

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:45 p.m., Tuesday, March 22, 2011
Glenn S. Dumke Auditorium

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

Consent Items

Approval of Minutes of Meeting of January 25, 2011

Discussion Items

1. Academic Planning and Program Review, *Action*
2. Strategic Implementation for Expanding Extended Education, *Information*
3. Report on Safe Learning Environments for All Students, *Information*
4. California State University and the Carnegie Statway Collaboratory, *Information*
5. California State University Summit on Transformative Change in the Preparation of Teachers, *Information*

**MINUTES OF MEETING OF
COMMITTEE ON EDUCATIONAL POLICY**

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

January 25-26, 2011

Members Present

Debra S. Farar, Chair
Carol R. Chandler, Vice Chair
Roberta Achtenberg
Nicole M. Anderson
Kenneth Fong
Margaret Fortune
George G. Gowgani
Melinda Guzman
William Hauck
Raymond W. Holdsworth
Linda A. Lang
A. Robert Linscheid
Peter G. Mehas
Henry Mendoza
Lou Monville
Glen O. Toney
Charles B. Reed, Chancellor

Chair Debra S. Farar called the meeting to order.

Approval of Minutes

The minutes of November 9, 2010, were approved as submitted.

The committee heard from one speaker, Julie Rivera of the California Faculty Association (CFA), who spoke about the Early Start program, its fee structure and the use of online courses.

Update on Implementation of the CSU Early Start and Early Assessment Programs

The item was presented by Dr. Ephraim Smith, executive vice chancellor and chief academic officer; Mr. Eric Forbes, director of enrollment management services; Dr. Beverly Young, assistant vice chancellor, teacher education; and Mr. Jim Blackburn, interim assistant vice chancellor for student academic support. Dr. Smith and Mr. Forbes presented a PowerPoint explaining how the Early Start and the Early Assessment programs are critical for those students

who need assistance in English and/or mathematics if they are to succeed at the California State University. The Early Start program is about helping admitted students who are academically underprepared in English and/or mathematics to focus on these subjects before the start of the fall term. The individual campus plans are being reviewed by the system's implementation team; a subcommittee will meet to find ways to create the infrastructure needed to support the initiative. The committee recently endorsed the math council's recommendation to create a common coding structure that could be used at the destination campus and the campus of instruction. The committee hopes to create a solution that gives students a wide array of program and geographic options. Common business processes will be identified and shared. Discussions will also involve implementing a common fee. Whether state or self-supported, a common fee would reduce student bargain shopping, and would simplify the delivery of financial aid among the campuses.

The second part of the presentation was given by Dr. Young. She showed a PowerPoint updating the Early Assessment Program (EAP), an ongoing initiative that has received national recognition for the CSU's work in addressing college readiness. The EAP provides high school students with information about their college readiness before they begin their senior high school year.

The update focused on the Expository Reading and Writing Course (ERWC), the 12th-grade course designed for those not yet proficient in English. What is being considered is that students who score above a certain threshold could be considered "conditional exempt," a standing they could maintain by completing the expository courses in 12th-grade under certain specific conditions. If approved, this could help many high school students reach college proficiency before coming to the CSU. The ERWC has been expanded at target high schools. An external evaluator assessed the impact on teaching, student learning and college readiness, and the results were favorable. Academic performance indicators, test scores and proficiency gains were up at the target schools. Nearly 10,000 high school teachers in English and more than 2,000 high school math teachers are involved in the professional development programs offered.

In 2008, Senate Bill 946 authorized the use of the EAP for community colleges' placement decisions. It did not provide funding, so it has been voluntary. Of the 112 community colleges in California, 48 are accepting EAP for English and math. Trustee Mondale asked about SB 1440 and common course numbers and any relation to the EAP. Dr. Young said that the EAP is completed in the 11th-grade and is only for placement and not part of an admission decision. The articulation part of Senate Bill 1440 is for college-level English and math for work beyond remediation.

Trustee Hauck asked why all 112 community colleges are not using the EAP. Mr. Blackburn said the EAP is an option for the community colleges, and there are many assessment instruments that they already use. Chancellor Reed said that California Community Colleges Chancellor Jack Scott wants all the community colleges to use it. The CSU provided the community colleges with EAP data in December, which Chancellor Scott was going to use to leverage the other colleges.

Trustee Guzman had questions about the costs of the Early Start program. She compared the concept to CSU Sacramento's Summer Bridge program, where at least some target students appear in the summer and can take math and English to satisfy their requirements. She asked that at a later date the board be provided with information on who is paying for these programs and whether financial aid will cover it. She expressed concerns about online programs, and asked about evaluating success patterns on those different teaching methods. She cited her daughter's successful experience with the Summer Bridge program at CSU Sacramento.

Dr. Smith reported that the committee has received plans from the 23 campuses with a variety of approaches that are being currently reviewed. The campuses will be gathering data to measure success in their programs. Students will have an option to go to a CSU or a community college.

Chair Carter said the board's existing policy on remediation is still in place. The Early Start program would provide an opportunity for students to have an intensive experience during the summer with potential funds available and encouragement from the board to campus presidents to provide work-study opportunities for students who need financing to assist them with their education. Students who do not pass CSU placement exams have several options: they can take a year of classes in English or math; they can enroll in programs such as Summer Bridge; take online programs; or take classes through Extended Education. Early Start provides one more tool in the tool kit to meet faculty expectations of proficiency. The CSU tries to help high school students be successful in college, using such outreach methods as the How to Get to College poster; Super Sunday programs; the Parent Institute for Quality Education; and the upcoming special summit on teacher preparation.

Trustee Holdsworth said the CSU has some good examples of campuses partnering with different high schools and districts. Some high schools have made the EAP mandatory, such as the Long Beach district, whose demographics are representative of the state. Chancellor Reed said the CSU is spending more than \$30 million on remedial education. The EAP is administered to approximately 400,000 high school juniors in English and about 280,000 high school juniors in mathematics. Every piece of research indicates that the earlier students are prepared for college work, the more successful they will be and receive a degree. The Long Beach superintendent requires every student who does not perform at the CSU level in mathematics to take Algebra II again in the 12th-grade. Chancellor Reed said that is where it ought to be done. As an educator for 46 years, Trustee Mehas applauded the efforts of Chancellor Reed and Chair Carter for moving forward with Early Start, and for "getting down in the trenches" to help the schools because nothing is more unkind than to send a student to college who is not prepared.

Trustee Farar thanked Dr. Smith and the other presenters for their report and discussion by board members. She concluded the meeting and noted that the committee would reconvene on Wednesday.

The Committee on Educational Policy reconvened at 8:00 a.m. Wednesday, January 26, 2011.

Projections for the Doctor of Nursing Practice and Doctor of Physical Therapy

Dr. Smith said this item adds two degree program projections to the campus academic plans and the CSU Academic Master Plan. The programs are the Doctor of Nursing Practice (DNP) and the Doctor of Physical Therapy (DPT). The request for board approval is being submitted earlier than the annual March update because campuses need time to meet all accreditation and state and university review requirements before implementation. The legislative authority for the DNP program is limited to three pilot programs, which may be operated until July 1, 2018. A statewide evaluation of the DNP program will be reported to the legislature and the governor by January 1, 2017. There are no corresponding limitations on the DPT program.

Approval will allow immediate development of the implementation proposals. For the DNP implementation in fall 2012, the campuses are: Fresno and San José for a joint program; Fullerton, Long Beach and Los Angeles for a joint program; and San Diego. For the DPT implementation in summer of 2012, the campuses are Fresno, Long Beach, Northridge, Sacramento and San Diego.

Chancellor Reed said the state's budget problems may cause some of the programs to be deferred for a semester or year; if that is the case he will report back to the board. The committee recommended approval of the item. (REP 01-11-01)

Report on Senate Bill 1440 Implementation and Oversight Committee

Dr. Smith, joined by Eric Forbes, director of enrollment management services, presented the item. SB 1440 authorizes the creation of an Associate of Arts degree for transfer from community colleges to the California State University. The goal is to make the transfer process seamless for community college students seeking to complete a bachelor's degree at the CSU. Students who obtain the transfer AA degree will be admitted with junior standing.

