AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 2:45 p.m., Tuesday, March 14, 2006
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
Herbert L. Carter, Vice Chair
Carol R. Chandler
Moctesuma Esparza
Debra S. Farar
Robert G. Foster
George G. Gowgani
Melinda Guzman Moore
William Hauck
Corey Jackson
Craig R. Smith
Kyriakos Tsakopoulos

Consent Items
  Approval of Minutes of Meeting of January 31-February 1, 2006

Discussion Items

 1. Remedial Education Policy Implementation: Tenth Annual Report, *Information*
 2. Teacher Preparation Program Evaluation, *Information*
 3. Academic Planning and Program Review, *Action*

Chair Roberta Achtenberg called the meeting to order.

Review and Recommendation of Nominees for Honorary Degrees

In closed session, trustees took action concerning recipients of honorary degrees from the California State University.

Approval of Minutes

The minutes of November 8-9, 2005 were approved by consent as submitted.

Guardian Scholars Program

Agenda Item 2 was discussed on January 31. The presentation of this information item was opened by Keith Boyum, Associate Vice Chancellor, Academic Affairs. Board member Jack O'Connell reviewed the importance of this program whereby emancipated persons who formerly had been children in foster care are provided special support in pursuing the baccalaureate degree. California State University, Fullerton President Milton Gordon then described the operation of the Guardian Scholars Program on his campus. Dr. Gordon, together with Dr.

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Robert Palmer, CSU Fullerton's Vice President for Student Affairs, described the program and its excellent results. Supported in important measure by privately donated funds, Guardian Scholars students receive support for all annual fees, academic tuition, textbooks and supplies; special orientation, counseling and peer mentoring; financial aid application assistance; assistance with off-campus employment in career fields, and post-graduation career planning and assistance.

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)

Agenda Item 3 was discussed on January 31. The presentation of this information item was opened by Keith Boyum, Associate Vice Chancellor, Academic Affairs. He noted the general history and significance of this program, and the important role of Chancellor Reed in securing support for it from university presidents and system heads across the nation. California State University, East Bay President Norma Rees then described the GEAR UP program at her campus. The program at East Bay takes the name, "Successful Options for Academic Readiness," or SOAR. CSU East Bay received a $2.8 million grant for this program, which serves 7th grade students in 14 of Oakland's middle schools. Board members expressed interest in President Rees' description of indicators of engagement and success for the program.

Chair Achtenberg recessed the committee.

Campus Actions to Facilitate Graduation

Chair Achtenberg reconvened the committee on February 1 to consider Agenda Item 4. Associate Vice Chancellor Keith Boyum noted that this information was being presented to the Board in response to Trustees' request to be kept up to date as to the progress of the Board's graduation initiatives. He introduced California State University, Stanislaus President Hamid Shirvani, who described the features of his campus that had led to its being featured in a recent Graduation Rate Outcomes Study. CSU Stanislaus was one of 12 universities nationwide whose facilitating graduation practices were examined in the study undertaken by the American Association of State Colleges and Universities (AASCU), the Education Trust, and the National Association of System Heads. Board members offered their congratulations for the campus' excellent record.

Chair Achtenberg adjourned the meeting.

COMMITTEE ON EDUCATIONAL POLICY

Remedial Education Policy Implementation: Tenth Annual Report

Presentation By

Gary W. Reichard
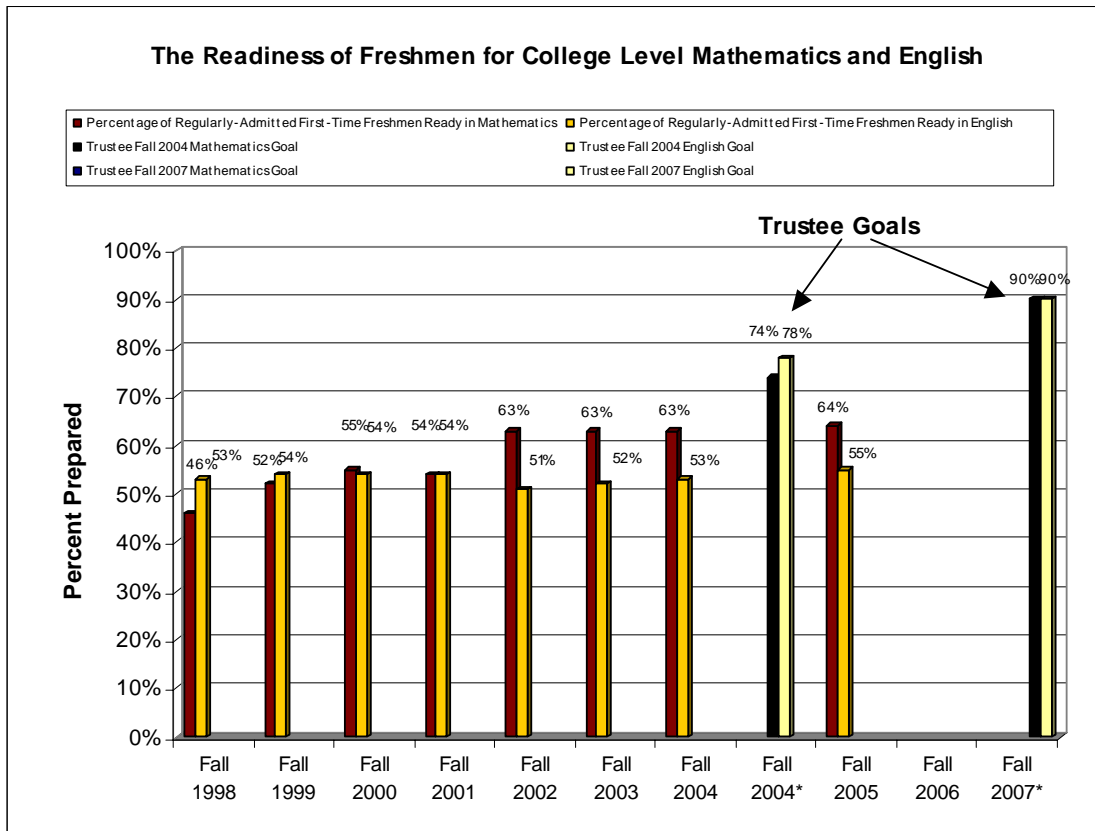Executive Vice Chancellor
and Chief Academic Officer

Summary

The CSU Board of Trustees adopted in January 1996 a policy designed to reduce the need for remediation in English and mathematics at the college level. Fall 1998, the year the remediation policy became effective, provides the baseline indicator from which ambitious milestones and the ultimate goal of 90-percent readiness among CSU first-time freshmen was set. This annual report provides current information about the extent to which CSU freshmen are ready at time of entry for college-level work and about systemwide efforts and partnerships to address college readiness.

For students who enter the CSU in need of remediation, it is the CSU policy objective that they be ready for college English and mathematics by the start of their second year, so they can make timely progress to the baccalaureate. Information about the effectiveness of efforts to remediate students during their first year enrollment is provided in this report.

Trends in Readiness for College Level Mathematics and English

Figure 1

The Readiness of Freshmen for College Level Mathematics and English

- Percentage of Regularly-Admitted First-Time Freshmen Ready in Mathematics
- Percentage of Regularly-Admitted First-Time Freshmen Ready in English
- Trustee Fall 2004 Mathematics Goal
- Trustee Fall 2004 English Goal
- Trustee Fall 2007 Mathematics Goal
- Trustee Fall 2007 English Goal

In March 2005, it was reported that freshman readiness for college-level mathematics had leveled off from fall 2002 through fall 2004. In addition, there was a reminder that the increased readiness of students in fall 2002 from fall 2001 reflected the adjustment that CSU mathematics faculty made to the Entry Level Mathematics placement test in light of their review and finding that, over time, the CSU mathematics placement standards had been increased inadvertently to reflect more advanced mathematics proficiency levels than required for placement in the basic college mathematics course. Fall 2005 freshman readiness for college-level mathematics improved slightly to 64 percent, as indicated in Figure 1.

Freshman readiness for college-level English has continued to increase at a steady, but modest, pace since fall 2002 – from 51 percent to 55 percent, also as indicated in Figure 1.

At the March 2005 meeting of the Board of Trustees, it was explained that the CSU and California public schools had not yet met the Trustees' intermediate goals of 74 percent

freshman readiness in mathematics and 78 percent readiness in English, and this was not a surprise. While the Trustees' readiness goals are even more important today than they were ten years ago, there is little likelihood of achievement in the near term. Despite initiating and implementing a the Early Assessment Program partnership with California public education that is the envy of every other state in America, efforts to improve the readiness of California young people for college and the workforce will require a larger investment of time in order to achieve the systemic change needed to ensure that students graduate from high school with the requisite college-level skills.

This does not mean that teaching has not improved, or that students have not been learning more effectively than before. It simply means that California must devote more attention to this effort. The P-16 Council implemented by Superintendent of Public Instruction Jack O'Connell in 2005 is designed to improve teaching and learning, and early indications suggest that these efforts may indeed contribute to increasing student skills

It is often stated that college students were brighter and better prepared in the 1970s and that we should face the fact that it is impossible to go back to those levels of achievement today. For perspective, the CSU recently analyzed historical data, relationships, and trends to develop a comparison between CSU freshmen today and thirty years ago.
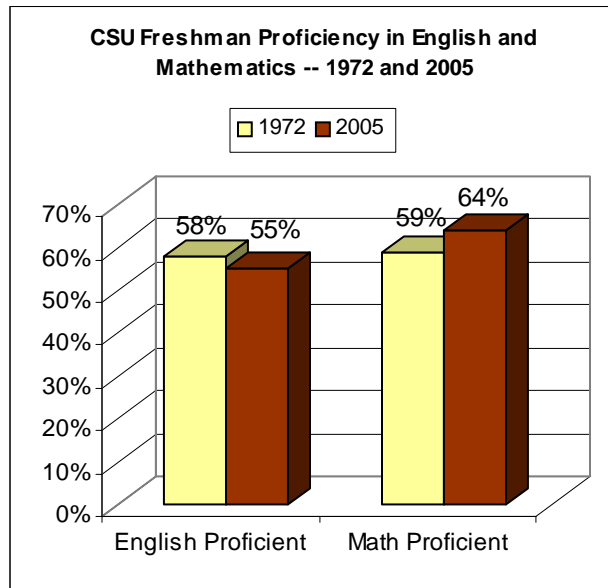
Figure 2
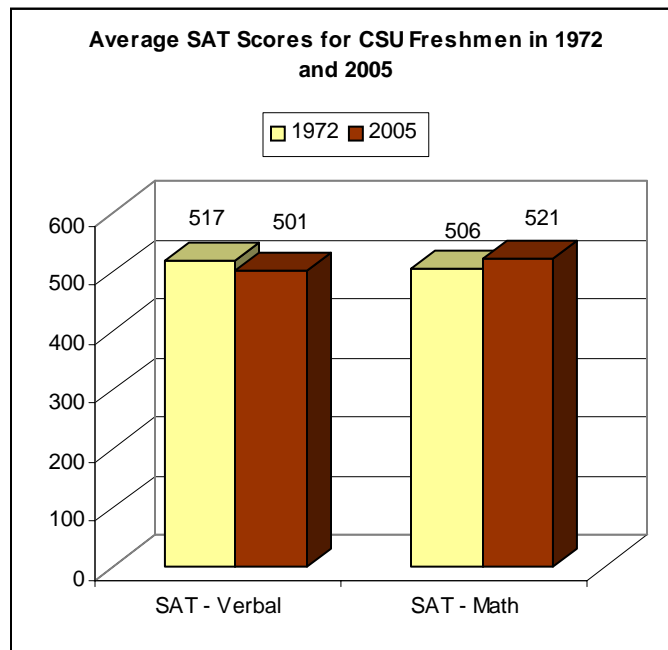
Source: CSU Analytic Studies, 2006

The year 1972 was selected as the point of comparison because it frequently is cited as the highest scoring cohort of SAT test-takers. CSU analysis, as indicated in Figure 2, found that average scores on the verbal and math portions of the SAT for freshmen in 1972 and in 2005 were not tremendously different. The verbal average was a little higher in 1972 counterbalanced by the math average being similarly higher today.

Figure 3

CSU Freshman Proficiency in English and Mathematics -- 1972 and 2005

Source: CSU Analytic Studies, 2006

CSU analysis also found, as shown in Figure 3, that freshmen thirty years ago really were not all that different from freshmen today in terms of mathematics and English proficiencies.

But 1972 freshmen and 2006 freshmen are very different demographically. In 1972, the CSU maintained very few indicators regarding the racial and ethnic composition of its students. From CSU archives, we found one table that is comparable to those that are provided today.

Table 1: Racial and Ethnic Composition of Students at the Freshman Level

	1972	2005	Growth	% Growth
African American	2,866	5,515	2,649	92%
American Indian	438	480	42	10%
Asian Pacific Islander	1,948	14,592	12,644	649%
Latino	2,727	18,984	16,257	596%
White and Other	30,783	35,228	4,445	14%
TOTAL	38,762	74,799	36,037	93%

Source: CSU Statistical Abstract 1973, page 8, and CSU Statistical Reports, CSU Enrollment by Ethnic Group, Fall Profile, Table 3. Students at the freshman level are those with fewer than 30 semester units of earned credit.

From 1972 to 2005, the number of CSU students at the freshman level has almost doubled. In 30 years, African American freshman growth has kept pace with the overall growth in freshmen – that is, almost doubling. More dramatically, the CSU enrolled almost six times as many Latino students at the freshman level in 2005 than it did in 1972, and more than six times as many Asian Pacific Islanders.

Figure 4
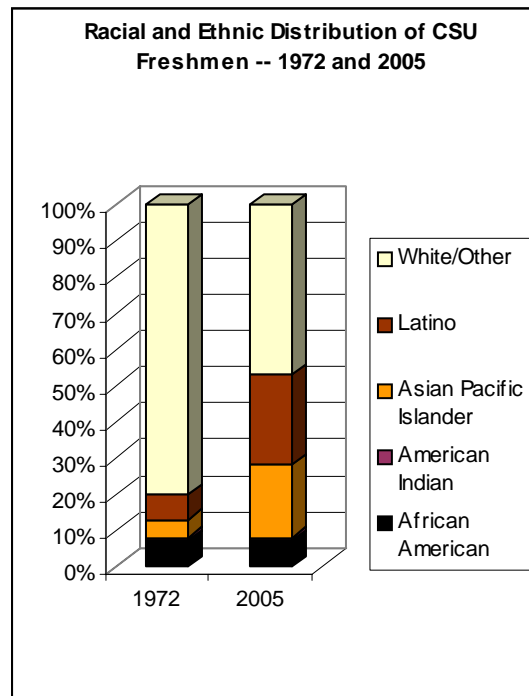
Racial and Ethnic Distribution of CSU Freshmen -- 1972 and 2005

Source: CSU Statistical Abstract 1973, page 8, and CSU Statistical Reports, CSU Enrollment by Ethnic Group, Fall Profile, Table 3. Students at the freshman level of those with less than 30 semester units of earned credit.

This dramatic demographic shift in the composition of freshmen was driven largely by the immigration of non-English speaking families from around the Pacific Basin. English-learning students and their teachers over the last thirty years have faced enormous challenges, and the result has been six to seven hundred percent increases in CSU freshmen among the Latino and Asian Pacific groups. The African American, Latino, and Asian Pacific Islander CSU freshman increases must reflect, at least in part, improved teaching and accelerated learning over the thirty years. For the average math and English achievement and proficiencies to remain virtually unchanged in the midst of the enormous demographic shifts in California must be viewed as positive, if not remarkable – but while positive, this is still not enough.

Once the CSU admits and enrolls a student in need of remediation, it is the CSU policy goal that the student be ready for college English and mathematics by the start of his or her second year. The trends on this indicator are encouraging. For context, it is important to observe:

➢ From fall 1998 to fall 2005, the numbers of regularly-admitted first-time freshmen have increased from 28,327 to 38,859.

➢ During the same time period, the percentage of freshmen who entered the CSU fully proficient in English and in mathematics rose from 32 percent to 43 percent.

➢ During the same time period, the numbers of freshmen who entered the CSU fully proficient in English and in mathematics rose from 9,090 to 16,855.

➢ From fall 1998 to fall 2001, the numbers of freshmen who needed remediation in mathematics, English, or both subject rose from 19,237 to a peak of 22,811.

➢ Despite improvements in the percentage of math-and-English-ready freshmen, the growth in freshman numbers challenged CSU campuses to remediate growing numbers of students. While the numbers have abated some, CSU campuses still are challenged with meeting the remedial needs of over 22,000 regularly-admitted first-time freshmen annually.

Figure 5

CSU Regularly-Admitted First-Time Freshmen who Needed Remediation at Entry and who Were Fully Proficient One Year Later
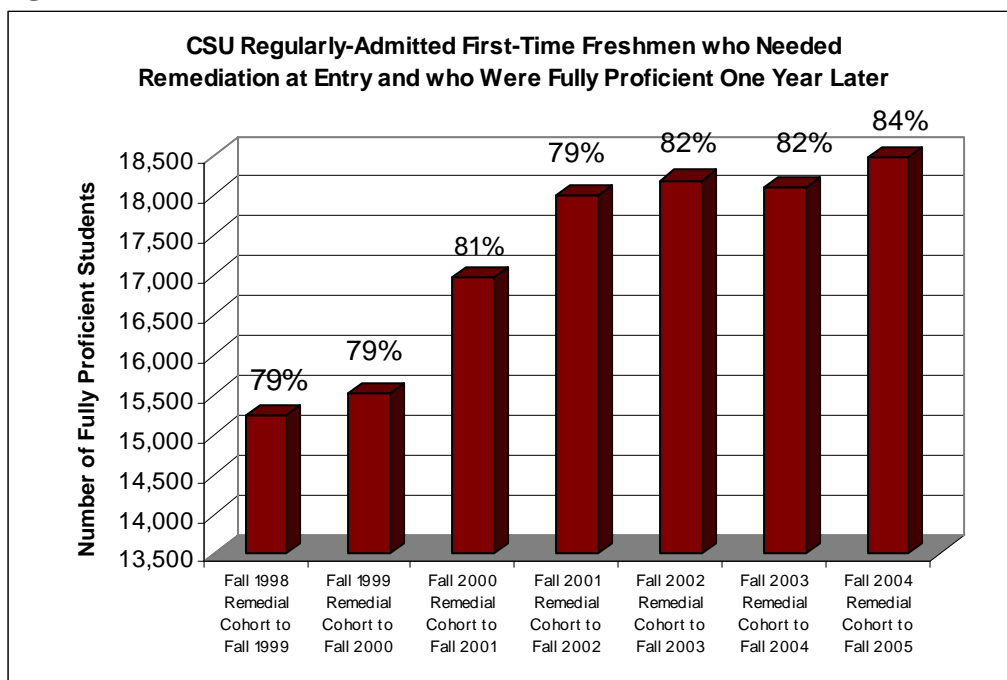
CSU campuses have evidenced increasing effectiveness in meeting the challenges, especially in recent years. In the baseline year, fall 1998, there were 19,237 regularly-admitted first-time freshmen who needed remediation at entry – 68 percent of all freshmen needed remediation in English, in mathematics, or in both English and mathematics at entry. Through coursework and other activities by fall 1999, 15,240, or 79 percent, were fully prepared *both* for college level English and mathematics, as shown in Figure 5.

By fall 2004, 22,004 regularly-admitted first-time freshmen needed remediation at entry – about 57 percent of the whole freshman class. The fall 2004 freshman class was the largest in CSU history and the class with the lowest percentage of students in need of remediation. In addition, as indicated in Figure 5, the remedial class of fall 2004 reached all-time highs in the number (18,464) and percentage (84 percent) of fully prepared for *both* college English and mathematics by the second year of enrollment.

Through the focused efforts of CSU faculty and staff with underprepared first-time freshmen, the CSU is becoming more and more successful in remediating students within a year, and the lessons learned by CSU faculty and staff are among those shared with the public schools in our joint efforts to improve the readiness of public high school graduates for college-level English and mathematics.

Efforts to Improve the Readiness of Public High School Graduates for College-Level English and Mathematics

The earliest efforts in the late 1990s to increase the readiness of high school graduates for college-level English and mathematics rested on the provision of direct service services to high school students through tutorials and programs offered by CSU students, staff members, and faculty members. By 2000, it was clear that the modest level of services that the CSU could provide would do little to prepare the over twenty thousand high school graduates who entered the CSU needing remediation.

The Early Assessment of Readiness for College English and Mathematics and Just For the Kids -- California. The State Board of Education, the California Department of Education, and the California State University began meeting in 2000 to seek ways to provide high school students with earlier indications of their readiness for college-level mathematics and English. Initially, the CSU asked if it could offer its placement tests to high school students with an interest in getting an early reading about their readiness for college. The school testing program, however, already takes precious time away from instruction; for high school juniors, college admission, achievement, and advanced placement tests further cut into instructional time.

Recognizing the need to coordinate and streamline school testing, the CSU, the State Board of Education (SBE), and the California Department of Education (CDE) worked together on a bold initiative: To align public education English and mathematics standards with those required in higher education <u>and</u> to use high school assessments for higher education purposes. Under the guidance of Senate Bill 233, beginning in 2001, CSU faculty reviewed California public education standards and found them to be consistent with basic entry-level standards in college English and mathematics. Because California public education and the CSU tests are standards-based, the California Standards Tests (CSTs) in Grade 11 English Language Arts, in Algebra II, and in Summative High School Mathematics easily formed the foundation for the CSU's Early Assessment of Readiness for College English and Mathematics – assessments that are consistent with the CSU's regular English Placement Test (EPT) and Entry Level Mathematics (ELM) test.

A small pilot administration in spring 2003 indicated that the California Standards Tests in Grade 11 English Language Arts, Algebra II and Summative High School Mathematics—augmented with 15 multiple-choice items each and an essay—are useful for providing end-of-year juniors with early signals on their readiness for college in English and mathematics.

The Early Assessment of Readiness for College English and Mathematics, known as the Early Assessment Program (EAP), represents the first time that a higher education system and a public education system have confirmed the alignment of standards and actually partnered to streamline testing of students by expanding the use of existing public K-12 tests beyond the high school to higher education. In this, the CSU and California public education are the envy of counterparts throughout the nation. Most have talked about alignment and working together, but none other than California as yet has moved forward.

The EAP English and EAP Math were offered to all public high school eleventh graders in spring 2004 with such an expectedly high response that results from the EAP tests were late in getting out to students and their parents. Essay readings, ratings, and processing delayed reporting, and a new approach was designed and implemented for the spring 2005 administration.

The response to the second full administration of the EAP English and Math in spring 2005 was even more overwhelming: 69 percent of all 11th grade students eligible to take the CST in Algebra II/Summative High School Mathematics completed the state-mandated CST plus the optional EAP questions and a total of 46 percent of all 11th grade students eligible to take the CST in English/Language Arts completed the state-mandated CST plus the optional EAP questions in addition the EAP written essay. The changes in the handling of essays made it possible for the results from the EAP tests were delivered to the school districts before school reopened in the fall.[1]

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[1] Results from the spring 2005 EAP administration were reported to the Board at its September 21, 2005 meeting, and are available at http://www.calstate.edu/eap/testing.shtml

Plans are now underway to incorporate EAP spring 2006 test results as part of the CDE test results website to make it easier for districts, high schools, teachers, and the public to review and use summary information. For the spring 2007 11th grade test administration, the CSU and California public education hope to retool the processing of 11th grade tests, so the results from the CSTs and the results from the EAP can be communicated together to students and their parents.

To assist school people, the CSU has provided briefings on how a district's history of assessments for individual students can be merged with the EAP results to monitor the student's progress in achievement and to predict the types of classes that the student will need (especially in the senior year if he or she is not on a clear path to college readiness). And, indeed, some districts already have incorporated EAP results into their scheduling practices for twelfth graders.

Use of assessment information to improve instruction throughout California schools, however, requires a much more systemic effort. To this end, Just for the Kids (JFTK) has organized a special California component involving Chancellor Reed and Trustee Hauck. JFTK-California has developed a user-friendly website that:

➢ Provides clear and accurate data charts based on publicly available information from the California Standards Test for Language Arts and Mathematics;

➢ Helps schools benchmark their performance against the top ten performing schools in the state, region and county that have comparable student populations; and

➢ Connects schools to higher performing schools to learn what works as well as a Best Practice Framework and self-audit tool to guide the setting of measurable, attainable goals for improvement.

California's Standardized Testing and Reporting (STAR) system information now is unpacked, repackaged, and presented in ways that can help school people to monitor whether new initiatives are making a difference for students and to identify peers whose practices may be worth considering and adopting. The California Standards Tests (CSTs) that form the foundation for the EAP tests are part of the STAR program. Once the EAP results are added to JFTK-California databases, schools should be able easily to view the achievement path in English and in mathematics for the Graduating Class of 2006 from 9th grade CST results through to the 11th grade CSTs and EAPs. Based on these trendlines, high schools should be able to predict how current 9th graders at certain levels are likely to perform by the 11th grade if nothing changes and to set realistic goals for improvement in earlier grades that should pay off later for students. California deserves to have all its students' mathematics and English proficiencies improved, and

this will require efforts at every grade level. As part of this effort, the CSU and JFTK-California are committed to working together to identify best practice 12th-grade interventions as it never is too late to make a difference.

The CSU and Public Education Working Together to Improve Instruction in English and in Mathematics through the Early Assessment Program (EAP). CSU faculty who provide instruction to students who need remediation noted in the late 1990s that difficulties in critical reading appeared central to eligible students' lack of readiness for college English. Based on these insights, the CSU launched a planning initiative to develop professional development workshops to strengthen the pedagogy of high school teachers in the area of reading, especially higher-order reading comprehension. As part of the Reading Institutes for Academic Preparation for the last four years the CSU has offered professional development institutes in reading instruction for high school teachers and university faculty in an effort to improve the preparation of high school students before entering college. The institutes address academic literacy across all curricular areas during 80 hours of professional development. Participants also develop skills needed to provide leadership for EAP in their schools. Each year campuses compete for funding to conduct institutes; currently 17 campuses are funded.

Responding to requests from the California Department of Education and high schools, the California State University, working with college and high school English faculty and reading experts, developed a curriculum for a 12th-grade Expository Reading and Writing Course that may be used by the high school as a full, one-year course, or as a resource from which modules may be drawn for integration into existing 12th grade English classes. The Expository Reading and Writing Course is aligned with the English/Language Arts content standards and consists of lessons based on non-fiction and fiction texts. It fulfills the "B" requirement of the (a) – (g) English subject area requirement. The California State University, in collaboration with the County Offices of Education, provides professional development programs for high school English teachers for the 12th grade Expository Reading and Writing Course as well as for high school mathematics teachers. Approximately 700 high school English teachers attended three-day workshops co-sponsored by county offices of education to learn about the curriculum and receive pilot materials. Training teams included high school teachers, CSU faculty (English and teacher education), county office of education specialists, and EAP coordinators. For 2005-06 nine modules have been added to the curriculum. Two leadership conferences were conducted for teachers who had previously attended workshops. Introductory workshops and additional workshops for teachers who participated in the initial pilot are planned for 2005-06 as well.

In 2004-05 a committee of mathematics and mathematics education faculty, county office of education specialists, and teachers developed a two-day training for high school mathematics teachers designed to increase college readiness in mathematics for California's high school students. Two teacher workshops were piloted in spring 2005. For 2005-06 the CSU and county offices of education will co-sponsor teacher workshops throughout the state. Three-member

training teams will include mathematics and mathematics education faculty and high school mathematics teachers/specialists.

Finally, teacher education faculty in English and mathematics are participating in an effort to identify and disseminate ways that EAP can be meaningfully infused within pre-service teacher preparation. It is expected that faculty may attend two statewide or regional meetings during 2005-2006.

The Early Assessment Program and Students. The California Department of Education and the California State University encourage all 11th grade students to participate in the EAP because it provides valuable information to the high school and to the student about student readiness for college-level English and mathematics. The EAP report enables the student, family, and high school to identify the student's need for additional preparation in English and mathematics while still enrolled in high school. Working with high school counselors and teachers, students have the opportunity to enroll in mathematics classes in 12th grade or web-based mathematics, interactive tutorials and to enroll in English classes that include additional instruction in expository reading and writing, an essential skill that high school teachers have identified as necessary for success not only in English but across the curriculum.

The EAP not only provides an opportunity for high schools to identify students who need additional work in English and mathematics in 12th grade, but it also provides an additional benefit to students who attend any of the California State University's twenty-three campuses. Students who are determined to be college-ready on the basis of the EAP are exempt from taking the California State University's placement tests in English and mathematics and move directly into baccalaureate-level classes upon enrollment. Students who are not college-ready at the end of 11th grade have the opportunity to strengthen those skills in 12th grade, which will help to increase their mastery of the subjects and ability to demonstrate proficiency on the California State University's English and mathematics placement tests.

In addition to strengthened coursework and other activities offered to students in their senior year by their schools, the California State University has provided to students and their high schools a "tool box" of additional activities designed to help students to continue to strengthen their English and mathematics skills while enrolled in high school. These activities are described below.

• *The CSU Math Success Website* has been set up to help inform students about the CSU Entry Level Mathematics (ELM) requirement. This site includes the following assistance for students interested in learning more about their mathematics skills and how to strengthen them.

> **Mathematics Diagnostic Testing Project (MDTP)** – These tests allow students to assess mathematical concepts needed for success in algebra and geometry. MDTP test result reports identify the overall strengths and weaknesses in algebra and geometry by

providing the student and teach with detailed information about the performance on each item. Teachers and students can use this information to identify areas that will require more intensive review.

CSU Focus on Mathematics – This document provides information about CSU's Entry Level Mathematics (ELM) exam including a list of frequently asked questions and sample test items.

Online Personalized ELM Exam Tutorial – The Online Personalized ELM Exam Tutorial costs $35 to use. CSU strongly recommends that all students preparing for the exam register for the Online Personalized ELM Exam Tutorial that has been specifically designed for the ELM. This online, self-paced ELM exam preparation provides the student with personalized math instruction. It informs students about which math topics they need to practice and it guides them through the process of learning the material. This is not a quick review but rather a study course that students need to access one to two hours a day to complete over an 18-week period.

Live Online Math Tutoring – For $10 to $50, students may access live math tutors who will them to answer math questions with which they need help. Live math tutors help students to solve math problems similar to those that will be found on the ELM Exam. This tutoring resource is best used as a supplement for other ELM exam preparation materials.

10-, 50-, 114- Online ELM Practice Problems – These three separate free practice tests provide students with a view of what to expect on the ELM exam. The 10 practice problems will not give students a true indication of how they will do on the exam, but the 114 practice problems provide more opportunities to get ready for the ELM exam.

Roadmap – Students are encouraged to use the Roadmap advising feature on this site. It provides them with personalized information on how to best prepare their math skills for the CSU.

Video Testimonials - CSU freshmen enrolled in CSU remedial math courses provide testimonials to motivate students to take the ELM requirement seriously.

- *A CSU English Success Website* is being developed to help inform students and teachers about the CSU English Placement Test (EPT) requirement. These online resources provide tips and tools to help students improve their critical reading and writing skills. Staff members are in the final phases of testing two new web-based tools to help students prepare for the EPT. The first tool will be an online multiple-choice module offering two practice EPT exams compiled from retired EPT questions. Students who complete these online tests will receive a score report with detailed feedback about their responses. Staff members are also piloting Calibrated Peer Review (CPR), an online essay-writing tool, with a Fresno State high school outreach program.

CPR uses retired EPT essay prompts, rubrics, and peer review to help students prepare for the essay portion of the EPT.

• In addition to these web resources, CSU campus EAP Coordinators are working closely with high schools in their regional areas to learn more about the EAP program and how it can help students prepare academically for college. For example, campuses host breakfast, lunch and receptions for principals, superintendents, English and mathematics teachers, and counselors that are attended by campus presidents, provosts, vice presidents for student affairs, and representatives of the Chancellor's Office to discuss the EAP program. High School principals participate in panel discussions with their peers to discuss the culture of change that has begun to take place as a result of the EAP program. Discussions have centered on successful student performance strategies derived from data of EAP results for their individual schools. Principals are reporting a higher degree of collaboration amongst teachers in the areas of curriculum, text usage and models of teaching.

• CSU Campuses have implemented EAP Advisory Councils that include representatives from K-12, County Office of Education, CSU math and English faculty, EAP directors, and campus administrators. These councils discuss issues about student proficiency in a more local context in an effort to identify effective strategies that may be useful in helping more students to acquire English and mathematics skills in K-12 in collaboration with their local CSU campuses.

CSU believes that the activities described above will contribute to increased awareness about the level of English and mathematics skills all students need to master as they prepare to enter the workforce directly out of high school or enroll in college. It is anticipated that these activities will increase the level of English and mathematics proficiency of students who enter the CSU, thus reducing the percentage of students who require remediation upon admission to the CSU.

