	Dec 2009	2015
Education	NCATE 1998	2016-2017
Educational Leadership	NCATE 1998	2016-2017
Educational Technology	2003	Sept. 2011
Electrical Engineering	1964	July 2010
Engineering	2004	July 2010
Environmental Engineering	2004	July 2010
Exercise and Nutritional Sciences	2000	2012
Exercise and Nutritional Sciences	before 1961	2019?

San Diego (continued)

Journalism and Media Studies	Department of Journalism was accredited in 1971-1978 and again from 1985 to 1997. It let accreditation lapse in order to merge into a School of Communication.	2012-2013
Mechanical Engineering	1964	July 2010
Nursing	ACNM June 15, 1998	Fall 2011
Nursing	CA BRN 1953	Spring 2019
Nursing	CCNE Oct. 24, 2001	Spring 2016
Nursing	Initial date unknown for School Nurse Program	Biennial reports due (odd years) next visit Fall 2016
Nutrition	Before 1980	2010, March
Policy Studies in Language and Cross-Cultural Education	1998	2016-2017
Graduate School of Public Health	1985	2014
Health Management and Policy division in the Graduates School of Public Health	1983	2012
Preventive Medicine Residency Certificate Program - SDSU/UCSD; Graduate School of Public Health	Apr-83	2012
Recreation and Tourism Management	Oct-81	Spring 2011
Social Work	The MSW Program was initially accredited in 1966 and the Baccalaureate Program in 1974	February, 2018
Special Education	NCATE 1998	2016-2017
Speech, Language, & Hearing Sciences – Speech-Language Pathology Credential	1979	In review (Oct. 2009 site visit)
Speech, Language, & Hearing Sciences – Audiology Program	2006	Spring 2011

San Diego (continued)

Speech, Language, & Hearing Sciences – Speech-Language Pathology Program	1987	Fall 2012
Teacher Education	NCATE 1998	2016-2017
Theatre, Television, and Film	1975	2012-2013

California State University Accredited Programs:
Campus Reports

San Francisco

Programs	First Granted	Renewal Date
Apparel Design Merchandising BS	not specified	2015
Art BA	not specified	2015
Art MA	not specified	2015
Art MFA	not specified	2015
Business Administration BS	not specified	2010
Business Administration MS	not specified	2010
Business Administration MBA	not specified	2010
Chemistry BS	not specified	2011
Cinema BA	not specified	
Cinema MA	not specified	
Cinema MFA	not specified	
Civil Engineering BS	not specified	2011
Clinical Laboratory Science Graduate Internship Program	not specified	2011
Communicative Disorders MS	not specified	2017
Computer Science BS	not specified	2014
Counseling MS	not specified	2010
Dietetics BS and Graduate Internship Program	not specified	2015
Drama BA	not specified	2011
Drama MA	not specified	2011
Education MA	not specified	2017
Electrical Engineering BS	not specified	2011
Family and Consumer Sciences BA	not specified	2011
Hospitality Management BS	not specified	2010
Interior Design BS	not specified	2015
Journalism BA	not specified	2013-2014
Mechanical Engineering BS	not specified	2011

San Francisco (continued)

Music BA	not specified	2012
Music MA	not specified	2012
Music BM	not specified	2012
Music MM	not specified	2012
Nursing BS	not specified	2013-2014
Nursing MS	not specified	2013-2014
Physical Therapy MS	not specified	2010
Public Administration MPA	not specified	2013
Public Health MPH	not specified	2014
Recreation, Parks, and Tourism Administration BA		2011
Rehabilitation Counseling MS	not specified	2010
Social Work BA	not specified	2010
Social Work MSW	not specified	2010
Special Education MA and Concentration in PhD in Education	not specified	2017
Teacher Education Credential Programs	not specified	2017
Theatre Arts MFA: Concentration in Design and Technical Production	not specified	2012

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date
San José		
Accounting & Finance BS	not specified	not specified
Accounting & Finance MSA	not specified	not specified
Advertising BS	not specified	not specified
(Mechanical &) Aerospace Engineering BS	not specified	not specified
Art BA	not specified	not specified
Art BFA	not specified	not specified
Art MA	not specified	not specified
Art MFA	not specified	not specified
Aviation (Industrial Tech/Qual Assurance)	not specified	not specified
Chemical & Materials Engineering BS	not specified	not specified
Chemistry	not specified	not specified
Civil Engineering BS	not specified	not specified
Communicative Disorders (EDAU) BA	not specified	not specified
Communicative Disorders (EDAU) MA	not specified	not specified
Computer Engineering BS	not specified	not specified
Computer Engineering MS	not specified	not specified
Computer Science BS	not specified	not specified
Dance BA	not specified	not specified
Electrical Engineering BS	not specified	not specified
Health Science MPH	not specified	not specified
Industrial & Systems Engineering BS	not specified	not specified
Industrial Design BS	not specified	not specified