A joint CSU-community college committee is being chaired by Dr. Smith and Eric Skinner, executive vice chancellor for programs at the California Community Colleges (CCC). The CSU and the CCC will improve efficiency by eliminating excess units that students often accumulate in completing their degree. Students will graduate sooner, which will provide access for new students. Developing the AA transfer curriculum is largely the responsibility of the community colleges, and determining whether the curriculum is similar to CSU degrees is the responsibility of the CSU faculty. Admission is a current issue, as 15 CSU campuses are impacted and most campuses have at least one impacted program. CSU Mentor, the online application system, will be modified so students can report that they are completing the AA transfer degree.

Trustee Chandler asked about getting the course numbering system to be compatible for both systems so that the process could be seamless. Mr. Forbes said that both systems have attempted to unify the numbers for years with little success. They have agreed that by articulating between courses and managing the degree programs they should be able to achieve that result. Trustee

Fortune asked about numbers of students expected to enroll at the CSU. Dr. Smith said it could result over the years in thousands of students.

Trustee Guzman asked about campus impactation and students transferring. Dr. Smith said that impacted campuses received more applications from CSU-eligible students in the initial filing period than they could admit, so they added additional standards (which vary by campus and number of applications) for the students to meet. When students apply on CSU Mentor to an impacted campus, they are encouraged to apply to a non-impacted campus. Trustee Guzman asked that SB 1440 reports continue to be presented regarding impactation, funding and capacity.

Chancellor Reed said many CSU students live at home, work, and often are place-bound. When a student applies to Long Beach for an impacted program, CSU Mentor will tell the student to also apply to Los Angeles or Dominguez Hills. When the CSU down-sized two years ago, impacted campuses did send applications to open campuses. Long Beach sent names to Dominguez Hills. CSU Dominguez Hills President Mildred Garcia said not only did they receive applications from Long Beach, but also Fullerton, and that it was particularly helpful in getting students to come to Dominguez Hills and apply to the campus.

Chancellor Reed said that he and Chancellor Scott have spent the last 10 years on the transfer issue, beginning when Dr. Scott was in the state Senate. Chancellor Reed said the CSU could save \$100 million if the issue was resolved. He estimated that the community colleges can probably educate 45,000 to 50,000 more students and the CSU can educate 15,000 to 20,000 more students. Several years ago, he and the former CSU executive vice chancellor conducted a degree analysis of 2,500 CSU students who transferred from a community college and received a CSU baccalaureate degree. The study showed that transfer students had taken and paid for between 164 to 172 credit hours, when almost every CSU bachelor degree is 120 credits, so students paid for 40-50 additional credits.

CSU Academic Senate Chair James Postma said faculty groups have been working together and soon will announce the first three transfer model curriculums. All 60 units will count toward a CSU degree. The efforts have been very cooperative, with a dozen other groups meeting this month and next, which could likely result in another set of transfer model curriculum. In spite of the budget cuts, the community colleges will know the courses to protect for transfer students. Chair Postma agreed to continue to update the board on progress or roadblocks.

Faculty-student Research and Mentorship Special Focus: Water Resources and Policy Initiatives

The presentation was made by Dr. Elizabeth Ambos, assistant vice chancellor for research and partnerships; David Zoldoske, executive director of the CSU Water Resources and Policy Initiatives (WRPI) from CSU Fresno; Susan Longville, associate director of the WRPI, from CSU San Bernardino; and two San Bernardino students: Denise Martinez and Paul Flores.

Dr. Zoldoske said there are more than 250 CSU faculty and staff who are active in all aspects of water resources and policy initiatives. California's future is threatened by its availability of water, and it is critical that problems be solved correctly. He thanked Chancellor Reed for having the foresight in 2008 to help bring the experts together through the formation of Water Resources and Policy Initiatives. The WRPI's goals are to seek partnerships with governmental agencies and the larger water industry. His conversations in Sacramento with legislators indicate that the CSU is really an untapped resource and both legislators and pertinent agencies are looking to work with the CSU in the future. The WRPI experts educate, train and increase professional capacity within and outside the CSU, fostering new technologies and economic development that leads to more jobs. Ms. Longville said that Cal State San Bernardino houses one of a number of CSU centers and institutes devoted to water issues. CSUSB is now a joint partner with UC Riverside in stewardship of the water archives collection that originally was housed at UC Berkeley. The entire collection is coming to Southern California and it will reside in both campus libraries. All 23 CSU campuses, UC campuses and outside users will be able to access the archives when they reopen on April 25th.

As evidence of the stature of the CSUSB Water Resources Institute (WRI), it was chosen by the state Department of Water Resources to lead the alluvial fan task force. WRI published an integrated approach for sustainable development on alluvial fans to reduce future flood risks and preserve the benefits of alluvial fans, which represent an important groundwater recharge resource for the state. WRI has acquired two Hispanic Serving Institution (HSI) grants: one from the U.S. Department of Agriculture, and another from the U.S. Department of Education, both for minority science and improvement programs.

Student Denise Martinez received a presidential scholarship at Cal State San Bernardino. She did her internship and research at the San Bernardino National Forest Service, which fostered her interest in water resources. She graduated this past June with honors and a bachelor of science degree in biology and was awarded a scholarship by the U.S. Department of Agriculture, which will help support her Ph.D. studies at UC Riverside. Student Paul Flores currently is a senior at CSUSB and through his internship, he worked with the water archives. His work will enable the staff, researchers and future interns to accurately locate the documents in the collection. The internship gave him a real-life experience in the archival management field.

CSU Fresno President John Welty said that it has been important to leverage the CSU's resources to address a number of critical issues such as water. CSU Presidents Al Karnig, Robert Glidden, Rollin Richmond and Michael Ortiz joined him in a group that is attempting to identify key steps and to look at ways to leverage the resources in the CSU. San Bernardino President Al Karnig said the WRI has had a remarkable broad set of achievements that expand the multiple values of the CSU. He applauded the teaching and learning that takes place in the mentorship programs, the funding from federal and state agencies and funding for the desert conservation demonstration garden.

Trustee Fortune founded a school in downtown San Bernardino that serves 200 children. Ninety-five percent are African American, 85 percent are low-income and many below the federal poverty line. She expressed interest in having her students learn about opportunities in the sciences and jobs in the industry. Ms. Longville said that although it is changing, the K-12 arena does not always do a very good job in the sciences to make children aware of where California's water comes from. The challenge for the next generation is going to be the change in behavior to conserve water. The types of courses that will prepare students are in the science, technology, engineering, and mathematics (STEM) disciplines. Ms. Longville invited Trustee Fortune's school children to come to the San Bernardino campus to visit the College of Natural Sciences which is developing a museum with a 3-D watershed model, so they can learn about California's water resources. She also invited them to come to the water conservation garden that is opening in June. Dr. Zoldoske said they have a "water right for kids" program in 25 classrooms in the Fresno area. As for jobs, water agencies need technicians and managers, and the major issues will be conservation, maintenance and management of groundwater and surface water.

State Superintendent of Public Instruction Tom Torlakson applauded the connection from middle school to high school to community colleges to the opportunities that CSU campuses are providing students. The programs are combining the idealism that young people have and their desire for preserving natural resources with practical careers. He asked about links to community college and plans to link further into high schools.

Dr. Ambos said that the CSU has shown tremendous leadership in this area, citing what Dr. Young has accomplished in math and science teachers initiatives, and the leadership of Chancellor Reed, trustees and presidents. The initiatives have doubled the number of math and science teachers, and have provided research experiences for future teachers, so that they are still engaged scholars when they go into the classroom and do water research. Ms. Longville said CSUSB has expanded its programs with its community college feeder colleges, adding that they have 10 student internships, so that when they transfer they have already been exposed to the field. Those students also receive a \$15,000 scholarship after they successfully complete the internship and obtain their Associate of Arts degrees. Dr. Zoldoske said they have an internship program at Fresno State, and that they work with the community colleges to place students into manufacturing jobs, such as the manufacturing of water, so it is not just about water, but the jobs created. They placed 20 interns last year.