Preparedness for College Level English and Mathematics

California State University

Board of Trustees

March 14, 2006

Figure A

Percentage of First-Time Freshmen Entering with College Level Mathematics Proficiency
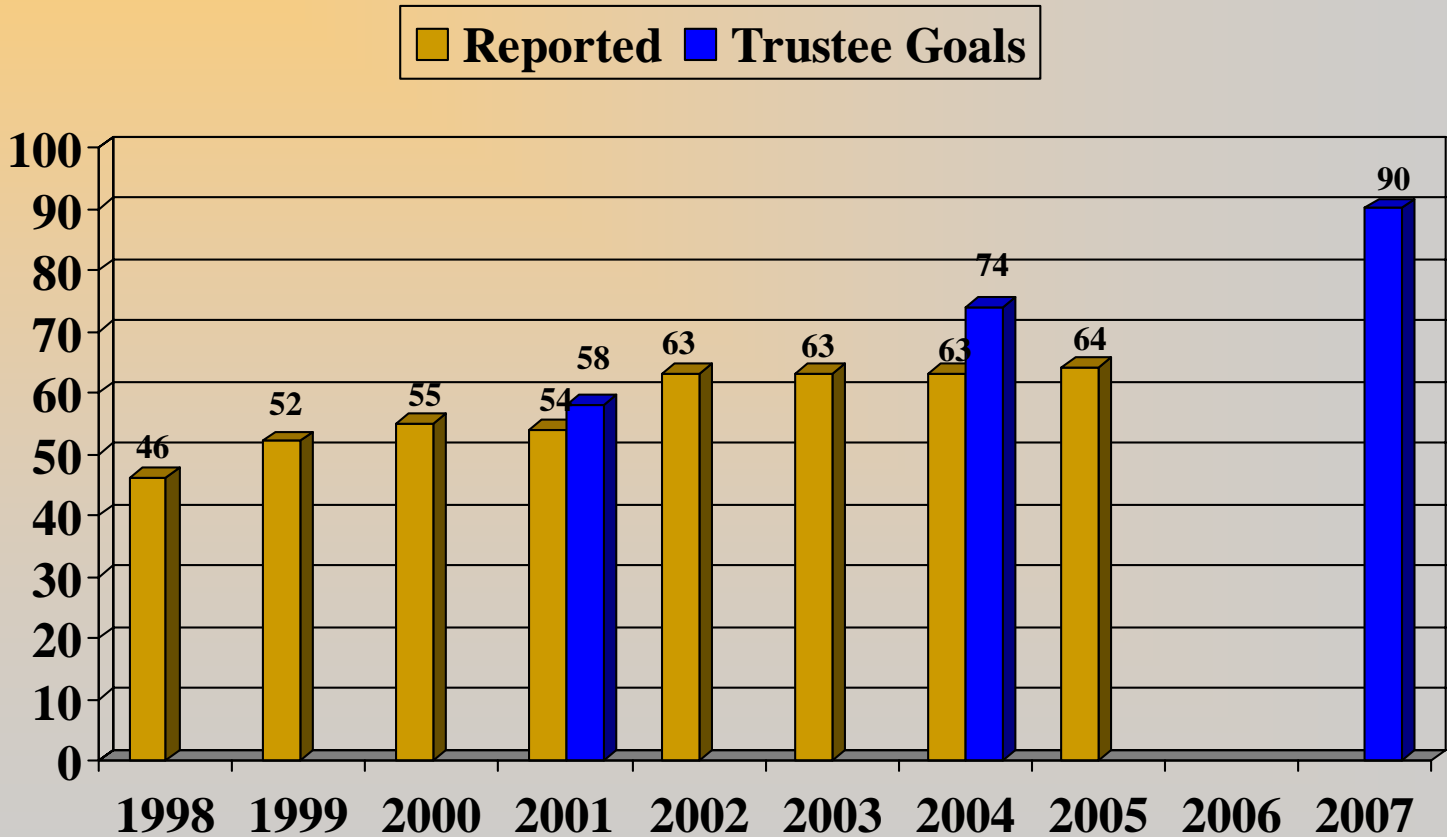
Figure B
Percentage of First-Time Freshmen Entering with College Level English Proficiency
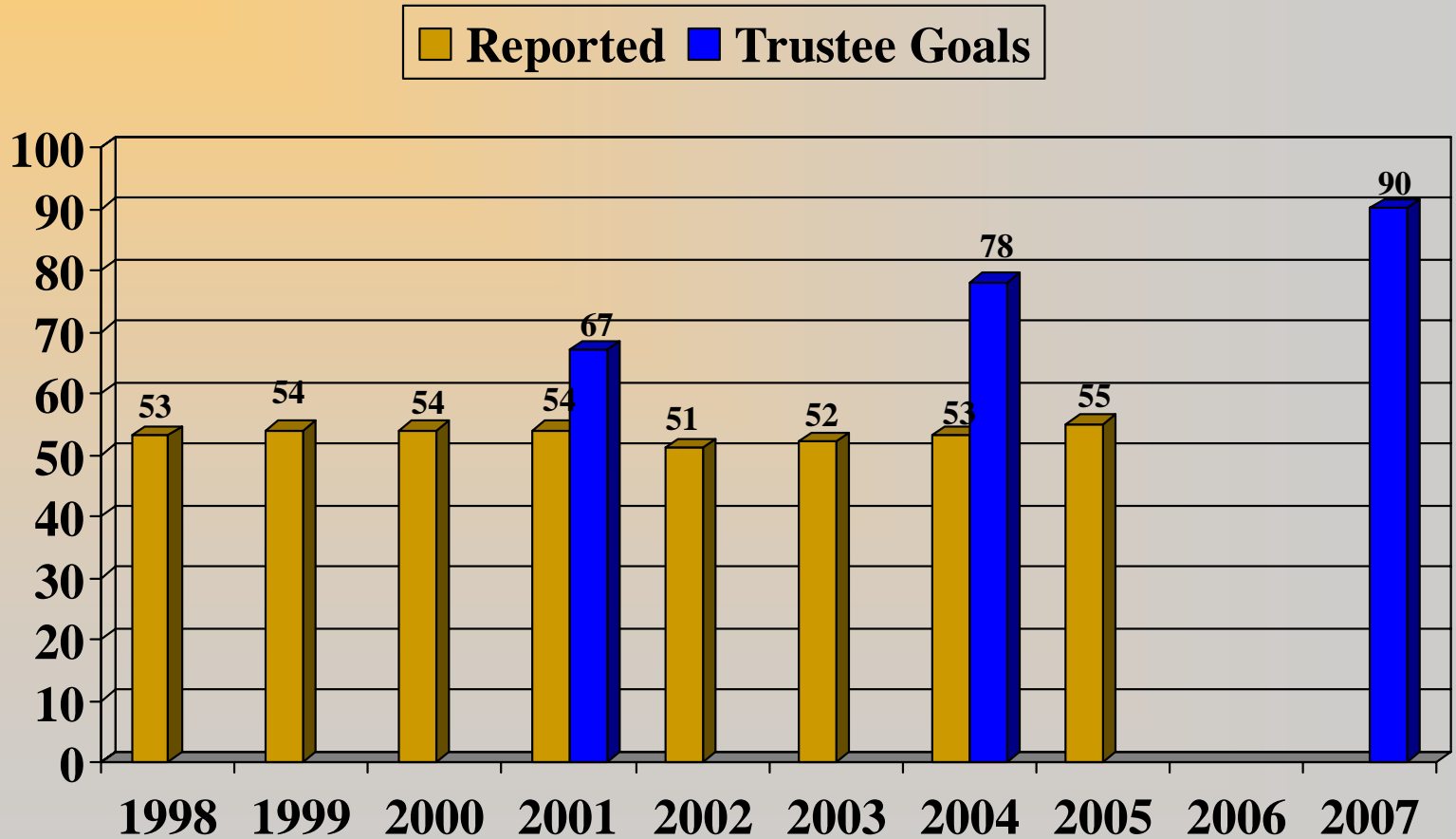
Figure C

First-Time Freshman Proficiency at Entry -- Both English and Mathematics

Fall 2003
- Proficient 42%
- Remedial 58%

Fall 2004
- Proficient 43%
- Remedial 57%
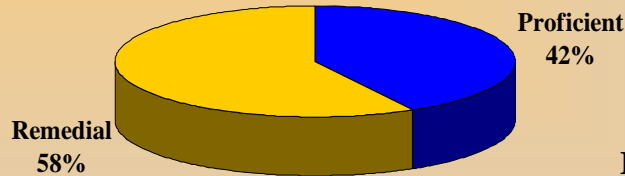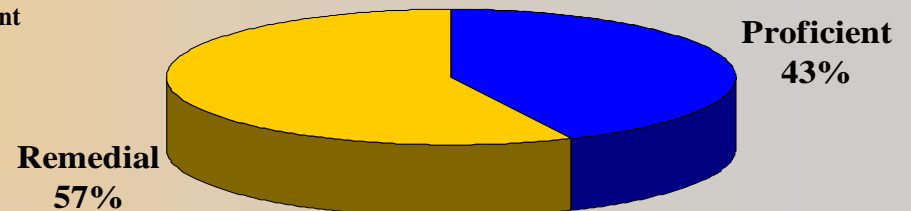
Fall 2005
- Proficient 45%
- Remedial 55%
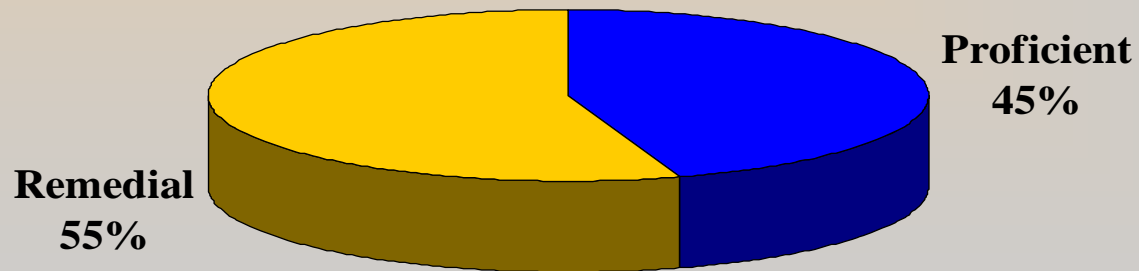
Figure D

Racial and Ethnic Distribution of CSU Students at the Freshman Level – 1972, 1995, and 2005

☐ **African American** ☐ **American Indian** ☐ **Asian Pacific Islander** ☐ **Latino** ☐ **White/Other**
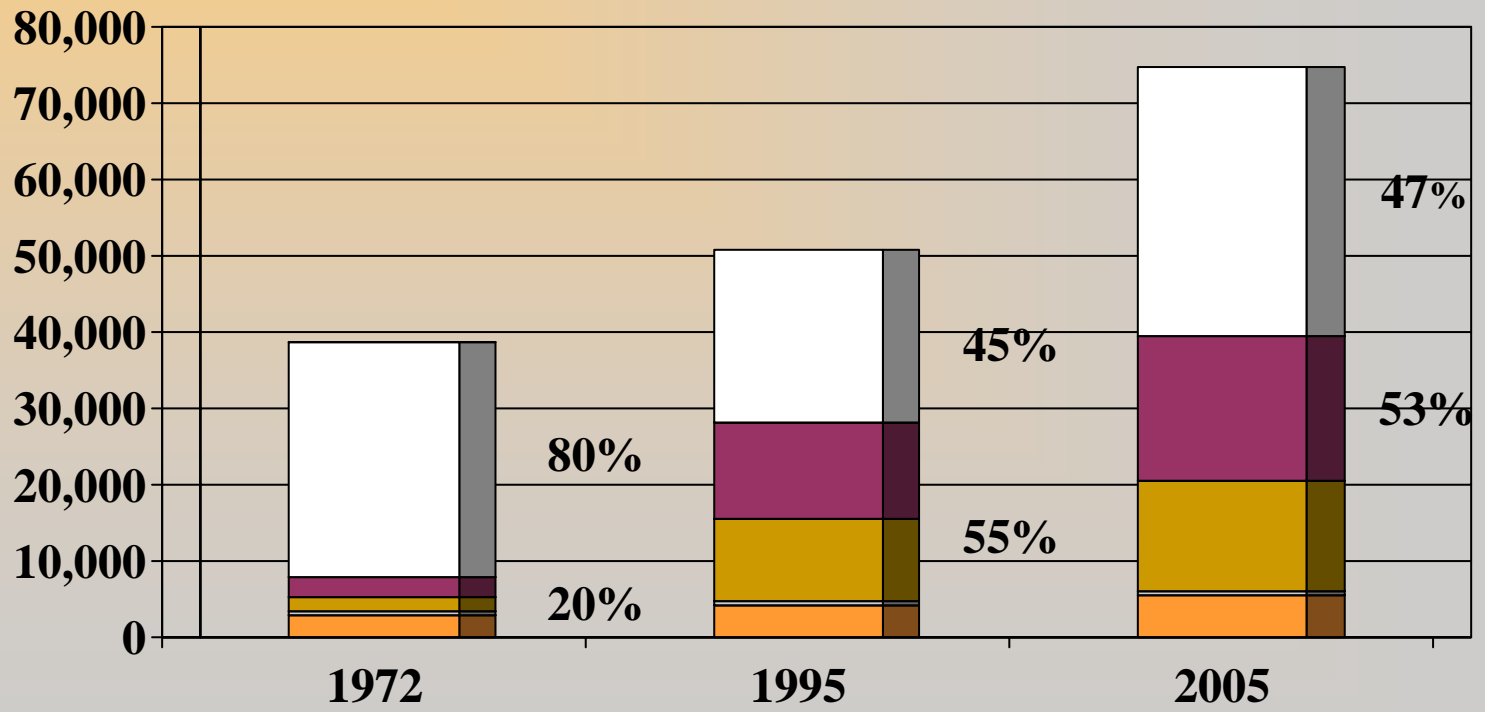
Figure E
Fall 2004 First-Time Freshmen
One Year Later

Total first-time freshmen enrolled fall 2004	38,859
Needed remediation in English, math, or both	22,004
Demonstrated proficiency by fall 2005	18,464
Still needed remediation by fall 2005	3,540
Not permitted to re-enroll by the campus	2,185
Left campus voluntarily unremediated	498
Permitted to re-enroll conditionally	857

Figure F

First-Time Freshmen at Entry -- Needed Remediation in English, Math, or Both: One Year Later

Fall 2002 -- One Year Later

Disenrolled 11%
Withdrew 2%
Permitted to Re-Enroll 5%
Proficient 82%

Fall 2003 -- One Year Later

Disenrolled 11%
Withdrew 2%
Permitted to Re-Enroll 5%
Proficient 82%

Fall 2004 -- One Year Later

Disenrolled 10%
Withdrew 2%
Permitted to Re-Enroll 4%
Proficient 84%
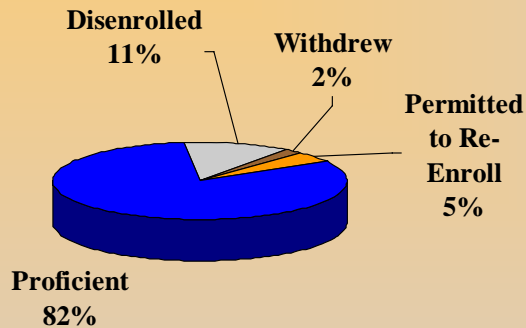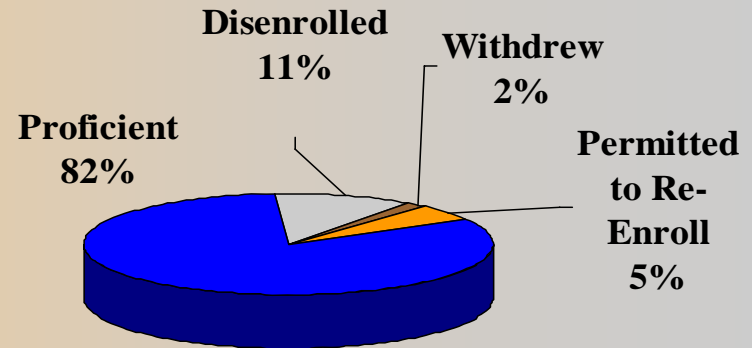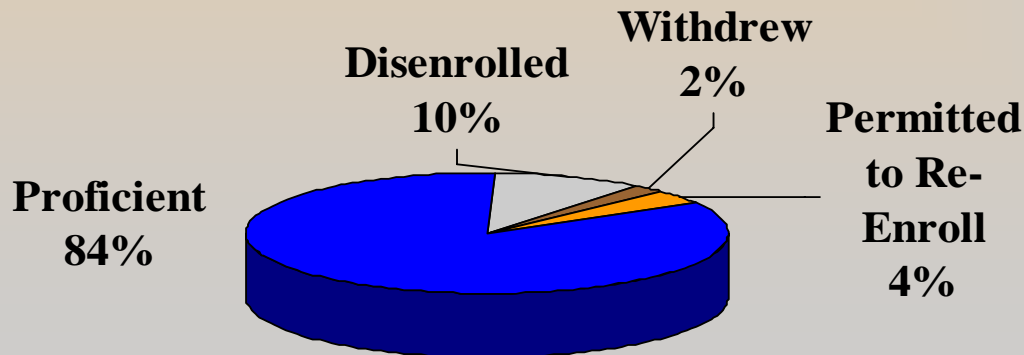
Figure G

First-Time Freshman Proficiency One Year Later – Both English and Mathematics

Fall 2003	
# of FTF enrolled one year later	30,739
# of proficient FTF enrolled one year later	29,626
% of enrolled class fully proficient one year later	96%

Fall 2004	
# of FTF enrolled one year later	31,447
# of FTF enrolled one year later who were proficient	30,590
% of enrolled class fully proficient one year later	97%

Figure H.1

How Many Were Disenrolled?
First-Time Freshmen: One Year Later

Cohort	Number	Percent of the total that needed remediation
2000	2,277	11%
2001	3,002	13%
2002	2,523	11%
2003	2,428	11%
2004	2,185	10%

The California State University

Figure H.2

How Many Disenrolled Went to CCC?
First-Time Freshmen: One Year Later

Cohort	Number	Percent of Disenrolled
2000	1,755	77%
2001	1,885	63%
2002	1,565	61%
2003	N/A	N/A

The California State University

10

Figure H.3

How Many Returned to CSU after Disenrollment?
First-Time Freshmen: One Year Later

Cohort	Number Returned	Percent of Disenrolled
2000	295	13%
2001	329	11%
2002	218	9%
2003	243	10%

Figure H.4

How Many Returned to CSU after Disenrollment?
Fall 2000 First-Time Freshmen: Four Years Later

Cohort	Cumulative Number Returned	Cumulative Percent of Disenrolled
One year later	295	13%
Two years later	422	19%
Three years later	530	23%
Four years later	607	27%

The California State University

Figure I

Initiatives to Address Goals

* Early Assessment Program
  – Eleventh Grade Testing (implemented 2004)
  – Senior Year Experiences (implemented 2005)
  – Professional Development (implemented 2004)
* Teacher Preparation Initiatives
* Academic Outreach
  – GEAR UP
  – MESA
  – America Reads & America Counts

COMMITTEE ON EDUCATIONAL POLICY

Teacher Preparation Program Evaluation

Presentation by

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Bill Wilson
Assistant Vice Chancellor
Teacher Education Evaluation and Assurance

Summary

The outcomes of teacher preparation programs on 22 CSU campuses were examined in a fifth annual evaluation, and are summarized in this report. CSU programs were effective when the evaluations began in 2001, and are improving in effectiveness each year. CSU is effective in the subject-matter preparation of K-12 teachers by colleges of arts and sciences, and in their pedagogical preparation by colleges of education. Individual campuses use the evaluation results as constructive feedback in order to make substantive improvements in the preparation of future teachers.

Sources of Evaluation Information

Five annual cohorts of CSU teaching graduates participated in the evaluation. The Chancellor's staff surveyed K-12 classroom teachers who had completed their credential preparation in the CSU during the following academic years: 1999-00, 2000-01, 2001-02, 2002-03 and 2003-04. CSU also surveyed the school supervisors of the CSU teachers. In response, both groups provided valuable information.

Teachers who participated in the CSU evaluation had several important qualifications. All had been admitted into CSU programs of professional teacher preparation. All teacher participants had satisfactorily completed the coursework and fieldwork components of those programs. CSU campuses recommended them for California teaching credentials. All served as certificated teachers in K-12 schools for at least one year after completing CSU preparation. The participating teachers answered CSU's questions at the end of their first year of certificated teaching. CSU explicitly asked teachers to judge the value and effectiveness of their CSU preparation on the basis of their teaching experiences in K-12 classrooms. Their answers have validity because the teachers completed all phases of CSU preparation and then used their newly-

acquired skills in their teaching jobs. Overall, the evaluation included 12,760 teachers, which was 50 percent to 55 percent of the randomly-selected teachers each year.   The evaluation samples were large and the response rates were high so the findings are reliable in describing the preparation of five annual cohorts of CSU teachers.

School supervisors who participated in the evaluation also had important qualifications.   From the beginning to the end of a school year, each administrator was officially responsible for the supervision and evaluation of one or more CSU teaching graduates.   The administrators had previously supervised other beginning teachers in K-12 public schools.   All knew the *Content Standards for California Public Schools* and were able to assess CSU teacher preparation in relation to the standards.   Each administrator received the name of the CSU graduate whose preparation was to be assessed. (None of them assessed CSU preparation "in general.")   Before answering CSU questions, each supervisor had visited the CSU teacher's classroom for extended observations of teaching OR had discussed teaching issues with the CSU graduate in extended professional conferences at the school site.   Participating supervisors were well-suited to answer CSU's questions about how well each teacher was prepared for the many responsibilities of K-12 classroom teachers.

First Evaluation Finding: Many CSU Students Become K-12 Teachers

In the field of teacher preparation, news reports and policy discussions frequently indicate that "fifty percent of newly-prepared teachers do not become teachers at all."   CSU's primary mission is to prepare effective teachers for California's public schools.   Accordingly, it is critically important for CSU graduates to enter the teaching profession and serve with distinction for many years.   Until CSU initiated annual evaluations, however, reliable statistics about this critical issue were not available.

In the five cohorts whose preparation was evaluated, a total of 59,842 CSU students completed preparation for California teaching credentials.   One year after they completed CSU programs, the CO staff located 54,636 or 91 percent of these CSU graduates.   As Figure One shows, a total of 50,499 or 92 percent of the located graduates taught full-time in K-12 schools during the first year following their CSU preparation.   Another 2,240 or four percent taught part-time.   In the available literature, no other institution has reported a *teaching participation rate* higher than 67 percent in a single year.

Figure One:
Ninety-Six Percent of CSU Credential Graduates Become Teachers (Five Cohorts)

**In Five Years, CSU Located
54,636 Graduates of CSU Teacher Education.**

**50,499 Served as
Full-Time Teachers
at Least One Year.**

92 %

**1,897 Others Did Not
Teach in the First Year
After CSU Graduation.**

3 %   4 %

**2,240 Others Served as
Part-Time Teachers
at Least One Year.**
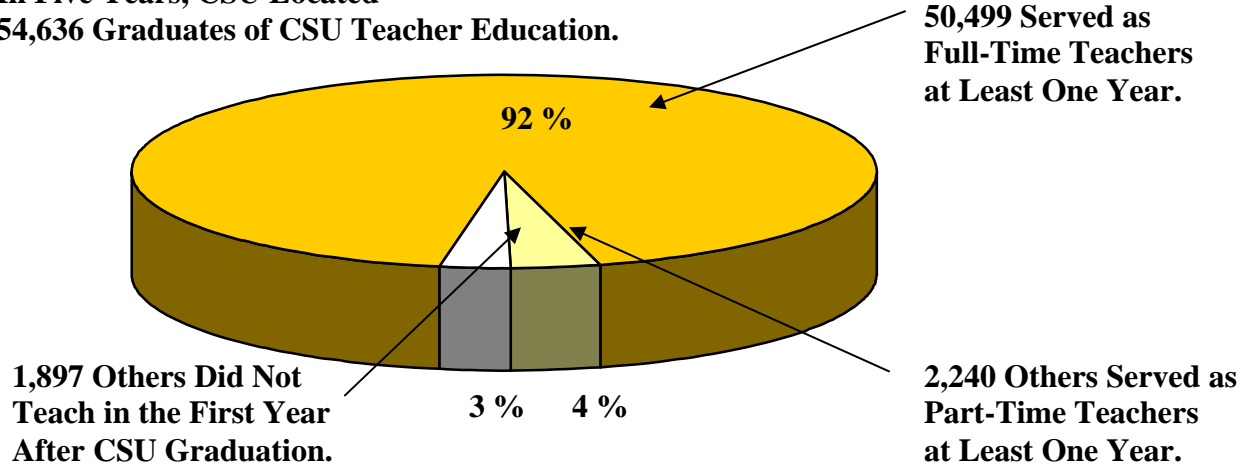
In this population of CSU graduates, many of the part-time teachers (N=2,240) served as substitute teachers while applying for full-time teaching positions.   When the five cohorts are combined with each other, only three percent of the graduates did not teach at all during their first year following CSU preparation. Approximately 85 percent of these graduates planned to teach sometime after their first year, however. *Based on evidence compiled in the five annual evaluations, the CSU is extremely productive and efficient in preparing large numbers of classroom teachers who serve in California public schools.[1]*

Second Evaluation Finding: CSU Professional Teacher Preparation is Effective in Grades K-8

Reading-Language Arts Standards for California Public Schools are among the most important factors in the evaluation of CSU teacher preparation.   Adopted by the California Board of Education in 1997, these standards describe the literacy curriculum that CSU graduates must be prepared to teach in each grade level.   CSU faculties have worked hard to integrate these standards into the preparation of every new teacher in recent years.   The five-year evaluation provides the most reliable available evidence of CSU's effectiveness in preparing teachers to achieve *California's Reading-Language Arts Standards.*

During the five-year evaluation, CSU received feedback from 6,321 elementary school principals who understood the *Reading-Language Arts Standards* and were responsible for implementing

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[1]   Pertaining to the *retention* of CSU teachers in the teaching profession, a related report is currently being prepared for the Trustees.

the *Stan-dards* in K-12 schools. The supervisors also observed the CSU teaching graduates frequently during reading instruction. They assessed the <u>*preparation*</u> of 6,321 newly-certified K-8 teachers in relation to the following question: "How well was (Teacher's Name) prepared to teach reading-language arts according to the *California Reading-Language Arts Standards* for her/his grade level?" Principals could answer this question by reporting that the first-year CSU graduate was *well prepared* <u>or</u> *adequately prepared* <u>or</u> *somewhat prepared* <u>or</u> *not-at-all prepared* for this critical responsibility. Figure Two shows the percentages of new CSU teachers who were *well prepared* <u>or</u> *adequately prepared* according to their supervisors who were experienced instructional leaders in their schools.

**Figure Two: In Elementary Schools, CSU Graduates are
Prepared to Teach Reading-Language Arts According to California Standards**
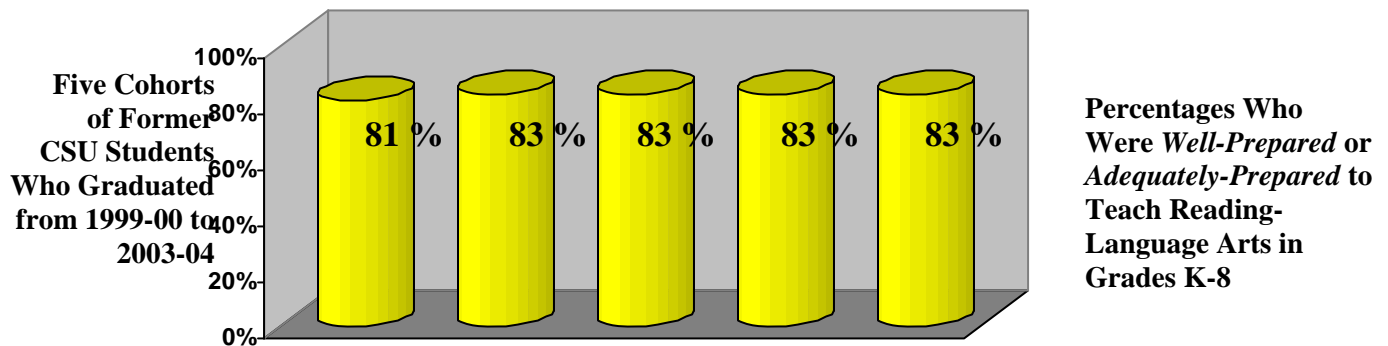
Evaluations of CSU Teacher Preparation by 6,321 School Principals (K-8)

In these findings, *"adequately prepared"* describes a new teacher who had <u>*sufficient*</u> <u>*preparation*</u> *to function effectively* with the *support and assistance* that schools are expected to provide in the state's Beginning Teacher Support and Assessment (BTSA) Program. CSU exceeded this high level of preparation among K-8 graduates who were *"well prepared." The evaluation findings indicate strongly that CSU was effective in preparing teachers at the outset of the five-year evaluation period. CSU became <u>more</u> <u>effective</u> soon after the period started. Then CSU maintained its high level of effectiveness for the period's duration*. There have been no other valid, reliable evaluations of the California State University's effectiveness in preparing K-8 teachers for reading-language arts.

Third Evaluation Finding: CSU Professional Teacher Preparation is Effective in Grades 7-12

In grades 7-12, most CSU graduates teach one or two subjects of the curriculum. Most of these teachers completed CSU majors or minors in the subjects they teach. During their CSU studies, these prospective teachers also completed coursework and fieldwork in effective methods of

subject-specific instruction. So, for example, prospective teachers of English, mathematics, history and science com-plete coursework and fieldwork in effective *methods for teaching* English, mathematics, history and science, respectively. Although their programs of professional preparation are fully accredited, the *effectiveness* of their preparation has not been evaluated previously.

In grades 7-12, CSU evaluation questions are usually answered by the chairs of academic departments. These academic administrators are responsible for the active supervision and annual evaluation of CSU graduates who are new teachers in their departments. Department chairs are also experienced teachers who know California's *Content Standards* in their subject areas. During the five-year evaluation, CSU received teacher-specific reports from 3,148 of these academic administrators, who responded to the following evaluation question: "How well did the CSU prepare (teacher's name) to teach her/his major subject(s) according to California's *Academic Standards* in the same subject(s)?" If the CSU graduate was prepared to teach history or English, then the academic department chair answered the question in relation to the *History Academic Standards* or the *English Academic Standards*. Supervisors answered the question by reporting that CSU graduates were *well prepared* <u>or</u> *adequately prepared* <u>or</u> *somewhat prepared* <u>or</u> *not-at-all prepared* to teach their major subject(s) in grades 7-12. Figure Three shows the percentages of CSU teachers who were *well prepared* <u>or</u> *adequately prepared* according to their academic supervisors.

Figure Three:
In Secondary Schools, CSU Graduates are
Prepared to Teach Their Major Subjects
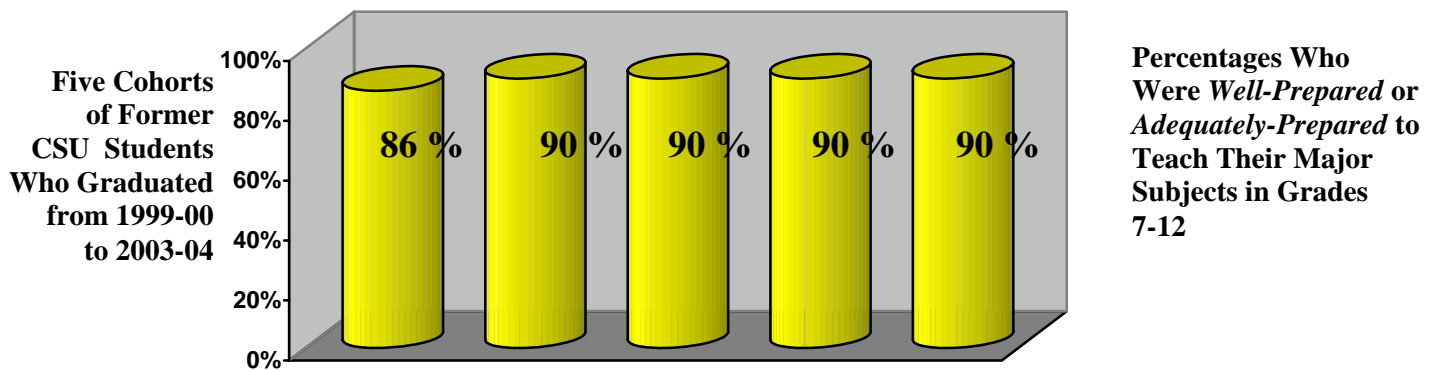
Evaluations of CSU Teacher Preparation by 3,148 Academic Department Chairs

During five recent years, experienced supervisors of academic departments in California high schools and middle schools have consistently affirmed CSU's effectiveness in preparing new teachers to teach their major subjects satisfactorily and effectively in grades 7-12.

Fourth Evaluation Finding: CSU Subject-Matter Preparation is Effective in Grades K-12

Learning to use effective methods of instruction is not, by itself, sufficient teacher preparation. In addition to learning new pedagogical ideas and practices, CSU students who intend to teach must learn and understand the subjects to be taught.   Every CSU campus offers undergraduate majors and minors in which prospective teachers acquire essential preparation in the content of the K-12 curriculum.   This critical aspect of teacher preparation operates outside of CSU colleges of education, and is equally important for prospective elementary teachers and prospective secondary teachers.   Accordingly, the five-year evaluation compiled evidence about the effectiveness of CSU subject-matter preparation among beginning CSU teachers in grades K-8 and in grades 7-12.

During the five-year evaluation cycle, CSU received valuable feedback about subject-matter preparation from elementary school principals and secondary school department chairs who supervised a total of 9,582 beginning teachers from the CSU.   They answered the following question: "How effective was the CSU in preparing (teacher's name) to know and understand the subjects of the K-12 curriculum according to the *California Academic Standards* for those subjects?"   In answering this question, supervisors had the same *response options* as before. Figure Four shows the percentages of teachers in each annual cohort who were *well prepared* <u>or</u> *adequately prepared* to know and understand the subjects they were teaching.

Figure Four:
At All School Levels, CSU Graduates Are
Prepared to Know and Understand Subjects of the K-12 Curriculum
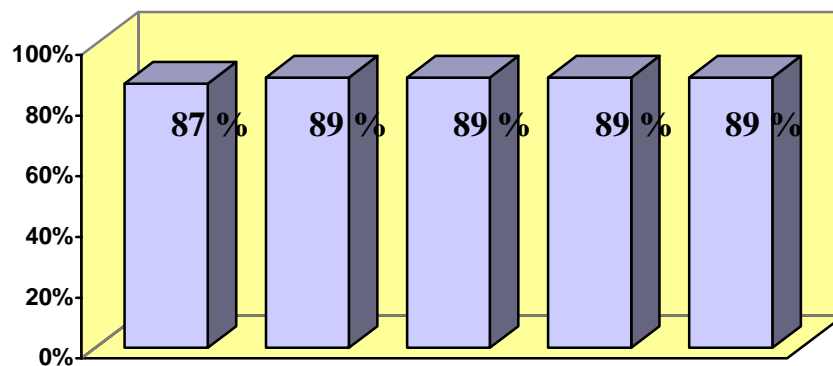
Percentages of Beginning CSU Teachers Who Were
Well-Prepared or *Adequately-Prepared* to
Know and Understand Subject-Matter in Grades K-12
According to 9,582 Experienced School Supervisors

Evaluation data provide convincing evidence that *CSU graduates have strong knowledge and understanding of the subjects they are assigned to teach in their first-year assignments. Compared with other findings of the five-year evaluation, the subject-matter preparation of K-12 teachers is unusually effective in the California State University.*

Focused Findings About the <u>Subject</u>-<u>Matter</u> <u>Preparation</u> of <u>English</u> and <u>Math</u> Teachers

In recent years, the California State Board of Education gave primary attention to improving basic academic skills instruction in kindergarten and grades one through eight. The evaluation of teacher preparation shows that the California State University substantially supported the Board's initiatives in elementary education. Today, state education leaders are focused on high schools and the need to improve instruction in English and mathematics as well as other core subjects in grades 7-12. The State Board's focus on the English and math sections of the California High School Exit Examination is matched by the CSU Trustees' focus on the English and math sections of the CSU Early Assessment Program (EAP). But what about the *preparation of beginning English and math teachers* for 7-12? What can the evaluation of teacher preparation tell us about these areas of intense contemporary focus?

Evaluation findings on page 5 showed that 89 percent of beginning CSU teachers in all grades (K-12) are well-prepared or adequately-prepared to know and understand their subjects. When we focus exclusively on CSU English and math teachers in grades 7-12, the evaluation indicates that 94 percent of these CSU graduates are well-prepared or adequately-prepared to know and understand English and mathematics, according to their supervisors who are the Chairs of English and Math Departments in California high schools and middle schools. In the important subjects of English and mathematics, then, *CSU campuses are especially effective in preparing teachers of these subjects to know and understand their content areas.*

Given the critical attention that the State Board of Education and the CSU Trustees have given to English and mathematics, the multi-year evaluation has investigated *specific areas of English and math* where CSU campuses are *most and least effective.* Here the evaluation's purpose is to enable CSU campuses to strengthen their performance in all areas of English and mathematics teacher preparation. Figures Five and Six show the results of the evaluation in critical areas of *subject-matter preparation.*

Eight subjects of the 7-12 English curriculum, listed along the top of Figure Five, coincide with the eight domains of California's *Academic Standards for English in Grades 7-12.* Data in Figure Five plot the percentages of CSU-prepared English teachers whose supervisors judged them to be well-prepared or adequately-prepared in their knowledge and understanding of each English content domain. These judgments were reported by English Department Chairs who were responsible for supervising and evaluating the performances of CSU graduates during their first year of certificated teaching. *CSU Departments of English are highly effective in preparing*

new English teachers who have strong knowledge and understanding of the major domains of the California English curriculum.

Similarly, eight subjects of the 7-12 Mathematics curriculum, along the top of Figure Six, match the domains of California's *Academic Standards for Mathematics in Grades 7-12.* Figure Six displays the percentages of CSU-prepared teachers of mathematics whose supervisors reported them to be well-prepared or adequately-prepared in their knowledge and understand of each domain. Mathematics Department Chairs who supervised and evaluated the performances of CSU graduates during their first year of certificated teaching rendered these judgments. *CSU Departments of Mathematics are highly effective in preparing new mathematics teachers who have strong knowledge and understanding of the major domains of the California mathematics curriculum.* High schools need *larger numbers* of these teachers than the CSU has previously produced, but new efforts to prepare *more math teachers* build on the CSU's recent record of *effectiveness* in preparing highly-talented, knowledgeable teachers.