San José (continued)

Industrial Technology/	not specified	not specified
Interior Design BFA	not specified	not specified
Industrial Technology/ Aviation/Quality Assurance BS	not specified	not specified
Kinesiology BS	not specified	not specified
Library & Information Science MLIS	not specified	not specified
Lucas Graduate School MBA	not specified	not specified
Lucas Graduates School / Accounting & Finance MST	not specified	not specified
Lucas Graduate School/Mineta Transportation Institute MTM	not specified	not specified
MIS BS	not specified	not specified
Marketing BS	not specified	not specified
Mass Communications MS	not specified	not specified
MBA	not specified	not specified
Mechanical (& Aerospace) Engineering BS	not specified	not specified
Mineta Transportation Institute	not specified	not specified
Music BA	not specified	not specified
Music BM	not specified	not specified
Music MA	not specified	not specified
Nursing BS	not specified	not specified
Nursing MS	not specified	not specified
Nutritional Science BS – Concentration in Food Science & Technology	not specified	not specified
Nutritional Science BS – Dietetics	not specified	not specified
Occupational Therapy BS	not specified	not specified
Occupational Therapy MS	not specified	not specified
Organization & Management BS	not specified	not specified
Political Science MPA	not specified	not specified
Public Relations BS	not specified	not specified
Recreation BS	not specified	not specified

San José (continued)

School of Social Work	not specified	not specified
Software Engineering BS	not specified	not specified
Theatre Arts	not specified	not specified
Masters Urban Planning	not specified	not specified
Journalism BS	not specified	not specified

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date
San Luis Obispo		
Art and Design, BFA	1995	2006 -2016
Architecture, BArch	July 1980	2005 - 2011
Business Administration, BS	1981	2007-08 - 2012-13 AY
Business Administration, MBA	1981	2007-08 - 2012-13 AY
City and Regional Planning, BS	1973	2006 - 2012
City and Regional Planning, MCRP	1993	2006 - 2012
Computer Science, BS	1986	2009-2015
Construction Management, BS	1978	2008 - 2014
Economics, BS	1981	2007-08 - 2012-13 AY
Aerospace Engineering, BS	1969	2009-2015
Architectural Engineering, BS	1975	2009-2015
BioResource and Agricultural Engineering, BS	1973	2009-2015
Civil Engineering, BS	1973	2009-2015
Computer Engineering, BS	1997	2009-2015
Electrical Engineering, BS	1969	2009-2015
Environmental Engineering, BS	1971	2009-2015
Industrial Engineering, BS	1969	2009-2015
Manufacturing Engineering, BS	1997	2009-2015
Materials Engineering, BS	1971	2009-2015
Mechanical Engineering, BS	1969	2009-2015
Software Engineering, BS	2007	2009-2015
Forestry and Natural Resources, BS	1994	2004-2014
Graphic Communication, BS	Fall 2003	2004 - 2010
Industrial Technology, BS	November 1974	2009 - 2014
Landscape Architecture, BLA	June 1975	2008 - 2014

San Luis Obispo (continued)

Music, BA	November 2003	2008-09 – 2018-19 AY
Nutrition, BS (Applied Nutrition Concentration)	2005	2005 - 2015
Recreation, Parks, and Tourism Administration, BS	April 1986	2005 - 2011

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date
San Marcos		
Education MA	January 01, 1995	Spring 2014
Chemistry BS	August, 2003	August 2008; approval expected Spring 2010
Biochemistry BS	2007-08	August 2008; approval expected Spring 2010
Nursing BS	November 17, 2008	June 30, 2014

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date
Sonoma		
Art/Art History	not specified	2009-2010
Music	not specified	2016-2017
Business Administration	2007	2012
Education	2005	Spring 2012
Chemistry	not specified	not specified
Nursing	1974	2013
Counseling	3/1/1984	10/31/2014