Lieutenant Governor Gavin Newsom said in his previous job (mayor of San Francisco) he was responsible for managing one of the largest water systems in the state and that he has concluded that there is no more vexing issue in California than water. He commended the CSU for its leadership on this issue, adding that because we cannot legislate more rainfall, the CSU is providing human resources on this issue for legislative leaders to address in a substantive way. With 23 campuses, the CSU should be leading the way in water conservation and water recycling and should be among the university systems in the country that has the lowest per capita consumption of water.

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Ed. Pol.

Chancellor Reed mentioned Mr. Charlie Hoppin, a rice farmer near Chico, who sits on the CSU Agricultural Advisory Board. That board told him and several CSU presidents in 2007-2008 that they needed the CSU's assistance on water issues. Mr. Hoppin, who is now chair of the state's Water Resources Board, has noted that the CSU is a valuable asset for the agricultural industry, because the faculty do useful applied research, and students do hands-on learning. The chancellor said the CSU has been responsive to the industry and continues to work on this and related issues.

Trustee Farar adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning and Program Review

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

In accord with Board of Trustees policy established in 1963, this item summarizes the California State University academic planning process and reports the program planning, review and learning-outcomes assessment activity that took place during the past year. Also included are projected academic curricular plans, summaries of activity related to accreditation or re-accreditation by the Western Association of Schools and Colleges (WASC), a list of accredited programs, and a summary of efforts undertaken to reduce the total number of required units in baccalaureate degree programs. Program projections for each campus have been updated to cover the years 2011-2012 and 2021-2022.

The proposed resolution would approve additions and modifications to campus academic plans.

Background

Six areas of academic planning activity are reported in this item, and a proposed resolution concerning changes to the Academic Master Plan is presented. The academic planning topics include:

1. Program projections proposed for addition to campus academic plans and to the CSU Academic Master Plan (Attachment A);
2. Review of existing degree programs and assessment of student-learning outcomes (Attachment B);
3. Reducing total units required for a bachelor's degree (Attachment C);
4. Program discontinuations;
5. Summaries of WASC accreditation activity (Attachment D); and
6. Accredited CSU degrees and programs list (Attachment E).

1. Program Projections Proposed for Addition to Campus Academic Plans and to the CSU Academic Master Plan (Attachment A)

The office of Academic Program Planning at the Chancellor's Office maintains the CSU Academic Master Plan, a comprehensive list of existing degree programs, projected programs and program-review schedules for authorized degree programs. The CSU Academic Master Plan, which guides program, faculty and facility development, will be updated to reflect the resolution made by the board at today's meeting. Subsequently, the revised plan will be posted online as a resource for university planning.

The programs for which trustee "planning authorization" is requested are listed below and also appear in bold type in **Attachment A**. The projections below indicate campuses intention of developing degree programs. Only after the trustees have approved a projection may the campus begin developing a degree implementation proposal. Degree implementation proposals are reviewed by the Chancellor's Office, and new degree programs may only be implemented following the chancellor's authorization. "Fast-track" proposals may be submitted along with the projection proposal; the chancellor's implementation authorization is required. Pilot programs may operate for five years and must be submitted for conversion to regular status before students may be enrolled in subsequent terms.

New program projections

Channel Islands

MS Coastal Sustainability

Chico

MS Mechatronic Engineering

MS Agricultural Education

Dominguez Hills

BS Environmental Engineering

Fresno

BA Latin American Studies

BS Biomedical Physics

MS Water Resource Management

Humboldt

BA Critical Race, Gender, and Sexuality Studies

BA Film

BA Theatre

Long Beach

MS Geographic Information Systems—*fast track*

Monterey Bay

BS Japanese Language and Culture

Northridge

MA Teaching English as a Second Language

San Diego

MS Biomedical Quality Systems

San José

BS Biomedical Engineering

MFA Animation

San Luis Obispo

MS Nutrition

Sonoma

BA Early Childhood Studies

Stanislaus

MS Digital Media and Visual Anthropology—*pilot*

Projected programs will be removed from campus academic plans if an implementation proposal is not developed within five years or by the date originally projected for implementation (whichever is later), unless a new justification is submitted. This provision does not apply to “foundation” liberal arts and science programs. There are no removals this year, and campuses were allowed to change projection dates to reconcile system records with campus academic plans.

2. Assessment of Student-Learning Outcomes Reported Through Review of Existing Degree Programs

In the process of regular periodic program review, campuses report on activities related to the assessment of student learning outcomes. Campus departments and degree programs set goals for what students should know and be able to do upon successful completion of courses and programs. These goals for student-learning outcomes (SLOs) are assessed by evaluating students’ demonstrated learning. Results are analyzed to determine how changes in the curriculum or teaching could improve student success. Subsequently, changes are

implemented, and the assessment cycle begins again with new students. Information on student-learning outcomes assessment, and changes made, are reported in **Attachment B**.

3. Reducing Total Units Required for a Bachelor's Degree

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

Since 2000, through the course of regularly scheduled program reviews, campus faculty have examined the total baccalaureate units required for virtually every one of the 1,288 undergraduate programs reported in the CSU; 89 percent of baccalaureate programs have achieved the 120-unit goal or have reduced units required for the baccalaureate degree. A total of 79 percent of reviewed baccalaureate degree programs now require no more than 120 semester units (180 quarter units).

Eleven percent of all CSU programs reduced the total number of units required, yet remained above the 120-unit target. Those programs still requiring more than 120 units are most often science, technical and professionally oriented programs in such fields as engineering, computing, clinical sciences, journalism and the arts (grandfathered Bachelor of Fine Arts and Bachelor of Music programs), as well as integrated programs of teacher preparation that incorporate both subject matter and professional preparation. The persistent higher-unit requirements are therefore most often related to professional accreditation or professional standards, or they are based on the input of industry advisory boards.

The Title 5 change appears to have had the effect intended. In support of the effort to continue careful planning in compliance with Title 5, the template for bachelor's degree program proposals now requires campuses to provide a rationale for any proposed degree program that exceeds 120 semester units or 180 quarter units. In all cases, the final unit requirement for proposed bachelor's degree programs is subject to Chancellor's Office review and approval. **Attachment C** displays the breakdown of campus efforts to reduce the units required for graduation.

In column one: Number of reviewed degree programs now requiring 120 semester/180 quarter units

A total of 1,288 baccalaureate degree programs reported have been analyzed through the process of regular program review, and 1,017 or 79 percent, now require *no more than* 120 semester units (180 quarter units) to complete the degree.

In column two: Number of reviewed degree programs that have reduced units, but not to 120/180 units

Campuses have reviewed 128 degree programs for which they were able to reduce the total units required for a baccalaureate degree, but not to 120 semester units (180 quarter units).

In column three: Number of degree programs that have been reviewed but have not been able to reduce units

Between July 2000 and January 2011, a total of 143 of the 1,288 degree programs reviewed were unable to reduce the units required for a baccalaureate degree. Higher unit requirements are associated with science programs, professional and accreditation standards, as well as with programming advice from industry boards and employers.

4. Program Discontinuations

Campuses have reported plans for discontinuation of the following degree programs.

CSU Fullerton

BA/MA German
BS Accounting

Humboldt State

BA Theatre, Film and Dance
BS Computer Information Systems

CSU Long Beach

BA French Studies
BA/MA/BS/MS Interdisciplinary Studies

CSU Monterey Bay

MPP Public Policy—*pilot*

CSU Sacramento

BS Mechanical Engineering Technology

San Francisco State

BS Clinical Science

EdD Education (joint with the University of California)

MA Social Science

5. Summary of WASC Visiting Team Report (Attachment D)

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

6. Accredited Programs and Departments

Campuses are expected, as reasonable, to seek professional accreditation for degree programs and academic departments, schools, and colleges. **Attachment E** contains the list of all reported accredited units and degree programs.