**Figure Five: Percentages of CSU-Prepared Teachers of <u>English</u> (7-12)
Who are Well-Prepared or Adequately-Prepared to Know and Understand the
Eight Major Subjects of the English Curriculum in California**
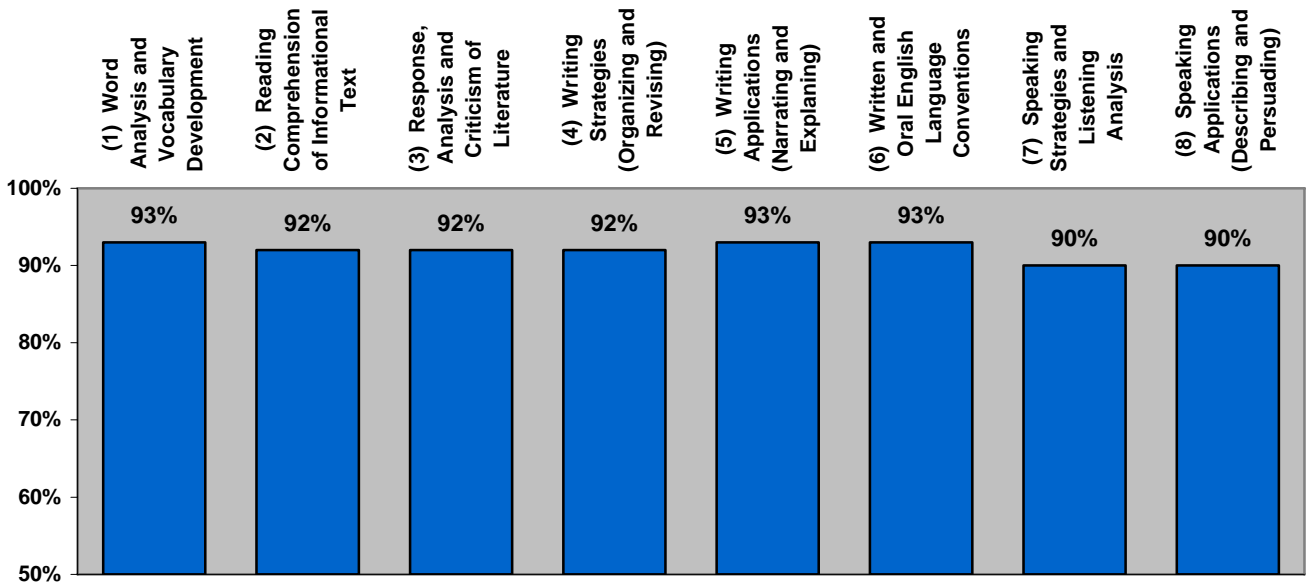
**Sources: Chairs of High School English Departments Who
Supervised and Evaluated CSU-Prepared English Teachers from 2003 Through 2005**

**Figure Six: Percentages of CSU-Prepared Teachers of <u>Mathematics</u> (7-12)
Who are Well-Prepared or Adequately-Prepared to Know and Understand the
Eight Major Subjects of the Math Curriculum in California**

	Algebra I	Geometry	Algebra II	Probability and Statistics	Trigonometry	Linear Algebra	Mathematical Analysis	Calculus

Chart data (approximate bar values):
- Algebra I: 98%
- Geometry: 97%
- Algebra II: 95%
- Probability and Statistics: 96%
- Trigonometry: 95%
- Linear Algebra: 96%
- Mathematical Analysis: 93%
- Calculus: 88%

Y-axis: 100%, 90%, 80%, 70%, 60%, 50%
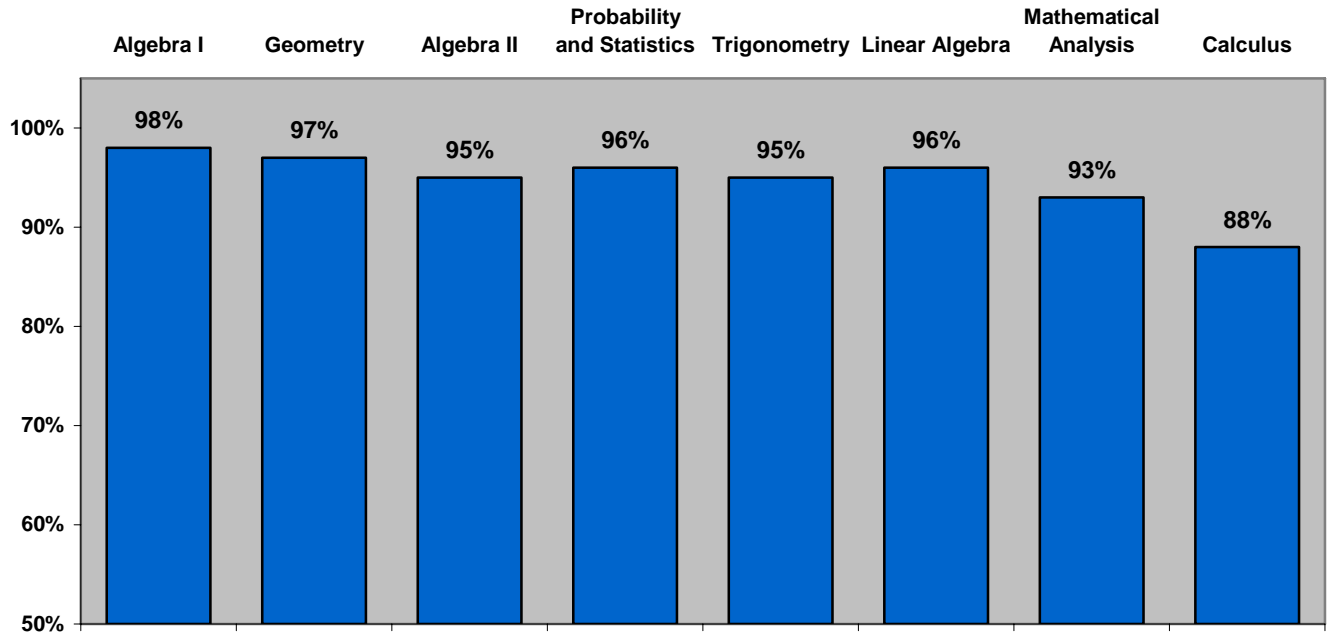
Sources: **Chairs of High School Mathematics Departments Who Supervised and Evaluated CSU-Prepared Math Teachers from 2003 Through 2005**

Focused Findings About the <u>Professional</u> <u>Preparation</u> of <u>English</u> and <u>Math</u> Teachers

By itself, learning the curriculum is not sufficient in the preparation of teachers. CSU must also prepare English and math teachers to use effective pedagogical practices. From 2003 through 2005, the supervisors of these teachers answered the following question regarding classroom practices that research has shown to be essential for student achievement in high schools.

> <u>Question</u>: *How well prepared was (teacher's name) to . . .*
>
> *(1) prepare lesson plans and make prior arrangements for students' class activities?*
> *(2) establish academic expectations that are intellectually challenging for all students?*
> *(3) develop fair criteria for course grades and to explain these to students and parents?*
> *(4) use textbooks and other instructional materials that are aligned with State Standards?*
> *(5) monitor student progress by using formal and informal methods to assess learning?*
> *(6) assist individual students in areas of instructional need in English or mathematics?*
> *(7) help students realize the connections between English/math and life beyond school?*
> *(8) help students realize the impact of academic choices on their lives and career options?*

Figures Seven and Eight summarize recent evaluation evidence about CSU effectiveness in preparing high school English and math teachers to use these important teaching practices. Figure Seven sums the judgments of English Department Chairs regarding CSU's preparation of

new English teachers from 2001-02 through 2003-04. Figure Eight plots the reports of Math Department Chairs about CSU preparation of new math teachers during the same years. In both cases, the academic supervisors rendered their judgments in 2003, 2004 and 2005, one year after each annual cohort of new teachers completed their professional preparation on CSU campuses. For readers' convenience, the eight teaching practices are repeated in the space between Figures Seven and Eight.

Working in close partnership with CSU Departments of English and Mathematics, CSU Schools and Colleges of Education are very effective in preparing new teachers of English and mathematics to use classroom teaching practices that foster learning on the part of high school students.

Conclusion: How CSU Uses the Systemwide Evaluation Findings

This report summarizes the most important findings of the CSU Systemwide Evaluation of Teacher Preparation from 2001 through 2005. On each CSU campus, academic leaders and faculties are using the evaluation findings to make needed improvements in teacher education programs. Systematic uses of the data are becoming commonplace in the CSU System. Soon the campuses will be able to use the forthcoming results of the evaluation to indicate whether recent changes are improving CSU outcomes. Evaluation is an integral element of the teacher education enterprise at an institution like the California State University, where preparing teachers is a primary mission of the institution. While campuses continue to grow and improve on the basis of systematic feedback, the Chancellor's staff will continue to bring new evaluation findings to the Board of Trustees.

Figure Seven: Percentages of CSU-Prepared Teachers of English (7-12)
Who are Well-Prepared or Adequately-Prepared to
Use Eight Effective Teaching Practices in the Teaching of English
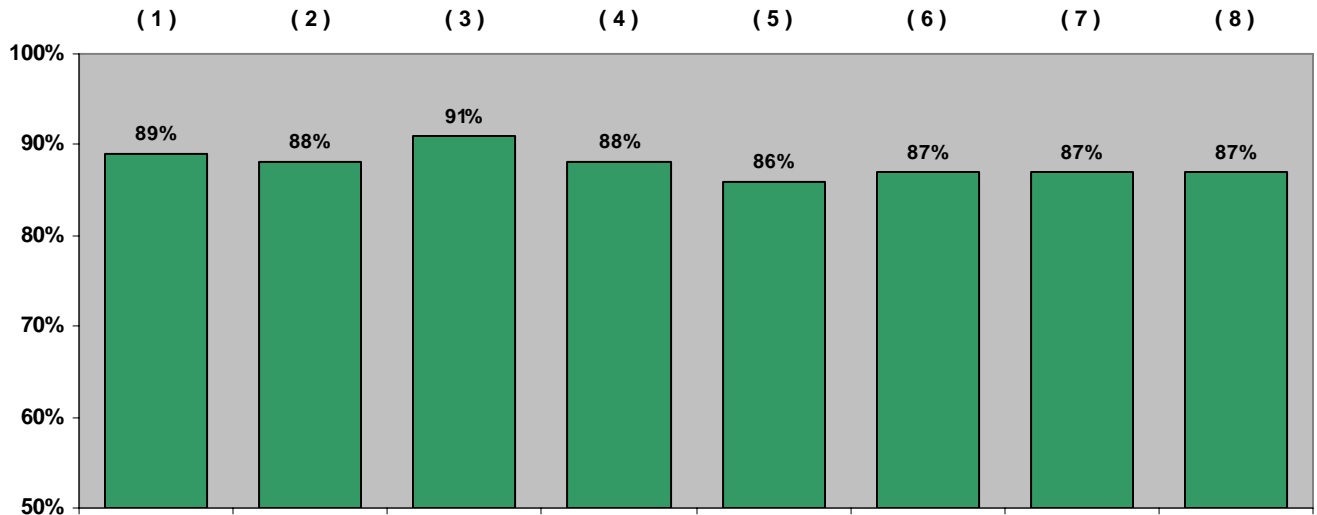
Sources of Data in Figure Seven: See Figure Five above.

Question Underlying Figure Seven and Figure Eight: How well prepared was (teacher's name) to . . .

- *(1)   prepare lesson plans and make prior arrangements for students' class activities?*
- *(2)   establish academic expectations that are intellectually challenging for all students?*
- *(3)   develop fair criteria for course grades and to explain these to students and parents?*
- *(4)   use textbooks and other instructional materials that are aligned with State Standards?*
- *(5)   monitor student progress by using formal and informal methods to assess learning?*
- *(6)   assist individual students in areas of instructional need in English or mathematics?*
- *(7)   help students realize the connections between English/math and life beyond school?*
- *(8)   help students realize the impact of academic choices on their lives and career options?*

**Figure Eight: Percentages of CSU-Prepared Teachers of Mathematics (7-12)
Who are Well-Prepared or Adequately-Prepared to
Use Eight Effective Teaching Practices in the Teaching of Mathematics**
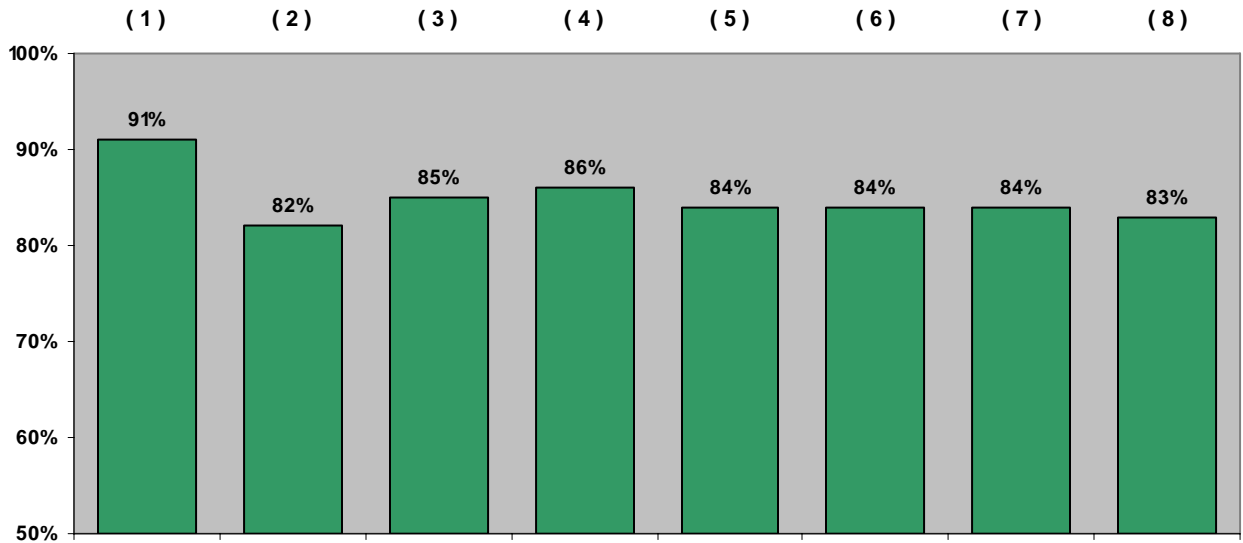
Sources of Data in Figure Eight: See Figure Six above.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning and Program Review

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Summary

This annual report on academic planning and program review is in accord with Board of Trustees policy established in 1963. While academic planning at each university involves the planning and development of new programs, it also includes the regular review of existing programs, which can lead to program consolidation and discontinuation.

Curricular plans for each campus have been updated to cover the years 2006-2007 through 2015-2016; some campuses have curriculum development processes with time frames as short as five years, but formal program review processes may now extend to ten years. Campus academic plans are shown in Attachment A. The planning approval process adopted by the Board in July 1997 allows two alternatives to the traditional process; programs that are taking advantage of the alternatives are noted. The results of nearly six years of campus attention to the total units required for a baccalaureate degree are tabulated. Summaries of information on the assessment of learning outcomes for programs undergoing campus review are provided. In 2004-2005, two campus received an educational effectiveness visit by a team from the Western Association of Schools and Colleges (WASC), one visit associated with reaffirmation of accreditation and one associated with candidacy. Summaries of the results are included as Attachment C.

The proposed resolution would approve the updated campus academic plans and specify the conditions under which projected programs may be implemented.

Background

This item summarizes the California State University academic planning process over the past year and submits the campus academic plans for up to ten years. While academic planning at each university involves the planning and development of new programs, it also includes the regular review of existing programs. This sometimes leads to program consolidation and discontinuation. Though program discontinuations have not been numerous, campuses have been comparatively active in consolidating programs in recent years as a result of budgetary constraints, Cornerstones recommendations, opportunities for increased collaboration through

technology, and a more concerted effort by the campuses to focus their program offerings in accord with their missions.

Six academic planning topics (and a proposed resolution) are addressed in this item:

1. Campus Academic Plans (Attachment A)

2. Alternative Processes for Review and Approval of Academic Programs

3. Review of Existing Degree Programs and Assessment of Student Learning Outcomes (Attachment B)

4. Reduction of Total Units Required for a Bachelor's Degree (Attachment B)

5. Program Discontinuations

6. Summaries of WASC Visiting Team Reports (Attachment C)

1. Campus Academic Plans (Attachment A)

Each year, campuses update and submit to the Board of Trustees the academic plans guiding program, faculty, and facility development. These plans list the existing degree programs offered, the proposed new programs, and the dates for review of existing programs. They are the product of extensive consultation and review at each campus.

The academic plans are reviewed annually by the Office of the Chancellor before their submission to the trustees. This review is grounded in a body of trustee and state policy that has been developed over the last three decades. The Board of Trustees authorizes the inclusion of these proposed programs on the academic master plan. Consequently, the "proposed" columns of the academic plans in Attachment A represent only "planning authorization." If and when a campus decides to pursue implementation of a new program (other than a pilot program), a detailed degree proposal must be submitted to the chancellor before the planned implementation date. The trustees have delegated to the chancellor the authority to approve implementation of degree programs that have been authorized. In many cases, the concurrence of the California Postsecondary Education Commission must also be sought before a degree program can be established. Not all projected programs are eventually implemented; campuses request occasionally that projected programs be removed from their academic plans. Six previously projected programs have been removed this year.

Forty-five new bachelor's and master's degree programs have been proposed for addition to campus academic plans. This number is about the same as last year and higher than was usual in the preceding years. Approximately half are the product of extensive, carefully focused academic planning initiatives at the three most recently established campuses. At one of those campuses, fourteen programs emerged from a major academic planning initiative that extended the effective planning time frame from three years to eight years.

About a quarter of the newly proposed programs represent conversions to full degree status of well-established options, concentrations, or other opportunities for specialization. Two programs are to be offered on a self-support basis, through special sessions. Nearly a quarter of the programs can be considered part of the "broad foundation" identified by the Trustees in the early years of the system as appropriate to each campus. Several of the professionally oriented programs are in areas of especially pressing regional or state need. Many are closely related to existing, strong programs at the campuses proposing them and are responsive to the array of employment opportunities in California and to technological advances in their respective fields. Most of the newly requested programs can be initiated in existing facilities. The programs for which "planning authorization" is requested are listed below.

Channel Islands	BA, Communication
	BA, Criminal Justice
	BA, Geography and Urban Studies
	BA, Kinesiology
	BA, Multicultural Studies
	BA, Philosophy
	BA, Social Work
	BS, Computer Engineering
	BS, Kinesiology
	BS, Nursing
	MA, History
	Master of Public Administration (MPA)
	MS, Biology
	MS, Nursing
Chico	BS, Biochemistry
	BS, Concrete Industry Management[1]
Dominguez Hills	BA, Negotiation, Conflict Resolution, and Peacebuilding
	MA, Spanish
Fullerton	BS, Software Engineering

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[1] The title of this program is under discussion.

	MS, Engineering Management
	MS, Higher Education
	Master of Social Work (MSW)
Maritime Academy	BS, Science and Mathematics
	MS, Global Supply Chain Management and Security
Monterey Bay	BA, Psychology
	BS, Computer Science and Information Technology
	Master of Public Policy (MPP)
	MS, Instructional Technology and Communication Design
Northridge	BA, Languages and Cultures
	BS, Finance
	BS, Management
	BS, Marketing
Sacramento	BA, Deaf Studies
	BA, Film Studies
	MA, Child Development
San Diego	BA, American Indian Studies
	MA, Translation and Interpreting
	Master of Public Health/MA, Latin American Studies (concurrent degree program)
San Francisco	BA, American Indian Studies
San Marcos	BA, Arts and Technology
	BA, Environmental Studies
	BA, Global Studies
	BA, Philosophy
	Master of Social Work (MSW)
Sonoma	BS, Biochemistry
Stanislaus	MS, Ecology and Sustainability

SB 724 (Scott et al.)—now Chapter 269, Statutes of 2005—authorized the California State University to offer programs leading to the Doctor of Education (Ed.D.), independent of any other universities. The programs are to focus on preparing administrative leaders for the state's public elementary and secondary schools and community colleges and are to be designed and operated in partnership with K-12 schools and community colleges. The following table of campuses and the approximate starting date for the Ed.D. program to be offered by each campus is the product of extensive consultation between the chancellor and campus presidents.

Each of these seven campuses is scheduled to offer an Ed.D. program beginning in fall 2007:	Fullerton
	Fresno
	Long Beach
	Sacramento
	San Bernardino
	San Diego
	San Francisco
Each of these six campuses is scheduled to offer an Ed.D. program beginning in fall 2008:	Bakersfield
	East Bay
	Los Angeles
	Northridge
	San José
	Stanislaus
Each of these four campuses is scheduled to offer an Ed.D. program beginning in fall 2009:	Chico
	Dominguez Hills
	Humboldt
	Pomona
Each of these five campuses is scheduled to offer an Ed.D. program beginning in fall 2010 or later:	Channel Islands
	Monterey Bay
	San Luis Obispo
	San Marcos
	Sonoma

This table is reflected in the campus academic plans. More detailed consideration of Ed.D. program planning will be incorporated in upcoming Board agendas.

Also included in the academic plans are proposed joint doctoral programs that have been granted permission to negotiate. This year, the California State University and the University of California have agreed to expedite the development of joint Doctor of Audiology (Au.D.) programs. Beginning in 2007, all programs preparing audiologists will have to be at the doctoral level to be accredited. California now has one Au.D. program, offered jointly by San Diego State University and the University of California, San Diego. Five other CSU campuses have been offering accredited programs in Audiology at the master's level, as did San Diego State University before the establishment of the Aud.D.; these six CSU campuses have been providing the only opportunities in the state for Californians to study to become audiologists. The CSU and UC are currently considering the establishment of two more joint

Au.D. programs, with the need for additional Au.D. programs to be determined later. Three partnerships of CSU and UC campuses have each expressed interest in initiating an Au.D. program. With the aid of consultants who have expertise in Audiology education, the two system offices will determine which partnerships will be first to develop Au.D. programs. The choice will take into account the geographical dispersion of the partnership campuses and the existing resources that partners can bring to Au.D. education. All three partnerships are included in the academic plans, though the projected date of implementation is likely to be accurate only for two of them.

2. *Alternative Processes for Review and Approval of Academic Programs*

In July 1997, the Board adopted revised procedures for the review and approval of new degree programs. In addition to the long-established process described above, campuses have two alternative processes for establishing programs: the "fast track" and the pilot program.

The fast track combines the program projection and program implementation phases of the traditional process for proposed programs that meet certain criteria. Five of the newly projected programs on the updated academic plans are on the fast track and are proceeding through campus and system proposal review processes.

The pilot program process allows campuses, under certain conditions, to implement a limited number of programs without prior review and approval by the Chancellor or the California Postsecondary Education Commission. A pilot program may admit students for no more than five years, unless converted to regular-program status. Conversion requires a thorough program evaluation, review and comment by the Chancellor's Office and the California Postsecondary Education Commission, acknowledgment of the intent to convert in the campus academic plan, and approval by the Chancellor. One new pilot program has been established and acknowledged in the last year: the Master of Knowledge Management at California State University, Northridge. Five pilot programs for which the five-year authorization period will soon be concluded are to be proposed for regular-program status: the BA with a major in Photography at California State University, Sacramento; the BA with a major in Translation and Interpretation Studies at California State University, Long Beach; the MA in Global Logistics at California State University, Long Beach; the MS in Instructional Design and Technology at California State University, Fullerton; and the MA in Management and Information Technology at California State University, Monterey Bay. The intent to convert is noted in the campus academic plans.

The alternative processes are congruent with the Cornerstones recommendations, which called for "streamlin[ing] the process governing program development and program approval, minimizing standardization and maximizing institutional flexibility."

The revised procedures also specify that projected programs 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. One projection was subject to automatic removal from the academic plans this year, and it was removed.

3. *Review of Existing Degree Programs*

In 1971, the Board of Trustees adopted policy requiring that each campus review every academic program on a regular basis. Subsequently, summaries of campus program reviews were provided annually to the board. After extensive consultation with the Executive Council, the Academic Council, and the Academic Senate CSU, we acted to decrease workload burdens on the campuses and allow for greater campus flexibility in program review. The requirement to review each academic program periodically—and the expectation that assessment of student learning will be a central feature of the review—remain, though campuses might extend the period between reviews, better to align program review schedules with WASC accreditation and other required review activities.

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. Accordingly, we have collected summary information on outcomes, which is reported in Attachment B. This compilation also constitutes part of the campuses' reports for the learning outcomes performance indicator in the annual accountability report. The year-by-year accumulation of these outcome data should provide a solid foundation as a campus prepares for periodic regional and specialized program accreditation reviews.

While campus program reviews sharpen their focus on assessment of student learning outcomes (broadly defined), other elements of program review, such as elements related to

efficiency and efficacy in the use of resources, will continue to receive attention at the campus level.

4. *Reduction of Total Units Required for a Bachelor's Degree*

In July 2000, the Board 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 that extend the baccalaureate unit requirement beyond 120 units. Baccalaureate unit requirements were to be reviewed on campuses by the faculty in the course of regularly scheduled program reviews, which have ordinarily been conducted on a staggered schedule over a five-year period. The total units required for a bachelor's degree have now been reviewed for virtually every program offered.

Attachment B displays three counts for each 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 and reduced between July 2000 and January 2006, but not to 120 semester units (180 quarter units)

- Degree programs for which the total units required for a baccalaureate degree were reviewed between July 2000 and January 2006 but not reduced.

The campuses report that more than three-fourths of the CSU's programs now require 120 total semester units. More than 85% have lowered their total unit requirement. Programs still requiring more than 120 units are most often 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 Title 5 change appears to have had the effect intended, but further efforts to reduce total unit requirements are underway.

5. *Program Discontinuations*

Campuses have informed the chancellor of the discontinuation of the following degree major programs since the last report on academic planning and program review. In two cases, an opportunity to study the subject matter of a discontinued program has been incorporated within another degree program. Admission to four of the programs had been suspended for some time.

Chico	Master of Rural and Town Planning
Fullerton	BS, Special Major
	MS, Special Major
Long Beach	BA, Audiology
	MA, Theatre Arts
San Luis Obispo	BS, Ecology and Systematic Biology

The Cornerstones plan encourages each university to "make special efforts to ensure that programs and courses are strengthened, added, retained, and eliminated according to explicit criteria and procedures…. [that are] designed to ensure that programs are continually responsive to … societal needs and the needs of an increasingly diverse student population, changes in disciplines, and campus priorities." There has been substantial consolidation of options or concentrations within existing degree programs on some campuses.

6. *Summary of WASC Visiting Team Report (Attachment C)*

The Board of Trustees adopted a resolution in January 1991 that requires information on recent campus accreditation visits to be included in the annual agenda item on academic planning and program review. Summaries of the results and recommendations resulting from visits by teams from the Western Association of Schools and Colleges during 2004-2005 can be found in Attachment C.

Proposed Resolution

The following resolution is recommended for adoption. It refers to the campus academic plans in Attachment A.

>   **RESOLVED,** by the Board of Trustees of the California State University, that the amended projections on the Academic Plans for the California State University (as contained in Attachment A to Agenda Item 3 of the March 14-15, 2006, meeting of the Committee on Educational Policy), be approved and accepted as the basis for necessary facility planning; and be it further

RESOLVED, that those degree programs included in the Academic Plans are authorized for 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 Academic Plans are authorized for implementation only as pilot programs, subject in each instance to conformity with current procedures for establishing pilot programs.

THE ACADEMIC PLANS:
Summary of Projected Programs and Requests
2006-2007 through 2015-2016

BAKERSFIELD

2007	MS	Computer Science
2008	**EdD**	**Education***
2009	BS	Computer Engineering
	BS	Electrical Engineering
	BS	Engineering

CHANNEL ISLANDS

2006	BA	Performing Arts
	BA	Political Science
2007	**BA**	**Communication***
	BA	Early Childhood Studies
	BS	**Nursing***
2008	BA	Applied Physics
	BA	Chicano/Chicana Studies
	BA	**Criminal Justice***
	BA	**Kinesiology***
	BS	Applied Physics
	BS	**Kinesiology***
	MA	English
2009	BA	Anthropology
	BA	**Philosophy***
	MS	**Biology***
2010	**BA**	**Multicultural Studies***
	BA	**Social Work***
	MA	**History***
	EdD	**Education***
2011	**BA**	**Geography and Urban Studies***
2012	**BS**	**Computer Engineering***
	MPA	**Public Administration***
2013	**MS**	**Nursing***

CHICO

2007	**BS**	**Biochemistry***
	BS	**Concrete Industry Management***
2009	**EdD**	**Education***

DOMINGUEZ HILLS

| 2006 | BA | **Negotiation, Conflict Resolution, and Peacebuilding*** |
| | MA | Communication Disorders |

DOMINGUEZ HILLS (continued)

2006	MS	Computer Science
	MSW	Social Work
2007	BA	Child and Adolescent Development
	BS	Exercise Science
	MPH	Public Health
2008	BS	Sports, Entertainment, and Hospitality Management
2009	**MA**	**Spanish***
	MS	Exercise Science
	EdD	**Education***

EAST BAY

| 2008 | **EdD** | **Education*** |

FRESNO

2006	MS	Forensic Science
	PhD	Criminal Justice Sciences (with UC Davis)
2007	DPT	Physical Therapy
	EdD	**Education***

FULLERTON

2007	**MSW**	**Social Work***
	EdD	**Education***
2008	**BS**	**Software Engineering***
	MS	**Engineering Management***
	MS	**Higher Education***

HUMBOLDT

| 2009 | **EdD** | **Education*** |

LONG BEACH

| 2007 | **EdD** | **Education*** |

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

LOS ANGELES

2006	BS	Exercise Science
	BS	Food Science and Technology
2007	MFA	Film, Television, and Theatre
	MS	Technology
2008	MS	Environmental Science
	EdD	**Education***

MARITIME ACADEMY

2007	**MS**	**Global Supply Chain Management and Security***
2008	**BS**	**Science and Mathematics***

MONTEREY BAY

2006	BA	Human Development
	MPP	**Public Policy***
2007	**BA**	**Psychology***
	BS	Biological Sciences
	BS	**Computer Science and Information Technology***
	MA	Critical and Applied Multicultural Studies
	MA	Teaching
	MS	**Instructional Technology and Communication Design***
2008	MA	Practical and Professional Ethics
2010	MS	Nursing
	EdD	**Education***

NORTHRIDGE

2006	BA	Languages and Cultures
	MILM	Information and Library Management
	MS	Manufacturing Systems Engineering
2007	**BS**	**Finance***
	BS	**Management***
	BS	**Marketing***
	MS	Computer Engineering
	MS	Software Engineering
	MS	Structural Engineering
	AuD	**Audiology** (with UCLA)
2008	**EdD**	**Education***

POMONA

2007	MA	Psychology

	MS	Accountancy

POMONA (continued)

2009	**EdD**	**Education***

SACRAMENTO

2006	**BA**	**Deaf Studies***
	BA	**Film Studies***
	MA	**Child Development***
	MA	School Psychology
	EdS	School Psychology
	MS	Health Care Administration
2007	**AuD**	**Audiology***
	EdD	**Education***

SAN BERNARDINO

2006	BS	Computer Engineering
	MA	Theatre Arts
	MS	**Environmental Science***
2007	BS	Information Systems and Technology
	MS	Accountancy
	MA	Child Development
	MA	Music
	MS	Special Education
	EdD	**Education***
2010	BS	Civil Engineering
	BS	Electrical Engineering
	BS	Mechanical Engineering
	MS	Kinesiology

SAN DIEGO

2006	**MA**	**Translation and Interpreting***
	MPH/MA	**Public Health/Latin American Studies*** (concurrent program)
2007	**BA**	**American Indian Studies***
	BS	Construction Engineering
	EdD	**Education***
	PhD	Earth Sciences (Geophysics) (with UC San Diego)
	PhD	Evolutionary Biology (with UC Riverside)
2008	PhD	Communication (with Fielding Graduate Institute)
	PhD	Hearing Science (with UC San Diego)
	PhD	Social Work (with USC)

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

| 2009 | EdD | Special Education (with UC San Diego) |

SAN FRANCISCO

2007	**BA**	**American Indian Studies***
	AuD	**Audiology***
	EdD	**Education***

SAN JOSE

2007	BA	Foreign Language and International Economics
	BS	Psychology
	PhD	Occupational Therapy
2008	**EdD**	**Education***

SAN LUIS OBISPO

| 2010 | **EdD** | **Education*** |

SAN MARCOS

2006	BA	Border and Regional Studies
	BA	Mass Communication
	MA	History
	MS	Chemistry
2007	BA	Anthropology
	BA	Applied Physics
	BA	**Environmental Studies***
	MPA	Public Administration
	MSW	**Social Work***
2008	**BA**	**Arts and Technology***
	BA	**Global Studies***
	BA	**Philosophy***
2010	**EdD**	**Education***

SONOMA

| 2006 | **BS** | **Biochemistry*** |
| 2010 | **EdD** | **Education*** |

STANISLAUS

| 2006 | **MS** | **Ecology and Sustainability*** |
| 2008 | **EdD** | **Education*** |

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

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Bakersfield

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
School of Business and Public Administration		
Administration (Health Care Management)	MS	2007-08
Business Administration	BS*-MBA-MS	2008-09
Economics	BS	2007-08
Public Administration	BA-MPA	2007-08
School of Education		
Child Development**	BA	2010-11
Counseling	MS	2007-08
Education	MA EdD 2008	2006-07
Physical Education**	BS	2006-07
School of Humanities and Social Sciences		
Anthropology	BA-MA*	2010-11
Art	BA	2006-07
Communications	BA	2009-10
Criminal Justice	BA	2010-11
Economics	BA	2007-08
English	BA-MA	2009-10
History	BA-MA	2006-07
Music	BA	2006-07
Philosophy	BA	2009-10
Political Science	BA	2008-09
Psychology	BA-MA	2007-08
Religious Studies	BA	2009-10
Social Work	MSW	2010-11
Sociology	BA-MA*	2008-09
Spanish	BA-MA	2006-07
Theatre Arts	BA	2011-12

Note: Underlined programs are nationally accredited subject areas.
*Also offered through special sessions.
**The title of the degree program is under discussion.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Bakersfield
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
School of Natural Sciences and Mathematics		
Biology	BS-MS	2009-10
Chemistry	BS	2010-11
Computer Engineering	BS 2009	
Computer Science	BS	MS 2007	2007-08
Engineering	BS 2009	
Electrical Engineering	BS 2009	
Geology	BA-MS	2008-09
	BS	
Mathematics	BS-MAT	2008-09
Natural Science	BA	2009-10
Nursing	BS-MS	2009-10
Physics	BS	2009-10
Interdisciplinary and Other		
Administration	MS*	2010-11
Counseling Psychology	MS	2009-10
Environmental Resource Management	BS**	2006-07
General Education		2009-10
Interdisciplinary Studies	MA	2010-11
Liberal Studies	BA**	2010-11
Special Major	BA	2010-11

Note: Underlined programs are nationally accredited subject areas.
*Offered online, through special sessions.
**Also offered through special sessions.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Channel Islands

Existing Schools/Divisions and Degree Programs Offered		Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Anthropology		BA 2009	
Applied Physics		BA 2008	
		BS 2008	
Art	BA		2007-08
Biology	BA-BS	MS 2009	2007-08
Biotechnology and Bioinformatics	MS*		2009-10
Business	BS		2007-08
	MBA*		2009-10
Chemistry	BA-BS		2010-11
Chicano/Chicana Studies		BA 2008	
Communication		BA 2007	
Computer Engineering		BS 2012	
Computer Science	BS-MS*		2007-08
Criminal Justice		BA 2008	
Early Childhood Studies**		BA 2007	
Economics	BA		2010-11
Education	MA*	EdD 2010	2009-10
English	BA	MA 2008	2007-08
Environmental Science and Resource Management	BS		2007-08
Geography and Urban Studies		BA 2011	
History	BA	MA 2010	2009-10
Information Technology	BS*		2010-11
Kinesiology**		BA 2008	
		BS 2008	
Liberal Studies	BA		2007-08
Mathematics	BS		2007-08
	MS*		2010-11
Multicultural Studies		BA 2010	
Nursing		BS 2007	
		MS 2013	
Performing Arts		BA 2006	
Philosophy		BA 2009	
Political Science		BA 2006	
Psychology	BA		2009-10
Public Administration		MPA 2012	
Social Work		BA 2010	
Sociology	BA		2010-2011
Spanish	BA		2010-2011

*Offered through special sessions.