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date
Stanislaus		
Art (BA)	April 1983	2009/10
Business BS	March 2003	2012/13
Business MS	March 2003	2012/13
Business MBA	March 2003	2012/13
Chemistry BA	October 1973	Not specified
Chemistry BS	October 1973	Not specified
Education BA	September 1991	2009/10
Education MA	September 1991	2009/10
Education EDD	September 1991	2009/10
Genetic Counseling MS	January 2008	2010/11
Music BA	November 1981	2011/12
Nursing BS	October 1986	2016/17(CCNE) 2009/10(BRN)
Nursing MS		2011/12(CCNE)
Psychology MS	July 2002	2013/14
Public Administration MPA	June 1982	2009/10
Social Work MSW	June 1998 (retroactive to class of 1996)	2009/10
Theatre BA	August 1983	2011/12

COMMITTEE ON EDUCATIONAL POLICY

CalStateTEACH Multiple Subject Credential Program

Presentation By

Jeri Echeverria
Executive Vice Chancellor and
Chief Academic Officer

Beverly Young
Assistant Vice Chancellor
Teacher Education and Public School Programs

Summary

This item provides an update on the CalStateTEACH (CST) program after its first ten years of operation. The continuing goal of this program is to provide a high quality, site-supported, online teacher preparation route for candidates in all parts of California who may not have easy access to a campus-based program. In its ten year history, the program has credentialed 5,662 multiple subject teachers. Currently, in spring 2010, there are 703 candidates located in 50 counties of California.

Background

In 1998, Chancellor Reed secured state financial support to design a program to meet the critical need for elementary grade teachers throughout the State of California. After an intense year of development, in fall 1999 the CalStateTEACH program began its innovative operation.

Using the supported open learning, integrated model of the United Kingdom's Open University "Post Graduate Certificate in Education" as a point of departure, a cross-section of the faculty of the California State University designed a unique curriculum in which preparation to teach specific content areas was integrated throughout the four terms, increasing in complexity and sophistication as candidates progressed through the program. This was a purposeful curriculum design, meant to support intern teachers who begin working with children at the same time that they are completing their preparation program. These working novice teachers, already addressing every part of the state curriculum in their classrooms, cannot wait for later courses or terms to learn how to teach each content area.CalStateTEACH was designed to address every element of teaching, in an integrated fashion, right from the beginning of the program.

CalStateTEACH combines online learning with direct face-to-face support characterized by regular contact with faculty, on-site mentors, and peers. In most cases, candidates work with the same faculty team during their entire four semester experience. The program is often described as "high-tech, high-touch."

The development of the program can be evidenced by the following milestones:

- Candidate Quality:
    - Results on the candidate exit study demonstrate a high level of candidate satisfaction with the program, with nearly all ratings falling above the level of **90%**; candidates report that they are well or adequately.
    - Consistently scores at **85%** or better and above the CSU system average on the Overall Effectiveness of CSU Multiple Subject Credential Programs on the Systemwide Evaluation of Teacher Preparation, administered by the CSU Center for Teacher Quality.
    - A ten-year grade point average (GPA) of **3.54.**
    - A **97**% average passage rate on the RICA assessment (2001-to present)
    - A **90**% passage rate on the California Teacher Performance Assessment with an average 3.15 score on a 4.0 rubric.

- Using Technology to Support Program Improvement and Cost Effectiveness
    - Establishing the **CalStateTEACH Administration Manager** enabling the administrative team to have in-time data to support continuous program improvement
    - Transitioning from CD-ROMs and notebooks to online materials and streaming videos on the course website
    - Developing a **CST Learning Management System** and eliminating ***BlackBoard***©
    - Developing an online **Work Folio**, the CST Student Performance Collection System, and eliminating ***TaskStream***©
    - Incorporating ***esupervision*** into the supervisory procedures
    - Migrating to ***ebooks***

- Developing a Pathway to Online CSU Master's Programs
    - Master of Arts in Teaching, California State University, Fresno
    - Master of science in Instructional Science and Technology
    - Additional programs in development

The presentation will present a brief video overview of CalStateTEACH and a demonstration of the unique online support for both students and faculty.

COMMITTEE ON EDUCATIONAL POLICY

Proposed Title 5 Revision: Student Housing Priority for Former Foster Youth

Presented by

Jeri Echeverria
Executive Vice Chancellor and
Chief Academic Officer

Allison Jones
Assistant Vice Chancellor
Student Academic Support

Christine Helwick
General Counsel

Summary

Assembly Bill 1393 (Skinner), filed with the Secretary of State on October 11, 2009, added Section 90001.5 to the California Education Code. This section requires the California State University to provide housing priority to current and former foster youth on campuses that maintain student housing. This section also requires CSU campuses that have student housing open during school breaks or on a year-round basis to give housing priority to current and former foster youth. This item proposes Title 5 language to implement these provisions and was presented for information and discussion at the January 26-27, 2010 meeting.