The following resolution refers to changes in the campus Academic Plans, described in **Attachment A**, and is recommended for adoption.

RESOLVED, by the Board of Trustees of the California State University, that the amended projections to the Academic Plans for the California State University campuses (as contained in Attachment A to Agenda Item 1 of the March 21-22, 2011 meeting of the Committee on Educational Policy), be approved and accepted for addition to the CSU Academic Master Plan and as the basis for necessary facility planning; and be it further

RESOLVED, that those degree programs proposed to be included in campus Academic Plans be authorized for implementation, at approximately the dates indicated, subject in each instance to the chancellor's approval and confirmation that there exists sufficient societal need, student demand, feasibility, financial support, qualified faculty, facilities, and information resources sufficient to establish and maintain the programs; and be it further

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

**CSU Academic Master Plan Ten-Year Overview
Projections Proposed to the Board of Trustees
and planned for implementation between 2011-12 and 2021-2022**

(Bold type denotes new proposed program projections)

CSU BAKERSFIELD

2011 EdD Educational Leadership

CSU CHANNEL ISLANDS

2011 BA Anthropology

MA English

MFA Art

2012 BS Computer Engineering

BS Health Science

MPA Public Administration

MS Biology

MS Coastal Sustainability*

MS Nursing

2013 MA History

2014 BA Geography and Urban Studies

BA Social Justice

BS Kinesiology/Athletic Training

MS Applied Sociology

2015 BA Philosophy

BS Nutrition/Dietetics

EdD Educational Leadership

CSU CHICO

2011 BA Biological Sciences

BA Environmental Policy and Planning

BA Natural Sciences

2012 EdD Educational Leadership

MS Agricultural Education*

MS Mechatronic Engineering*

CSU DOMINGUEZ HILLS

2009 MPH Public Health

2010 BS Exercise Science

MS Exercise Science

MA Theatre Arts

2011 EdD Educational Leadership

MA Communication Disorders

MA Spanish

2015 **BS Environmental Engineering***

CCSU FRESNO

2012 **BA Latin American Studies***

DNP Nursing (with San José State University)

DPT Physical Therapy

MS Water Resource Management

2013 **BS Biomedical Physics**

CSU FULLERTON

2011 MA Criminal Justice

2012 BA Chinese Studies

DNP Nursing Practice (with CSU Long Beach
And CSU Los Angeles)

MS Computer Engineering

MS Engineering Management

MS Environmental Engineering

HUMBOLDT STATE

2011 **BA Critical Race, Gender, and Sexuality
Studies***

BA Film*

BA Theatre*

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

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

CSU LONG BEACH

2011	MA	Italian Studies
	MS	Geographic Information Systems –fast track*
2012	DNP	Nursing Practice (with CSU Fullerton and CSU Los Angeles)
	DPT	Physical Therapy

CSU LOS ANGELES

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

MARITIME ACADEMY

2009	BS	Science and Mathematics
2011	MS	Transportation and Engineering Management

CSU MONTEREY BAY

2008	MA	Applied Ethics and Communication
2011	BA	Environmental Studies
	BA	Spanish
	BS	Marine Science
	BS	Nursing
2012	BA	Liberal Arts
	EdD	Education

MONTEREY BAY (Continued)

2014	MA	Critical and Applied Multicultural Studies
2016	BS	Japanese Language and Culture*

CSU NORTHRIDGE

2011	BS	Health Administration
	BS	Radiologic Sciences
	MS	Accountancy
	MS	Nursing
	MS	Structural Engineering
	MA	Teaching English as a Second Language*
	MS	Tourism and Destination Site Administration
2012	BS	Industrial and Quality Management
	DPT	Physical Therapy
	MS	Quality Management
2013	MS	Computer Engineering
	MS	Information Technology

CAL POLY POMONA

2009	MA	Psychology
2011	EdD	Educational Leadership
2012	MS	Geological Sciences

CSU SACRAMENTO

2014	DPT	Physical Therapy
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CSU SAN BERNARDINO

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

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

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

SAN DIEGO STATE

2011	PhD	Bioengineering (with UCSD)
	PhD	Electrical and Computer Engineering (with UCSD)
	PhD	Structural Engineering (with UCSD)
	BA	Health Communication
	BFA	Graphic Design
	MA	Translation and Interpretation
	MFA	Film, Television, and Digital Media
	MS	Information Systems
2012	DNP	Nursing Practice
	DPT	Physical Therapy
	EdD	Special Education (with UCSD)
	MS	Biomedical Quality Systems*
	PhD	Applied Social Science Emphasis in Substance Abuse
2013	PhD	English and Children’s Literature (with UC Riverside)
	PhD	Hearing Science (with UC San Diego)
	PhD	Information Systems (with Claremont Graduate University)
	PhD	Social Work (with USC)
2014	PhD	Communication (with Fielding Graduate Institute)

SAN FRANCISCO STATE

2013	MA	Sociology
	AuD	Audiology

SAN JOSÉ STATE

2009	EdD	Educational Leadership
2010	MFA	Music
	MS	Medical Product Development Management— <i>pilot</i>
2011	MS	Biomedical Devices
	BS	Biomedical Engineering—fast track
2012	MFA	Animation—fast track
	DNP	Nursing Practice (with CSU Fresno)
2013	BA	Asian Pacific American Studies

CAL POLY SAN LUIS OBISPO

2011	BS	Agricultural Communication
	MA	Disaster Management and Homeland Security
2012	MS	Nutrition*
	MS	Printed Electronics and Functional Imaging
	PhD	Engineering (with Naval Postgraduate School)

SONOMA STATE

2012	BA	Early Childhood Studies
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CSU STANISLAUS

2011	BS	Health Science
	MS	Digital Media and Visual Anthropology—pilot*

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

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

**Assessment Conducted Through Program Review:
Student-learning outcomes**

Please note: In the following assessment reports, the abbreviation “SLO” refers to student-learning outcomes. General education is abbreviated “GE.”

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Campus-wide Assessment Activities

During the summer of 2010, the campus held a Summer Assessment Institute (SAI). The event was attended by nearly 100 participants, including academic department chairs and other faculty interested in assessment, representatives of committees that oversee each of the general education and university-wide requirements, as well as staff associated with the various units that provide student-support services and co-curricular activities. Participants on academic-year contracts were provided with a small stipend in recognition of their commitment to this work. The institute included presentations on assessment methodologies, assessment planning, the use of assessment findings, and exercises designed to identify and refresh student-learning outcomes of academic, student support, and co-curricular programs. The campus also introduced the recently adopted Assessment Management System (TaskStream) for facilitating assessment reporting and tracking. All participants were charged with creating and entering into TaskStream their one-year and five-year assessment plans, as well as implementing at least one assessment activity during fall quarter and then reporting findings and creating action plans during winter quarter. SAI participants reconvened in January 2011 for a half-day session in which (1) representatives from major programs and general education areas reported on their assessment activities and findings and (2) table discussions were held to identify best practices in assessment and to identify ways to that assessment remains a sustainable activity.

In addition, eight workshops were provided to the campus during fall quarter to support the SAI-related efforts; half of those focused on concepts and methods and half addressed using different functions within the new TaskStream system. Two other half-day sessions will be held in February 2011. One is to focus on sustainability of general education assessment, and the other will invite the participation of all faculty and staff. Several workshops will be repeated over the next two quarters.

Business Administration, BS

Significant strides have been made in the areas of assessment within business administration. The School of Business and Public Administration has defined a mission statement, strategic priorities and learning goals to achieve these strategic priorities. Faculty have been thoughtful in aligning the mission statement, strategic priorities and learning goals of their School to the university's vision, the core components of that vision, and the university learning outcomes (ULO). Assessment activities include administration of a standardized test known as the

Business Achievement Test (BAT), an exit survey for graduating seniors, as well as course-embedded assessments of oral presentation skills and objectives specific to the business functional areas of e-business, management information systems, marketing management, organizational theory and design, and organizational behavior, and developed a five-year assessment calendar for AY 2007-2008 through 2011-2012. In AY 2008-2009 the School collected assignments and other materials to assess written communication, oral presentation, political and legal external forces, and one goal in each of the seven functional areas. The program faculty provide results obtained from course-embedded assessments during the 2002-2003 academic year. "Students averaged 73 on theoretical knowledge and theory application and 94 on oral presentation. Students improved from 44 to 69 on writing mechanics and from 84 and to 88 on critical thinking. Faculty used the results to recommend integrating theory and action throughout the *E-Business Principles* course.