**The title is under discussion.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Chico

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
College of Agriculture			
Agriculture	BS		2007-08
Agricultural Business	BS		2007-08
College of Behavioral and Social Sciences			
Anthropology	BA-MA		2007-08
Child Development	BA		2006-07
Criminal Justice	BA		2008-09
Economics	BA		2006-07
Geography	BA-MA		2010-11
Health Science	BS		2006-07
International Relations	BA		2006-07
Political Science	BA-MA		2010-11
Psychology	BA-MA-MS		2006-07
Public Administration	BA		2006-07
Public Administration	MPA*		2008-09
Social Science	BA-MA*		2006-07
Social Work	BA*-MSW		2008-09
Sociology	BA		2009-10
College of Business			
Accountancy	MS		2008-09
Business Administration	BS-MBA		2008-09
Business Information Systems	BS		2008-09
College of Communication and Education			
Communication Design	BA		2010-11
Communication Sciences and Disorders	BA-MA		2008-09
Communication Studies	BA-MA		2006-07
Education	MA	EdD 2009	2009-10

Note: Underlined programs are nationally accredited subject areas.
*Also offered through special sessions.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Chico
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Communication and Education (continued)		
Exercise Physiology	BS	2010-11
Instructional Design and Technology	BS-MS	2006-07
<u>Journalism</u>	BA	2008-09
Kinesiology	BA-MA	2010-11
Liberal Studies	BA*	2006-07
<u>Recreation Administration</u>	BS-MA**	2006-07
College of Engineering, Computer Science and Technology		
Applied Computer Graphics	BS	2008-09
<u>Civil Engineering</u>	BS	2008-09
<u>Computer Engineering</u>	BS	2008-09
Computer Information Systems	BS	2008-09
<u>Computer Science</u>	BS	2008-09
Computer Science	MS	2009-10
Concrete Industry Management	BS 2007***	
<u>Construction Management</u>	BS	2008-09
<u>Electrical and Electronic Engineering</u>	BS	2008-09
Electrical Engineering	MS	2009-10
<u>Manufacturing Technology</u>	BS	2007-08
<u>Mechanical Engineering</u>	BS	2008-09
<u>Mechatronic Engineering</u>	BS	2008-09
College of Humanities and Fine Arts		
American Studies	BA	2009-10
<u>Art</u>	BA-BFA-MA	2006-07
	MFA	2008-09

Note: Underlined programs are nationally accredited subject areas.
*Also offered through special sessions.
**Not currently admitting students.
***The title of the program is under discussion.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Chico
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Humanities and Fine Arts (continued)		
Creative Writing	MFA*	2006-07
English	BA-MA	2006-07
French	BA	2006-07
German	BA	2006-07
History	BA-MA	2006-07
Humanities	BA	2006-07
Linguistics	BA	2008-09
Music	BA-MA	2006-07
Music Industry and Technology	BA	2008-09
Musical Theatre	BA	2007-08
Philosophy	BA	2007-08
Religious Studies	BA	2010-11
Spanish	BA	2006-07
Theatre Arts	BA	2007-08
College of Natural Sciences		
Biochemistry	BS 2007	
Biological Sciences	BS-MS	2006-07
Botany	MS	2006-07
Chemistry	BS	2006-07
Environmental Science	BS-MS	2006-07
Geology	BS	2006-07
Geosciences	BS-MS	2006-07
Mathematics	BS	2009-10
Mathematics Education	MS	2010-11
Microbiology	BS	2006-07
Nursing	BS-MS	2006-07
Nutrition and Food Sciences	BS	2006-07
Nutritional Science	MS	2006-07
Physics	BS	2010-11

*Offered through special sessions in collaboration with other CSU campuses; not admitting students.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Chico
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs

School of Graduate, International, and Interdisciplinary Programs

Asian Studies	BA*	2006-07
Interdisciplinary Studies	MA-MS	2006-07
Latin American Studies	BA	2010-11
Modern Jewish Studies	BA**	2008-09
Multicultural and Gender Studies	BA	2006-07
Special Major	BA-BS	2006-07
Teaching International Languages	MA	2006-07

*Not currently admitting students.
**Offered in collaboration with CSU campuses at Long Beach, Northridge, San Diego, and San Francisco.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Dominguez Hills

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Business Administration and Public Policy		
Applied Studies	BS	2010-11
Business Administration	BS-MBA	2006-07
Criminal Justice Administration	BS	2009-10
Economics	BA	2006-07
Engineering Management	MS*	2006-07
Labor Studies	BA	2006-07
Political Science	BA	2006-07
Public Administration	BS-MPA	2006-07
Sports, Entertainment, and Hospitality Management	BS 2008	
College of Education		
Education	MA EdD 2009	2009-10
Liberal Studies	BA	2009-10
School Psychology	MS	2009-10
Special Education	MA	2009-10
College of Health and Human Services		
Behavioral Science (Gerontology)	MA	2010-11
Child and Adolescent Development	BA 2007	
Clinical Sciences	BS-MS	2008-09
Communication Disorders	MA 2006	
Exercise Science	BS 2007 MS 2009	
Health Science	BS-MS	2008-09
Human Services	BA	2009-10
Marital and Family Therapy	MS	2008-09
Nursing	BS-MS**	2008-09
Occupational Therapy	BS-MS	2008-09

Note: Underlined programs are nationally accredited subject areas.
 *Authorized as a pilot program from summer 2004 to summer 2009; offered collaboratively with CSU Long Beach.
**Offered only as state-supported programs off campus. The campus has expressed interest in offering an entry-level MS in Nursing.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Dominguez Hills
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Health and Human Services (continued)		
Physical Education	BA	2008-09
Public Health	MPH 2007	
Recreation Administration	BA	2008-09
Social Work	MSW 2006	
College of Liberal Arts		
Africana Studies	BA	2010-11
Anthropology	BA	2010-11
Art	BA	2010-11
Behavioral Science*	MA	
Chicano/Chicana Studies	BA	2010-11
Communications	BA	2010-11
Digital Media Arts	BA	2010-11
English	BA-MA	2010-11
History	BA	2010-11
Interdisciplinary Studies	BA	2010-11
<u>Music</u>	BA	2010-11
Negotiation, Conflict Resolution, and Peacebuilding	BA 2006	2010-11
Philosophy	BA	2010-11
Spanish	BA MA 2009	2010-11
<u>Theatre Arts</u>	BA	2010-11
College of Natural and Behavioral Sciences		
Behavioral Science	BA	2006-07
Biology	BA-BS-MS	2006-07
Chemistry	BA-BS	2006-07
<u>Computer Science</u>	BS MS 2006	2006-07
Geography	BA	2006-07
Geology	BS	2006-07
Mathematics	BA	2006-07

Note: Underlined programs are nationally accredited subject areas.
*The Option in Negotiation, Conflict Resolution, and Peacebuilding is administered in this college.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Dominguez Hills
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Natural and Behavioral Sciences (continued)		
Mathematics	MAT	2009-10
Physics	BS	2006-07
Psychology	BA-MA	2006-07
Sociology	BA-MA	2006-07
College of Extended and International Education		
Humanities	MA*	2010-11
Quality Assurance	BS-MS*	2006-07
Special Programs		
Interdisciplinary Studies	MA-MS	2007-08
Special Major	BA-BS	2007-08

*Offered through special sessions.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, East Bay

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts, Letters and Social Sciences		
Anthropology	BA-MA	2007-08
Art	BA-BFA	2008-09
Communication	BA	2008-09
Criminal Justice Administration	BS	2007-08
English	BA-MA	2006-07
Environmental Studies	BA	2007-08
Ethnic Studies	BA	2010-11
French	BA	2007-08
Geography	BA-MA	2007-08
	BS	
Health Care Administration	MS	2010-11
History	BA-MA	2009-10
Human Development	BA	2010-11
International Studies	BA	2009-10
Latin American Studies	BA	2009-10
Liberal Studies	BA	2010-11
Music	BA-MA	2009-10
Philosophy	BA	2006-07
Political Science	BA	2007-08
Public Administration	MPA	2007-08
Social Work	MSW	2007-08
Sociology	BA-MA	2006-07
Spanish	BA	2007-08
Speech Communication	MA	2008-09
Speech Pathology and Audiology	BS-MS	2010-11
Theatre Arts	BA	2010-11
College of Business and Economics		
Business Administration	BS-MS-MBA	2008-09
Economics	BA-MA	2010-11
Taxation	MS	2008-09

Note: Underlined programs are nationally accredited subject areas.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, East Bay
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs

College of Education and Allied Studies

<u>Counseling</u>	MS		2009-10
<u>Education</u>	MS	EdD 2008	2009-10
<u>Educational Leadership</u>	MS-EdD*		2009-10
Kinesiology	BS-MS		2007-08
Recreation	BS		2007-08
<u>Special Education</u>	MS		2009-10

College of Science

Biochemistry	BS	2007-08
Biological Science	BA-MS	2009-10
	BS	
Chemistry	BA-MS	2010-11
	BS	
Computer Science	BS-MS	2010-11
<u>Engineering</u>	BS	2009-10
Engineering Management	MS	2009-10
Environmental Science	BS	2009-10
Geology	BA-MS	2009-10
	BS	
Health Sciences	BS	2010-11
Marine Sciences	MS**	2009-10
Mathematics	BS-MS	2009-10
<u>Nursing</u>	BS	2009-10
Physics	BA-BS	2009-10
Psychology	BA-BS	2009-10
Statistics	BS-MS	2009-10

Note: Underlined programs are nationally accredited subject areas.

*Offered jointly with the University of California, Berkeley; San Francisco State University; and San José State University; scheduled for review in 2008-09.

**The MS in Marine Sciences is offered at the Moss Landing Marine Laboratories. East Bay students completing the Moss Landing program are eligible to have the degree conferred by CSU East Bay.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, East Bay
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Interdisciplinary and Other Programs		
Multimedia	MA	2008-09
Special Major	BA-MA	2008-09
	BS-MS	
Telecommunications Systems	MS	2008-09

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Fresno

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Agricultural Sciences and Technology		
Agricultural Business	BS	2010-11
Agricultural Education	BS	2010-11
Animal Science	BS	2010-11
	MS	2009-10
Child Development	BS	2010-11
Enology	BS	2008-09
Family and Consumer Sciences	BA-MS*	2010-11
Food and Nutritional Sciences	BS-MS	2008-09
Industrial Technology	BS-MS	2007-08
Plant Science	BS-MS	2006-07
Viticulture	BS	2008-09
Viticulture and Enology	MS**	2008-09
College of Arts and Humanities		
Art	BA-MA	2011-12
English	BA-MA	2011-12
Communication	BA-MA	2011-12
Creative Writing	MFA	2011-12
French	BA	2011-12
German	BA*	
Interior Design	BA	2008-09
Linguistics	BA-MA	2006-07
Mass Communication and Journalism	BA-MA	2007-08
Music	BA-MA	2013-14
Philosophy	BA	2006-07
Russian	BA*	
Spanish	BA-MA	2011-12
Theatre Arts	BA	2012-13

Note: Underlined programs are nationally accredited subject areas (including Dietetics and Food Administration option in Food and Nutritional Science program).
*Not currently admitting students.
**Authorized as a pilot program from fall 2003 to fall 2008.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Fresno
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
Sid Craig School of Business			
Accountancy	MS		2009-10
Business Administration	BS		2014-15
	MBA*		2014-15
School of Education and Human Development			
Counseling	MS		2014-15
Education	MA*	EdD 2007	2006-07
Educational Leadership	EdD**		2010-11
Rehabilitation Counseling	MS		2008-09
Special Education	MA		2006-07
Teaching	MA		2010-11
College of Engineering and Computer Science			
Civil Engineering	BS-MS		2006-07
Computer Engineering	BS		2006-07
Construction Management	BS		2006-07
Electrical Engineering	BS		2006-07
Engineering	MS***		2010-11
Geomatics Engineering	BS		2006-07
Industrial Engineering	BS		2006-07
Mechanical Engineering	BS^		2006-07

Note: Underlined programs are nationally accredited subject areas.
*Also offered through special sessions.
**Offered jointly with the University of California, Davis.
***Also offered through special sessions at Edwards Air Force Base.
   ^Not currently admitting students.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Fresno
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs

College of Health and Human Services

Communicative Disorders	BA-MA		2007-08
Health Science	BS		2010-11
Interdisciplinary Health and Rehabilitation Sciences	BS		2007-08
Kinesiology	BS-MA		2006-07
Nursing	BS-MS		2010-11
Physical Therapy	MPT	DPT 2007*	2008-09
Public Health	MPH		2010-11
Recreation Administration	BS		2009-10
Social Work	BA-MSW		2013-14

College of Sciences and Mathematics

Biology	BS-MS		2010-11
Biotechnology	MBt**		
Chemistry	BA-BS-MS		2010-11
Computer Science	BS-MS		2010-11
Environmental Sciences	BS***		2008-09
Forensic Science		MS 2006	
Geology	BS-MS		2010-11
Mathematics	BA-MA		2006-07
Natural Sciences	BA		2006-07
Physics	BS-MS		2006-07
Psychology	BA-MA-MS		2014-15

Note: Underlined programs are nationally accredited subject areas.
*To be offered jointly with the University of California, San Francisco.
**Authorized as a pilot program from fall 2005 to fall 2010.
***Offered jointly with the University of California, Riverside.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Fresno
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Social Sciences		
Africana Studies	BA	2010-11
Anthropology	BA	2007-08
Chicano Studies	BA	2007-08
Criminal Justice Sciences	PhD 2006*	
Criminology	BS-MS	2010-11
Economics	BA	2010-11
Geography	BA	2008-09
History	BA-MA	2011-12
International Relations	MA	2007-08
Political Science	BA	2007-08
<u>Public Administration</u>	BA-MPA	2007-08
Sociology	BA	2008-09
Women's Studies	BA	2008-09
Special and Interdisciplinary Programs		
Interdisciplinary Studies	MA-MS	2007-08
Liberal Studies	BA	2010-11
Marine Sciences	MS**	2010-11
Special Major	BA-BS	2010-11

Note: Underlined programs are nationally accredited subject areas.
  *To be offered jointly with the University of California, Davis, in collaboration with other CSU campuses.
**The MS in Marine Sciences is offered at the Moss Landing Marine Laboratories. Fresno students
   completing the Moss Landing program are eligible to have the degree conferred by CSU Fresno.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Fullerton

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
College of the Arts			
Art	BA-MA		2012-13
	BFA-MFA		
Dance	BA		2012-13
Music	BA-MA		2013-14
	BM-MM		2012-13
Theatre Arts	BA-MA		2008-09
	BFA-MFA		
College of Business and Economics			
Accountancy	MS		2012-13
Business Administration	BA-MBA		2012-13
Economics	BA-MA		2008-09
Information Systems	MS		2012-13
Information Technology	MS*		2008-09
International Business	BA		2012-13
Taxation	MS		2012-13
College of Communications			
Communications	BA-MA		2010-11
Communicative Disorders	BA-MA		2010-11
Radio-Television-Film	BA		2008-09
Speech Communication	BA-MA		2006-07
College of Education			
Education	MS**	EdD 2007	2007-08
Educational Administration and Leadership	EdD***		2007-08

Note: Underlined programs, including the Journalism option in Communications, are nationally accredited subject areas.

*Authorized as a pilot program from fall 2004 to fall 2009.

**Option in Teaching English to Speakers of Other Languages is administered by the College of Humanities and Social Sciences.

***Offered jointly with the University of California, Irvine; California State University, Long Beach, California State University, Los Angeles; and California State Polytechnic University, Pomona.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Fullerton
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Education (continued)		
Higher Education	MS 2008	
Instructional Design and Technology	MS*	2006-07
College of Engineering and Computer Science		
Civil Engineering	BS-MS	2011-12
Computer Engineering	BS	2010-11
Computer Science	BS-MS	2011-12
Electrical Engineering	BS-MS	2011-12
Engineering	BS-MS	2011-12
Engineering Management	MS 2008	
Mechanical Engineering	BS-MS	2011-12
Software Engineering	MS	BS 2008	2011-12
College of Health and Human Development		
Child and Adolescent Development	BS	2012-13
Counseling	MS	2008-09
Health Science	BS	2008-09
Human Services	BS	2007-08
Kinesiology	BS-MS	2008-09
Nursing	BS-MS	2007-08
Public Health	MPH	2010-11
Social Work	MSW 2007	

Note: Underlined programs are nationally accredited subject areas.
*Authorized as a pilot program from fall 2002 to fall 2007; projected for conversion to regular-program status.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Fullerton
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Humanities and Social Sciences		
American Studies	BA-MA	2007-08
Anthropology	BA-MA	2008-09
Comparative Literature	BA-MA	2010-11
Criminal Justice	BA	2012-13
English	BA-MA	2010-11
Environmental Studies	MS	2006-07
Ethnic Studies	BA	2008-09
European Studies	BA	2009-10
French	BA-MA	2008-09
Geography	BA-MA	2006-07
German	BA-MA	2008-09
Gerontology	MS	2008-09
History	BA-MA	2009-10
Japanese	BA	2008-09
Latin American Studies	BA	2007-08
Liberal Studies	BA	2011-12
Linguistics	BA-MA	2011-12
Philosophy	BA	2012-13
Political Science	BA-MA	2009-10
Psychology	BA-MA	2006-07
	MS	
Public Administration	BA-MPA	2009-10
Religious Studies	BA	2010-11
Social Sciences	MA*	Pending
Sociology	BA-MA	2011-12
Spanish	BA-MA	2008-09
Women's Studies	BA	2012-13

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Fullerton
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Natural Sciences and Mathematics		
Biochemistry	BS	2008-09
Biological Science	BA	2006-07
Biology	MS	2006-07
Chemistry	BA-MS	2008-09
	BS	
Geological Sciences	BS	2011-12
Geology	MS	2011-12
Mathematics	BA-MA	2009-10
Physics	BS-MS	2012-13
Science	MAT	2012-13
Special Programs		
Interdisciplinary Studies	MA*	Pending
Special Major	BA*	Pending
General Education		2007-08

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.

ACADEMIC PLAN
2006-2007 through 2015-2016
Humboldt State University

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts, Humanities, and Social Sciences		
Anthropology	BA	2012-13
<u>Art</u>	BA-MA	2007-08
Communication	BA	2008-09
English	BA-MA	2008-09
French	BA	2008-09
Geography	BA	2010-11
German	BA	2008-09
History	BA	2011-12
Journalism	BA	2008-09
<u>Music</u>	BA	2007-08
Native American Studies	BA	2009-10
Philosophy	BA	2009-10
Political Science	BA	2011-12
Religious Studies	BA	2006-07
Social Science	BA-MA	2012-13
<u>Social Work</u>	BA	2012-13
<u>Social Work</u>	MSW	2011-12
Sociology	BA-MA	2012-13
Spanish	BA	2008-09
<u>Theatre Arts</u>	BA-MA	2008-09
	MFA*	
College of Natural Resources and Sciences		
Biology	BS-MA	2010-11
Botany	BS	2010-11
Chemistry	BA-BS	2010-11
Computer Information Systems	BS	2006-07
Computer Science	BS	2006-07
<u>Environmental Resources Engineering</u>	BS	2008-09
Environmental Science	BS	2007-08
Environmental Systems	MS	2010-11
Fisheries Biology	BS	2007-08
<u>Forestry</u>	BS	2006-07
Geology	BA-BS	2011-12

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.

ACADEMIC PLAN
2006-2007 through 2015-2016
Humboldt State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs

College of Natural Resources and Sciences (continued)

Mathematics	BA		2012-13
Natural Resources	MS		2008-09
Natural Resources Planning and Interpretation	BS		2006-07
Nursing	BS		2008-09
Oceanography	BS		2008-09
Physical Science	BS		2012-13
Physics	BA-BS		2012-13
Psychology	BA-MA		2011-12
Rangeland Resource Sciences	BS		2009-10
Wildlife Management	BS		2009-10
Zoology	BS		2010-11

College of Professional Studies

Business Administration	BS-MBA		2007-08
Economics	BA		2010-11
Education	MA	EdD 2009	2009-10
Industrial Technology	BS		2007-08
Kinesiology	BS-MS		2009-10

Other

Interdisciplinary Studies	BA-BS		2012-13
Dance Studies			2008-09
Ethnic Studies			2008-09
International Studies			2009-10
Women's Studies			2007-08
Liberal Studies	BA		2010-11
Child Development			2006-07
Elementary Education			2009-10
Recreation Administration			2009-10

Note: Underlined programs are nationally accredited subject areas.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Long Beach

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of the Arts		
Art	BA-MA BFA-MFA	2010-11
Dance	BA-MA* BFA-MFA	2011-12
Design	BS	2010-11
Film and Electronic Arts	BA	2007-08
Music	BA-MA BM-MM	2013-14
Theatre Arts	BA-MFA	2013-14
College of Business Administration		
Business Administration	BS-MBA	2007-08
College of Education		
Counseling	MS	2006-07
Education	MA EdD 2007	2006-07
Educational Administration and Leadership	EdD**	2008-09
Liberal Studies	BA	2006-07
Special Education	MS	2006-07
College of Engineering		
Aerospace Engineering	BS-MS	2006-07
Chemical Engineering	BS	2006-07
Civil Engineering	BS-MS-CE	2006-07
Computer Engineering	BS	2006-07
Computer Engineering Technology	BS	2006-07
Computer Science and Engineering	BS-MS	2006-07
Construction Engineering Management	BS	2006-07
Electrical Engineering	BS-MS	2008-09

Note: Underlined programs, including the Interior Design specialization (within the BFA, Art), are nationally accredited subject areas.

*Offered only through special sessions.

**Offered jointly with the University of California, Irvine; California State University, Fullerton, California State University, Los Angeles; and California State Polytechnic University, Pomona.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Long Beach
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Engineering (continued)		
Electronics Engineering Technology	BS	2006-07
Engineering	BS-MS	2006-7
Engineering and Industrial Applied Mathematics	PhD*	2011-12
Engineering Management	MS**	2006-07
Engineering Technology	BS	2008-09
Manufacturing Engineering Technology	BS	2008-09
Mechanical Engineering	BS-MS	2006-07
College of Health and Human Services		
Communicative Disorders	BA-MA	2008-09
Criminal Justice	BS-MS	2011-12
Dietetics and Food Administration	BS	2010-11
Emergency Services Administration	MS	2007-08
Family and Consumer Sciences	BA-MA	2006-07
Gerontology	MS	2011-12
Health Care Administration	BS-MS	2010-11
Health Science	BS-MS	2010-11
	MPH	
Kinesiology	BA-MA	2011-12
	BS-MS	
Nursing	BS-MS	2011-12
Nursing /Public Health	MS/MPH	2011-12
Nursing/Health Care Administration	MS/MS	2011-12
Nutritional Science	MS	2011-12
Occupational Studies	BS-MA	2011-12
	BVEd	
Physical Therapy	MPT	2013-14
Public Policy and Administration	MPA	2008-09
Recreation	BA	2010-11

Note: Underlined programs, including the concentration in Materials Engineering (within the BS, Engineering) are nationally accredited subject areas.

*The joint doctoral degree in Engineering and Industrial Applied Mathematics is offered with Claremont Graduate University.

**Authorized as a pilot program from summer 2004 to summer 2009; offered collaboratively with California State University, Dominguez Hills.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Long Beach
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Health and Human Services (continued)		
Recreation Administration	MS	2010-11
<u>Social Work</u>	BA-MSW	2008-09
College of Liberal Arts		
American Studies	BA	2007-08
Anthropology	BA-MA	2011-12
Asian American Studies	BA	2010-11
Asian Studies	BA-MA	2010-11
Black Studies	BA	2010-11
Business Economics	BA	2010-11
Chicano and Latino Studies	BA	2010-11
Chinese Studies	BA	2010-11
Classics	BA	2006-07
Communication Studies	BA-MA	2011-12
Comparative World Literature	BA	2006-07
Creative Writing	MFA	2006-07
Economics	BA-MA	2010-11
English	BA-MA	2006-07
Environmental Science and Policy	BA	2006-07
French	BA-MA	2007-08
French Studies	BA	2007-08
Geography	BA-MA	2006-07
German	BA	2007-08
Global Logistics	MA*	2010-11
History	BA-MA	2006-07
Human Development	BA	2006-07
International Studies	BA	2011-12
Italian Studies	BA	2007-08
Japanese	BA	2010-11
Journalism	BA	2007-08
Linguistics	BA-MA	2008-09
Modern Jewish Studies	BA**	2007-08

Note: Underlined programs are nationally accredited subject areas.
  *Authorized as a pilot program from spring 2002 to spring 2007; projected for conversion to regular-program status.
**Offered in collaboration with CSU campuses at Chico, Northridge, San Diego, and San Francisco.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Long Beach
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Liberal Arts (continued)		
Philosophy	BA-MA	2006-07
Political Science	BA-MA	2011-12
Psychology	BA-MA	2011-12
	MS	
Religious Studies	BA-MA	2006-07
Sociology	BA	2011-12
Spanish	BA-MA	2007-08
Translation and Interpretation Studies	BA*	2010-11
Women's Studies	BA	2006-07
College of Natural Sciences and Mathematics		
Biochemistry	BS-MS	2011-12
Biology	BS-MS	2010-11
Chemistry	BA-MS	2011-12
	BS	
Earth Science	BS	2010-11
Environmental Science and Policy	BS	2006-07
Geology	BS-MS**	2010-11
Marine Biology	BS	2010-11
Mathematics	BS-MS	2006-07
Microbiology	BS-MS	2010-11
Physics	BA-MS	2007-08
	BS	
Science Education	MS	2010-11
University Academic Programs		
Interdisciplinary Studies	BA-MA	2010-11
	BS-MS	

*Authorized as a pilot program from fall 2001 to fall 2006; projected for conversion to regular-program status.
**The master's degree in Geology is offered cooperatively with California State University, Los Angeles and California State University, Northridge.

Attachment A
Ed. Pol. - Item 3
March 14-15, 2006
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ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Los Angeles

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts and Letters		
Art	BA-MA	2006-07
	MFA	
Chinese	BA	2008-09
Communication	BA	2010-11
Communication Studies	MA	2010-11
English	BA-MA	2008-09
Film, Television, and Theatre	MFA 2007*	
French	BA-MA	2009-10
Japanese	BA	2009-10
Liberal Studies	BA	2010-11
Music	BA-MA	2008-09
	BM-MM	
Philosophy	BA-MA	2010-11
Spanish	BA-MA	2009-10
Television, Film, and Media Studies	BA	2006-07
Theatre Arts	MA	2010-11
Theatre Arts and Dance	BA	2010-11
College of Business and Economics		
Accountancy	MS	2010-11
Business Administration	BS-MS	2010-11
	MBA	
Computer Information Systems	BS	2010-11
Economics	BA-MA	2010-11
Health Care Management	MS	2010-11
Information Systems	MS	2010-11
Charter College of Education		
Counseling	MS	2010-11
Rehabilitation Counseling		2008-09
Education	MA EdD 2008	2010-11
Educational Administration	MA	2010-11

Note: Underlined programs indicate nationally accredited subject areas.
*The title and scope of the program are under discussion.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Los Angeles
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs

Charter College of Education (continued)

Educational Administration and Leadership	EdD*	2008-09
Rehabilitation Services	BS	2008-09
Special Education	MA-PhD**	2010-11
Teaching English to Speakers of Other Languages	MA	2010-11
Urban Learning	BA	2110-11

College of Engineering, Computer Science, and Technology

Aviation Administration	BS	2011-12
Civil Engineering	BS-MS	2007-08
Computer Science	BS-MS	2009-10
Electrical Engineering	BS-MS***	2007-08
Engineering	BS	2007-08
Fire Protection Administration and Technology	BS	2006-07
Graphic Communication	BS	2007-08
Industrial Arts	BA	2006-07
Industrial Technology	BS	2006-07
Industrial and Technical Studies	MA	2006-07
Mechanical Engineering	BS-MS	2007-08
Technology	MS 2007****	
Vocational Arts	BVEd	2006-07

College of Health and Human Services***

Child Development	BA-MA	2006-07
Communicative Disorders	BA-MA	2008-09
Criminal Justice	BS-MS	2007-08
Criminalistics	MS	2007-08
Exercise Science	BS 2006	

Note: Underlined programs indicate nationally accredited subject areas.
 *Offered jointly with the University of California, Irvine; California State University, Fullerton, California State University, Long Beach; and California State Polytechnic University, Pomona.
**The PhD in Special Education is offered jointly with the University of California, Los Angeles.
***Also offered through special sessions.
****The title and scope of the program are under discussion.
*****The university has expressed an interest in negotiating a joint PhD degree in Forensic Sciences.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Los Angeles
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Health and Human Services (continued)		
Food Science and Technology	BS 2006*	
Health Care Management	MS	2009-10
Health Science	BS-MA	2010-11
Kinesiology	BS-MS	2009-10
<u>Nursing</u>	BS-MS	2006-07
<u>Nutritional Science</u>	BS-MS	2009-10
<u>Social Work</u>	BA-MSW	2009-10
College of Natural and Social Sciences		
Afro-American Studies	BA	2010-11
Anthropology	BA-MA	2010-11
Biochemistry	BS	2010-11
Biology	BS-MS	2008-09
Chemistry	BA-MS	2010-11
	BS	
Environmental Science	MS 2008	
Geography	BA-MA	2009-10
Geology	BS-MS**	2009-10
History	BA-MA	2009-10
Latin American Studies	BA-MA	2010-11
Mathematics	BA-MS	2006-07
	BS	
Microbiology	BS	2008-09
Mexican American Studies	BA-MA	2010-11
Natural Science	BS	2007-08
Physics	BA-MS	2007-08
	BS	
Political Science	BA-MA	2008-09

Note: Underlined programs are nationally accredited subject areas.
*Approval will be contingent on evidence of sufficient student demand to sustain a viable program.
**The master's degree in Geology is offered cooperatively with California State University, Long Beach and California State University, Northridge.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Los Angeles
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Natural and Social Sciences (continued)		
Psychology	BA-MA	2009-10
	MS	
Public Administration	MS	2008-09
Social Science	BA	2008-09
Sociology	BA-MA	2010-11
Interdisciplinary Programs		
Asian and Asian American Studies	BA	2009-10
Interdisciplinary Studies	MA-MS	2006-07
Special Major	BA-BS	2007-08

Note: Underlined programs are nationally accredited subject areas.

ACADEMIC PLAN
2006-2007 through 2015-2016
California Maritime Academy

Existing Schools/Divisions and Degree Programs Offered		Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
<u>Business Administration</u>	BS		2006-07
<u>Facilities Engineering Technology</u>	BS		2011-12
Global Studies and Maritime Affairs	BA		2007-08
Global Supply Chain Management and Security		MS 2007*	
<u>Marine Engineering Technology</u>	BS		2011-12
Marine Transportation**	BS		2007-08
<u>Mechanical Engineering</u>	BS		2007-08
Science and Mathematics		BS 2008	

Note: Underlined programs are nationally accredited subject areas.

*To be offered through special sessions in collaboration with California State University, Long Beach.

**The International Maritime Organization has ratified that the Marine Transportation program is in conformity with the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Monterey Bay

Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Biological Sciences	BS 2007	
Business Administration	BA-MBA*	2007-08
Coastal and Watershed Science and Policy	MS	2010-11
Collaborative Human Services	BA	2007-08
Collaborative Leadership	EdD**	2011-12
Computer Science and Information Technology	BS 2007	
Critical and Applied Multicultural Studies	MA 2007	
Earth Systems Science and Policy	BS	2007-08
Education	MA EdD 2010	2007-08
Global Studies	BA	2006-07
Human Communication	BA	2006-07
Human Development	BA 2006	
Human Performance and Wellness	BS	2010-11
Instructional Technology and Communication Design	MS 2007*	
Integrated Studies	BA	2008-09
Interdisciplinary Studies	MA	2008-09
Liberal Studies	BA	2007-08
Management and Information Technology	MS***	2007-08
Marine Sciences	MS****	2008-09
Mathematics	BA*****	2007-08
Music	BA	2008-09

*Offered through special sessions.
**Offered jointly with the University of California, Santa Cruz and San José State University.
***Authorized as a pilot program from fall 2002 to fall 2007; projected for conversion to regular-program status.
****The MS in Marine Sciences is offered at the Moss Landing Marine Laboratories. Monterey Bay students completing the Moss Landing program will be eligible to have the degree conferred by California State University, Monterey Bay.
*****Authorized as a pilot program from fall 2003 to fall 2008.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Monterey Bay

Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Nursing	MS 2010*	
Practical and Professional Ethics	MA 2008**	
Psychology	BA 2007	
Public Policy	MPP 2006	
Social and Behavioral Sciences BA		2006-07
Teaching	MA 2007	
Telecommunications, Multimedia, and Applied Computing BS		2007-08
Teledramatic Arts and Technology BA		2009-10
Visual and Public Arts BA		2006-07
World Languages and Cultures BA		2006-07

*Approval will be contingent on the availability of resources to establish and sustain the program.
**Approval will be contingent on evidence of sufficient student demand and employment opportunities for graduates.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Northridge

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts, Media, and Communication		
Art	BA-MA-MFA	2006-07
Cinema and Television Arts	BA	2007-08
Communication Studies	BA-MA	2008-09
Journalism	BA	2009-10
Mass Communication	MA	2009-10
Music	BA-MA	2006-07
	BM-MM	
Screenwriting	MA	2007-08
Theatre Arts	BA-MA	2010-11
College of Business and Economics		
Accountancy	BS-MS*	2009-10
Business Administration	BS-MS*-MBA	2009-10
Economics	BA	2009-10
Finance	BS 2007	
Information Systems	BS	2009-10
Management	BS 2007	
Marketing	BS 2007	
Michael D. Eisner College of Education		
Counseling	MS	2008-09
Deaf Studies	BA	2006-07
Education	MA EdD 2008	2009-10
Educational Administration	MA	2009-10
Special Education	MA	2009-10
College of Engineering and Computer Science		
Civil Engineering	BS	2007-08
Computer Engineering	BS MS 2007	2007-08
Computer Science	BS	2007-08
Computer Science	MS	2010-11
Construction Management Technology	BS	2009-10

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Northridge
(continued)

Existing Schools/Divisions and Degree Programs Offered		Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs

College of Engineering and Computer Science (continued)

Electrical Engineering	BS		2007-08
Electrical Engineering	MS		2009-10
Engineering	BS		2007-08
Engineering	MS*		2009-10
Engineering Management	MS*		2009-10
Manufacturing Systems Engineering	BS	MS 2006	2007-08
Materials Engineering	MS		2010-11
Mechanical Engineering	BS-MS		2007-08
Software Engineering		MS 2007	
Structural Engineering		MS 2007	

College of Health and Human Development

Audiology		AuD 2007**	
Child Development	BA		2010-11
Communicative Disorders	BA-MS*		2011-12
Environmental and Occupational Health	BS		2007-08
Environmental and Occupational Health	MS		2010-11
Family and Consumer Sciences	BS-MS		2007-08
Interior Design			2010-11
Nutrition, Dietetics, and Food Science			2008-09
Health Administration	MS		2007-08
Health Science	BS		2007-08
Radiologic Technology			2008-09
Health Administration			2008-09
Health Education			2006-07
Kinesiology	BS-MS		2009-10
Athletic Training			2011-12
Nursing	BS		2009-10
Physical Therapy	MPT		2008-09
Public Health	MPH		2010-11
Recreation	BS-MS		2010-11

Note: Underlined programs, including the options noted, are nationally accredited subject areas.

*Also offered through special sessions.

**To be offered jointly with University of California, Los Angeles, in collaboration with California State University, Long Beach and California State University, Los Angeles.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Northridge
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Humanities		
Asian American Studies	BA	2010-11
Chicana and Chicano Studies	BA-MA	2009-10
English	BA-MA	2009-10
French	BA-MA	2009-10
German	BA	2009-10
Humanities	BA	2006-07
Languages and Cultures	BA 2006	
Liberal Studies	BA	2009-10
Linguistics	BA-MA	2007-08
Modern Jewish Studies	BA*	2010-11
Philosophy	BA	2009-10
Religious Studies	BA	2010-11
Spanish	BA-MA	2009-10
Women's Studies	BA	2006-07
College of Science and Mathematics		
Biochemistry	BS-MS	2008-09
Biology	BA-MS	2010-11
	BS	
Biomedical Physics	BA	2010-11
Chemistry	BA-MS	2008-09
	BS	
Genetic Counseling	MS	2006-07
Geology	BS-MS**	2010-11
Mathematics	BA-MS	2010-11
	BS	
Physics	BA-MS	2010-11
	BS	

Note: Underlined programs are nationally accredited subject areas.
*Offered in collaboration with CSU campuses at Chico, Long Beach, San Diego, and San Francisco.
**The MS in Geology is offered cooperatively with CSU campuses at Long Beach and Los Angeles.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Northridge
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Social and Behavioral Sciences		
African American Studies	BA	2007-08
Anthropology	BA-MA	2010-11
Geography	BA-MA	2008-09
History	BA-MA	2010-11
Political Science	BA-MA	2010-11
Psychology	BA-MA	2007-08
Public Administration	MPA*	2009-10
Public Sector Management	BA*	2008-09
Sociology	BA-MA	2010-11
Social Work	MSW	2010-11
Urban Studies and Planning	BA	2010-11
Interdisciplinary Programs		
Knowledge Management	MKM**	2009-10
Information and Library Management	MILM 2006***	
Interdisciplinary Studies	MA	2009-10
Special Major	BA	2010-11

*Offered through special sessions.
**Authorized as a pilot program from fall 2005 to fall 2010.
***To be offered through special sessions.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State Polytechnic University, Pomona

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs

College of Agriculture

Agricultural Biology	BS		2007-08
Agricultural Science	BS		2010-11
Agriculture	MS		2007-08
Agronomy	BS		2007-08
Animal Health Science	BS		2007-08
Animal Science	BS		2007-08
Apparel Merchandising and Management	BS		2007-08
Food Marketing and Agribusiness Management	BS		2010-11
Food Science and Technology	BS		2007-08
Foods and Nutrition	BS		2007-08
Horticulture	BS		2007-08
Landscape Irrigation Science	BS		2007-08
Soil Science	BS		2007-08

College of Business Administration

Accountancy		MS 2007	
Business Administration	BS-MS		2011-12
	MBA		

College of Education

Education	MA	EdD 2009	2008-09
Educational Administration and Leadership	EdD*		2008-09
Gender, Ethnicity, and Multicultural Studies	BA		2010-11
Liberal Studies	BA		2010-11

College of Engineering

Aerospace Engineering	BS		2011-12
Chemical Engineering	BS		2011-12
Civil Engineering	BS		2011-12
Computer Engineering	BS		2011-12

Note: Underlined programs are nationally accredited subject areas.