Proposed Revision

The following resolution is presented for approval:

> **RESOLVED,** under Section 89030.1 of the Education Code, that section 42002 of Title 5 of the California Code of Regulations is amended as follows:

§ 42002. Assignment of Priority

Students of a campus shall have first priority to use student housing facilities of that campus, with the exception of space granted to special programs by the campus president as outlined in Section 42003.

Each campus that maintains student housing shall give housing priority to current or former foster youth. For campuses that have student housing open for occupation during school breaks or on a year-round basis, the first priority shall be in housing that is open for uninterrupted year-round occupation.

COMMITTEE ON EDUCATIONAL POLICY

Proposed Repeal of Title 5 Section 40503 Relative to Bachelor of Vocational Education Degrees

Presentation By

Jeri Echeverria
Executive Vice Chancellor and
Chief Academic Officer

Christine Mallon
State University Dean
Academic Programs and Policy

Christine Helwick
General Counsel

Summary

Title 5 section 40503 establishes the Bachelor of Vocational Education (BVE) degree program, its graduation requirements and candidacy eligibility requirements, and provides for the awarding of academic credit for work experience.

The BVE degree program is no longer offered at any California State University campus because it has been replaced by Bachelor of Arts and Bachelor of Science degree programs in Career and Technical Studies, which are responsive to present-day labor market demands and educational needs. Students in these programs are still allowed to earn academic credit toward their degrees by demonstrating learning, knowledge, or skills acquired through experience, per Executive Order 1036.

Background

In 1943, the state legislature passed SB 752, referred to as the *Swan Bill* (see Education Code sections 89220 et seq.), which established a Board of Examiners for Vocational Teachers. That body was authorized to evaluate student eligibility for up to 40 units of academic credits for demonstrated work experience and to recommend that state colleges apply those units toward bachelor's degrees in vocational arts. The degree program associated with the Swan Bill came to be called the BVE.

After the CSU system was established in 1960, the Education Code was amended to make clear that the Board of Examiners recommended the granting of CSU vocational arts degrees to

candidates whose eligibility was determined solely by that outside board. Subsequently, section 40503 was added to Title 5, limiting the CSU's authority to award BVE degrees only to those students who had been recommended by the Board of Examiners.

As there no longer exist any CSU BVE programs, and suitable degree programs exist to meet the needs of education and industry in the state, it is now appropriate to repeal section 40503. This item was presented for information and discussion at the January 26-27, 2010 meeting.

Proposed Revision

The following resolution is presented for approval:

> **RESOLVED,** under Section 89030.1 of the Education Code, that section 40503 of Title 5 of the California Code of Regulations is repealed:

§ 40503—Bachelor of Vocational Education Degree.

~~(a) Eligibility for Candidacy. Eligible candidates for this degree shall be limited to those vocational teachers recommended by the Board of Examiners for Vocational Teachers and who meet the requirements established in the Education Code.~~

~~(b) Educational Program. The educational program for each applicant shall be determined by the campus in terms of the needs of the individual applicant and the standards of the institution. A rigid pattern of subjects, and prerequisites except as they may be necessary to advanced courses, will not be required.~~

~~(c) Requirements. An applicant for the degree who elects, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year shall have completed, with a grade point average of 2.0 (grade C) or better, except that only those courses in which a letter grade (A, B, C, D, F) is assigned shall be used in computing the grade point average, a course of 124 semester units, including the credits recommended by the Board of Examiners, and shall have met the General Education-Breadth Requirements prescribed in Sections 40405-40405.4. Each applicant meeting graduation requirements established during or after the 2000-01 academic year shall have completed at least 120 semester units, including the credits recommended by the Board of Examiners, and shall have met the General Education-Breadth Requirements prescribed in Sections 40405-40405.4. The applicant shall have achieved a grade point average of 2.0 or better in those courses in which a letter grade (A, B, C, D, F) was assigned.~~

~~(d) Major in Vocational Education. The credits recommended by the Board of Examiners for Vocational Teachers for the applicant's occupational, managerial and supervisory experience shall be applied toward a major in vocational education.~~

~~(e) Credit for Vocational Teacher Training. The vocational teacher training completed by the applicant may be used toward a minor in education or toward electives if some other minor is used.~~