Chemistry Department

The Chemistry Department faculty is also to be commended for their extensive list of assessment tools and activities to inform curricular revisions. The department has a comprehensive selection of assessment tools and activities. The external reviewer notes that it is "perhaps one of the best assessment documents in the CSU." The department has been collecting much formative and summative data. It has employed a variety of assessment instruments and has applied the results to improve the curriculum. The department uses the ACS subject-area exams throughout the assessment process, providing student outcomes that can be compared with national norms. The department's five-year assessment plan is continuously updated and adjusted based on prior results. A major project for the department, the "The Top-10 List of Must-Know Items for Chemistry Graduates," was developed for an exit examination taken by graduating seniors in the capstone course. The course also incorporates a paper that is presented in written and oral forms, and faculty use rubrics to assess student learning demonstrated in the paper and oral presentation. The department has "closed the assessment loop" by revising the curriculum to incorporate a greater emphasis on pH concepts throughout the program. Based on an analysis of assessment results, the physical chemistry sequence was re-designed to provide a greater linkage between theory and applications in the course materials.

Honors Program

Student surveys and focus groups were used to assess the areas of strength and areas for improvement of the honors program. The most satisfying elements from the students' perspective were the creation of a student cohort and peer group that provided support throughout the program, the provision of a well-rounded education and the pursuit of an intellectually challenging curriculum. Other strengths identified were networking opportunities and the director, whom students found to be intellectually challenging, compassionate, dedicated and fun. Areas for improvement that were identified include: providing a greater number and variety of honors courses, more opportunities for social interaction after the first year, and more interactions with science and math majors who have difficulties meeting honors program

requirements. The program is being revised this year to decrease class sizes and increase the variety of courses available to the participants.

CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS

CSU Channel Islands reviewed student-learning outcomes in four (4) undergraduate academic programs in 2009-2010: BS Biology, BS Business, BS Environmental Sciences and Resource Management, and BS Computer Science. A summary of each of these assessments of student learning follows:

Biology, BS

The biology program has developed seven broad learning goals. Three of these goals pertain to conceptual knowledge and four address attainment of skills and experiences. From these learning goals, the program has developed 10 specific learning outcomes that are assessed each semester to the specific goals and outcomes are being taught. Biology reported results from embedded questions on examinations in two core biology courses: a first year BIOL 200 *Principles of Organismal and Population Biology* and an upper-level required course BIOL 433 *Ecology and the Environment*. Results showed that students correctly answered questions at least 60 percent of the time for all of the learning outcomes and correctly answered about 74 percent of the time for seven of the 10 outcomes. In a follow up semester, faculty administered the same questions both as a pre- and post-course assessment to identify baseline information students brought to the course. BS Biology courses required for graduation are aligned with the program learning outcomes.

The biology program encourages students take co-curricular courses and to participate in co-curricular activities that have been developed with other academic and non-academic programs. Activities have been developed with academic programs, including anthropology, environmental science, political science and business. Students are also encouraged to participate in research projects under the supervision of faculty and to attend research conferences to present their findings.

Instructors for the biology program assess at least one learning outcome per class during each semester. They review the results from these assessments and determine any issues with the class in relation to the learning outcome. As part of the process of continuous improvement for the classes and the program, instructors make appropriate changes to the course curriculum to ensure that any gaps pertaining to learning outcomes are being filled. In addition, the chair of the biology program reviews all assessments at the end of each semester and takes appropriate follow-up action to ensure consistency for each learning outcome across the curriculum.

The curriculum has been modified several times since the launch of the BS Biology program in 2002. New emphases have been added to the curriculum, including an Emphasis in Clinical Lab Science and Emphasis in Medical Imaging; and there has also been realignment of course requirements to meet the program learning outcomes. For instance, prerequisites for BIOL 431 *Bioinformatics* have been changed; BIOL 401 *Biotechnology and Recombinant DNA Techniques*

has had its labs modified to include more real world experiences; and the format for BIOL 303 *Evolutionary Biology* has been changed to involve more classroom discussion.

Computer Science, BS

Computer Science (CS) has mapped its course learning outcomes to degree outcomes, and it displays a recommended course map online for students. Program modifications have been submitted each year since the program's inception. Examples of recent modifications include:

Requirement of minimum C- grade in computer science courses: Finding that the level of preparedness for advanced courses in their major is a crucial factor in student success, faculty instituted a minimum grade of C- for its courses. Faculty finds that this helps the instructors avoid extensive amounts of review and allows them instead to cover advanced material.

Additional Technical Elective Units: Since the field of computer science is wide and deep, faculty have asked students to take a couple of additional upper-division electives. These electives can be chosen from such courses as *Computational Bioinformatics*, *Unix*, *Advanced Object Oriented Programming*, *Artificial Intelligence*, *Embedded Systems*, *Digital Image Processing*, *Operations Research*, and *Technical Writing*. To offset the increase in total units to the program, CS moved MATH 448 *Scientific Computing* from a required course to an elective course.

Revised Science Requirement: The major has identified specific science courses that are most relevant to the computer science major. For example, two sets of science courses serve the needs of the CS student well: PHYS 100 *Introduction to Physics* and PHYS 101 *Introduction to Physics II*, plus one additional course from GE section B2; or Physics I, BIOL 200, and BIOL 212 *Neurobiology and Cognitive Science*. Either of these sequences provides the CS major with a preferred science background while also satisfying GE requirements.

Computer science has added a laboratory unit to the *Operating Systems*: In addition, effective fall 2011 three core courses have been restructured replacing one unit of lecture time with one unit of laboratory time. Contact hours have been increased while keeping the size of the program the same.

Additionally, since its establishment in 2002, the major has engaged in program modifications and the introduction of several new courses: COMP 110 *Computer Literacy for Educators*; COMP 221 *Introduction to Unix and C for Programmers*; COMP 337 *Survey of Computer Gaming*; COMP 351 *Distributed Computing*; COMP 421 *Unix for Programmers*; COMP 425 *Computer Game Programming*; COMP 437 *Foundations of Computer Game Development*;

COMP 462 *Embedded Systems*; COMP 491 *Capstone Preparation*; and COMP 499 *Capstone Project*.

The program engaged in a recent re-evaluation of the program's hardware thread. After considerable discussion and debate, it was decided that the hardware sequence (COMP 162 *Computer Architecture and Assembly Language*, COMP 262 *Computer Organization and Architecture*, COMP 362 *Operating Systems*) needed more breadth and depth. To strengthen that thread CS added COMP 462 *Embedded Systems* and COMP 351 *Distributed Computing* as upper-division electives that students could choose from to deepen their knowledge of hardware systems. Faculty created COMP 221 *Introduction to Unix and C* as an elective that students could take to strengthen C programming skills before or during the hardware sequence.

A final area focused on was a weakness in the capstone project. Originally the program required only one unit of course work to complete a team project called *Senior Colloquium*. Faculty agreed that if students were to develop meaningful team projects and presentations they would need a two-semester sequence. As a result COMP 491 and COMP 499 were added as a four-unit sequence, with one unit for *Capstone Preparation* as a prerequisite for three units of *Capstone Project*. This allows sufficient time for the instructor to guide student to completion of the project and its presentation.

Business, BS

The Martin V. Smith (MVS) School of Business and Economics offers a BS in Business with five different options. In addition, the school offers a Minor in Business Management and a Certificate in Business Administration.