*Offered jointly with the University of California, Irvine; California State University, Fullerton; California State University, Long Beach, and California State University, Los Angeles.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State Polytechnic University, Pomona
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Engineering (continued)		
Construction Engineering Technology	BS	2011-12
Electrical Engineering	BS-MS	2011-12
Electronics and Computer Engineering Technology	BS	2011-12
Engineering	MS	2011-12
Engineering Management	MS	2011-12
Engineering Technology	BS	2011-12
Industrial Engineering	BS	2011-12
Manufacturing Engineering	BS	2011-12
Materials Engineering	BS*	2011-12
Mechanical Engineering	BS-MS	2011-12
Structural Engineering	MS	2011-12
College of Environmental Design		
Architecture	Barch**-MArch	2008-09
Art	BA	2008-09
Graphic Design	BFA	2008-09
Landscape Architecture	BS-MLA	2011-12
Regenerative Studies	MS	2008-09
Urban and Regional Planning	BS-MURP	2011-12
College of Letters, Arts, and Social Sciences		
Anthropology	BS	2009-10
Behavioral Sciences	BA	2010-11
Communication Arts	BS	2008-09
Economics	BS-MS	2009-10
English	BA-MA	2009-10
Geography	BS	2010-11
History	BA-MA	2009-10

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.
**Also offered through special sessions.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State Polytechnic University, Pomona
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs

College of Letters, Arts, and
  Social Sciences (continued)

Kinesiology	BS-MS		2009-10
Music	BA		2007-08
Philosophy	BA		2008-09
Political Science	BA		2009-10
Psychology	BA-MS	MA 2007	2010-11
Public Administration	MPA		2009-10
Social Sciences	BS		2009-10
Sociology	BA		2010-11
Spanish	BA		2009-10
Theatre	BA		2008-09

College of Science

Biological Science	MS		2010-11
Biology	BS		2010-11
Biotechnology	BS		2010-11
Botany	BS		2010-11
Chemistry	BS-MS		2009-10
Computer Science	BS-MS		2007-08
Environmental Biology	BS		2008-09
Geology	BS		2010-11
Integrated Earth Studies	BS		2010-11
Mathematics	BS-MS		2007-08
Microbiology	BS		2010-11
Physics	BS		2007-08
Zoology	BS		2010-11

Collins School of Hospitality
 Management

Hotel and Restaurant Management	BS		2006-07

Note: Underlined programs are nationally accredited subject areas.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State Polytechnic University, Pomona
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Other		
Special Major	BA*	
Degrees Offered Through Special Sessions		
Management	MS	2010-11

*Not currently admitting students.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Sacramento

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
College of Arts and Letters			
<u>Art</u>	BA-MA		2010-11
Communication Studies	BA-MA		2010-11
English	BA-MA		2006-07
Film Studies		BA 2006	
French	BA		2009-10
<u>Graphic Design</u>	BS		2010-11
History	BA-MA-PhD*		2006-07
Humanities	BA		2007-08
<u>Interior Design</u>	BA		2010-11
Journalism	BA		2009-10
Learning Skills			2006-07
Liberal Arts	MA		2008-09
<u>Music</u>	BA		2010-11
	BM-MM		
Philosophy	BA		2007-08
Photography	BA**		2010-11
Spanish	BA-MA		2009-10
Teaching English to Speakers of Other Languages	MA		2008-09
<u>Theatre Arts</u>	BA-MA		2009-10
College of Business Administration			
Accountancy	MS		2006-07
<u>Business Administration</u>	BS-MBA		2006-07
	MS		
Urban Land Development	MS		2009-10
College of Education			
Child Development	BA	MA 2006	2007-08
<u>Counseling</u>	MS		2009-10
Deaf Studies		BA 2006	
<u>Education</u>	MA	EdD 2007	2009-10

Note: Underlined programs are nationally accredited subject areas.
*Emphasis in Public History; offered jointly with the University of California, Santa Barbara.
**Authorized as a pilot program from fall 2001 to fall 2006; projected for conversion to regular-program status.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Sacramento
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Education (continued)		
Educational Leadership	EdD*	2010-11
School Psychology	MA 2006	
	EdS 2006	
Vocational Education	BVEd**	2010-11
College of Engineering and Computer Science		
Civil Engineering	BS-MS	2009-10
Computer Engineering	BS-MS	2009-10
Computer Science	BS-MS	2009-10
Construction Management	BS	2009-10
Electrical and Electronic Engineering	BS-MS	2009-10
Mechanical Engineering	BS-MS	2009-10
Mechanical Engineering Technology	BS	2009-10
Software Engineering	MS	2009-10
College of Health and Human Services		
Audiology	AuD 2007	
Criminal Justice Administration	BS-MS	2011-12
Health Science	BS	2010-11
Kinesiology	BS-MS	2010-11
Nursing	BS-MS	2010-11
Physical Therapy	MPT	2011-12
Recreation Administration	BS-MS	2006-07
Social Work	BA-MSW	2006-07
Speech Pathology and Audiology	BS-MS	2007-08

Note: Underlined programs are nationally accredited subject areas.
*Offered jointly with the University of California, Davis and Sonoma State University.
**Offered through special sessions.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Sacramento
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Natural Sciences and Mathematics		
Biological Sciences	BA-MS	2008-09
	BS	
Chemistry	BA-MS	2007-08
	BS	
Geography	BA	2010-11
Geology	BA-MS	2007-08
	BS	
Mathematics	BA-MA	2007-08
Physical Science	BA	2008-09
Physics	BA-BS	2008-09
College of Social Sciences and Interdisciplinary Studies		
Anthropology	BA-MA	2011-12
Asian Studies	BA	2008-09
Economics	BA-MA	2010-11
Environmental Studies	BA	2006-07
Ethnic Studies	BA	2011-12
Family and Consumer Sciences	BA	2007-08
Government	BA-MA	2009-10
Government-Journalism	BA	2009-10
Liberal Studies	BA	2006-07
Psychology	BA-MA	2006-07
Public Policy and Administration	MPPA	2011-12
Social Science	BA	2006-07
Sociology	BA-MA	2010-11

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Sacramento
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Interschool and Interdisciplinary Programs		
Gerontology	BS	2009-10
Health Care Administration	MS 2006*	
International Affairs	MA	2009-10
Marine Sciences	MS**	2010-11
Special Major	BA-MA	2010-11
	BS-MS	

 *To be offered through special sessions.

**The MS in Marine Sciences is offered at the Moss Landing Marine Laboratories. Sacramento students
 completing the Moss Landing program are eligible to have the degree conferred by California State
 University, Sacramento.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, San Bernardino

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts and Letters		2007-08
Art BA-MA		
Communication BA		
Communication Studies MA		
English BA		
English Composition MA		
French BA		
Music BA	MA 2007*	
Philosophy BA		
Spanish BA-MA		
Theatre Arts BA	MA 2006*	
College of Business and Public Administration*		2006-07
Accountancy	MS 2007	
Business Administration BA-MBA BS		
Information Systems and Technology	BS 2007	
Public Administration MPA		
College of Education		2008-09
Counseling MS		
Education MA	EdD 2007	
Educational Administration MA		
Rehabilitation Counseling MA		
Special Education	MS 2007	
Vocational Education BVEd-BS		
College of Natural Sciences		2009-10
Biology BA BS-MS		
Chemistry BA-BS		
Computer Engineering	BS 2006	

Note: Underlined programs are nationally accredited subject areas.

*Approval will be contingent on evidence of sufficient student demand to sustain viable programs and on national
  accreditation of the subject area.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, San Bernardino
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Natural Sciences (continued)		2009-10
Computer Science	BS-MS	
Computer Systems	BA	
Civil Engineering	BS 2010	
Electrical Engineering	BS 2010	
Environmental Science	MS 2006	
Geology	BA-BS	
Health Science	BS	
Health Services Administration	MS	
Kinesiology	BS MS 2010	
Mathematics	BA-MA	
	BS-MAT	
Mechanical Engineering	BS 2010	
Nursing	BS-MS	
Nutrition and Food Sciences	BS	
Physics	BA-BS	
Public Health	MPH	
College of Social and Behavioral Sciences		
Anthropology	BA	2007-08
Child Development	MA 2007	
Criminal Justice	BA-MA	2007-08
Economics	BA	2007-08
Geography	BA	2010-11
History	BA	2010-11
Human Services	BA	2010-11
National Security Studies	MA	2006-07
Political Science	BA	2006-07
Psychology	BA-MA	2006-07
	MS	
Social Science	BA-MA	2007-08
Social Work	BA-MSW	2007-08
Sociology	BA	2010-11
Urban Planning	MUP*	

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, San Bernardino
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Interschool and Interdisciplinary Studies		
American Studies	BA	2007-08
Environmental Studies	BA	2010-11
Human Development	BA	2006-07
Interdisciplinary Studies	MA	2006-07
Liberal Studies	BA	2006-07
Special Major	BA	2006-07
Degrees Offered Through Special Sessions		
Education	MA*	2008-09
Liberal Studies	BA*	2007-08

*Not currently admitting students.

ACADEMIC PLAN
2006-2007 through 2015-2016
San Diego State University

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts and Letters		
Afro-American Studies	BA	2009-10
American Indian Studies	BA 2007	
Anthropology	BA-MA	2007-08
Asian Studies	BA-MA	2006-07
Chicana and Chicano Studies	BA-MA	2007-08
Classics	BA	2008-09
Comparative Literature	BA	2009-10
Creative Writing	MFA	2009-10
Economics	BA-MA	2011-12
English	BA-MA	2009-10
European Studies	BA	2008-09
French	BA-MA	2008-09
Geography	BA-MA-PhD* BS-MS	2010-11
German	BA	2008-09
History	BA-MA	2006-07
Humanities	BA	2008-09
International Business	BA	2009-10
Japanese	BA	2011-12
Latin American Studies	BA-MA	2011-12
Liberal Arts and Sciences	MA	2010-11
Linguistics	BA-MA	2011-12
Philosophy	BA-MA	2006-07
Political Science	BA-MA	2008-09
Religious Studies	BA	2006-07
Rhetoric and Writing Studies	MA	2007-08
Russian	BA	2008-09
Russian and Central European Studies	BA	2008-09
Social Science	BA	2006-07
Sociology	BA-MA	2011-12
Spanish	BA-MA	2006-07
Translation and Interpreting	MA 2006	
Women's Studies	BA-MA	2007-08

*Joint doctoral program offered with the University of California, Santa Barbara.

ACADEMIC PLAN
2006-2007 through 2015-2016
San Diego State University (continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
College of Business Administration			
Accountancy	MS		2007-08
Business Administration	BS-MS		by option
	MBA		2008-09
College of Education			
Counseling	MS		2006-07
Education	MA-PhD*	EdD 2007	by option
	EdD**		2008-09
Educational Leadership	EdD*		2012-13
Rehabilitation Counseling	MS		2010-11
School Psychology	EdS		2010-11
Special Education		EdD 2009*	
Vocational Education	BVEd		2010-11
College of Engineering			
Aerospace Engineering	BS-MS		2006-07
Bioengineering	MS		2006-07
Civil Engineering	BS-MS		2006-07
Computer Engineering	BS		2006-07
Construction Engineering		BS 2007	
Electrical Engineering	BS-MS		2006-07
Engineering Sciences (Applied Mechanics)	PhD*		2008-09
Environmental Engineering	BS		2006-07
Manufacturing and Design	MEng		2006-07
Mechanical Engineering	BS-MS		2006-07

Note: Underlined programs are nationally accredited subject areas.

*Joint doctoral programs are offered or proposed with the following institutions:

Engineering Sciences, Special Education	University of California, San Diego
Education (PhD)	Claremont Graduate University
Educational Leadership	UC San Diego and CSU San Marcos

**The EdD is offered jointly with the University of San Diego in the following areas: Teaching and Learning, Educational Technology, and Human Development Services.

ACADEMIC PLAN
2006-2007 through 2015-2016
San Diego State University (continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs

College of Health and Human Services

Audiology	AuD*		2009-10
Gerontology	BA-MS		2007-08
Health Science	BS		2006-07
Hearing Science		PhD 2008*	
Language and Communicative Disorders	PhD*		2012-13
Nursing	BS-MS		2009-10
Public Health	MS-MPH-PhD*		2008-09
Public Health/Social Work	MPH/MSW		2008-09
Social Work	BA-MSW**	PhD 2008*	2007-08
Speech, Language, and Hearing Sciences	BA-MA		2011-12

College of Professional Studies and Fine Arts

Art	BA-MA		2007-08
	MFA		
Child Development	BS-MS		2006-07
City Planning	MCP		2009-10
Communication	BA-MA	PhD 2008*	2006-07
Criminal Justice Administration	BS		2009-10
Dance	BA-BFA		2008-09
Exercise Physiology	MS		2011-12
Foods and Nutrition	BS		2011-12
Hospitality and Tourism Management	BS		2012-13
Journalism	BA		2006-07
Kinesiology	BA-MA		2011-12
	BS		
Music	BA-MA		2008-09
	BM-MM		
Nutritional Science	MS		2011-12

Note: Underlined programs are nationally accredited subject areas.
*Joint doctoral programs are offered or proposed with the following institutions:

Audiology, Hearing Science, Language and Communicative Disorders, Public Health	University of California, San Diego
Social Work	University of Southern California
Communication	Fielding Graduate Institute

**Option within the MSW program is coordinated so that students may earn simultaneously an MSW degree from San Diego State University and a JD degree from California Western School of Law.

ACADEMIC PLAN
2006-2007 through 2015-2016
San Diego State University (continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs

College of Professional Studies and Fine Arts
(continued)

Nutritional Science/Exercise Physiology	MS/MS		2011-12
<u>Public Administration</u>	BA-MPA		2009-10
<u>Recreation Administration</u>	BS		2012-13
Television, Film, and New Media Production	BS-MA		2011-12
<u>Theatre Arts</u>	BA-MA		2011-12
	MFA		
Urban Studies	BA		2009-10

College of Sciences

Applied Mathematics	MS		2011-12
Astronomy	BA-BS-MS		2006-07
Biology	BA-MA		2006-07
	BS-MS-PhD*		
Biomedical Quality Systems	MS**		2008-09
Chemical Physics	BS		2009-10
Chemistry	BA-MA		2007-08
	BS-MS-PhD*		
<u>Clinical Psychology</u>	PhD*		2008-09
Computational Science	MS-PhD*		2008-09
Computer Science	BS-MS		2011-12
Earth Sciences (Geophysics)		PhD 2007*	
Ecology	PhD*		2012-13
Environmental Sciences	BS		2006-07
Evolutionary Biology		PhD 2007*	
Geological Sciences	BS-MS		2008-09
Mathematics	BA-MA		2011-12
	BS		
Mathematics and Science Education	PhD*		2011-12

Note: Underlined programs are nationally accredited subject areas.
*Joint doctoral programs are offered or proposed with the following universities:

Biology, Mathematics and Science Education, Earth Sciences, Chemistry, Clinical Psychology	University of California, San Diego
Computational Science	Claremont Graduate University
Ecology	University of California, Davis
Evolutionary Biology	University of California, Riverside

**Authorized as a pilot program from fall 2004 to fall 2009

ACADEMIC PLAN
2006-2007 through 2015-2016
San Diego State University (continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Sciences (continued)		
Microbiology	BA-MS	2006-07
	BS	
Physical Science	BA	2006-07
Physics	BA-MA	2009-10
	BS-MS	
Psychology	BA-MA	2010-11
	MS	
Radiological Health Physics	MS	2009-10
Regulatory Affairs	MS	2010-11
Statistics	BS-MS	2011-12
Interdisciplinary Programs		
Criminal Justice and Criminology	MS	2009-10
Hospitality and Tourism Management	BS	2011-12
Latin American Studies/Business Administration	MA/MBA	2011-12
Liberal Studies	BA	2008-09
Modern Jewish Studies	BA*	2007-08
Interdisciplinary Studies	BA-MA-MS	2007-08
International Security and Conflict Resolution	BA	2007-08
Public Health/Latin American Studies	MPH/MA 2006	

*Offered in collaboration with CSU campuses at Chico, Long Beach, Northridge, and San Francisco.

ACADEMIC PLAN
2006-2007 through 2015-2016
San Diego State University
Imperial Valley Campus

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Business Administration	BS	2008-09
Criminal Justice Administration	BS	2009-10
Education	MA	2007-08
English	BA	2009-10
History	BA	2006-07
International Business	BA	2009-10
Latin American Studies	BA	2009-10
Liberal Studies	BA	2010-11
Mathematics	BA	2011-12
Psychology	BA	2010-11
Public Administration	BA	2009-10
Social Sciences	BA	2006-07
Sociology	BA	2006-07
Spanish	BA	2006-07
Freshman Scholars Program		2009-10

ACADEMIC PLAN
2006-2007 through 2015-2016
San Francisco State University

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Behavioral and Social Sciences		2006-07
Anthropology	BA-MA	
Criminal Justice	BA	
Economics	BA-MA	
Geography	BA-MA	
History	BA-MA	
Human Sexuality Studies	MA	
International Relations	BA-MA	
Labor Studies	BA	
Political Science	BA-MA	
Psychology	BA-MA	
	MS	
Public Administration	MPA	
Social Science	MA	
Sociology	BA	
Urban Studies	BA	
College of Business		2007-08
Business Administration	BS-MS	
	MBA	
College of Creative Arts		2007-08
Art	BA-MA	
	MFA	
Cinema	BA-MFA	
Cinema Studies	MA	
Dance	BA	
Drama	BA-MA	
Industrial Arts	BA-MA	
Industrial Technology	BS	
Music	BA-MA	
	BM-MM	
Radio-Television	BA-MA	
Theatre Arts	MFA	

Note: Underlined programs are nationally accredited subject areas.

ACADEMIC PLAN
2006-2007 through 2015-2016
San Francisco State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
College of Education			2008-09
Communicative Disorders	BA-MS		
Education	MA	EdD 2007	
		EdD-PhD*	
Educational Leadership	EdD**		
Special Education	MA		
College of Ethnic Studies			2008-09
Africana Studies	BA		
American Indian Studies		BA 2007	
Asian American Studies	BA-MA		
Ethnic Studies	MA		
Raza Studies	BA		
College of Health and Human Services			2009-10
Apparel Design and Merchandising	BS		
Audiology		AuD 2007	
Counseling	MS		
Dietetics	BS		
Family and Consumer Sciences	BA-MA		
Gerontology	MA***		
Health Education	BS		
Interior Design	BS		
Kinesiology	BS-MA		
Nursing	BS-MS		
Physical Therapy	MS-DPT****		
Physical Therapy Sciences	DPTSc****		

Note: Underlined programs are nationally accredited subject areas.
*The EdD and PhD in Education with emphasis in Special Education are offered jointly with the University of
 California, Berkeley.
**Offered jointly with the University of California, Berkeley; California State University, East Bay; and San
   José State University.
***Not currently admitting students.
****Offered jointly with the University of California, San Francisco..

ACADEMIC PLAN
2006-2007 through 2015-2016
San Francisco State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Health and Human Services (continued)		2009-10
Public Health	MPH	
<u>Recreation</u>	BA-MS	
<u>Rehabilitation</u> <u>Counseling</u>	MS	
<u>Social Work</u>	BA-MSW	
College of Humanities		2010-11
Chinese	BA-MA	
Classics	BA-MA	
Comparative Literature	BA-MA	
Creative Writing	MFA	
English	BA-MA	
French	BA-MA	
German	BA-MA	
Humanities	BA-MA	
Italian	BA-MA	
Japanese	BA-MA	
<u>Journalism</u>	BA	
Modern Jewish Studies	BA*	
Philosophy	BA-MA	
Philosophy and Religion	BA	
Spanish	BA-MA	
Speech Communication	BA-MA	
College of Science and Engineering		2011-12
Applied Geosciences	MS	
Applied Mathematics	BS	
Atmospheric and Oceanic Sciences	BS	
Biochemistry	BS	
Biology	BA-MS	
	BS	
<u>Biomedical Laboratory</u> <u>Science</u>	MS	

Note: Underlined programs are nationally accredited subject areas.
*Offered in collaboration with CSU campuses at Chico, Long Beach, Northridge, and San Diego.

ACADEMIC PLAN
2006-2007 through 2015-2016
San Francisco State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Science and Engineering (continued)		2011-12
Civil Engineering	BS	
Chemistry	BA	
	BS-MS	
Clinical Science	BS	
Computer Engineering	BS	
Computer Science	BS-MS	
Electrical Engineering	BS	
Engineering	MS	
Geology	BA-BS	
Mathematics	BA-MA	
Mechanical Engineering	BS	
Physics	BA	
	BS-MS	
Interdisciplinary		
American Studies	BA	2006-07
Child and Adolescent Development	BA	2006-07
Environmental Studies	BA-BS	2006-07
Hospitality Management	BS	2007-08
Liberal Studies	BA	2009-10
Marine Sciences	MS*	2011-12
Museum Studies	MA	2010-11
Special Major	BA-MA	2009-10
Statistics	BS	2011-12
Technical and Professional Writing	BA	2010-11
Women Studies	BA-MA	2010-11

Note: Underlined programs are nationally accredited subject areas.
*The MS in Marine Sciences is offered at Moss Landing Marine Laboratories.   San Francisco students
 completing the Moss Landing program are eligible to have the degree conferred by San Francisco State
 University.

ACADEMIC PLAN
2006-2007 through 2015-2016
San José State University

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs

College of Applied Sciences and Arts

Advertising	BS		2007-08
Criminal Justice Administration	BS-MS		2010-11
Health Science	BS		2007-08
Journalism	BS		2007-08
Kinesiology	BS-MA		2006-07
Mass Communication	MS		2007-08
Nursing	BS-MS		2010-11
Nutritional Science	BS-MS		2007-08
Occupational Therapy	BS-MS	PhD 2007*	2008-09
Public Health	MPH		2007-08
Public Relations	BS		2007-08
Recreation	BS-MS		2006-07
Social Work	BA-MSW		2008-09

College of Business

Accountancy	MS		2010-11
Business Administration	BS-MBA		2010-11
Taxation	MS		2010-11

College of Education

Collaborative Leadership	EdD		2011-12
Communicative Disorders and Sciences	BA		2008-09
Education	MA	EdD 2008	2008-09
Educational Leadership	EdD***		2009-10

College of Engineering

Aerospace Engineering	BS-MS		2006-07
Aviation	BS		2006-07
Chemical Engineering	BS-MS		2006-07

*To be offered jointly with Saybrook Graduate School.

**To be offered jointly with the University of California, Santa Cruz and California State University, Monterey Bay.

***Offered jointly with the University of California, Berkeley; California State University, East Bay; and San Francisco State University.

ACADEMIC PLAN
2006-2007 through 2015-2016
San José State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Engineering (continued)		
Civil Engineering	BS-MS	2006-07
Computer Engineering	BS-MS	2006-07
Electrical Engineering	BS-MS	2006-07
Engineering	BS-MS	2006-07
Industrial and Systems Engineering	BS-MS	2006-07
Industrial Technology	BS	2006-07
Materials Engineering	BS-MS	2006-07
Mechanical Engineering	BS-MS	2006-07
Quality Assurance	MS	2007-08
Software Engineering	MS	2010-11
College of Humanities and the Arts		
Art	BA-MA BFA-MFA	2009-10
English	BA-MA	2010-11
Chinese	BA	2006-07
Creative Arts	BA	2006-07
Creative Writing	MFA	2010-11
Dance	BA	2008-09
Foreign Language and International Economics	BA 2007	
French	BA-MA	2006-07
German	BA	2006-07
Graphic Design	BFA	2009-10
Humanities	BA	2006-07
Industrial Design	BS	2009-10
Interior Design	BFA	2009-10
Japanese	BA	2006-07
Linguistics	BA-MA	2007-08
Music	BA-MA BM	2007-08
Philosophy	BA-MA	2009-10
Radio-Television-Film	BA	2009-10
Religious Studies	BA	2006-07

Note: Underlined programs are nationally accredited subject areas.

ACADEMIC PLAN
2006-2007 through 2015-2016
San José State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Humanities and the Arts (continued)		
Spanish	BA-MA	2006-07
Teaching English to Speakers of Other Languages	MA	2007-08
Theatre Arts	BA-MA	2007-08
College of Science		
Applied and Computational Mathematics	BS	2006-07
Biological Science	BA-BS	2010-11
Biological Sciences	MA-MS	2010-11
Biotechnology	MBT*	2008-09
Chemistry	BA-MA	2007-08
	BS-MS	
Computer Science	BS-MS	2006-07
Earth Science	BA-BS	2010-11
Geology	BS-MS	2010-11
Mathematics	BA-MA	2006-07
	MS	
Meteorology	BS-MS	2010-11
Natural Science	BA-MA	2010-11
Physics	BA-MS	2006-07
	BS	
College of Social Sciences		
African-American Studies	BA	2010-11
Anthropology	BA	2010-11
Applied Anthropology	MA	2010-11
Behavioral Science	BA	2010-11
Communication Studies	BA-MA	2007-08
Economics	BA-MA	2010-11
	BS	

Note: Underlined programs are nationally accredited subject areas.
*Offered through special sessions.

ACADEMIC PLAN
2006-2007 through 2015-2016
San José State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Social Sciences (continued)		
Environmental Studies	BS-MS	2010-11
	BA	
Geography	BA-MA	2006-07
History	BA-MA	2009-10
Mexican-American Studies	MA	2010-11
Political Science	BA-MA	2008-09
Psychology	BA-MA BS 2007	2008-09
	MS	
Public Administration	MPA	2007-08
Social Science	BA	2007-08
Sociology	BA-MA	2006-07
Urban Planning	MUP	2008-09
Division of Library and Information Science		
Library and Information Science	MLIS	2007-08
Interdisciplinary and Other Programs		
Child Development	BA-MA	2007-08
Global Studies	BA	2009-10
Hospitality Management	BS	2009-10
Human Factors/Ergonomics	MS	2006-07
Interdisciplinary Studies	MA-MS	2010-11
Liberal Studies	BA	2006-07
Marine Sciences	MS*	2010-11
Software Engineering	BS	2009-10
Special Major	BA-BS	2007-08
Transportation Management	MS	2010-11
Vocational Education	MA**	

*The MS in Marine Sciences is offered at the Moss Landing Marine Laboratories. San José students completing the Moss Landing program are eligible to have the degree conferred by San José State University.
**Offered through special sessions

ACADEMIC PLAN
2006-2007 through 2015-2016
California Polytechnic State University, San Luis Obispo

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Agriculture		
Agricultural Business	BS	2010-11
	MS	2009-10
Agricultural Science	BS	2006-07
Agricultural Systems Management	BS	2008-09
Agriculture	MS	2009-10
Animal Science	BS	2010-11
<u>Bioresource and Agricultural Engineering</u>	BS	2008-09
Crop Science	BS	2010-11
Dairy Science	BS	2010-11
Earth Sciences	BS	2010-11
Environmental Horticulture Science	BS	2010-11
Environmental Management and Protection	BS	2008-09
Food Science	BS	2008-09
<u>Forestry and Natural Resources</u>	BS	2009-10
Forestry Sciences	MS	2009-10
Fruit Science	BS	2010-11
Nutrition	BS	2009-10
Plant Protection Science	BS	2010-11
<u>Recreation, Parks, and Tourism Administration</u>	BS	2010-11
Soil Science	BS	2010-11
Wine and Viticulture	BS	2009-10
College of Architecture and Environmental Design		
<u>Architectural Engineering</u>	BS	2008-09
<u>Architecture</u>	BArch-MS	2010-11
<u>City and Regional Planning</u>	BS-MCRP	2011-12
<u>Construction Management</u>	BS	2007-08
<u>Landscape Architecture</u>	BLA	2007-08
College of Business		
Accounting	MS*	
<u>Business Administration</u>	BS-MBA	2007-08
Economics	BS	2007-08

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.

ACADEMIC PLAN
2006-2007 through 2015-2016
California Polytechnic State University, San Luis Obispo
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Business (continued)		
Industrial and Technical Studies	MS	2007-08
Industrial Technology	BS	2008-09
Vocational Education	BVEd*	
College of Engineering		
Aerospace Engineering	BS-MS**	2008-09
Biomedical Engineering	BS	2010-11
Civil and Environmental Engineering	MS**	2010-11
Civil Engineering	BS	2008-09
Computer Engineering	BS	2008-09
Computer Science	BS-MS**	2008-09
Electrical Engineering	BS-MS**	2008-09
Engineering	BS-MS**	2008-09
Environmental Engineering	BS	2008-09
Industrial Engineering	BS-MS**	2008-09
Manufacturing Engineering	BS	2008-09
Materials Engineering	BS	2008-09
Mechanical Engineering	BS-MS**	2008-09
Software Engineering	BS	2008-09
College of Liberal Arts		
Art and Design	BFA	2010-11
Child Development	BS	2010-11
Communication Studies	BA	2010-11
Comparative Ethnic Studies	BA	2010-11
English	BA-MA	2008-09
Graphic Communication	BS	2008-09
History	BA-MA	2008-09
Journalism	BS	2006-07
Liberal Studies	BA-BS	2008-09
Modern Languages and Literatures	BA	2010-11

Note: Underlined programs (including the MS in Psychology) are nationally accredited subject areas.
*Not currently admitting students.
**MS programs in Engineering are scheduled for review in 2010-11.

ACADEMIC PLAN
2006-2007 through 2015-2016
California Polytechnic State University, San Luis Obispo
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs

College of Liberal Arts (continued)

Music	BA		2007-08
Philosophy	BA		2010-11
Political Science	BA		2008-09
Psychology	BS-MS		2010-11
Public Policy	MPP		2009-10
Social Sciences	BS		2008-09
Theatre Arts	BA		2010-11

College of Science and Mathematics

Biochemistry	BS		2010-11
Biological Science	BS-MS		2010-11
Chemistry	BS		2010-11
Kinesiology	BS-MS		2010-11
Mathematics	BS-MS		2008-09
Microbiology	BS		2010-11
Physical Science	BS		2009-10
Physics	BA-BS		2009-10
Polymers and Coating Science	MS*		2006-07
Statistics	BS		2008-09

Interdisciplinary and Interschool Programs

Engineering Management	MS/MBA		2010-11
Transportation Planning	MS/MCRP		2010-11

College of Education

Education	MA	EdD 2010	2010-11
Educational Leadership	EdD**		2009-10

Degrees Offered Through Special Sessions

Interdisciplinary Studies	BA		2009-10

*Authorized as a pilot program from fall 2002 to fall 2007.
**Offered jointly with the University of California, Santa Barbara.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, San Marcos

Existing Schools/Divisions and Degree Programs Offered		Proposed Degree Programs	Schedule for Review of Existing Programs
College of Arts and Sciences			
Anthropology		BA 2007	
Applied Physics		BA 2007	
Arts and Technology		BA 2008	
Biochemistry	BS		2010-11
Biological Sciences	BS-MS		2008-09
Biotechnology	BS		2010-11
Border and Regional Studies		BA 2006	
Chemistry	BS	MS 2006*	2010-11
Communication	BA		2007-08
Computer Science	BS-MS		2008-09
Criminology and Justice Studies	BA		2008-09
Economics	BA		2010-11
Environmental Studies		BA 2007	
Global Studies		BA 2008	
History	BA	MA 2006	2009-10
Human Development	BA		2008-09
Liberal Studies	BA		2007-08
Literature and Writing Studies	BA-MA		2009-10
Mass Communication		BA 2006**	
Mathematics	BS-MS		2009-10
Philosophy		BA 2008	
Political Science	BA		2009-10
Psychology	BA-MA		2010-11
Social Sciences	BA		2006-07
Sociological Practice	MA		2008-09
Sociology	BA		2008-09
Spanish	BA-MA		2006-07
Special Major	BA		2006-07
Visual and Performing Arts	BA		2006-07
Women's Studies	BA		2007-08
College of Business Administration			
Business Administration	BS-MBA		2007-08

*Approval will be contingent on evidence of sufficient student demand to sustain a viable program.
**The title of the program is under discussion.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, San Marcos
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs		Schedule for Review of Existing Programs

College of Education

Education	MA	EdD 2010	2010-11
Educational Leadership	EdD*		2009-10

Health and Human Services Programs

Kinesiology	BA		2009-10
Nursing	BS		2010-11
Social Work		MSW 2007	

Other

Public Administration		MPA 2007	

Note: Underlined program is a nationally accredited subject area.
*Offered jointly with the University of California, San Diego and San Diego State University.

ACADEMIC PLAN
2006-2007 through 2015-2016
Sonoma State University

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
School of Arts and Humanities			
American Multicultural Studies	BA		2007-08
<u>Art</u>	BA-BFA		2010-11
Art History	BA		2010-11
Chicano and Latino Studies	BA		2006-07
Communication Studies	BA		2006-07
English	BA-MA		2007-08
French	BA		2010-11
Global Studies	BA		2007-08
Liberal Studies (Hutchins School)	BA		2010-11
<u>Music</u>	BA		2006-07
Philosophy	BA		2007-08
Spanish	BA		2010-11
Theatre Arts	BA		2006-07
School of Business and Economics			
Business Administration	BS-MBA		2010-11
Economics	BA		2010-11
School of Education			
Education	MA	EdD 2010	2010-11
Educational Leadership	EdD*		2007-08
School of Natural Sciences			
Biochemistry		BS 2006	
Biology	BA-MS		2007-08
	BS		
Chemistry	BA-BS		2007-08
Computer and Engineering Science	MS**		2007-08
<u>Computer Science</u>	BS		2007-08
Engineering Science	BS		2007-08
Geology	BA-BS		2007-08

Note: Underlined programs are nationally accredited subject areas.
*Offered jointly with the University of California, Davis and California State University, Sacramento.
**Offered only through special sessions.

ACADEMIC PLAN
2006-2007 through 2015-2016
Sonoma State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
School of Natural Sciences (continued)		
Kinesiology	BS-MA	2010-11
Mathematics	BA-BS	2010-11
Nursing	BS-MS	2010-11
Physics	BA-BS	2007-08
School of Social Sciences		
Anthropology	BA	2006-07
Counseling	MA	2010-11
Criminal Justice	BA	2006-07
Cultural Resources Management	MA	2007-08
Environmental Studies	BA-BS	2006-07
Geography	BA	2007-08
History	BA-MA	2007-08
Human Development	BA	2006-07
Political Science	BA	2007-08
Psychology	BA-MA*	2006-07
Public Administration	MPA	2007-08
Sociology	BA	2007-08
Women's and Gender Studies	BA	2007-08
Other		
Special Major	BA-BS	2006-07
Interdisciplinary Studies	MA-MS	2006-07

Note: Underlined programs are nationally accredited subject areas.
*Also offered through special sessions.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Stanislaus

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts, Letters and Sciences		
Agricultural Studies	BA	2009-10
Anthropology	BA	2008-09
Applied Studies	BS	2006-07
Art	BA-BFA	2009-10
Biological Sciences	BA-BS	2006-07
Chemistry	BA-BS	2007-08
Child Development	BA	2009-10
Cognitive Studies	BA	2008-09
Communication Studies	BA	2007-08
Computer Science	BS	2009-10
Criminal Justice	BA-MA	2010-11
Ecology and Sustainability	MS 2006	
Economics	BA	2008-09
English	BA-MA	2008-09
French	BA	2008-09
Geography	BA	2009-10
Geology	BS	2007-08
History	BA-MA	2009-10
Interdisciplinary Studies	MA-MS	2009-10
Liberal Studies	BA	2006-07
Marine Sciences	MS*	2010-11
Mathematics	BA-BS	2007-08
Music	BA-BM	2012-13
Nursing	BS	2007-08
Philosophy	BA	2007-08
Physical Sciences	BA	2006-07
Physics	BA-BS	2006-07
Political Science	BA	2011-12
Psychology	BA-MA	2010-11
	MS	
Public Administration	MPA	2011-12
Social Sciences	BA	2010-11
Social Work	MSW	2010-11

Note: Underlined programs are nationally accredited subject areas.

*The MS in Marine Sciences is offered at the Moss Landing Marine Laboratories. Stanislaus students completing the Moss Landing program are eligible to have the degree conferred by California State University, Stanislaus.

ACADEMIC PLAN
2006-2007 through 2015-2016
California State University, Stanislaus
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs

College of Arts, Letters and Sciences
(continued)

Sociology	BA		2009-10
Spanish	BA		2008-09
Special Major	BA-BS		2010-11
Theatre Arts	BA		2012-13

College of Business Administration

Business Administration	BS-MS		2010-11
	MBA		
Computer Information Systems	BS		2010-11

College of Education

Education*	MA	EdD 2008	2009-10
Physical Education	BA		2010-11

Note: Underlined programs are nationally accredited subject areas.
*The university has expressed interest in developing a joint EdD in Science and Mathematics Education with
 the University of California, Merced.

ATTACHMENT B

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 between July 2000 and January 2006 and reduced, but not to 120 semester units (180 quarter units)	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	32	0	0
Channel Islands	17	0	1
Chico	54	0	14
Dominguez Hills	33	0	12
East Bay	43	5	4
Fresno	39	18	1
Fullerton	46	2	7
Humboldt	43	5	1
Long Beach*	76	13	18
Los Angeles*	36	9	16
Maritime Academy	1	0	5
Monterey Bay	13	0	2
Northridge	50	1	11
Pomona*	84	21	0
Sacramento	42	2	12
San Bernardino*	48	3	7
San Diego	69	15	12
San Francisco*	101	0	11
San José*	64	9	18
San Luis Obispo	40	12	14
San Marcos	21	1	2
Sonoma	34	3	6
Stanislaus	35	0	11
TOTAL	1,021	119	185

*Some or all options and concentrations are counted separately.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Programs Reviewed During 2004-2005

    Religious Studies   BA

Three other programs have completed all review activity except for the meeting with the Provost.

Summary of Assessment Results

Religious Studies. The Religious Studies program uses a portfolio system to gather data on meeting the goals and objectives for student learning outcomes established by the faculty. All levels of program review commented positively on this portfolio system. The external reviewer, the University Program Review Committee, and the Provost encouraged the faculty to "close the loop" in using the learning outcomes data obtained from the student portfolios to make decisions about course pedagogy, curricular revisions, and program requirements.

The Provost

- commended the faculty—tenure-track and lecturers—as excellent teachers and scholars.

- commended the faculty for their "efforts and success in providing a high-quality general education experience" for a large number of students.

- provided a rationale for not supporting the recommendation for a fourth tenure-track line, given the current budget situation.

Summary of Changes in Program Requirements Enacted or Recommended

The Provost, in concluding the Religious Studies program review,

- encouraged the faculty to address student criticism that too many upper-division courses in Religious Studies serve both majors and non-majors, i.e., general education.

- supported changing selected courses to 400-level so that some graduate programs can use these 400-level courses, specifically "Death and Dying" and "Religion and Values," as graduate credit,

- encouraged the faculty to consider developing an interdisciplinary minor in Islamic Studies.

- encouraged the faculty to either strengthen the seven-course "general" major so that students will have more than courses approved for general education in their major or to consider "dropping" this option for the major.

CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS

Programs Reviewed During 2004-2005

Since CSU Channel Islands opened with its first degrees in 2002, it has not conducted any program reviews to this date. Its first five-year program reviews are scheduled for 2007-08.

Program Review and Assessment Activity

Anticipating the need for reviews in the near future, in December 2005, Provost Ted Lucas created the Program Assessment and Review Committee (PARC), charged this year with developing the procedures CSUCI will follow in conducting program reviews. This committee, co-chaired by the Associate Vice President for Academic Programs and Planning and the Academic Affairs Assessment Officer and composed of faculty representatives from each academic major, will implement the existing Academic Senate policy on program review. Program review dates have been identified for each major. In future annual reports to the Chancellor's Office, the campus will report on these reviews and findings regarding student learning outcomes.

The university has been active in the implementation of a wide-ranging academic program assessment project. During spring 2005, the Division of Academic Affairs, with the generous support of the Smith family, completed the Assessment Plan Preparation Project (APPP). APPP was an ambitious initiative that resulted in the completion of assessment blueprints for all of CSUCI's undergraduate and credential programs: Art, Biology, Business, Chemistry, Computer Science, Economics, English, Education, Environmental Sciences and Resource Management, History, Liberal Studies, Mathematics, Psychology, and Spanish.

APPP consisted of a series of four working sessions that were planned, organized, and attended by approximately thirty faculty volunteers, the dean of faculty, and the provost. The sessions were directed by Harley Baker, Chair of Psychology and Assessment Coordinator for Academic Affairs, and Joan Karp, Chair of Education and Chair of the General Education Assessment Task Force.

In the first session, two faculty facilitators presented a workshop on program assessment, characteristics of good program learning outcomes, and measurement of student learning, with each participant assigned to identify and review the learning outcomes in their majors. During the second session, participants presented their drafts of a possible assessment tool for at least one program learning outcome in their majors. These draft assessment tools were reviewed and

discussed by the group. During the third session, participants each presented their work on assessment tools for a second program learning outcome. At the close of the session, participants were asked to complete a full assessment blueprint for their academic program. In the fourth session, the assessment blueprints for each academic program were collected and participants began the process of developing implementation plans for degree assessment. The Assessment Plan Preparation Project resulted in the compilation of assessment blueprints for each major, with each blueprint describing each learning outcome, its assessment tool or tools, the assessment process to be followed, and any budget requirements associated with each program learning outcome.

During 2005-06, each program has begun the implementation of its assessment blueprint, with the work overseen and facilitated by the Program Review and Assessment Committee (PARC). The committee's timeline calls for at least one program outcome to be directly assessed during the year. This data are to be compiled and analyzed in spring 2006. In fall 2006, programs will report all degree modifications that have resulted from this analysis of data. Faculty representatives for Political Science and Performing Arts, the two new majors scheduled to open in 2006, have been added to the committee.

CALIFORNIA STATE UNIVERSITY, CHICO

Program Review and Assessment Activity

California State University, Chico is developing a new framework for academic program review as part of the Educational Effectiveness Review phase of its proposal to the Western Association of Schools and Colleges for reaffirmation of accreditation. The new review process is intended to refocus programs on becoming more systematic and intentional about gathering data about performance and effectiveness and on using the resulting information continuously to improve what the program does. As the review process now spans three semesters, results of program reviews started in January 2005 will be available in January 2007 for inclusion in the 2007 Board agenda item on academic planning and program review.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Programs Reviewed During 2004-2005

Education	MA
Liberal Studies	BA
School Psychology	MS
Special Education	MA
Teaching Mathematics	MA *(review in progress)*

Summary of Program Review Process and Assessment Results

Academic program review is mandated by system policy. This campus has opted for a six-year review cycle that includes several benchmarks on the way to completion of the cycle. Annually each academic program will receive its Program Effectiveness Assessment Tool (PEAT) quantitative data from the Office of Institutional Research, Assessment, and Planning (IRAP). The PEAT contains over 30 quantitative performance indicators assessing faculty and student characteristics, centrality and complementariness, demand, uniqueness, program vitality, and fiscal status. Completion of the 19 qualitative performance indicators coupled with the PEAT quantitative data constitute the PEAT+. Every third year, each academic program will review its PEAT quantitative data for the past three (3) years and complete the qualitative portion to submit a PEAT+ report. Every sixth year, each academic program will submit its program self-study incorporating its two previous PEAT+ reports. The six-year program review schedule and the revised program review guide are available at
http://www.csudh.edu/academicaffairs/AcademicPrograms.html.

College of Education (includes Education, Liberal Studies, School Psychology, and Special Education). In fall 2004, the College of Education (COE) completed a five-year accreditation self-study process with a joint visit from the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). The college created a room containing well-organized documents and posted many of them online as well at http://www.csudh.edu/coe/ncate/.[1]. The visiting teams from NCATE and CCTC examined the evidence, interviewed over 100 people, visited local schools and carefully evaluated the college against national and state standards. The results of the accreditation visit were extremely positive, with special commendations for the COE Unit Assessment System and the organization and completeness of the evidence. All standards were met. During the fall 2005 semester, the College of Education submitted the fall 2004 NCATE/CCTC self-study documents and the NCATE Accreditation Board of Examiners Report as the required self-study and external review for purposes of program review.

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[1] Login is required. Please contact the College of Education for the username and password.

The college offers an undergraduate major degree in Liberal Studies. The Liberal Studies (LBS) major is the largest undergraduate program in the university, with approximately 1,300 students enrolled, and is administered by the college. LBS is not a department, but consists of a program in which courses are drawn from a variety of disciplines across the university. This makes it difficult to secure adequate resources for program operations and administration, and allows for only limited control over program curriculum, budget, staffing, and faculty. The college has two MA degrees and one MS program. The MA in Education has six options: Technology-Based Education, Counseling, Teaching/Curriculum, Educational Administration, Multicultural, and Individualized Program. The MA in Special Education offers three areas of specialization: Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The college began offering a MS in School Psychology in 2004. The Graduate Education Department offers credentials in the areas of Administrative Services (Preliminary and Professional Clear), and Pupil Personnel Services (Counseling and School Psychology). The Teacher Education Department offers three basic teaching credential programs: Multiple Subject, Single Subject, Education Specialist Instruction Credentials in the areas of Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education.

The College of Education has created a Unit Assessment System (UAS) to meet the requirements of state (CCTC) and national (NCATE) accreditation standards. The UAS includes surveys (quantitative and qualitative) of graduates and credential completers, questionnaires for employers, assessment plans, annual reports, "signature assignments" for credential courses, program and course outcomes assessment, and other program-specific components. Below are some examples of program modifications based on data from each of the programs, drawing on year-end reports created by program coordinators and department chairs.

Summary of Changes in Program Requirements Enacted or Recommended

Liberal Studies. CBEST practice testing was added to the LBS 200, Introduction to Liberal Studies, to increase the passage rate and to ensure that students could qualify for the credential program. The role of peer advising was increased to decrease time to degree.

A full-time coordinator is recommended as well as the pursuit of departmental status and designated faculty in LBS. An increase in the operations budget with staff to support the program is necessary to meet the demands of this large program. Program review also recommended that development of the program continue to provide alternative pathways in the major to include blended options in mathematics, science and special education and to encourage outside departments to develop additional subject matter options to provide students greater depth to their study. Outside departments are encouraged to provide resources to support LBS, which generates FTES for their colleges. A well-developed recruitment plan is needed to increase the numbers of LBS students transferring to credential programs, in combination with support in the form of formal interventions (assessment, classes, tutoring, editing assistance, etc.) to improve writing skills of LBS second-language learners.

Special Education. After reviewing comprehensive examination results, a Blackboard community was created to post study materials, including a grading rubric for the essays. Based on student needs and information from school districts, assistive technology was added to the Moderate/Severe Disabilities curriculum.

Educational Administration. Graduate and employer surveys indicated the need for more practical, real-life information and projects, as well as a need for more technology application. The program was completely revised, including fieldwork (real-life applications) and technology (classes are 25% online) in each course.

Pupil Personnel Services. Based on feedback from local school districts, professionals, and students in the school psychology credential program on the need for a separate master's degree, the MS in School Psychology was approved and implemented in fall 2005. In response to the need for clarity of expectations in professional dispositions and demeanor, the faculty in the counseling program created a statement of professional expectations and behavior that all students must agree to and follow.

Multicultural Education. Based on student feedback and the results of the MA comprehensive examination, the program revised its curriculum, creating several new courses to increase the amount of culturally related subject matter.

Teaching/Curriculum. Three courses were modified to increase the amount of technology usage in the program. MA comprehensive examination questions were revised, based on the change in the syllabus for GED 503, Socio-Cultural Issues in Education, and the examination results in that section.

Technology-Based Education. A series of thesis workshops were initiated (thesis or project is required of all students in the program), based on student feedback and results of a thesis rubric. Two courses were modified after students were having difficulty with Windows troubleshooting and networking.

Recruitment strategies are needed to increase enrollment and programs need to be streamlined to enable students to complete programs in a timely manner. A plan needs to be developed to fund student support services when grant funds are no longer available.

CALIFORNIA STATE UNIVERSITY, EAST BAY

Programs Reviewed During 2004-2005

Engineering   BS

Summary of Program Review Activity and Assessment Results

Only one program completed a review at CSU East Bay during the 2004-05 academic year. The program review process at CSUEB is under the authority of the faculty governance system and the college deans. Both groups realize that the review cycle has become imbalanced because of the liberal granting of requests for postponements from departments. This situation is now being rectified. This academic year, 2005-06, the Senate committee responsible for program reviews is reviewing a significant number of programs. Thus next year's report will include the reviews of approximately 20 degree programs.

In addition, East Bay is known for its assessment of the nationally recognized General Education program. In summary, CSU East Bay has been very active and successful in conceptualizing and implementing a strong and varied assessment of student learning on campus.

Engineering. During the Engineering program review, the department developed an extensive assessment program partially in support of its successful, rigorous accreditation proposal to the Accreditation Board for Engineering and Technology (ABET). The focus is on utilizing required courses to develop student portfolios. Course evaluations have been changed to obtain more meaningful data for faculty to use in designing courses as well. Theses assessments have provided the department with information that has led to several changes in its curriculum.

Summary of Changes in Program Requirements Enacted or Recommended

Engineering. Among the changes are the following:

- The senior design course has been modified.

- Two laboratory classes, one for human factors and one for quality improvement and measurement, have been added.

- A mathematics and science elective has been added to the program and an electric circuit course is now taught by tenure-track faculty.

CALIFORNIA STATE UNIVERSITY, FRESNO

Programs Reviewed During 2004-2005

Agricultural Business	BS
Computer Science	BS, MS
Economics	BA
Engineering	MS
Geography	BA
Music	BA, MA
Social Work	BA, MSW
Theatre Arts	BA

There have been a number of changes to the schedule for review of academic programs as updated in Attachment A. The schedule was revised in fall 2004 in order to distribute more evenly the number of programs being reviewed in any given year. Accredited programs are reviewed by the University every ten years. Non-accredited programs are reviewed every seven years. Where possible, a program's external accreditation schedule was taken into consideration to minimize duplication of the department's workload. The changes listed in the following responses are also reflected in Attachment A.

The program review process at California State University, Fresno is lengthy, so reviews begun in 2003-2004 were completed in 2004-2005 at the earliest. Self-studies and site visits were completed for all programs listed above except the MS in Engineering, for which the site visit was rescheduled. The entire program review process was completed for the degrees in Computer Science, Economics, Geography, and Music.

It is important to note that the campus policy on outcomes assessment makes assessment data the property of the department. Departments are expected to report on assessment activities that have been completed and on any curricular or other changes made in response to assessment data, but are not required to report the assessment data.

Computer Science and Geography failed to report on any formal assessment activities and therefore their next review has been scheduled two years earlier than normal in 2008-2009. Provision of resources, such as funding of new faculty positions, is contingent upon completion of assessment activities.

Summary of Assessment Activity and Results

Music has traditionally emphasized the evaluation of student learning outcomes through juried review of student performance by faculty teams. The faculty has been developing review forms that more formally document student achievement of the learning outcomes in the department's assessment plan, but has not yet systematically collected data across students for use in review of the program itself. However, the extent of performance review and of faculty participation in the review of student work are impressive. After completing relevant coursework, students must demonstrate their skills through proficiency examinations in the areas of piano (required of all majors) and conducting (required of Music Education students). To remain in options other than Music as a Liberal Art, students must pass Jury I and Jury II examinations. The faculty is also beginning to evaluate student writing, both undergraduate and graduate, against new evaluation scoring guides.

Both the alumni and employer surveys indicated very high satisfaction with the quality of the education received by those earning a degree from the department.

Economics completed six assessment activities during the review period, including three direct measures of student learning. A student survey indicated a need for a more structured major curriculum and more predictable course offerings, and the department is considering how to respond to these requests. The results of an alumni survey were not analyzed until after the self-study was completed.

A direct measure of student learning is embedded in the econometrics course, where reports of student projects are archived and analyzed using scoring rubrics. Analysis of econometric projects has demonstrated consistency of student performance across instructors.

The Department of Economics has not limited its assessment activities to the major. A locally developed test of the "economic way of thinking" was administered in two general education courses, one more traditional, and one entitled "Economic Themes in Film." The less traditional course resulted in greater improvement in economic ways of thinking than did the traditional course.

In collaboration with the Craig School of Business, Economics has developed an economics competency examination to assess learning outcomes for the department's lower-division courses in principles of economics. The data are being reviewed and will be used to improve the introductory principles courses.

Summary of Changes in Program Requirements Enacted or Recommended

Computer Science. No changes were reported.

Geography. No changes were reported.

Music. The alumni survey resulted in the introduction of a new course, Introduction to Music Technology. In response to suggestions from the Music Student Council, the department has "made several improvements to the delivery of its curriculum, advising practices, and other resources to support student learning and develop a community of learners."

Economics. A student focus group led to an increased emphasis on undergraduate advising and faculty sponsorship of the student Economics Club. A student survey indicated a need for a more structured major curriculum and more predictable course offerings, and the department is considering how to respond to these requests. Analysis of econometric projects has resulted in changes to the Introduction to Econometrics course, such as the inclusion of projects across sections independent of instructor and a requirement for oral presentation.

CALIFORNIA STATE UNIVERSITY, FULLERTON

Programs Reviewed During 2004-2005

Civil and Environmental Engineering	MS
Computer Science	MS
Electrical Engineering	MS
History	BA, MA
Liberal Studies	BA
Linguistics	BA, MA
Mechanical Engineering	MS

Summary of Assessment Activity

Civil and Environmental Engineering. Civil and Environmental Engineering uses the Accreditation Board for Engineering and Technology (ABET) "program outcomes" as equivalent to student learning outcomes. These 13 measurable program outcomes are linked to each course within the departmental curriculum. Current students' and graduates' achievement of these outcomes are identified through such devices as annual course surveys, exiting senior surveys, alumni surveys, input from the CEE Industrial Advisory Board, and employer surveys. Quantitatively, each course is expected to receive a minimum score of 4.00 on a 5.00 scale. When a particular course fails to reach that threshold, this triggers recommendations for revisions in the teaching strategies, course content, or both.

Computer Science. The department has been concerned with developing goals for its MS program, assessing the admission requirements, identifying student learning outcomes for each

course, and evaluating the effectiveness of the overall program. So far, assessment has been primarily through discussions with supervisory personnel at local employers, comparing their expectations with the actual acquired skills of the program's graduates. The department has also benchmarked its admission requirements against the requirements of a diverse set of MS programs and has revised the knowledge base expected of students entering the program.

Electrical Engineering. The Electrical Engineering Department has a standing assessment committee. The department has established learning goals, program educational objectives, and program outcomes. Program outcomes are measured using input from the program's constituencies. This includes, but is not limited to, graduating students' exit surveys, course surveys, surveys of alumni, surveys of employers, and input from faculty and the Industry Advisory Board. Results of the assessment activities are used to improve the course contents and, if needed, make changes to the curriculum.

Mechanical Engineering. The Mechanical Engineering Department graduate program serves Orange County, a large and powerful industrial base of the state and the country. The department has established a graduate studies committee to review the learning goals for its students, assessment procedures, course contents, and graduation requirements.

History. Over the past decade, the department has been concerned with developing clear learning goals and program-level assessment. Its self-study includes uniform learning goals for its lower-division General Education courses and its upper-division core courses. All class syllabi are expected to include statements of learning goals. The department has adopted an assessment plan that includes means of assessment and criteria for measuring student learning in key areas. At this point, the department is ready to use the results of assessment as the basis for curricular revision and improvement.

Liberal Studies. At least since 1997-98, the department has been concerned with assessment. It has a standing assessment committee; has established learning goals for its students; and employs a variety of means of assessing program learning outcomes, including graduating senior exit surveys, evaluation of student writing by means of a departmental rubric, surveys of alumni, and monitoring of student scores on the CSET.

Linguistics. Through its participation in the grant-funded, national project on Quality in Undergraduate Education, the department has made good progress in establishing program-level goals for student learning in each of its three BA programs and has in place detailed plans for implementing the regular assessment of student progress in achieving the program goals. An initial experiment with soliciting essays from graduating students taking 400-level classes produced a limited response. Refining its assessment activities and integrating them as an ongoing activity of the department will now be a high priority for the department.

Summary of Changes in Program Requirements Enacted or Recommended

Civil and Environmental Engineering. In the latest round of review, major adjustments were made that affected four different courses. One step was to combine EGCE 330, Computer Applications in Civil Engineering, and EGCE 432, CAD in Structural Engineering, into a single course and to place that in the undergraduate electives. A second action was to move EGCE 441 and EGCE 468 into the undergraduate core.

Computer Science. Based on these two initiatives, the department is working to revise the overall structure of the MS program, revise the curriculum, and make improvements to almost every course.

Electrical Engineering. No changes were reported.

Mechanical Engineering. The evaluation of the program has led to the recommendation of eliminating EGGN 403, Computer Methods in Numerical Analysis. EGGN 403 was introduced into the program long before powerful general-purpose analysis/simulation software became available to everyone. The topics covered in the course are now integrated in the majority of the courses in the graduate program. The recommended change will provide an opportunity to emphasize current topics and graduate (500-level) courses in the MS curriculum. Furthermore, consistent with the evolution of the profile of industry in Orange County, the department continues adapting its coursework requirements and MS theses to address the new challenges.

History. At this point, the department is ready to use the results of assessment as the basis for curricular revision and improvement, but no curricular changes as a result of assessment were reported in the self-study.

Liberal Studies. As a result of its assessment activities, the department added LIBST 300, Introduction to Liberal Studies, to its curriculum to orient students to the major and shape their expectations about the intended outcomes of the major. The department is working with community college faculty to help them develop community college equivalents to LIBST 300 for students who intend to transfer to CSU Fullerton.

Linguistics. Ongoing assessment has led the department to restructure its graduate program to provide students with a stronger foundation in key areas of the discipline and to reflect recent changes in the study of literature and language. In place of the former 15-unit core requirement and the 12-unit emphasis category, the department has implemented a 12-unit package of pro-seminars, a 3-unit course in the analysis of discourse, and 9 units of seminars. The new study plan for the MA in English includes newly developed proseminars (readings courses) to insure that students are exposed to a broad knowledge of English studies.

<center>**HUMBOLDT STATE UNIVERSITY**</center>

Programs Reviewed During 2004-2005

Chemistry	BA, BS
Environmental Resources Engineering	BS
Natural Resources	MS
Liberal Studies (Elementary Education)	BA

Summary of Assessment Results

Chemistry. Learner outcomes assessment indicated that for lower-division chemistry courses, between 68 and 86% percent of the students successfully met expected learner outcomes. Standardized assessments for upper-division courses revealed average student placement between the 57th and 80th percentiles (depending on year and subject matter), nationally. Student satisfaction, as determined from exit surveys, was, in general, positive.

Environmental Resources Engineering. Overall, learner outcomes assessment has indicated that students meet the standards and expectations of the Accreditation Board for Engineering and Technology (ABET).

Natural Resources. A review of the learner outcomes suggested the need to standardize certain programmatic requirements in order to ensure that students in all options were equally assessed.

Liberal Studies (Elementary Education). Learner outcomes for Elementary Education are defined by the content domains of the elementary subject matter standards established by the California Commission on Teaching Credentialing. Student performance on the California Subject Examination for Teachers, Multiple Subject (CSET) has been very good. Consequently, no changes were recommended in the curriculum.

Summary of Changes in Program Requirements Enacted or Recommended

Chemistry. Student exit surveys recommended elimination of the required senior seminar and replacing it with an undergraduate research requirement. While the department is not prepared to eliminate the seminar, there is a renewed commitment by the department to increase undergraduate research opportunities. Increased research experiences will better prepare our students for graduate studies and/or the workplace.

Environmental Resources Engineering. Students' technical writing skills emerged early in the review cycle as needing improvement. The department has since hired a faculty member who works specifically with technical writing skills in the capstone course. The department has further identified, and is committed to incorporating, writing-across-the-curriculum strategies in

its courses. These efforts should provide students with the technical writing abilities necessary for the professional workforce.

Natural Resources. Students in all options are now required to conduct an oral defense and a public presentation of their theses. This practice will help to standardize the graduate program assessment and provide a more uniform evaluation of the program options. This, in turn, should result in providing consistent standards.

Liberal Studies (Elementary Education). No changes in the curriculum were recommended.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Programs Reviewed During 2004-2005

Chemistry	BA, BS, MS
Biochemistry	BS, MS
Criminal Justice	BS, MS
Engineering and Industrial Applied Mathematics	PhD (joint)
Geology	BS, MS
Earth Sciences	BS
Political Science	BA, MA
Psychology	BA, MA

Summary of Program Review Activity and Assessment Results

California State University, Long Beach made substantial progress toward the institutionalization of assessment of student learning during the 2004-2005 academic year. The result of each of the steps below has been to strengthen the university's commitment to continuous quality improvement.

- Increase of release time to 100% for the faculty Director of Program Review and Assessment

- Reorganization of the Academic Senate to create a new Program Assessment and Review Council with primary responsibility for program review and assessment

- Adoption by the Academic Senate of a new program review policy that highlights the role of student learning outcome assessment for program improvement

- Pilot testing of the new program review policy in spring 2005

- Improvement of Institutional Research support for assessment and program review

- Appointment of Assessment Coordinators in each of the seven academic colleges

- Formulation of a new assessment responsibility and timetable document (recognized by the Academic Senate in fall 2005)

- Appointment of a Coordinator of General Education with responsibility for assessment

In academic year 2004-2005 and fall 2005, CSULB completed all reviews that were overdue and made substantial progress on currently scheduled reviews. These programs all completed their self-studies under the previous guidelines, which did not highlight the role of assessment of student learning. The program review reports consequently did not provide many details on assessment. However, each program review now concludes with a memorandum of understanding that stipulates actions the program is to take over the next review cycle. The MOU is an important piece of the institutionalization of assessment at CSULB, and each MOU to date has included requirements for assessment of student learning and use of information gathered for planned program improvement.

Chemistry and Biochemistry. The original self-study was written in 2004 under the old guidelines. The internal and external reviews of all degree programs were conducted jointly under the new program review policy in spring 2005. The external reviewers cited the program as in the top 10% of programs nationally by number of majors graduated. The department held a retreat in 2002 to develop student learning goals. Indirect assessments were obtained through surveys of undergraduates and alumni and through conversations with employers.

Criminal Justice. The original self-study was written in 2004 under the old guidelines. The internal and external reviews of both degree programs were conducted jointly under the new program review policy in spring 2005. The external reviewers noted the program has one of the highest student-faculty ratios in the university because of recent accelerated growth. Some indirect assessment was obtained through surveys of alumni and current students (both undergraduate and graduate).

Engineering and Industrial Applied Mathematics (joint PhD with Claremont Graduate University). The self-study was written in 2002 under the old guidelines. The internal review was conducted in spring 2004 and the external review in spring 2005. External reviewers noted the program fills a niche in Southern California. Given the small number of students, assessment has been largely informal and ad hoc.

Geological Sciences. The self-study was completed in 2001 under the old guidelines. The undergraduate degree programs were reviewed in fall 2003 and the graduate degree programs in

2002. The external review was completed in spring 2005. External reviewers noted many successful funded interdisciplinary projects conducted with other departments. The department has established student learning goals and has integrated these goals across the curriculum. Indirect assessment has been accomplished through surveys of current students and alumni. Pass rates on the California Board of Registration for Geologists and Geophysicists are also monitored.

Political Science. The original self-study was written in 2004 under the old guidelines. The internal and external reviews of both degree programs were conducted jointly under the new program review policy in spring 2005. External reviewers had high praise for every aspect of the department, including excellent faculty scholarly productivity. The department has held several retreats in the past few years to develop student learning goals for subfields within Political Science, as well as for each degree program. The department has begun collecting information to be used for assessment.

Psychology. The original self-study was written in 2001 and updated in 2003. The external review took place in fall 2003. The two separate internal reviews of the graduate program and the undergraduate program were competed in spring 2005 under the old guidelines. External reviewers praised the externally funded research program that links undergraduates with faculty. In the past, although assessment data were collected and used for program improvement, the process was informal and sporadic.

CSULB continues its practice of reviewing all programs related to student academic success. Program reviews were completed of the University Library, the Learning Assistance Center, Cooperative Education, and Student Athlete Services.

Summary of Changes in Program Requirements Enacted or Recommended

Chemistry and Biochemistry. Program changes include appointment of course coordinators for courses with multiple sections and the adoption of new teaching methods in introductory courses to lower the attrition rate. In the current academic year Chemistry will develop and implement formal program level assessment for each degree program and sustain this effort in future years. Chemistry will submit annual reports on progress in assessment.

Criminal Justice. Program changes include offering more sections in late afternoons and evenings for working students. In the current academic year Criminal Justice will develop and implement formal program-level assessment for each degree program and sustain this effort in future years. New faculty positions will reduce the student-faculty ratio over the course of two years. Criminal Justice will submit annual reports on progress in assessment.

Engineering and Industrial Applied Mathematics (joint PhD with Claremont Graduate University). Changes have been made at the individual student level rather than the program

level. The program has begun to identify the type of information that will be needed to assess student learning. In the current academic year the program will develop and implement formal program-level assessment and sustain this effort in future years. The program will submit annual reports on progress in assessment.

Geological Sciences. Program changes include the reconfiguration of a required six-week field seminar as a capstone course. In the current academic year, Geological Sciences will develop and implement formal program-level assessment and sustain this effort in future years. Geological Sciences will submit annual reports on progress in assessment.

Political Science. Program changes include reformulation of the requirements for the major and serious consideration of the creation of an integrated capstone course for all majors across the six subfields. In the current academic year, Political Science will develop and implement formal program-level assessment for each degree program and sustain this effort in future years. Political Science will submit annual reports on progress in assessment.

Psychology. Program changes include the adoption of a successful peer advising center for undergraduates and the assignment of individual faculty mentors for each graduate student. In the current academic year, Psychology will develop and implement formal program-level assessment for each degree program and sustain this effort in future years. Psychology will submit annual reports on progress in assessment.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Programs Reviewed During 2004-2005

Accounting	MS
Business Administration	BS, MS, MBA
Computer Information Systems	BS, MS
Geology	BS, MS
Health Care Management	MS
Nutritional Science	BS, MS
Social Work	BA MSW
Sociology	BA, MA
Theatre Arts and Dance	BA, MA

Summary of Assessment Results

Accounting. The MS program in Accountancy has a comprehensive assessment program that is based on multimodal measurements of student outcomes and is supported by faculty from the

Department of Accounting. The outcomes of the program are assessed on an on-going basis, and a capstone course is used to evaluate students' accomplishments during their tenure in the program. The advisory board of the program plays a significant role in the assessment of the program by reviewing syllabi for courses and keeping the program abreast of changes in the field. Results of the assessments have been used to align the curriculum with the goals and objectives of the program and to develop new courses. One of the new courses, Forensic Accounting, prepares students to detect and deal with fraud and resource misappropriation of business enterprises, and has the potential for interfacing with other curricular initiatives in forensics on campus.

Business Administration. The programs in Business Administration have developed indirect assessment tools and have plans for more extensive direct assessment. As the curriculum of the degree programs is distributed across the departments of the College of Business and Economics, the responsibilities for assessment are also distributed. The program is aligned with the standards of accreditation of the Association to Advance Collegiate Schools of Business (AACSB) and has extensively modified its curriculum based on feedback from MBA students and alumni. The program uses pre- and post-testing to assess student growth. One example is a test that is utilized early in the undergraduate program to assess a student's skills and knowledge. This test is then administered in the capstone course for the major to assess growth in those areas.

Computer Information Systems. The Computer Information Systems program conducts seven main measurements for assessing student learning outcomes and other student achievement. The program conducts surveys of students, alumni, and employers, and on a regular basis the faculty share their observations and test results for individual courses. The program began tracking the pass rate on a certification test for undergraduates and graduates developed by the Institute for Certifying Computing Professionals. The beta version of this mechanism was first tested on the graduate students of the program in spring quarter 2004, and 60% of the students passed on their first try. The program has now decided to have undergraduate degree candidates sit for the certificate as well. The results of this tracking will be used to modify the program to correct deficiencies found.

Geology. The Department of Geology has developed both formative and summative assessment measures of students in their program and has utilized online assessment examinations developed by department faculty to facilitate the process. The department administers a pre-test in a required lower-division course in the major and a post-test in the senior capstone course that can be used to assess authentically the program outcomes. The capstone course requires production of two documents, a written report and a geologic map. Through the application of a rubric, the department assesses the ability of students to think critically and to communicate their research results.

Health Care Management. The Health Care Management program consistently surveys students and alumni and utilizes a comprehensive examination as a summative assessment for the

program. A survey of employers was used to help shape the most recent modification of the program. The program needs to continue to develop assessment that adheres to the guidelines of its accrediting body (AACSB) and to develop more direct measures to assess student learning outcomes.

Nutritional Science. The Nutritional Science program, as required by accreditation standards of both the Coordinated Dietetics Program (CDP) and the Didactic Program in Dietetics (DPD), applies multiple direct and indirect measures for assessing the program. The program examines completion rates, postgraduate performance, supervised practice program placement, and the pass rates of the Registration Examination.

Social Work. Evidence of achievement of the learning objectives of the School of Social Work lies in the skills, abilities, and expanded knowledge base demonstrated by the graduates of the program. To meet accreditation standards as well as university policies, the school has a well-developed assessment plan; it utilizes a multi-method approach that includes formative and summative evaluation paradigms. The school assesses program effectiveness through the evaluation of the following: students' specific learning assignments; practice skills and personal/professional development in field placement; alumni's professional affiliation and professional achievement; and evaluations from stakeholders in the community and profession.

Sociology. The Department of Sociology developed and implemented a fairly comprehensive assessment process addressing both undergraduate and graduate student outcomes. The assessment plan involves: embedded authentic assessment; student self-assessment; student and alumni attitude/opinion surveys; comprehensive examination exit interviews; interviews with faculty thesis committee members; evaluations from the on-site supervisors of students doing internships; service learning; and cooperative education projects. Data are collected at significant intervals, and assessment is used to inform efforts at program improvement.

Theatre Arts and Dance. The program review process revealed that the Department of Theatre Arts and Dance had not sufficiently addressed the university requirements regarding assessment of student learning outcomes.

Summary of Changes in Program Requirements Enacted or Recommended

Nutritional Science. The program has increased the field experience opportunities for students in the area of community nutrition and increased the diversity of the field experiences to include diverse ethnicities and life-cycle stages. This change will allow students to be better prepared to address the needs of urban Los Angeles.

Social Work. Guided by assessment findings, the school revised the curriculum of the MSW to include not only generalist practice but also preparation of students to be effective in serving particularly critical populations that have been identified by the community and the profession.

Sociology. A few highlights of the program improvements as a result of on-going assessment are as follows: additional focus and specificity of the program goals and objectives led to ten well-articulated outcomes expectations for use in program planning and improvement; two cooperative education courses were improved and service-learning was brought into three courses; career-linked curriculum was developed, which created opportunities for increased internship placements in social agencies and led directly into employment for students. Content analysis of thesis examinations, along with student exit interviews, indicated that the MA comprehensive examination required modification. As a result, the test was modified to utilize computers rather than handwritten responses. The change allows students to produce better-quality responses through revision and better use of time. Content analysis of the examination also showed the application of methods to be the weakest aspect of methods performance at exit for MA students. As a result a new course was developed to support both comprehensive examination preparation and thesis methodology preparation work.

Theatre Arts and Dance. The department has been tasked to provide evidence of development of an assessment plan and implementation of assessment measures with timelines for compliance.

CALIFORNIA MARITIME ACADEMY

No programs were scheduled for review in 2004-05.

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

Programs Reviewed During 2004-2005

Management and Information   MS *(review in progress)*
Technology (pilot program)

In 2003 CSUMB was granted initial accreditation for the maximum seven years by WASC. As a general matter and consistent with the CSU's current thinking about program review, the campus has revised the timing of reviews for its degree programs in order better to align them with continuous improvement initiatives, academic planning, and future WASC visits. This adjustment established a plan for program review that initiated one limited review in 2005, with further program reviews to resume fall 2006.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Programs Reviewed During 2004-2005

Athletic Training (option in Kinesiology)	BS
Chicana/Chicano Studies	BA, MA
Child and Adolescent Development	BA
Communicative Disorders	BA, MS
History	BA, MA
Leisure Studies and Recreation	BS, MS
Manufacturing Systems Engineering	BS, MS option
Mathematics	BA, BS, MS
Philosophy	BA
Physics and Astronomy	BA, BS, MS
Urban Studies and Planning	BA

Summary of Assessment Results

Athletic Training. The program underwent curricular changes in fall 2003, better to align courses with the learning outcomes and improve the structure of the clinical experience. The learning outcomes were consistent with the 1999 proficiencies of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Level-one proficiencies required of students were assessed using student work, including quizzes, assignments, papers, projects, presentations, case studies, oral practical examinations, and written examinations. Students must demonstrate level-one proficiencies before they can begin learning level-two proficiencies; level-two proficiencies are assessed during the clinical phase of the program, in which students receive multiple evaluations from the clinical supervisors as well as an exit interview with the program director. Based on these assessments, students successfully meet the proficiencies outlined by CAAHEP.

The program director summarized the learning outcomes for current seniors and alumni and documented how these data had been utilized in program development. Clinical experiences expanded to include rotations at high schools, junior colleges, and rehabilitation clinics. Students who successfully complete the program are eligible to sit for the Board of Certification (BOC) examination.

Chicana/Chicano Studies. The student learning outcomes were aligned with the courses in the undergraduate and graduate programs. Following the 1998 assessment plan, section heads for undergraduate courses with multiple sections were charged with conducting assessments by measuring the quality of learning; pre-instruction and post-instruction student assessments in individual courses were conducted, and samples of student work were examined. Faculty members met regularly to review course objectives and content. Graduating seniors reported in a

fall 2001 exit survey that they had successfully attained the knowledge and skills specified in the student learning outcomes. They specifically mentioned that their critical thinking skills, reading and writing skills, and overall knowledge had improved because of the learning experiences that they had received. Assessment of student learning outcomes at the graduate level involved the examination of the quality of student theses and projects. In spring 2002 the alumni were asked to assess the strengths and weaknesses of the program as well as to describe how well the program prepared them for their current position.

Observed improvements in student writing and communication skills validated the commitments made by faculty members to provide students with tutoring, teaching, and mentoring in these areas. Findings from these assessments indicated that the quality of student learning met the expectations of the faculty.

Child and Adolescent Development. Based on the recommendation of the interdisciplinary child development 2000 program review, faculty achieved approval for department status in spring 2002. The name of the program was changed from Child Development to Child and Adolescent Development to reflect better the field of study. Well-defined student learning outcomes and a new curriculum evolved. In a survey, the alumni rated highly all the student learning outcomes that had been proposed for the new program. During the writing of the self-study, an assessment plan was developed and several new courses were taught. Spring 2004 was the first semester in which seniors participated in a carefully planned internship; this capstone experience will provide useful data regarding how well students achieve the student learning outcomes.

The new curriculum was carefully sequenced with defined areas of competence that match the student learning outcomes. The number of students enrolled in the program has increased and three new tenure-track faculty members have been hired.

Communicative Disorders. The learning outcomes of the programs in Communicative Disorders are based on the standards for accreditation of the American Speech Language Hearing Association. Formative and summative assessments were collected for the learning outcomes for the speech-language pathology and audiology programs between 1996 and 2005. The outcomes of these assessments were verified by the accreditation team. As an experiment the faculty decided to change the comprehensive examination to a take-home format and set a lower passing score. The comprehensive examination is used to prepare students for the national examination. Prior to this change the average passage rate on the national examination was 94%. The passage rate on the national examination with the changed comprehensive examination was 65%. Consequently, the comprehensive examination was returned to its original rigor.

Students are better prepared for the national examination when they prepare for and pass the program's rigorous comprehensive examination. The program exceeds the national norm for passing the national examination for certification as well as state licensure. Students who

successfully complete the programs become state licensed and nationally board certified as speech pathologists and audiologists.

History. The program was aligned with its student learning outcomes. A survey given to graduating seniors asked them to assess the extent to which they believe the department met its objectives and learning outcomes. The results of this assessment precipitated discussions within the department about how to incorporate more effective teaching methods into courses. The results of the assessment instrument also influenced the department's hiring priorities based upon expertise needed in certain areas of history. Because the graduate program had just undergone significant and extensive revisions, no formal assessments were conducted. A revision of the comprehensive examination will provide useful assessment of achievement of the student learning outcomes in the future.

The reviewers noted that the program is designed to lead history majors to a broad, well-integrated knowledge of the discipline. The requirements at both the lower-division and upper-division levels are appropriate for a high-quality program. The graduate program meets the goals set forth by the American Historical Association for a master's program and is ranked highly among non-PhD-granting institutions that have awarded MA degrees to people who went on to earn a PhD. The faculty is clearly dedicated to teaching. Members of the department have won both internal and external grants for instructional improvements. Department members have also won teaching and mentoring awards. The department has gone through a major transition, and it has come out with a very impressive young faculty whose members are actively involved in ongoing revitalization of the department's curriculum and its level of scholarship.

Leisure Studies and Recreation. The 2001 program's student learning outcomes were compared with the standards of the National Recreation and Park Association (NRPA) and the American Association for Leisure and Recreation Council on Accreditation and then reviewed by the alumni. Students completed portfolios to document their competencies and participated in exit interviews. The faculty, working to improve the assessment process, standardized the expected contents of the student portfolios and agreed upon the expectations of the quality and quantity of student work. They also examined students' self-reflections, test results, internship evaluations, and pre/post outcome measures to determine efficacy of the classes in meeting NRPA outcome standards. Ninety-five percent of the students who completed the Recreation Therapy option passed the examination required for state and national certification to become recreational therapists.