A distinguishing aspect of the BS in Business degree program is the expectation that students take courses developed in conjunction with disciplines outside the traditional business program of study. Examples include courses in anthropology, chemistry, economics, English, fine arts, history and performing arts. An objective of the BS in Business degree program is to prepare students for working in a variety of organizations—both public and private. The degree also prepares students for several types of graduate school and professional school studies, such as MBA, MPA or law school. Learning outcomes for the BS in Business degree are disseminated extensively in an electronic format and in hard copy to students, parents and the general community. In addition, the syllabus for each class taught in the school contains the learning outcomes for that class.

The mission statements of CI and the MVS School of Business and Economics are the guidelines for the learning outcomes for all courses in the MVS School. To assure that these learning outcomes are being met, a formal assessment program has been developed. This program requires every instructor at the beginning of the semester to identify the specific learning outcomes to be assessed in each course. Instructors are then asked to provide a summary of each

of these assessments at the end of the course. All of the assessments are analyzed at the end of the school year, and specific projects or programs are developed for the subsequent school year to address any identified issues regarding learning outcomes.

Each instructor in the MVS School is required to submit a Final Assessment Report at the end of each class. As part of this report, the instructors are asked to outline what they can do to overcome any weaknesses in student achievement of learning outcomes. In addition, instructors are asked to describe where other resources can be used to assist future students in achieving improved understanding of the learning outcomes. The director of the MSV School reviews all Final Assessment Reports at the end of the spring semester. Based on a preliminary review of the fall 2010 reports, interventions will be developed in future semesters to help the students with their oral and written communication skills.

All of the courses in the BS in Business degree program are aligned with learning outcomes. In a significant course realignment in summer and fall 2010, Business faculty re-mapped course learning outcomes to program learning outcomes. To graduate, all students must take the capstone course, which requires them to use the business knowledge they have attained in their prior courses and to apply that knowledge in simulated real world situations. This capstone provides students with the opportunity to integrate their knowledge through a Global Strategy Simulation exercise and complicated case studies.

Environmental Science and Resource Management, BS

The BS in Environmental Science and Resource Management (ESRM) degree identified seven program learning outcomes during a university-wide assessment activity in spring 2005 and embedded these outcomes within the ESRM plan for assessment of student-learning outcomes.

Initially, ESRM focused on evaluating students' critical thinking and reasoning skills, using the *California Critical Thinking Skills Test* (CCTST). The test was administered to all students registered in UNIV 110 *Critical Thinking in Interdisciplinary Contexts* in fall and spring 2005-2006. Subsequently, the University moved to other testing instruments for critical thinking, and ESRM found it wanted assessment tools more specific to its major. ESRM faculty then shifted to an assessment of student work in its capstone ESRM poster projects, which are mandatory for each graduate. The educational program objective for these poster presentations each spring semester is to assess how well students collect, organize, analyze, interpret, and present quantitative and qualitative data in environmental science.

ESRM faculty found that the mean scores for student capstone posters have been improving since the program began the assessment process in 2005. In 2007 a pre-capstone seminar course was introduced into the curriculum to engage students with the scientific literature regarding their capstone topic. The result of this curriculum change has been an increase in student fluency

regarding their research, higher order thinking and reporting about their topics, and a general project improvement in poster evaluations.

Today, the ESRM capstone curriculum consists of two courses: a guided semester of basic literature reading and an independent research class. Students present their independent research at the conclusion of the capstone to an invited campus audience. Faculty, including faculty from related disciplines of biology, chemistry, English, communication and political science, conduct a peer-reviewed assessment of the students' final presentation in a seminar format. Judges evaluate communication skills, the caliber of the research itself, and the student's overall demonstration of his or her knowledge of the project and related disciplines.

Following all student presentations, the reviewers also provide an overall summary called an aggregate assessment, of the entirety of the capstone presentations. The aggregate assessment is directed at specific gaps or weaknesses in ESRM curricula. At the conclusion of this process, reviewers are asked to identify the top five strengths of the students' aggregate presentation and prioritize five areas in need of improvement.

CALIFORNIA STATE UNIVERSITY, CHICO

Chemistry, BS

The Department of Chemistry and Biochemistry assessed two SLOs in 2009-2010, related to understanding the basic theories of matter and the theories of chemistry. They were assessed using a multiple-choice quiz, administered early and late in the semester, and an optional free-response test. The results of both assessments showed small to significant improvement. Faculty believe that if the results had mattered to the students (i.e., if they earned points for correct answers and/or lost points for incorrect answers) there might have been more incentive to achieve better results. The faculty plans to hold an assessment summit in spring 2011, to discuss the results and what, if any, changes are needed.

Communication Design, BA

The Department of Communication Design Learning Assessment plan is in the later stages of process reorganization. The process in place at the beginning of the review period produced extensive data, but that data was perceived to be inadequate to provide explicit feedback on the attainment of specific SLOs. Faculty are in the process of redefining the SLOs and rubrics for each course in the department. The most recent embedded assessments of SLO1, *ability to write and think critically*, and SLO2, *principle theories and practices of mediated communications*, showed that while the large majority of students are achieving the learning objectives, there is room for improvement. The faculty plan to implement embedded evaluations of the same SLOs in the remaining core courses and in courses specific to each option, intending to gather data on the differences in achievement levels between the students in each of the options. At that point, the department will be able to implement curricular changes that will lead to improvement in student achievement.

Exercise Physiology, BS

The SLOs for the BS in Exercise Physiology were officially adopted at the start of fall semester 2010. The faculty revised and updated the curriculum to better align the program goals and objectives with the American College of Sports Medicine and with physical therapy programs across the country. Student achievement is assessed on a regular basis. Pre- and post-tests administered in KINE 322 in 2008-2009 showed significant improvement from the previous year's result, probably because of the hiring of a full-time faculty member in biomechanics. The department plans to continue this assessment to track results over time.

Geography, BA

The Department of Geography and Planning has regularly assessed student achievement, primarily through direct assessment. Data suggest that students meet or exceed the minimum requirements. Despite this level of achievement, faculty are doing research on improving oral presentation, SLO 6.2. Possible revisions include increasing oral presentation assignments,

increasing the number of faculty evaluators for oral presentations and standardizing oral presentation and written assignment methodology across the entire upper-division curriculum.

Kinesiology, BA

Assessment of student writing skills was administered and evaluated in 2007-2008. Despite relatively good performance, the faculty in the Department of Kinesiology saw room for improvement. Funds were allocated for a writing skills tutor, and release-time for a faculty member to support student improvement and assessment. Pre- and post-assessments are used in the program's writing proficiency course to help guide students' writing skills and to facilitate data collection over time.

Mathematics, BA

The Mathematics and Statistics Department has developed student-learning outcomes, and through the assessment process has refined the list as redundancies have been discovered. Faculty have discussed development of assessment problems that can be solved by progressively advanced techniques. By administering these assessments to students throughout their academic careers, mathematical growth and development could be monitored. Assessment results have driven curricular changes, particularly the change to require both of two advanced courses, in order to add rigor to the program.

Political Science, BA

The assessment plan implementation schedule of the Department of Political Science began in fall 2005 with development of program mission and goals, student-learning outcomes, course alignment matrix, and development of an assessment plan. In spring 2006 the faculty began to implement the assessment plan and have continued through the present. One example of a deliberate assessment process and subsequent revision is seen in the development of SLO 6, *students can locate appropriate sources by searching electronic and traditional databases*. This SLO has evolved over the past decade as the growth in the number and availability of electronic databases and information technology generally has made such skills and knowledge a vital part of the discipline. Assessment results have shown that this SLO is met by a required course, POLS 331, and the department has removed from the course offerings another course that overlapped in content.