The program is in alignment with the university with regard to the five-year assessment plan. Despite evidence that both students and faculty are satisfied with the learning-centered model outlined in the 2001 program and the results of students learning, the number of majors in the undergraduate program remains small and is even smaller in the graduate program. The department is re-evaluating all aspects of the graduate program, utilizing a task force and focus group discussions. The program is not accepting new students into the graduate program until a decision is made regarding its status.

Manufacturing Systems Engineering. The 2004 interim report was written in response to the recommendations of the 2002-2003 Accreditation Board for Engineering and Technology (ABET) evaluation of the Manufacturing Systems Engineering program. Three weaknesses and five concerns were identified by the ABET reviewers. All of the weaknesses and concerns were addressed in the interim report, including the concern for program outcomes and assessment. In response to this concern, the faculty plan to triangulate student, faculty, and external expert evaluations as well as reexamine the assessment tools used in the program. Direct assessment of student learning will be added to the assessment process. ABET accreditation is effective until 2007.

Mathematics. As a result of the 1999 MOU, revised curricula for the undergraduate and graduate programs in Mathematics were developed and implemented in fall 2000. The department has student learning outcomes that were aligned with the undergraduate and graduate degree programs. Faculty assessed how well graduating seniors met the student learning outcomes through examinations given in capstone courses. Findings revealed that some students did not meet the faculty's expectations of the expected learning outcomes and, as a result, a curriculum revision of the undergraduate program was proposed. In the future, students' performance will be assessed by examination and/or student projects, and an exit interview will be implemented.

The graduate program was revised in fall 2000. The quality of learning was assessed in the graduate program through examination of students' performance on theses and/or comprehensive examinations. Additionally, job placements and acceptance into doctoral programs were also used as indicators of the quality of the program. A strong five-year assessment plan is being developed to assess the curricular changes. The reviewers wrote that the Mathematics Department is one of the strongest in the CSU system.

Philosophy. The program was aligned with the student learning outcomes and multiple assessment strategies were used, including the senior research seminar (capstone course), paper comparisons of entry-level and exit-level work, exit surveys, and alumni surveys. Final papers written by students in the senior research seminar were assessed by faculty using a faculty developed rubric to examine the degree of philosophical knowledge and skill.

Physics and Astronomy. The department carefully identified student learning outcomes and aligned them with its undergraduate degree program. It established a mandatory assessment of student learning of its undergraduate program in fall 2002 by means of a faculty-developed pre-test and post-test. Test results on the pre-test were used as a diagnostic tool, informing students and faculty about deficiencies in areas of knowledge of physics. Faculty identified steps needed to help students remedy these deficiencies in the upper-division courses. In addition, common examinations were given in courses with multiple sections. Some of the changes made to accommodate learner differences include use of a Personal Response System, use of web-based materials, development of recitation sessions that involve problem-solving techniques as supplemental instruction in designated courses, the introduction of computer-driven experiments

for uniformity and consistency across all sessions, and development of two online courses. The faculty meets annually to review assessment data and make recommendations to improve student learning. They are in the process of developing an exit interview of their graduating seniors.

Student learning outcomes for the graduate program were also aligned with graduate courses. In addition to students' performance on theses and comprehensive examinations, students' performance on the Graduate Record Examination (GRE) was examined.

The program is structured to produce graduates with broad knowledge in physics and marketable technical skills. It also prepares students for further study and work outside academia. The department has established modules for four upper-division laboratory courses as a direct result of comments by alumni. It has also increased student-faculty contact in areas of research.

The faculty is in continuous study of physical concepts and topics that will be adapted and reinforced in all courses for the majors to ensure that all the students have a strong and current physics background upon graduation. Four one-unit recitation courses that teach physics problem-solving techniques for undergraduates in Biology, Health Sciences, and Engineering are becoming web-based to save on space and to increase access to students. The department is utilizing Matlab mathematical software in lower- and upper-division courses.

Urban Studies and Planning. The department aligned its student learning outcomes with its program. Students went through a thorough evaluation of their knowledge and abilities to qualify for participation in an internship, the program's capstone experience. This review process helped the faculty identify the strengths and weaknesses of the program. On a more individual basis, faculty members of courses with multiple sections met each semester to review how well students achieve the learning outcomes and to agree upon important curricular and pedagogical changes. In addition, two major alumni assessments provided important information regarding new trends in the field.

Summary of Changes in Program Requirements Enacted or Recommended

Athletic Training. The CAAHEP reviewers recommended the addition of clinical reasoning classes in which case-based learning and assessments are used to develop students' clinical reasoning abilities. These courses are to be required before students began their clinical experiences. In addition the reviewers suggested that certain identified classes be evaluated for redundancies and that one course contained too much information. Curriculum modifications based on these recommendations have been in process for summer 2006 implementation.

Chicana/Chicano Studies. The reviewers recommended establishing a Department of Central American Studies. The department's response stated that this recommendation was not a high priority and that it lacked the required faculty to support a separate department.

Child and Adolescent Development. The reviewers recommended that the department consider adding a new upper-division course that would replace one that is currently offered by two other departments because it duplicates content taught in the department's lower-division course.

Communicative Disorders. The master's program in speech-language pathology was granted an unrestricted eight-year accreditation. The master's program in audiology was granted accreditation until December 31, 2006, at which time the program must offer a clinical doctorate to be accredited.

History. The reviewers recommended that the department consider having concentrations within the History major. The curriculum committee is studying the feasibility of adding concentrations as well as the possibility of creating an honors sequence.

Leisure Studies and Recreation. In accord with a recommendation from reviewers, the program is expanding into commercial recreation, to include travel/tourism and hospitality. In addition, the faculty is pursuing a new department name, Recreation and Tourism Management; seeking to add a tenure-track position in the area of travel/tourism and hospitality; and pursuing plans to partner with other CSUN programs and local community colleges.

Manufacturing Systems Engineering. Modifications in curriculum and advisement are underway, along with a plan for better assessment of student learning.

Mathematics. It was recommended that the MS track in Mathematics for Educational Careers be eliminated; the faculty plan to modify the program to make it more attractive to the target population of secondary-school teachers.

Philosophy. Important programmatic changes were designed in response to changing student needs and in an effort to make the program more student-friendly. These changes involve new pedagogies; attention focused on lower-division philosophy courses; the addition of a senior research seminar as a capstone course; a more logical sequence of courses; and a commitment to provide greater flexibility.

Based on assessment findings, faculty agreed that students are not given adequate instruction in writing philosophical papers and that students in the major have inadequate logical skills for advanced work in philosophy. As a result, a new major was proposed that would eliminate options, simplify the requirements, and dramatically strengthen instruction in the quality of student work. In addition, the student philosophy club, the Student Philosophical Society, was reinvigorated to provide a series of student-focused events.

The curriculum was diversified to reflect new directions of philosophical scholarship within the discipline, while preserving the core analytic emphasis of the program. The Student Philosophical Society achieved Associated Students approval status. The results of the more accessible and interesting program in Philosophy are an increased number of declared majors in

Philosophy, a reduction in time to graduation, better relations with other departments, and a quest for a more diverse faculty and student body.

Physics and Astronomy. Acknowledging that students need to perform better on the GRE, the department started a GRE training session that included teaching students how to answer questions more on an intuitive basis rather than by carrying out calculations. The recommendation to reduce the number of units in the BS programs from 128 to 120 units is feasible with the reduction of units in the new General Education program. In addition, two options in the department were formally discontinued, permitting a better course rotation structure with larger enrollments and better matching the interests of the faculty, leaving the two remaining options in Physics and Astrophysics.

Urban Studies and Planning. It was recommended that the program continue its movement towards accreditation by the Planning Accreditation Board (PAB). Significant curriculum changes were approved in 2003 and were implemented in 2004-2005; these changes were designed to improve the sequence and flexibility of the program, helping students better prepare for the internship experience. A more formalized assessment plan involving the use of portfolios and interviews has been proposed. The curriculum offers a strong interdisciplinary background in urban studies and planning, comprising both sound theoretical skills and applied coursework and practical internship and community service learning experiences. Students get first-hand community experiences in planning.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Programs Reviewed During 2004-2005

Agricultural Biology	BS
Agricultural Science	BS
Agronomy	BS
Animal Science	BS
Apparel Merchandising and Management	BS
Business Administration	BS, MS
Chemistry	BS, MS
English	BA, MA
Food Marketing and Agribusiness Management	BS
Food Science and Technology	BS
Foods and Nutrition	BS
History	BA, MA

Horticulture	BS
Landscape Irrigation Science	BS
Soil Science	BS

Development of Prioritization and Recovery Plan

Each division of the university has been directed by President Ortiz to prepare and implement a prioritization and recovery plan. The charge is to review and make recommendations concerning the organization of, use of resources by, and performance of, the programs within the-division. Efforts within the Division of Academic Affairs are being led by a committee of faculty, staff, students and administrators. A joint committee of the Academic Senate and the President's Cabinet developed the charge to the Academic Affairs Prioritization and Recovery Committee and determined the committee's membership. This will be an ongoing committee, which will meet on a regular basis throughout the year at times to be decided by the committee membership.

The committee is charged to

- identify all academic and nonacademic programs within Academic Affairs;

- identify any commonalities among the programs for the purpose of grouping the programs (for example, programs providing instruction may be in one group, programs providing instructional support may be in a second group, and those providing faculty support in a third group);

- set up the common criteria for each group of programs by which each program will be examined for recommending increased support, decreased support, restructuring, or discontinuing;

- collect quantitative and qualitative data from various sources such as colleges, schools, departments, or institutional research, which could support such recommendations;

- analyze data based on the criteria developed by the committee and propose recommendations; and

- report findings to the university president and the Academic Senate.

As part of the prioritization and recovery process in the Academic Affairs division, criteria have been drafted to assist in assessing the extent to which programs are achieving university goals. The goals used to develop the criteria are the university goals found on page 12 of the current university catalog. Indicators have been outlined that will allow each program to respond to each criterion and will be used to establish priorities.

The Academic Affairs committee will only deal with prioritizing programs for Academic Affairs. The prioritization criteria are not weighted (intentionally) at this point in the process. Weighting will be applied to the university goals and the related criteria and not to the indicators individually. (No

single indicator is thought to be most critical. The committee's evaluation and weighting will strive to recognize the overall context of individual indicators in establishing priorities.) The spirit of this approach actually precludes any strong reliance on total scores. A program's value to the university could be in its quality, reputation, size, external need, or internal need. For example, a GE program may be small but could be essential or commendable for other reasons. Likewise a program could be large in terms of FTES but may not be efficient.

Each goal area will eventually be assessed and scored using a scoring and weighting system that will be developed over the next few months. Various scoring and weighting methods are available and are being investigated. This weighting will take place independent of data collection and will be reviewed by the deans' council before implementation.

The goal of the effort is to help facilitate the university's becoming a mission-driven institution rather than a FTES-driven institution. The committee recognizes, however, how resources are distributed to the university and will not jeopardize university funding through overall reduction in FTES.

Summary of Program Review Activity and Assessment Results

Academic programs have the option, one time, to construct an assessment plan in lieu of conducting a traditional academic program review. This alternative centers on the development of a comprehensive set of learning outcomes and a feasible, sustainable plan for assessment and evaluation of assessment results, to be applied to program improvement. Outside reviewers are asked to consider the quality of the assessment plan as well as to review the overall health of the department and its programs.

In 2004-05, one department completed a program review begun in the 2003-04 academic year, two departments developed assessment plans, the College of Agriculture completed a comprehensive review in all of its departments, and the College of Business successfully completed its evaluation for re-accreditation.

College of Agriculture

Agricultural Biology, Agronomy, Horticulture, Landscape Irrigation Science, Soil Science

Assessment tools: instructor assessments, alumni surveys.

The department containing these programs is quite diverse, with a large number of majors and options, diverse laboratories and farms, and "business operations" such as the store and nursery. Downward trends in enrollment are disturbing, and steps to increase enrollment for the unit are crucial. There is an apparent disconnect between traditional agronomic farm operations and the program's focus. A major reorganization of the curriculum will phase out five existing bachelor's degree programs and create a single BS major in Plant Science. Upon approval, implementation of these changes is expected during 2006-07.

Agricultural Science

Assessment tools: exit interviews, review of achievements of faculty and students.

Care has been taken to follow the Commission on Teacher Credentialing guidelines, university requirements, and agricultural industry suggestions so that graduates are well prepared. Both the undergraduate and graduate programs have grown in enrollment. The external reviewers found that the Agricultural Education program seems traditional and effective, but the department was encouraged to think about the type of high school agriculture teachers needed.

Animal Science

Assessment tools: Veterinary Medical Board Examination, exit interviews, review of achievements of faculty and students.

AVS faculty de-emphasized production training and emphasized the scientific and business aspects of animal and veterinary sciences. New coursework was created in computer applications and biotechnology in animal science, agricultural issues and ethics, and development of leadership skills. In addition, a new major in Animal Health Science was implemented, better to serve the educational needs of pre-veterinary-medicine students and students pursuing the former option in Animal Health Science.

Apparel Merchandising and Management

Assessment tools: outcomes assessment questionnaire following Bloom's Taxonomy, alumni surveys.

Student enrollment has continued to increase and two faculty positions have been added. The faculty poll their stakeholders often and are diligent in carrying out their suggestions. As a result, the program has developed a strong foothold for future prospects in the job market. They have developed their own line of merchandise.

Food Marketing and Agribusiness Management

Assessment tools: instructor assessments, alumni surveys.

Additional full-time faculty are needed to continue to develop the program.

Foods and Nutrition, Food Science and Technology

Assessment tools: exit interviews; analysis of examinations and theses; review of achievements of faculty, students, and alumni.

This department has a highly successful dietetic undergraduate education and postbaccalaureate internship but should seek to increase participation of underrepresented minorities in department programs. Research has taken center stage, which assists faculty members in providing high-quality education to their students. Students play an active role in the determination of the department's new direction, and the faculty often seeks links with the local food industry. The department needs additional space, principally a dedicated classroom and a research kitchen and dining room.

Business Administration

Assessment tools: graduating student surveys, in-class examinations, internship sponsor evaluations, advisory council focus groups, student focus groups, Graduation Writing Test results.

The Board of Directors of the Association to Advance Collegiate Schools of Business (AACSB) ratified the recommendation of the review visitation team to reaffirm accreditation for the undergraduate and master's degree programs. The visitation team was impressed with the college's program of "learning by doing," which prepares graduates well for their careers. It was also found that student writing skills need improvement. Business integration, problem-solving, critical thinking, and ethics will be emphasized in the curriculum.

Chemistry

Assessment tools: examinations, research papers, exit interviews, alumni surveys.

The collegiality of the department is one of its greatest strengths, including mentoring of graduate teaching associates and new faculty members. An active student club participates in outreach activities. The department has developed several entrepreneurial programs, providing educational opportunities for students and outreach to industry. Alumni rated highly the faculty's enthusiasm and expertise, but they were much less satisfied with their career advising and indicated that laboratory and library resources could be improved. Both the department and the external reviewers expressed concern about the need for additional research space and the difficulty of recruiting and retaining new faculty.

English (assessment plan review)

Assessment tools: portfolio, exit interviews, alumni surveys.

The education program is quite strong. The graduate program should be updated, and the ethnic literature offerings are minimal, particularly in light of the communities around Cal Poly Pomona.

History (assessment plan review)

Assessment tools: graduation writing test, alumni survey, portfolio, senior thesis and master's thesis, alumni survey.

The department has established an assessment committee to institutionalize assessment activities further and to maintain continuity.

Summary of Recommendations for Changes in Program Requirements

Agricultural Biology, Agronomy, Horticulture, Landscape Irrigation Science, Soil Science

- Establish an updated business block of coursework, which utilizes Food Marketing and Agribusiness Management coursework but allows the student the freedom to take courses offered by the College of Business Administration.

- Add two new upper-division courses, Research Methodology and Technology in Plant Science, to the core.

- Select an Advisory Board, partnering with the community, industry, regulatory agencies, past students, and other stakeholders to obtain a pulse on the needs that must be addressed in the future in the field of plant sciences.

- Focus on specialty crop production, niche marketing, urban-edge farming, and urban horticulture, and consider moving away from production of commodities.

Agricultural Science

- Develop a more active advisory council to better define career opportunities.

- Consider how management courses can be taken as part of the production majors.

- Consider how to integrate appropriate production courses into the Food Marketing and Agribusiness Management program .

- Consider altering the name of the different options to make it easier for students to identify the programs and opportunities they present.

Animal Science

- Develop core competencies for students based on industry input.

- Realign program with increased urbanization of the surrounding area.

- Develop the Pre-Veterinary-Medicine curriculum as an honors program, requiring more experiential education, applied research opportunities, and more rigorous science requirements in order to improve chances of acceptance to a school of veterinary medicine.

- Encourage partnerships with industry, regulatory agencies, other academic units, and other institutions to enhance opportunities for faculty teaching and research.

Apparel Merchandising and Management

- Continue to base competencies on industry standards.

- Map competencies against course objectives to avoid overlaps and gaps in the curriculum.

Food Marketing and Agribusiness Management

- Re-examine strategies for student recruitment.

- Revise courses with an added emphasis in food marketing, changes in technology, and the needs of industry and society.

- Maximize relationship with the Food Marketing and Agribusiness Management Advisory Board; get actively involved in industry groups.

- Develop a Center for Food Marketing and Agribusiness Solutions.

Foods and Nutrition, Food Science and Technology.

- Develop coordinated effort to recruit students, particularly under-represented minorities

- Look for opportunities to use public/private partnerships to enhance educational opportunities.

- Look for opportunities for research, internships and teaching as it relates to food safety, bio-security/bio-terrorism, and strategies to improve nutrition education.

Business Administration

- Replace Undergraduate Curriculum Committee with Assurance of Learning Committee.

- Create task forces for ethics, quality assurance, and writing skills.

- Add Graduation Writing Test as prerequisite for required option courses.

- Update Microcomputer Proficiency Test.

- Revise Internship Sponsor Evaluation Form.

Chemistry

- Plan to develop assessment plan before next review.

- Consider creation of a Biochemistry major and name change to Chemistry and Biochemistry.

- Reevaluate Chemical Sciences and Industrial Chemistry options.

- Consider employing prerequisites for the freshman curriculum.

- Develop Center for Molecular Modeling and Materials Design, an interdisciplinary effort.

- Explore additional opportunities for intercollege and interuniversity collaborations.

English

- Create a new capstone course similar to the course for the education program.

- Consider expansion of the ethnic literature offerings.

- Review the purpose and staffing of the graduate program.

History

- Conduct yearly department program assessment retreats.

- Modify HST 300, History Methods, and HST 461 and 462, Senior Thesis.

- Improve graduate student advising (the department appointed a graduate advisor).

- Establish more partnerships between the unit and the community.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Programs Reviewed During 2004-2005

Art	BA, MA
Communication Studies	BA, MA
Economics	BA, MA
Geography	BA
Graphic Design	BS
Interior Design	BA
Kinesiology and Health Science	BS, MS

Academic programs at California State University, Sacramento are reviewed on a six-year cycle. One year prior to the program review, department faculty members initiate a self-study process. All programs are required to identify expected student learning outcomes and strategies for assessment; responses to assessment results are included in the self study. California State University, Sacramento has adopted a Faculty Senate revision of its self-study guidelines that standardizes the requirements for the assessment process and requires full compliance with the standards in order to receive full six-year approval for the program. Currently, all programs have

completed an assessment plan, and they have been asked to continue to review and update their plans.

California State University, Sacramento continues to perform traditional program reviews, including the self-study process and the internal review team, along with an outside consultant who interviews faculty, staff, the dean, and other appropriate administrators. The university has found that these program reviews provide valuable information regarding the quality of instruction, the fiscal stability, the governance structure, and the interpersonal relations of the departments. Departments that undergo national accreditation review are allowed to use their accreditation self-study and visitor report to answer some or all of the questions on the self-study with the permission of Academic Affairs.

Summary of Assessment Results

Art. The BA degree in Art currently offers concentrations in Art History and Art Studio. The department has established the degree's primary learning goals as history, aesthetic fundamentals/problem solving, and communication.

Communication Studies. The department's assessment plan focuses on two primary methods: student portfolios and graduating senior survey. The first full assessment cycle occurred in spring 2002. Assessment reports suggested that written work of students generally meets minimum levels of competence in spelling, grammar, and basic writing mechanics. However, the student portfolios frequently demonstrated a lack of understanding about how to use APA and/or MLA format accurately and appropriately for citing research sources.

Economics. The assessment plan was fully implemented in spring 2003. Assessment results demonstrated that students met department learning expectations in general. Students also met university learning goals. In particular, Economics majors develop (1) competence in the discipline of economics, (2) analysis and problem solving skills, (3) communication skills, and (4) information competence. Understanding of cultural legacies and values and pluralism is met primarily through general education courses, but students apply their sensitivity to these issues in a number of Economics courses.

The Department of Economics used a capstone course, ECON 145, Research Methods in Economics, to assess whether stated learning objectives are met by the program. Results from the assessment indicated that students meet writing and reading standards in Economics. However, the weakest performance was in the category of Goal 1, understanding and applying economic concepts and theories. Although students were able to describe some of the key economic concepts that are relevant to their projects, they fell short of correctly applying them to the problem they studied.

The graduating senior exit survey indicated that students perceive the program strengths to be in developing problem solving, critical thinking, and analytical skills and in helping students

connect theory to the world. The program appeared to be less successful in providing students with necessary communication skills, especially oral communication skills, and providing opportunities to explore questions of values and ethics. Results from the alumni survey stressed the need for improvement in computer/information competence for the students. The department has been addressing the areas identified as potential weaknesses of the program. For example, the department has replaced the MIS requirements with Economics 140, where students will learn to apply computer skills to real economic problems.

Geography. The assessment of learning outcomes in Geography is embedded in the courses offered by the department; particularly in GEOG 102, the entry-level Geography course and GEOG 190, the capstone course. Also included in the assessment plan were senior student surveys, surveys for alumni, and content-based examinations for seniors. The department has completed two cycles of assessment in the last six years.

Graphic Design. The Graphic Design program has an assessment plan in place to review student work as a whole and to evaluate student progress in relationship to the program's learning goals and objectives.

Interior Design. The Design Department is assessing the possibility of establishing a new option in Design Merchandising for students desiring careers as manufacturer's representatives, marketing specialists, and design-firm managers. This new option would require more emphasis on history and business and a less extensive studio component than the current program.

Kinesiology and Health Science. The department has developed and implemented extensive assessment plans for programs in Physical Education, Exercise Science, and Athletic Training. The programs were assessed by linking program standards and objectives to specific courses and measuring student outcomes through multiple assessment tools. A capstone course and graduating senior survey were also included in the plan. Feedback from the assessment has been given to faculty in regard to student performance, and adjustments in the program have been made based on the feedback.

In the assessment conducted through the capstone course, three deficiencies in the Physical Education program were identified: (a) there was redundancy in the writing assignments, (b) there was no formal teaching of APA style, and (c) there was confusion on the part of students about the appropriate format for writing a K-12 lesson plan. These deficiencies were identified early in the semester, and the faculty has made appropriate modifications in courses to correct the deficiencies. The department provided a detailed description of the modifications made to address the assessment results.

Summary of Changes in Program Requirements Enacted or Recommended

Art. No changes in program requirements were recommended. The Art History curriculum was broadened to include courses in Asian art; art of India, China, and Japan; Latin American and Latino art history; and art of the African diaspora. The department is also planning a new course in Islamic art. Also under discussion is a proposal to offer more progressive three-course sequences that lead students through beginning, intermediate, and advanced levels in all media of art.

Significant changes to the Studio Art curriculum include an increase in the number of contact hours and units in several lower-division courses, the creation of a portfolio course in printmaking, the expanded electronic art curriculum, digital imaging (digital camera, scanning, image manipulation, digital output), time-based media (animation and video), and interactivity (interactive multimedia).

Communication Studies. No changes in program requirements were recommended. It is recommended in the assessment results that professors continue to provide detailed feedback on writing assignments and to create innovative assignments that encourage student growth and development.

Results from the survey of graduating seniors indicated that students were generally favorable to all aspects of classroom instruction and access to their instructors. The survey also indicated that the department was not helpful in improving the students' professional prospects. The department could improve in clarifying career goals, providing professional contacts, and preparing students for the work force.

Economics. An MIS requirement was replaced by Economics 140, Quantitative Economic Analysis.

Geography. No changes in program requirements were recommended. Results of the assessment were used to revise courses (GEOG 11 and GEOG 102), and formal discussion is underway to develop an additional concentration in the area of Human Geography.

Graphic Design. The program added three new required GPHD courses, GPHD 122, GPHD 142, and GPHD 152. Both ART 1A and ART 1B are required as lower-division required courses. Required upper-division electives were reduced from nine units to six units. The curriculum has expanded and acquired content that is better suited to producing graduates with a strong interest in and preparation for the profession. The new curricular structure provides lower-division students with a much stronger skill set in the fundamentals of design before they embark on upper-division study. This preparation also facilitates a higher level of exploration and instruction in upper-division coursework. Each Graphic Design course has clear objectives that are structured to address theoretical, technological, and practical issues related to the coursework.

Interior Design. The program deleted ART 20A, PHOT 40, GPHD 30, and INTD 100 (11 units) from the program and added INTD 25, INTD 171, and INTD 183 (9 units). INTD 15 and INTD 129 were increased from two-unit courses to three-unit courses. As a result of the assessment based on a national benchmark, employer feedback, and local design professionals, faculty are currently considering changes to the curriculum that will increase ties between individual courses and more fully integrate digital and traditional communication skills throughout the curriculum. The department is also implementing a policy requiring majors to be equipped with their own laptop computers for class use.

Kinesiology and Health Science. No changes in program requirements were recommended.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Programs Reviewed During 2004-2005

Biology	BA, BS, MS _(review in progress)_
Chemistry	BA, BS _(review in progress)_
Computer Science	BS, MS _(review in progress)_
Computer Systems	BA _(review in progress)_
Geology	BA, BS _(review in progress)_
Health Science	BS _(review in progress)_
Health Services Administration	MS _(review in progress)_
Kinesiology	BS _(review in progress)_
Mathematics	BA, BS, MA, MAT _(review in progress)_
Nursing	BS, MS _(review in progress)_
Nutrition and Food Sciences	BS _(review in progress)_
Physics	BA, BS _(review in progress)_

Academic program reviews for all of the programs in the departments within the College of Natural Sciences were conducted during the academic year 2004-2005. Each of the self-study reports included a review of the student outcomes and assessment planning. The associate vice president for assessment and planning met with each of the external reviewers to discuss the student outcomes assessment plans for the program. The external reviewers were asked to review and comment on the plans.

Each department developed an action plan for the department. The process is in its final stages, with meetings with the provost, associate provost for academic programs, dean of the College of Natural Sciences, and each department chair now completed. Those departments that have not completed student outcomes assessment plans and begun collecting and analyzing data are required to include that as one of their priorities.

As in the past, the provost is providing funds for developing and implementing the student outcomes assessment plans. This funding opportunity continues to exist for those departments at the university that are still working to complete the implementation of their plans.

SAN DIEGO STATE UNIVERSITY

Programs Reviewed During 2004-2005

Psychology   BA, MA, MS

As noted in previous schedules and reports, SDSU delayed the academic program review process during the budget crisis and scheduled it to resume during the 2005-2006 academic year. However, the university did review one program during spring 2005.

Summary of Assessment Results

The Department of Psychology completed its program review during spring 2005 with strong accolades from the review team regarding the overall quality of the programs and the department, the productivity of the faculty, and the quality of the students. The team concluded, "The national ranking and stature of the Department of Psychology at SDSU are extremely impressive, and the reputation at the national level is growing. The program enjoys an impressive ranking in external funding." The team further reported, "Classroom teaching is excellent and appreciated by students at all levels. The students are also particularly impressed by the willingness of faculty to provide close mentoring and by the breadth of quality research opportunities....The department has a well-developed plan to document and evaluate student learning outcomes."

Through the assessment process, the Psychology department established four learning goals for the undergraduate program. Each of these has been articulated and delineated with specific learning outcomes. Based on the goals and learning outcomes, the department created an assessment matrix for each of the courses, indicating which of the objectives for each of the four goals is addressed in the course. Furthermore, the courses have been identified and held responsible for either introducing, practicing, or reinforcing the learning outcome. The matrix demonstrates that the current courses and goals and objectives work well in concert to create the desired learning outcomes. No current curricular changes are warranted. It should be noted, however, that as a result of the 1997 program review, the department has undergone substantial curricular revisions with several course deletions and a few course additions. The matrix with the evidence that it produces will be the tool used in program adjustments into the future.

At the graduate level, the direct method of student assessment comes in the student's culminating experience. However additional assessment tools were created for the program review process. Using data from alumni surveys, employer evaluations related to internships, job placement statistics, and student interviews five years out, the assessment suggested high levels of student

success and satisfaction. Course availability was identified as the most difficult problem, and that is being addressed with future scheduling decisions.

Summary of Changes in Program Requirements Enacted or Recommended

The Psychology programs at both the undergraduate and graduate levels are highly functioning programs. The assessment component of the program review identified strengths and areas for minor adjustment. However, it did not identify major directional changes or program modifications. Most likely, this is attributable to the self-correcting feedback mechanisms that have long been part of the department culture. The program review, however, did create the matrix tool that will be highly useful in future curriculum adjustment, and it provided evidence for the excellence and appropriateness of the curriculum to meet currently identified learning outcomes.

SAN FRANCISCO STATE UNIVERSITY

Programs Reviewed During 2004-2005

Africana Studies	BA
Applied Geosciences	MS
Biochemistry	BS
Chemistry	BA, BS, MS
Computer Science	BS, MS
English	BA, MA
Geology	BS
Health Education	BS
Kinesiology	BA, BS, MA
Physics	BA, BS, MS

Summary of Assessment Results

Africana Studies. Black Studies changed the name of its major to Africana Studies to encompass the academic appreciation of the contributions of Africa and the African diaspora to human civilization and to recognize the paradigm shift within Black Studies programs nationally. Africana Studies has committed itself to a coordinated and timely system for assessing student learning. The department has continually attempted to assess and improve student learning by obtaining formal and informal feedback from students through individual meetings with them, student-faculty forums, and department surveys. The faculty have articulated comprehensive learning objectives for the degree and are requiring all courses to have identifiable learning objectives and assessment methods.

Chemistry, Biochemistry. A major outcome of the assessment process at the undergraduate level was the revamping, under a FIPSE grant, of the general chemistry sequence of lectures and laboratories using inquiry and discovery-based instruction. The new pedagogical methods were found to increase student retention and success rates. At the MS level, assessment efforts have resulted in curricular changes that reflect the interests and research activities of newly hired faculty and facilitate graduate student involvement in cutting-edge research projects.

Computer Science. The BS program in Computer Science identified nine learning objectives that include students' ability to design, develop, test, and document software; knowledge about the latest computer equipment and software employed in industry; ability to work effectively in groups; and ability to present results in written and oral form. Assessment methods have included the use of faculty committees to evaluate student projects from selected classes, the use of alumni surveys, and student participation in the high-profile, college-wide, Student Project Showcase event. Program changes emanating from the assessment process in this program include the setting of hiring priorities for new tenure-track faculty to facilitate the attainment of student learning objectives and the redesign of several courses to provide students with a more current skill set, such as mastery of the Java programming language. The MS program lists among its learning objectives providing its students with an education that reflects current and anticipated future trends in the computing industry; the development of multidisciplinary skills; and the sharing of those skills with the university and local community. To that end, the department has taken the lead in the development of a Center for Computing in Life Sciences, a major interdisciplinary initiative within the College of Science and Engineering that will provide both faculty and students with the ability to participate in and contribute to the body of knowledge in the burgeoning field of computational biology and biotechnology.

English. The English Department is the largest academic department at San Francisco State University; and, as such, it offers a wide array of programs that employ a variety of assessment methods. The BA concentration in Literature identifies "learn[ing] how to do research in the field of literary criticism in order to engage with ongoing conversations in the field and to investigate literary topics in depth" as the primary learning objective. Selected assignments from the junior seminar are used in assessing the student's success in achieving this objective. Assessment findings led to the restructuring of the seminar to ensure that a research assignment will be an integral part of every section. The BA concentration in Language Studies lists four learning objectives which are being assessed in sequence. Faculty are evaluating methods of instruction in the program's courses, such as the discussion of examples of dialectical prejudice found in various media. The MA concentration in Linguistics has learning goals including analysis of proficiency in various areas of linguistics; ability to carry out original research; and ability to deliver a formal research presentation. At the MA level, the faculty of all the graduate programs in the English Department rely on the culminating experience to assess program efficacy.

Geology, Applied Geosciences. Upon review, the undergraduate programs in the Geosciences Department were found to be very strong, with a well-founded and rigorous curriculum in field-oriented geology. The Geosciences program has four clear learning objectives for the BA and six for the BS that are addressed at all levels of the program. These include strong analytical and scientific reasoning skills, as well as effective communication and writing abilities and design and evaluation of field and laboratory techniques. As program assessment continues, objective-specific rubrics will be revised to assist in identifying undergraduate strengths and weaknesses and in making adjustments as needed. Suggested revisions to the curriculum at the BA and BS level are underway and will be reviewed by the campus curriculum committee in the spring. At the MS level, graduate theses and presentations are used for assessment purposes. Research results from several MS theses have been published in peer-reviewed journals.

Health Education. The Department of Health Education seeks to promote health and social justice through education and applied community-based research. The department has developed a unique learning context designed to prepare students for entry- and master's-level positions in health and human services careers. This is accomplished through exposure to applied scholarship, active student engagement in participatory learning, and thoughtful integration of theory and practice. The department has identified eight curricular goals and a set of competencies for the BS degree. These goals and competencies are assessed through several methods within and outside the classroom. Overall learning is assessed using two instruments. The first is a student outcome assessment which is a competency-based, self-evaluative survey completed when the student applies for graduation. The second tool is the evaluation of student fieldwork competencies performed by the student's internship preceptor. This is the point where the department can evaluate whether the students demonstrate mastery of selected skills preparing them to enter the field. Along with this evaluation and as part of their capstone class, students are required to submit a professional portfolio, which is evaluated by faculty. Assessment findings are mostly positive and indicate student satisfaction with the fulfillment of academic goals and the attainment of individual competencies. The department is continuing with these assessments and working on a strategic plan regarding course scheduling. It is also in the process of refining its assessment instruments, better to assess baseline competencies and degree quality.

Kinesiology. The Kinesiology Department, in reviewing all of its program offerings, determined the appropriateness of discontinuing the BA degree in Kinesiology and focusing primary attention on the quality and currency of the BS degree. This will allow the department to concentrate on providing one degree with rigor and depth in three concentrations: Exercise Science and Fitness, Human Movement Studies, and Physical Education. The faculty have established goals of student learning for the BS degree and have identified seven measurable student learning outcomes. They are currently working on establishing methods and measures to assess these outcomes beyond progress to degree and grades in courses. The department is currently working on identifying specific and measurable learning outcomes for the MS degree and will be working on the methodology for determining attainment of each outcome on an annual basis.

Physics. Both concentrations in the BA degree (Physics and Astronomy) and both concentrations in the BS degree (Physics and Astrophysics) have measurable learning objectives ranging from knowledge and understanding of essential areas in the field, to competent use of mathematics to describe physical phenomena, to ability to design and perform experiments and ability to communicate results of experiments effectively. Faculty use a variety of assessment methods for these learning objectives that rely on analysis of course grade patterns, student performance on standardized tests such as the discipline-specific GRE, and alumni surveys.

Summary of Changes in Program Requirements Enacted or Recommended

Africana Studies. As a result of their assessment endeavors, the faculty have determined that a more African-centered thrust is needed and have recommended changes in the curriculum to address this (including the new name for the degree). Additional assessment results indicated that further instruction in writing was warranted; and the department is working on creating a more systematic method to assess student writing competencies within the major.

Chemistry, Biochemistry. As noted above, a major outcome of the assessment process at the undergraduate level was the revamping, under a FIPSE grant, of the general chemistry sequence of lectures and labs using inquiry and discovery-based instruction. The new pedagogical methods were found to increase student retention and success rates. At the MS level, assessment efforts have resulted in curricular changes that reflect the interests and research activities of newly hired faculty and facilitate graduate student involvement in cutting-edge research projects.

Computer Science. As noted, above, program changes emanating from the assessment process in this program include the setting of hiring priorities for new tenure-track faculty to facilitate the attainment of student learning objectives and the redesign of several courses to provide students with a more current skill set, such as mastery of the Java programming language. The department has taken the lead in the development of a Center for Computing in Life Sciences, a major interdisciplinary initiative within the College of Science and Engineering that will provide both faculty and students with the ability to participate in and contribute to the body of knowledge in the burgeoning field of computational biology and biotechnology.

English. As noted, assessment findings led to the restructuring of the junior seminar in literature to ensure that a research assignment will be an integral part of every section.

Geology; Applied Geosciences. The department faculty have instituted a portfolio requirement within the BA and BS degrees to assist their targeted assessments at the undergraduate level. As program assessment continues, objective-specific rubrics will be revised to assist in identifying undergraduate strengths and weaknesses and in making adjustments as needed. Suggested revisions to the curriculum at the BA and BS level are underway and will be reviewed by the campus curriculum committee in the spring.

Health Education. No changes were reported.

Kinesiology. The Kinesiology Department, in reviewing all of its program offerings, determined the appropriateness of discontinuing the BA degree in Kinesiology and focusing primary attention on the quality and currency of the BS degree. The department is also in the process of restructuring its master's program to offer a degree that will give students more depth in a specialty within Kinesiology. This will better equip them to enter the job market successfully. In the restructured MS degree, the core courses have been reduced in number so that students can acquire more depth of knowledge within their particular area of concentration.