Religious Studies, BA

Assessment in the BA in Religious Studies program has been developing over the last few years, with regular faculty discussions of program goals and outcomes, along with evaluation of data collected. It has led to the discovery that certain goals thought to be central to the discipline and assumed to be pervasive were in fact not given the attention that they deserved. For example, SLO 2, *students can illustrate such concepts as ritual, myth, doctrine, ethics, philosophy and material religious culture by describing and comparing examples of each*, was addressed in only

one lower-division course; these concepts have been incorporated into two upper-division courses to assure that students are given more opportunities to develop knowledge in this area.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

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

Programs Reviewed During 2006-2007 and Completed in 2009-2010:

Public Administration, BS and Master of Public Administration

The program outcomes are measurable and relevant to the skills necessary for graduates. They are linked to course outcomes. Mechanisms are in place to gather data, but as of 2006 there was no data.

Programs Reviewed and Completed in 2009-2010:

Communications Department, BA

Results of Student-learning outcomes process:

- Students show improvement in writing skills.
- Students have confidence in research skills.

Need for improvement:

- Need for a more uniform capstone experience.
- Deadlines for major capstone project too close to final exams
- Need an alumni survey to determine strengths and weaknesses for the program among graduates to see how the program prepared them for their jobs.

Changes to program:

- Faculty teaching capstones meet on an ongoing basis to coordinate syllabi and research proposals.
- Deadline for thesis completion moved to a month before finals.

CALIFORNIA STATE UNIVERSITY, EAST BAY

Because of furloughs in 2009-10 and the resulting reduction in time available for all activities of faculty, the CSUEB Academic Senate voted to place a one-year moratorium on all program reviews for programs not subject to external accreditation. Program reviews have re-commenced in 2010-11.

CALIFORNIA STATE UNIVERSITY, FRESNO

Anthropology, BA

The program review suggested the department develop a plan to increase the number of majors. To that end, the department initiated a “student-to-student” program to take anthropology to local high schools. The department began working to establish funding from local sources and took steps to revise its outcomes assessment plan.

Chicano Studies, BA

The department revised its student outcomes assessment plan, developed a new degree proposal (in process with the Academic Senate) and increased the number of course offerings focusing on Latin America. It undertook a project to develop the Central Valley Latin American Studies Institute. The department committed to increase the scholarly and creative production of its faculty.

Civil Engineering, BS

The program revised its mission statement and took steps to update its curriculum. A new course in civil engineering practice was developed and taught. Work will continue to assure that other changes in the discipline are reflected in the curriculum.

Geomatics Engineering, BS

The program revised its vision statement and initiated a test of graduating students to better assess program learning outcomes in response to the program review. They began discussing needed support with the Henry Madden Library. Steps are being taken to increase the research and scholarship of program faculty.

Civil and Geomatics Engineering, MS

The program review indicated that additional data were needed for the Student Outcomes Assessment Plan (SOAP) as well as a new strategic plan for the department. Additional space for faculty, labs and students as well as graduate student space were identified as significant needs within the department.

Geology, BS

As a result of the program review, the department took steps to augment the field component of their curriculum and is soliciting outside funding to support this effort. They are working to recruit additional students to major in the program.

Geology, MS

Program review of the MS Geology indicated that department should use more direct measures of student work and include those in the Student Outcomes Assessment Plan (SOAP), increase the number of graduate course offerings, and expand research facilities and graduate student

space as dollars are made available. The program was also encouraged to recruit students nationwide to the program.

Electrical Engineering, BS

In response to the program review, the department committed faculty development funds to intensify hands-on experiences and product development in the curriculum and better link courses to real world applications. Additional funding from industry support is being used to upgrade equipment in laboratories.

Computer Engineering, BS

The program review suggested increased real world application. The department took steps to adopt software widely used in industry and develop real-world engineering applications in upper-division courses. Industry partnerships engaging students are also being developed. Labs are being updated.

Administration, MA; Curriculum and Instruction, MA; Early Childhood, MA; Reading, MA

The Action Plan for these programs includes increased visibility of the program through various sources; offering additional courses online (the Reading MA has been approved to be offered fully online); the continued use of cohorts within local school districts; attempting to obtain new endowed chairs in these programs; review and revise courses as needed; infuse technology in all courses; and maintain accreditations at the state and national levels.

General Education Program

As a result of program review, the General Education Committee revised the student-learning outcomes for each GE area and gained senate approval of those, developed a plan for assessing GE courses and took steps to use that plan. Each department teaching a GE course has been asked to assess one of those courses in 2010-2011.

Kinesiology, MA

The results of the program review indicated a need for further development of the department's Student Outcomes Assessment Plan (SOAP) that included streamlining, updating and utilizing more direct methods of assessment. A timeline for implementation and a process for using SOAP data to guide program improvement were also recommendations of the review team. A SOAP committee is now in place and this committee has developed an exit survey of graduating students, a survey for recent alumni of the program, and a timeline to ensure timely analysis of data collected.

Mass Communication and Journalism, BA

The department updated its curriculum by reducing the number of major options and redesigning courses to reflect changes in the communications industry driven by media technologies. It began

operational convergence of the student paper, student radio station and the campus cable TV channel. It updated its student outcomes assessment plan.

Mass Communication and Journalism, MA

The Mass Communication and Journalism program was found to be Program of Quality and Promise. The program has very good Student Outcomes Assessment Plan (SOAP) and would benefit from additional faculty members, graduate student teaching assistants and space.

Mathematics, BA

The department began an effort to secure outside funding to support undergraduate research in the program. It updated its student outcomes assessment plan and developed a hiring plan to replace faculty anticipated to retire during the next seven years.

Mathematics, MA

The Mathematics department has revised its Student Outcomes Assessment Plan (SOAP) based on the program review report although the program was identified as a Program of Quality and Promise. Additional faculty, as well as graduate space issues, continues to be explored.

Mechanical Engineering, BS

The program developed a program to improve laboratory equipment and spaces, identified funding sources for some of the changes, and began to implement the plan. The program committed to increase faculty involvement in research and scholarship and to improved teaching by involving faculty in faculty development efforts focusing on pedagogy.

Natural Sciences, BA

The program set a goal of doubling the number of majors during the next seven years and began working with the outreach office to develop a plan and funding for this effort. The program submitted and achieved CCTC approval for Single Subject Matter Preparation for four science areas. A committee was formed to ensure activities are implemented and results are used.

Political Science, BA

The program created a method to assess its General Education program offerings, created a pre-post-test measure for several major specific learning outcomes, and expanded use of student portfolios to assess student abilities in research, writing and analysis.

Public Administration, BA

In response to the program review, the program took steps to better link assessment activities to specific learning outcomes and to increase faculty involvement in research, professional development, and community service.

International Relations, MA and Public Administration, MPA

The results of the Program Review included several recommendations that the department has addressed. These were collaborating with career services for student career advising and to revise the Student Outcomes Assessment Plan (SOAP) to include a discipline-specific knowledge measure.

Enology, BS and Viticulture, BS

The department completed an international search for a new department chair. Under his leadership, the department undertook a careful examination of both curricula and establishment of student-learning outcomes. That process has been completed and the department will be developing a new student outcomes assessment plan for each degree.

Enology, MS

Results of the program review revealed the need for the department to expand its assessment metrics and complete that activity in the fall 2010. The department was encouraged to increase the size of the graduate program and for faculty to increase their number of publications as new faculty were being hired, allowing more time for research.

CALIFORNIA STATE UNIVERSITY, FULLERTON

Art, BA, BFA, MA, MFA

The Department of Art uses many strategies for assessing student learning and documenting student achievement. One such strategy is portfolio review, both internally and externally. First-hand accounts from industry leaders who have gained awareness of student and alumni achievements, whether for their contributions as employees or through their successes in major national and international competitions, also provide a means for measuring program success. Such feedback has assisted in planning to modify and develop existing curricula, to make decisions on software purchases and technology upgrades, and in making full- and part-time faculty decisions.

The relationship developed by the department's animation program with industry professionals is one example of using assessment for improvement. Student portfolios are reviewed by professionals in the animation industry who provide critical feedback on student work and supply the faculty with updates. The faculty, in turn, uses this information to make sure that the latest techniques and other methods are incorporated into the animation curriculum. Thus, the department is "closing the loop" in the assessment continuum. Indeed, the success of students is reflective of this interaction. See the link below.