Physics. Assessment results have pointed to the inadequacy of writing, insufficient opportunities for students to practice presentations, and the need for better computer and software resources. In response, the department has increased the writing content of upper-division courses, increased the number of student presentations in the laboratories, added a senior seminar in Astronomy to incorporate student presentations, and taken steps to upgrade computing facilities. Measures taken in response to assessment of student learning in the MS program include changes in the content of courses and a review of the role of writing in the graduate curriculum.

SAN JOSÉ STATE UNIVERSITY

Programs Reviewed During 2004-2005

Accountancy	MS
Aerospace Engineering	BS, MS
Anthropology	BA
Behavioral Science	BA
Business Administration	MBA
Chemical Engineering	MS
Creative Writing	MFA
Economics	BA, BS, MA
English	BA, MA
Materials Engineering	MS
Mexican American Studies	MA
Mechanical Engineering	BS, MS
Special Major	BA, BS
Taxation	MS
Transportation Management	MS

During the 2004-2005 academic year, 20 programs completed the SJSU program planning process. As a consequence of program review, all programs on campus now have defined student learning outcomes, and all programs have assessed at least one of these learning outcomes.

Summary of Assessment Results

Anthropology, Behavioral Science. Student portfolios are used to assess student learning outcomes.

Assessment of general transferable skills (such as communication skills, critical thinking, data analysis, and information technology), anthropological skills, and anthropological knowledge is being used to make adjustments to Anthropology major courses, in particular to structure the major to support the synthesis of learning. The department is discussing streamlining major requirements to increase flexibility for students and is exploring the modification of curriculum to focus more tightly on globalism and local application.

The portfolio approach highlighted the need for more interaction among the three disciplines that support the multidisciplinary Behavioral Science degree.

Business Administration, Accountancy, Taxation, Transportation Management. The program review process revealed an inadequate plan for assessment of the graduate programs in the College of Business. A revised assessment plan was submitted in fall 2004. As of fall 2005 all graduate programs in the College of Business had developed student learning outcomes and at least one outcome had been assessed.

Accountancy: Practice sets and examination questions administered in BUS 220A, Concepts in Accounting; BUS 220B, Financial Reporting and Analysis I; and BUS 220E, Financial Reporting and Analysis II are being used to assess students' knowledge of financial accounting and its role in the analysis of complex business transactions. Data have been collected on approximately 25 students and will be analyzed and discussed in spring 2006.

Business Administration: Written and oral research reports were collected in BUSs 200W, Managerial Communication, and strategic plans written and oral reports evaluated in BUS 290, Strategic Thinking. In spring 2006 a rubric will be used to score assessments for the 30 samples. Analysis of business plans prepared in BUS 290 will be conducted in spring 2006. A student sample also took the ETS field test for the MBA.

Taxation: A group research project (scored using a rubric) looking at a particular high-technology industry and the international tax issues it faces was collected in BUS 223E, Tax Aspects of High Technology, to assess students' abilities to identify and understand complex tax issues within the context of the global business world. A research report (scored using a rubric) was collected in BUS 223A, Tax Research and Decision Making, to assess students' ability to

learn research skills that will assist in exploring both familiar and novel areas of the tax law and communicate the findings in clear terms. Data were collected on approximately 25 students and will be analyzed and discussed in spring 2006.

Transportation Management: An essay examination was administered in MTM 201, Fundamentals of Transportation Management to assess students' abilities to develop a system-level perspective on the management of transportation organizations. Data were collected on approximately 15 students and will be discussed and analyzed in spring 2006.

Chemical Engineering, Materials Engineering. At the time the self-study was written, no assessment data were included with respect to learning outcomes for the graduates in the MS program in Chemical Engineering or the MS program in Materials Engineering. The Program Planning Committee asked for and approved a supplementary assessment plan that included educational learning objectives, learning outcomes, assessment methods and activities, and a timeline for continual assessment. As of fall 2005, three outcomes were assessed. The assessment of students in these MS programs is being conducted primarily during the masters' thesis/project experience, which has two major milestones. The first-semester project proposal (ChE/MatE 281) must be defended in written and oral formats, and both components are assessed. The final thesis or project report must also be defended, and both written and oral formats are assessed. All program outcomes except future success will ultimately be assessed during this project/thesis experience.

The data indicate that the project/thesis research experience is improving the students' abilities to meet the program outcomes. Examining the minimum scores from the proposal and the final defense, there is a noticeable improvement between the proposal and the final defense. Data from the proposal indicated that at least one student did not successfully meet the program objectives. All students who defended their completed project/thesis met the objectives. While some of the students enrolled in ChE/MatE 281 had difficultly meeting the objective, the set of students defending their project/thesis successfully met the objectives, and in turn the outcomes. The assessment results indicate that the programs are meeting program outcomes 3, 8, and 10. Additional data will be collected every semester to track the performance of students completing the ChE/MatE 281 course and students who successfully defend their project/thesis.

Economics. An alumni survey was used in the Department of Economics as an indirect measure of student learning. The department was asked to prepare an augmented assessment plan the included direct measures of student learning.

Better to support students' mastery of foundational concepts in economics, the department has added a one-unit activity element to both ECON 1A and ECON 1B. The department was requested to complete discussion of a capstone experience and report how that might be used to assess student learning. As part of its plan to make the department more student-centered and thus promote student success, the department has initiated the Saurman Provocative Lecture Series, a monthly invited lecture on relevant economics topics.

English, Creative Writing. The department's report of assessment data included the discussion of SOTE scores of instructors and results from a survey of current and past students in the program. The Program Planning Committee recommended strengthening its reporting of assessment results to include direct measures of student learning.

English: Although a portfolio approach is used to assess student learning, data were not reported in the self study. In fall 2005, data were gathered from the close reading essay on the final examination in ENGL 144, Shakespeare I. Fourteen out of 23 majors succeeded in achieving the objective. The data will be reviewed in more detail in spring 2006. Assessment in the MA program occurs via a six-hour written examination based on a reading list. Data were not reported in the self study. In fall 2005, 18 student papers were collected in ENGL 230, Eighteenth Century British Literature, to assess students' ability to read texts closely and to articulate the value of close reading in the study of literature and rhetoric. Data will be analyzed in spring 2006.

Creative Writing: A thesis is used for assessment in the MFA program. Data were not included in the self study. In fall 2005, thesis committee members evaluated student performance on a take-home examination consisting of three 2,500 word essays, written over a designated three-day period. One of the essays demonstrated the student's knowledge of his/her secondary genre specialization. Two of the essays demonstrated the student's knowledge of his/her primary genre specialization. In each of their essays, the students must authoritatively discuss at least four works by four different authors, one of which must be written before 1900. Of the three students who completed the assessment, one received a "high pass," one received a "provisional pass" and was called upon to defend her examination orally, and one failed the examination. The data will be reviewed in more detail in spring 2006.

Mechanical Engineering, Aerospace Engineering. At the time that the self-study was completed, no assessment data were collected for the MS Aerospace Engineering and MS Mechanical Engineering programs. The Program Planning Committee strongly recommended that assessment be a priority for fall 2005. As of fall 2005, program educational objectives had been defined, and an external advisory board had approved and assessed all five objectives. The Advisory Board identified "contemporary professional and lifelong learning skills to be able to apply theory to solve practical engineering problems" as the objective needing the most attention.

Aerospace Engineering: The BS program in Aerospace Engineering is accredited by the Accrediting Board for Engineering and Technology (ABET), which requires detailed student learning outcomes and continuous assessment and program improvement.

Mechanical Engineering: The BS program in Mechanical Engineering program is accredited by ABET, which requires detailed student learning outcomes and continuous assessment and

program improvement. In the last review, students' familiarity with statistics and linear algebra was cited as a weakness.

Mexican American Studies. At the time that the self-study was completed, no assessment data were collected for the MA in Mexican American Studies. The Program Planning Committee strongly recommended that assessment be a priority. As of fall 2005, student learning outcomes had been developed and five had been assessed.

Special Major. This undergraduate program is unique on campus, in that each student must develop an individualized program of study. Assessment data were limited to a survey of students and evaluation of graduation rates. Graduation rates for students in the special major appear to be above those of other undergraduates at SJSU. The review indicated that the Special Major program has in place a robust process for the design and implementation of individualized programs of study, but assessment needs augmentation.

Summary of Changes in Program Requirements Enacted or Recommended

Anthropology. Recent assessment efforts have led to a revision of the departmental learning objectives to include ethics and community research. These revisions were also linked to assessment plans that were developed for the newly approved MA in Applied Anthropology. That program will include assessment imbedded in core coursework, evaluation of project proposals and the creation of portfolios.

Behavioral Science. The Anthropology Department has proposed to the Psychology and Sociology Departments a one-unit course that will bring students together to synthesize their skills and knowledge across the three disciplines. The program is exploring the development of an MA in Behavioral Science to address demand in this area.

Economics. To better support students' mastery of foundational concepts in economics, the department has added a one-unit activity element to both ECON 1A and ECON 1B. The department was requested to complete discussion of a capstone experience and report how that might be used to assess student learning. As part of its plan to make the department more student-centered and thus promote student success, the department has initiated the Saurman Provocative Lecture Series, a monthly invited lecture on relevant economics topics.

English, Creative Writing. The English curriculum has been redesigned to reduce the number of required courses and increase the number of electives, to provide more flexibility for students. The MA program was streamlined to consist of one core three-unit course and 27 units of electives.

Mexican American Studies. Analysis of preliminary assessment data from MAS 240 resulted in the following recommendations: Assess the program's electives and make needed changes,

including developing a key policy course (such as MAS 230) and a Comparative Ethnic Studies course such as MAS 252.

Mechanical Engineering, Aerospace Engineering. A number of changes have been made to address assessment data. ME 113, ME 114, ME 120, AE 162, and AE 164 were modified to improve students' abilities to design experiments. Aerospace Engineering students now research, present, and discuss safety, ethics, and liability issues in AE 170 A&B. Team skills are addressed more completely in ME 111, AE 162, AE 164, and AE 170 A&B. ME 111, ME 113, ME 114, AE 162, and AE 165 were modified to help students identify, formulate and solve open-ended problems better. ME 11, ME 113, ME 114, AE 162, AE 164, AE 165, and AE 167 were modified to address contemporary engineering applications and their impact in a global and societal context.

ME 120, ME 130 and ME 147 were modified to include more statistics and linear algebra. Mechanical Engineering students now study the ASME Code of Ethics in ME 195 A&B to improve their understanding of safety, ethics, and liability issues. Team skills are addressed more completely in ME 111, ME 114, and ME 120.

A review of theses and projects for 2003-04 and 2004-05 (19 for MSAE and 17 for MSME) resulted in five recommendations, including development of more explicit report guidelines, addition of a department seminar on literature search and review, development of more explicit criteria for grading final reports, recommended criteria for selection of the committee, and development of more explicit discussion of the mathematics used.

Special Major. Recommendations included that students be required to develop and specify a set of learning objectives as part of the proposal for the special major and that they complete an annual portfolio of all written papers, reports and projects along with a reflective statement that relates the proposed original objectives to the year's progress. It was also recommended that students submit a final reflective statement at the time of graduation.

No other changes were reported.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, SAN LUIS OBISPO

Programs Reviewed During 2004-2005

Agriculture	MS
Architecture	BArch
Business Administration	BS, MBA
Economics	BS
English	BA, MA
Forestry Sciences	MS
History	BA
Industrial and Technical Studies	BS
Liberal Studies	BA, BS
Political Science	BA
Mathematics	BS, MS
Statistics	BS

Summary of Assessment Results

Agriculture, Forestry Sciences

Assessment methods: thesis/project assessment (rubric scored) and alumni survey 1994-2003.

The quality of master's theses varies widely and has led to consideration of research methodology coursework that would be common to all master's students in the college. It is difficult to assess the quality of scholarly projects if they are not archived. This has led to requiring that project results in the Agricultural Education specialty be archived in digital form. The quality of advising is uneven; faculty graduate coordinators have now been identified at the department level.

Architecture

Assessment methods: College Advisory Committee-annual meeting coupled with student project reviews (begun in 2004-05); professional accreditation review (self assessment and external review, including scoring of projects using rubrics that both match criteria of the National Architectural Accrediting Board and are aligned with programmatic learning outcomes); external project reviewers for studio-based classes; employer survey (begun in 2004-05); post-graduation employment and graduate-school admission surveys; student awards at regional/national competitions and invitational programs; professional journal program rankings, regional and national (Design Intelligence Magazine).

Advising and orientation information for all students is being improved. The department will continue to monitor the number of students in first two years who have problems passing

mathematics and physics courses. The department will explore ways of improving time management and study skills of students in the first two years of program. All course syllabi will consistently include clear learning objectives.

Business Administration

Assessment .methods: Business Discipline Assessment Test; questionnaire for employers of interns; survey of accounting firm employers, placement rate; marketing knowledge and skills assessment (multiple choice questions and case study); questionnaire for employers (includes some direct assessment questions); educational benchmarking senior survey (discontinued 2005).

Assessment is underway; the review of results will be forthcoming.

Economics

Assessment methods: random sampling of coursework, questionnaire for employers of interns (related to specific students); questionnaire for employers, survey of graduating seniors.

Assessment is underway; the review of results will be forthcoming.

English

Assessment methods: embedded questions in 400 courses (rubric scoring); exiting major and alumni surveys.

Direct assessment will be implemented spring 2006.

History

Assessment methods: periodic evaluation of senior projects (HIST 461) using holistic scoring rubric; alumni survey (1999) and student-satisfaction survey (2004); periodic pre-tests in required methods courses (HIST 303, Research and Writing Seminar in History, and HIST 304, Historiography. Assessment)

Assessment is underway; the review of results will be forthcoming.

Industrial and Technical Studies

Assessment methods: questionnaire for employers of interns; questionnaire for employers.

Assessment is underway; the review of results will be forthcoming.

Liberal Studies

Assessment methods: CSET (California Subject Examination for Teachers); acceptance into a teaching credential program, either at Cal Poly San Luis Obispo or at another accredited institution in California.

The program is satisfied with the student pass-rate on CSET.

Mathematics

Assessment methods: ETS Major Field Test in Mathematics; alumni survey; Career Services survey.

Assessment is underway; the review of results will be forthcoming.

Political Science

Assessment methods: examinations, senior project; exit surveys/alumni surveys.

Assessment is underway; the review of results will be forthcoming.

Statistics

Assessment methods: open-ended questions on the senior examination, embedded examination questions; surveys of freshmen and graduating seniors.

Two new courses (STAT 150 and STAT 465) were created.

Summary of Changes in Program Requirements Enacted or Recommended

Agriculture. The non-thesis option has been eliminated.

Architecture. The undergraduate curriculum has been revised to support course sequencing and content integration and reduce the total units from 248 to 225-22 and to improve the integration of technical and history/theory classes into the architectural design sequence. The program is investigating requiring all freshmen students to see an advisor during their first year.

Business Administration. A new curriculum and timetable for the MBA has been approved.

Economics. No changes were reported.

English. A new course (Introduction to Literary Studies) has been developed and will be offered on a trial basis, possibly to become the first core requirement. The senior project is to be an adjunct to a senior seminar.

Forestry Sciences. No changes were reported.

History. A two-part survey of world history from ancient times to the present will replace the existing comparative modern world history course (HIST 215).

Industrial and Technical Studies. No changes were reported.

Liberal Studies. No changes were reported.

Mathematics. The total units in the BS were reduced to 180. A new concentration in Mathematics Education is being planned.

Political Science. Eight courses were eliminated from the catalog (POLS 316, 318, 333, 388, 460, 470Z, 484, and 550).

Statistics. It was recommended that the program seek exemption from the campus Area F general education requirement. The faculty have decided against pursuing the exemption.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS

Program Reviews Completed During 2004-2005

History	BA
Mathematics	BS, MS
Political Science	BA

Summary of Assessment Results

History. The History major has nine student learning outcomes, which vary slightly from those developed in 1997. The requirements of the curriculum are aligned with these student learning outcomes. Students taking the lower-division sequences (HIST 130/131 and HIST 201/202) are introduced to these outcomes, as are student in the HIST 301 gateway course.

History is fortunate in having a well-developed program for student portfolios. The departmental self-study report concludes, "The portfolio assessment has demonstrated to the department that it needs to think collectively about more effective ways of teaching students about historiography and its importance to the discipline."

The external reviewer recommended using the portfolios to assess student learning in the core course, HIST 301, and again in the senior seminar.

Mathematics. The Mathematics major has ten student learning outcomes, ample and balanced coverage of which is provided in the core mathematics courses. Having mapped the outcomes onto the curriculum, the department used the current review cycle to plan an assessment program that calls for summaries of the results of assessment instruments (e.g., student presentations, written reports, individual and group projects, journals, and portfolios) to be documented each semester in key courses. The Program Assessment Committee is supportive of this assessment plan but suggests that the department focus on assessing just one or two learning outcomes at a time and that it concentrate its attention on the courses that will yield the most meaningful information about student attainment of these outcomes.

Political Science. The Political Science major has seven student learning outcomes, with an eighth outcome dealing with civic engagement or political participation currently under discussion. The requirements of the curriculum are aligned with these student learning outcomes, as can be seen from a complex matrix of student learning outcomes addressed and types of assessment (assignments, tests, papers, etc.) used in each course.

The department is working on guidelines, objectives and measurement criteria to evaluate student learning; in particular, the self-study describes the use of pre/post tests. The external reviewer, dean and Program Assessment Committee have recommended that the department adopt a more systematic assessment plan that focuses on assessing just one learning outcome at a time.

Student readiness has emerged as a major issue. The department has recognized the "failure to convey the importance of course sequencing to students" as a weakness. Additionally, frustration is reported with the need to review background material in upper-division courses.

Summary of Changes in Program Requirements Enacted or Recommended

History. Historiography has been identified as an area for improvement. Introduced perhaps in the core gateway course, HIST 301, students may not revisit this outcome again until the upper-division seminar courses. Among the suggestions that have been proposed for addressing this concern are (1) withdrawing general education certification from, and adding a HIST 301 prerequisite to, some core upper-division courses in order to gear them specifically to majors and provide a space in the curriculum for broadening the teaching of historiography, and (2) expanding and enforcing prerequisites and working with First Year Programs and Undergraduate Advising Services to develop the graduation roadmaps that will better guide students to take courses in the proper sequence.

The Program Assessment Committee has urged the History Department to seek support from the Academic Vice President for Strategic Planning and Assessment for development of a rubric to use in the assessment of the student portfolios.

Mathematics. The Mathematics Department engaged in a comprehensive review of the curriculum using recommendations of the Conference Board of the Mathematical Sciences and requirements of the California Commission on Teacher Credentialing (CCTC) as guides. The department recognizes that it has being trying to prepare three different groups of students (future teachers, students going on to graduate school, and students directly entering the workforce) with what is essentially a common curriculum. The department is investigating ways in which it might be able to offer year-long sequences in such key areas of mathematics as mathematical probability and statistics, analysis, and geometry. A two-course senior-level probability and statistics sequence has already been proposed and approved to replace the single-semester combined course. Also a new number systems course has been created, which will not only provide CCTC-required material but help the single-semester analysis and algebra courses to go deeper than they currently do.

Political Science. Graduation roadmaps are under development in First Year Programs and Undergraduate Advising Services, which—together with expanding and enforcing prerequisites—will help solve the problems created by students' taking courses without having had adequate preparation. The department has reviewed the prerequisites for all of its courses and made changes where appropriate during the current curriculum cycle. It has been suggested that the department consider whether its core courses (several of which carry general education certification) might better serve the learning outcomes of the Political Science major if they were withdrawn from general education and given a prerequisite of PSCI 301 (the upper-division "gateway" course).

The external reviewer made several suggestions for teaching the introductory course, PSCI 100, including assuring coordination among all sections regarding the core concepts and skills to be addressed in the course, alternative methods of delivery and increased involvement of tenure-line faculty. Another recommendation to the department was that it revive the capstone course that had been eliminated because of enrollment pressures.

SONOMA STATE UNIVERSITY

Program Reviews Completed During 2004-2005

The new program review protocol, which has as its focus educational effectiveness and meets the requirements of the WASC 2001 Handbook of Accreditation, was developed in the spring and summer of 2004 by a faculty subcommittee. It received Educational Policies Committee approval and was sent to the SSU Academic Senate in fall 2005. It is pending final approval by the Senate and recommendation to the president. All departments will be reviewed under the new protocol over the next three years to coincide with the WASC reaccreditation visit to SSU in 2008-2009. While the program review protocol is pending approval, departments scheduled for

program review in 2005-2006 are developing their self-studies and will complete them by the end of the 2005-2006 academic year.

Summary of Assessment Activity

In spring 2005, visits were made by the faculty assessment coordinator and associate vice provost to all the school deans and councils of department chairs to discuss the results of the annual assessment reports. Department chairs were given feedback on their reports and provided with the opportunity to meet with the assessment coordinator to receive help in designing assessment instruments and developing assessment plans. In fall 2005 all departments and programs again submitted an annual report on assessment of student learning outcomes. These reports outlined the program assessments that were conducted in 2004-2005; the results of the assessments conducted; the methods of feedback to provide information to faculty to support program improvement and educational effectiveness; and the changes, if any, made to pedagogy, curriculum, advising, etc., as a result of the assessments. Departments were also asked to submit three-year assessment plans to be used as foundations for departmental program review. Review of these reports by the assessment coordinator and associate vice provost has resulted in a series of assessment workshops aimed at supporting faculty in developing assessment instruments and plans.

Summary of Changes in Program Requirements Enacted or Recommended

No changes were reported.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

Programs Reviewed During 2004-2005

After a pilot of two years, a revised academic program review process was implemented in 2004-2005. This new process 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, increases the review cycle from five to seven years to provide increased opportunity for sustained assessment of student learning, provides great responsibility for assessment at the college level, and adds mandatory meetings with the provost at the conclusion of the process—thereby allowing linkage of academic program review, strategic planning, and budgetary decisions. With the revised academic program review process in place, program review summaries will be reported to the Chancellor's Office the year following the completion of the scheduled review (i.e., reviews scheduled for 2004-2005 will be reported January 2007).

The degree programs whose academic program reviews were scheduled during college year 2003-2004 are listed below.

Business Administration	BS, MBA
Computer Information Systems	BS
Psychology	BA, MA, MS *(review in progress)*
Social Sciences	BA
Special Major	BA, BS *(review in progress*

The degree programs whose academic program reviews were scheduled during college year 2004-2005 are listed below. All these reviews are in progress.

Cognitive Studies	BA
Criminal Justice	BA, MA
Political Science	BA
Public Administration	MPA

Summary of Assessment Results

Business Administration. The Business Administration baccalaureate program, including its various concentrations in Accounting, Finance, Management, Marketing, and Operations Management, and the Master of Business Administration program received initial accreditation by the Association to Advance Collegiate Schools of Business (AACSB) in 2003. These programs are designed to respond to the body of professional knowledge and applications to the field and are influenced by licensing requirements (as in the case of accounting). Faculty members have developed a comprehensive set of objectives related to student-learning outcomes and linked them to curricular and co-curricular assessment measures. Educational Benchmarking Inc. has awarded to the College of Business Administration the *2005 Commitment to Excellence Award.* The award is in recognition of the commitment to continuous improvement and its continued participation in the EBI Undergraduate Exit Assessment. The purpose of this EBI exit survey is to provide assessment data that enable the College to enhance and continuously improve the quality of the educational experience for its business students. Continuous improvement is driven by the consistent use of high-quality assessment information over an extended period of time. The College of Business Administration has participated in this assessment program since 2001 and has successfully used the assessment results to improve business student learning. Assessment efforts recently resulted in major program revisions to Management, Marketing, and Operations Management. The MBA program is developing an assessment policy and plan and aggressive recruitment strategies to increase enrollments. Each concentration has produced a flow chart (road map) for course requirements and has streamlined advising procedures.

Computer Information Systems. Computer Information Systems is a rapidly evolving profession. Students majoring in Computer Information Systems (CIS) receive training in the areas of computer programming, database management, network administration, systems analysis and design, and decision support systems. The CIS faculty have developed a plan to provide the CSU Stanislaus Stockton campus with computing resources consistent with program needs and functionally equivalent to those on the Turlock campus. Creating information systems for organizations requires the use of information technology for data acquisition, communication, coordination, analysis, and decision support. While the CIS discipline incorporates technology-based methods for this activity, it also is very much concerned with "people issues" such as innovation, quality, human-machine interfaces, and change management, among others. The CIS faculty is committed to a process of continuous improvement of the program and has partnered with key employers and other stakeholders to ensure its currency and relevancy in a highly dynamic environment.

Social Sciences. The Social Sciences program's primary purpose is to serve undergraduate students planning to become social science teachers in California's secondary schools. This teaching career goal accounts for 70% of all Social Sciences majors. The program has two specialized concentrations: the International Studies Concentration and the Urban and Community Studies Concentration. The Social Sciences program has a comprehensive and ongoing system of review that consists of the following: ongoing consultation among representatives from the constituent departments, consultation with high school and middle school social science teachers from the university's service area, and ongoing assessment of students through seminar courses.

Summary of Changes in Program Requirements Enacted or Recommended

Business Administration. A Student Success Center has been established to offer direct services to students, especially academic advising for new and continuing students.

Computer Information Systems. No changes were reported.

Social Sciences. The following department priorities were identified as a result of the faculty's professional judgment: (1) the development of student learning goals and a means of program-level assessment, formalizing measures of success; (2) restructuring the curriculum because of the anticipated elimination of subject matter preparation programs for the single subject teaching credential in Social Sciences; and (3) restructuring the curriculum to include a series of courses that would prepare students for the California Subject Examinations for Teachers (CSET) in Social Sciences.

ATTACHMENT C

Report on WASC Accreditation Activities

2004-05

During 2004-05, the Western Association of Schools and Colleges (WASC) visited California State University, Channel Islands and California State University, Fresno.

California State University, Channel Islands
Preparatory/Capacity and Educational Effectiveness Reviews
Candidacy for Accreditation
Western Association of Schools and Colleges
2004-2005

Introduction

During the 2004-2005 academic year, CSUCI brought to a successful completion its WASC Candidacy Review. In conjunction with that review, the campus completed its Educational Effectiveness Report in summer 2004 and hosted an Educational Effectiveness site visit from October 13-15, 2004. At the WASC Commission Meeting in February 2005, the Commission: (a) granted CSUCI the status of Candidate for Accreditation, (b) scheduled the Letter of Intent for Initial Accreditation for August 2005, (c) scheduled the Capacity and Preparatory Review site visit for Spring 2006, and (d) scheduled the Educational Effectiveness Review site visit for Spring 2007.

In taking this action to grant candidacy, the WASC Commission informed CSU Channel Islands that the campus had satisfactorily addressed the Core Commitments to Institutional Capacity and Educational Effectiveness and had successfully completed reviews under the Standards of Accreditation.

In its letter to President Richard Rush in February 2005, the Commission commended the thoughtfulness and spirit of engagement with which CSU Channel Islands had undertaken the accreditation review process and acknowledged the collective good work and the distance the university had come since opening its doors. Quoting from the visiting team report, the Commission said:

> *Over a four-year period CSUCI has conceived and launched a new university with a unique philosophy and character through the extraordinary efforts of a small community of dedicated and visionary faculty, administrators, and staff. Together they have built a university from the ground up: they have given the university shape and definition, opened its doors, taught courses, and conferred degrees.*

The Commission said that chief among the university's accomplishments was the formulation of a unique mission statement that places students clearly at the center of the educational experience. The visiting team, they said, found strong support for the new mission statement everywhere on campus and deemed the mission a "good fit" for the university's students and for the wider Channel Islands community.

Further, the Commission commended CSUCI for planning carefully its service to the region, its outreach efforts, and the spirit of inclusiveness that characterizes early community relationships.

The Commission noted that the university had thought unusually carefully about how, at the outset, it will structure, facilitate, and encourage alignment with the new mission statement and with the values it expresses. In response to suggestions made by the Capacity and Preparatory Review team, CSUCI had developed two university-wide learning outcomes intended to provide a focal point for educational programs and related assessment activities. The Commission commended the university for its work to define learning outcomes at the institutional level and at program and course levels in alignment with these university outcomes. It found that the extent of integration of student affairs with academic affairs was a distinct strength for CSUCI and urged that this integration be maintained as the university grows.

Noting that the Educational Effectiveness Review team identified ten summary recommendations, the Commission urged that the university give serious consideration to each of these recommendations and to the recommendations of the Capacity and Preparatory Review team.

Findings of the Commission

Fulfilling the Promise of the Mission. In its letter to the campus, the Commission said that it acknowledges the potential that an interdisciplinary organizing approach can offer to higher education, that it recognizes the challenge posed to the campus in implementing its mission statement, and that it urges the campus find ways to embed its mission statement in its day-to-day structure and culture. The Commission said it will expect that the organizing academic structure of the university will be confirmed by the time of the review for Initial Accreditation.

Citing the visiting team, the Commission noted that the Retention, Tenure, and Promotion policy needed to be brought into alignment with the interdisciplinary mission and with the emphasis on students as the center of the educational experience.

The Commission encouraged CSUCI to study best practices of what is being done in interdisciplinary scholarship and learning elsewhere, and to contribute to the dialogue in the region and nationally what the university is learning about interdisciplinary approaches.

Developing and Assessing General Education and Baccalaureate Outcomes. The Commission said that CSUCI's two university-wide learning outcomes seem appropriate and clear: those of identifying and understanding international and interdisciplinary issues and perspectives, and of developing abilities to analyze, problem-solve and communicate solutions to problems within a disciplinary context. Finding that the campus had developed learning outcomes for its programs and courses, the Commission noted that the campus had not finalized outcomes for general education and for the baccalaureate. It advised that since general education has particular significance within CSU and within the interdisciplinary focus of Channel Islands, outcomes in general education should be defined and implemented.

Developing a Culture of Evidence. The visiting team found the campus actively engaged in developing assessment activities and in determining how outcomes will be embedded in campus culture. The Commission found that a healthy sense of experimentation and openness pervades the institution's work, and it noted progress in the development of capstone courses and of various pedagogical approaches. It also noted an emphasis on active faculty engagement and an interest in expanding assessment to employers. The Commission observed that leadership will need to continue efforts to create the vision, agenda, support, and resources for systematic faculty investigation of teaching and learning. The Commission found that establishment of an Assessment Council appeared to be particularly appropriate because the Council can play an important role in addressing these issues.

Responding to the university's request, the Commission agreed to accelerate the period of candidacy in acknowledgement of the progress made to date.

CSUCI's response to these recommendations and further progress to date is reported in the Capacity and Preparatory Report of December 2005, prepared in conjunction with the Initial Accreditation review. The WASC site visit for its Capacity and Preparatory Review is March 2006.

A copy of the *CSUCI Educational Effectiveness Report—2004*, and the Commission Action Letter (February 25, 2005) are available at the university's website address: http://www.csuci.edu/accreditation/.

California State University, Fresno
Preparatory/Capacity and Educational Effectiveness Reviews
Reaffirmation of Accreditation
Western Association of Schools and Colleges
2004-2005

Introduction

The WASC Educational Effectiveness Review Team visited California State University, Fresno October 18-20, 2004. Their report was submitted November 30, 2004, with the Commission acting upon the report in the latter part of February 2005. WASC's Accrediting Commission for Senior Colleges and Universities reaffirmed the university's accreditation and scheduled the next review to begin in fall 2013.

The Commission commended the university as a "mature institution deeply committed to student learning" that has developed a "culture dedicated to improvement and institutional learning … supported by both administrative and academic leadership and many faculty." It identified as noteworthy "institutional reflections and insights about how the university is meeting important needs of the external community, and how embedded is the value to foster student success and achievement within the internal campus culture." WASC cited strong evidence that the university is fulfilling its mission and has developed durable capacity in which improvement of educational programs and student learning can be sustained. The Commission congratulated the university on demonstrating a culture in which faculty are at the center of efforts to identify concerns and develop strategies for improvement.

Findings of the Commission

1. The university was encouraged to define in a more explicit way its mission with respect to its aspirations. In the process of placing greater emphasis on research, scholarship, and creative activity, the current attention given to student learning and community support should not be lost, nor should the university flag in its commitment to improving the "human condition in the valley through opportunity, educational excellence, and applied research." *It is anticipated that these issues will be addressed in the strategic planning process now underway.*

2. The Commission encouraged development of an academic plan "around which faculty development and the assessment of student learning can be based." *The Provost subsequently launched discussions of such a plan, which will be completed in 2006 as part of the university's strategic planning process.*

3. A concern was raised regarding "a lack of clarity among faculty about expectations for research in an environment where teaching is the premier value for student success." *Elements of the academic plan under development will maintain attention to student learning and effective pedagogy while supporting creative research and scholarship.*

4. The university was encouraged to strengthen assessment of general education courses and the GE program. *The General Education program has been slated for review in 2007-2008. The General Education Committee has initiated discussions on the process. Additionally, during the next two years, the university will be engaged in a discussion of the characteristics of its graduates and will use the outcomes of those discussions to guide further discussions on curriculum, including general education.*

5. A number of departments are well along in assessing their programs. The rest of the departments need to demonstrate that they are meeting their learning outcomes. *A revised program review policy has been approved, and all programs have been scheduled for review on a regular cycle. Outcomes assessment is a major element in those reviews.*

Conclusions of the WASC Educational Effectiveness Review Team

The WASC Educational Effectiveness Review Team had reported that Fresno State is regarded as the core institution in the Fresno community and is appreciated for the educational opportunities it offers citizens of the region. It is also highly appreciated for its contributions to the civic, cultural, and recreational life of the area.

- Fresno State is a very good institution that is well positioned to take the next steps toward its plan of academic excellence and regional service.

- It is well led by its President and senior staff, including the academic deans and area directors.

- The core leadership of Academic and Student Affairs is clearly evident, and they are committed to program assessment and continuous improvement. Their work is complemented by the good work of the student success task force.

- Leadership at the departmental level could be strengthened by a more explicit and clear articulation of roles and responsibilities.

- The outstanding faculty is well qualified and highly dedicated. They are beloved and admired by both undergraduate and graduate students.

- The students love their institution and believe that they are getting a fine education.

- The campus has an excellent grasp on its mission and its goals and is working toward positive resolution of issues within the context of its mission.

- The commitment toward improvement is evident, especially demonstrated by the decision to decrease from thirty-eight to six the number of priority goals in its strategic plan.

- There is strong institutional commitment to learning, as demonstrated in the enthusiasm and goodwill of both the faculty and the core leadership.

- The university and the Athletics Department have done an excellent job restoring integrity to the intercollegiate sports program. Student athletes are receiving strong advising support and the athletics department, with the addition of new staff, is carefully monitoring student academic progress with the support of Academic Affairs. The team applauds the university decision not to admit "non-qualified" athletes.

- The university continues to be well served by a dedicated, informed, and proactive advisory board.

- The university was commended for its efforts generally to align its resources with its institutional purposes and educational objectives.

Recommendations of the Visiting Team

- Progress on general education outcomes assessment is good but still uneven across campus. The institution is reminded it must continue to develop its general education programs and more consistently deal with all departments regarding outcomes assessment. It needs to further integrate program and educational objectives assessment throughout all academic programs

- The Office of the Provost is assertive in leading the development of an academic strategic plan, and it needs to maintain its course in this direction. There needs to be a clearer understanding of tenure-track faculty's role and responsibilities regarding research.

- The academic master plan should address support needs of faculty grant-writing and buy-outs of their teaching time in favor of research. At present, this process is uneven across colleges, causing confusion and uncertainty among junior faculty.

- The university's community and regional engagement is exemplary. However, the university should not consider that it has reached its potential for regional excellence. As Fresno State moves ahead with its plan for academic excellence and service, it should continually reinforce its commitment to improving the human condition in the San Joaquin Valley through opportunity, educational excellence, and applied research.

- In the past year, the university's student service-learning program has improved greatly, and the campus should continue working on further improvement.

- The Academic and Student Services Expo was commended. The team learned more about Fresno State through this activity than anything else. The university will be well

served to continue this practice in other settings, both within and outside of campus, and to bring the accomplishments of the university to the attention of others.

- To guide the campus to its success, the campus should disseminate widely the Educational Effectiveness Review report and new institutional research.

- A feasibility study must be conducted for complete discussion and planning of the capital campaign. Such a study needs to be conducted as soon as possible; prior to initiation of the "silent" phase preceding a public announcement; decisions need to be made within the university about the magnitude, scope, and priorities of the campaign.

- The university is encouraged to begin assessing the impact of technology on the learning environment.

- The university should more fully articulate the rationale and goal for shifting to a greater emphasis on research, scholarship, and creative activity, keeping in mind its stated mission and purposes.

- The university should review and adjust as necessary the resources and other support given to both probationary and tenured faculty for the management and conduct of research. For example, probationary faculty might be mentored regarding how to develop proposals and manage grants.

- The university should review and adjust as necessary the process and timetable for developing probationary plans so that all new faculty have a real opportunity to tailor these plans to their individuals needs and circumstances.

- The team strongly recommends that institutional research be evaluated frequently, even as it is evaluating other aspects of the campus.

- In the ambition to achieve new status as a research university, the institution ought not lose its historic mission to provide higher education access for low-income students, first-generation college students, and underrepresented minorities.

The university's self-study, report of the visiting team, and summary letter are available at
http://www.csufresno.edu/portfolio.