<http://andandwww.youtube.com/watch?v=0AJAYXjwHsE>

Business Administration, BA, International Business, BA

In the departments of Business Administration and International Business, all student-learning outcomes are periodically assessed, and assessment findings are shared with faculty for use in program and curricula change and improvement. For example, one outcome states: *each student will demonstrate knowledge and skills to communicate effectively about business issues using oral communication*. Therefore, students were assessed using a rubric, scores were tabulated and analyzed, and then submitted to the Undergraduate Program Committee. It was determined that the learning outcome had been satisfied, but there was a need for continuous improvement. Such strategies for improvement included: incorporating oral communication throughout coursework, developing video materials to support performance training, creating a specific rubric for PowerPoint slides, and publicizing the use of SPEAKS rubric throughout the college. Another student learning outcome recently assessed dealt with information technology skills: *Each student will use information technology to support business analysis and operation*. For this outcome, 540 students were assessed in Excel and Access exercises chosen by the faculty. While students had made some improvement, follow-up actions were recommended, which included: testing online assessment tools, having faculty teach Access for the first part of the semester, and persisting to hold meetings prior to beginning of each semester to review learning objectives and discuss areas needing supplementation, with particular focus on "Protecting Data."

In addition, the International Business department is currently in the process of assessing learning goals that deal with multicultural awareness and foreign language competency.

Accountancy, MSA

The master's program in accounting requires a number of projects that are evaluated by using rubrics. One of the student-learning outcomes requires students to demonstrate advanced research skills using appropriate literature. Therefore, a project was assigned and evaluated using a rubric. The results indicated that students needed more guidance in assessing professional literature. Consequently, the faculty responded to the results by developing a required class that focuses on teaching research methods and writing. In addition, some of the MSA learning outcomes are assessed using embedded multiple choice questions. This assessment measure was used to evaluate advanced accounting knowledge. The findings revealed that students were weak in certain topics; therefore, faculty are collaborating on developing the appropriate methods to address this matter.

Taxation, MST

Faculty in the taxation program use ongoing assessment processes to determine student needs to implement the appropriate corrections or facilitate necessary enhancements. Many of the learning outcomes in the program are emphasized in assigned projects that are evaluated using a rubric. Demonstrating effective communication skills is one of the program's learning outcomes. A student presentation is required and evaluated using a rubric. As a response, faculty assist the underperforming students by assigning additional presentations as needed and by providing sample presentations on Blackboard. Also, the technical understanding of advanced tax knowledge was assessed using the direct method of multiple choice questions embedded in an examination. The resulting findings prompted the faculty to increase the amount of assigned research work to assess tax knowledge using additional measures that will include projects and related assignments.

European Studies, BA

The interdisciplinary European Studies Program is housed in the Department of History and has developed student-learning outcomes as well as learning goals that align with the university goal to be a "regional university in the global context." An assessment infrastructure includes an assessment committee whose members come from the European Studies Program Council. The primary assessment strategy for the program is the capstone seminar in which students develop portfolios of their work in addition to a final paper or project. Rubrics have been developed to evaluate the papers and portfolios. After reviewing papers and projects, the assessment committee identified the need to improve written and oral communication skills. As a result, the program plans to develop a new course at the 300 level to improve the written and oral communication skills of its students.

Political Science and Public Administration, BA, MA, MPA

The departments of Political Science and Public Administration are part of an entity known as the Division of Politics, Administration and Justice. The division is in the process of developing an assessment infrastructure, which will include faculty representatives from each of the departments. Presently, the learning goals and student-learning outcomes are being revised. In addition, the departments are developing curriculum maps aligning student-learning outcomes to the curriculum. The assessment plan will include timelines and discussion of the use of assessment data for ongoing change and improvement.

HUMBOLDT STATE UNIVERSITY

During 2009-2010, HSU launched a university wide effort for programs to assess student writing proficiency (programs that had assessed a writing outcome in a previous year had the option of assessing a different program-level outcome). Participating departments identified a type of document that their graduates might typically produce upon graduation to serve as the focus for their instruction and assessment. Two campus workshops were offered to provide faculty with resources. A spring 2009 workshop with Carol Holder from Cal Poly Pomona addressed writing in the disciplines and a fall 2010 workshop with Mary Allen from CSU Bakersfield addressed developing and using rubrics for assessing, grading and improving student writing.

Business Administration, BS

Writing samples were drawn from a junior-level and senior-level course. Results indicated that students were competent in organization and development, connection of ideas, examples and details, sentence structure, language and grammar, spelling and punctuation. Areas identified as weak at the junior level included development of general thesis and audience selection. However, thesis development and audience selection scores were stronger in the samples drawn from the senior-level course, implying that weak areas of writing are strengthened as students progress in the program. Recommendations included working with students to improve their skills in developing a thesis and in tailoring a message to a particular audience.

Communication, BA

Writing samples were collected from a junior-level research methods course. Results indicated the majority of student papers met expectations with only a few not meeting expectations. No papers exceeded expectations. As this is a junior-level course faculty surmised that assessing writing in a senior level course might demonstrate higher levels of student writing. Nevertheless, changes in writing instruction included a decision to share the writing rubric developed with all instructors to be included with student syllabi to provide students with clear guidelines regarding the department's writing standards.

Fisheries Biology, BS

The outcome assessed in junior- and senior-level courses was the students' ability to transform fisheries problems into mathematical/numeric/statistical representations (e.g. generate hypotheses), produce tabular and graphic summaries of quantitative data, and conduct simple tests of statistical hypotheses. Results indicated that students are struggling with math, statistics and other quantitative methods. Students also struggle with how to appropriately present information. Recommendations for change included addition of several lectures dedicated to discussion of formatting and writing styles acceptable in the sciences, adding instruction in how to use Excel within science to an introductory course, and perhaps adding a weekly instructor or graduate student run help session on basic math skills and other concepts presented in class.

Forestry, BS

In 2008-2009 an assessment of professionalism and critical thinking was conducted. This was a repeat of the 2007-2008 assessment after numerous curricular adjustments were made in both areas. As a result of previous assessments on professionalism and critical thinking faculty placed new emphasis on these areas in multiple classes. The Forestry Department has yet to turn in a report for 2009-2010; an MOU has been developed with the college dean, associate dean and the department chair as a result of the program review, which includes a statement that the department will abide by the HSU assessment cycle, including the submission of annual assessment reports.

Journalism, BA

In the 2007-2008 program-level assessment, faculty looked at student writing skills in written or audio-video news formats as they participated in an internship. They found that while many students rated “outstanding” in being prepared for an internship, there were several areas where improvement was needed. These included interns being better prepared for writing on deadline and having better abilities to conduct research and evaluate information. The department implemented curricular modifications including more assignments involving deadline writing, research and critical evaluation of information. Additionally, faculty revised the curriculum to include more convergence writing and production courses. They also implemented consistency among faculty who are teaching beginning reporting sections so that all students are exposed to the same information. A department-level assessment report has not been turned in for 2009-2010; faculty departures and a shift in responsibilities have affected the organization within the department. However, an MOU has been developed with the college dean, associate dean and the department chair as a result of the program review, which includes a statement that the department will abide by the HSU assessment cycle, including revisiting department outcomes, meeting with the director of learning assessment and submission of annual assessment reports.

Liberal Studies and Recreation Administration, BA

In the 2007-2008 program-level assessment faculty looked at student writing and found a convention error rate of 10.2 per paper, which they decided to reduce by 80. Curricular changes included a new emphasis on conventions, distribution of the scoring rubric to students, and having students work in groups to identify errors in previous years’ papers. Due to a variety of circumstances, the assessment of the writing outcomes in the Liberal Studies/Recreation Administration was not conducted as originally planned, and the **KRA?** Department did not complete a 2009-2010 outcome assessment report for the program. However, the program has a writing plan and will be completing the writing assessment work spring semester 2011. An MOU has been developed with the college dean, associate dean and the department chair as a result of the program review, which includes a statement that the department will abide by the HSU assessment cycle, including the submission of annual assessment reports.

Environmental Management and Protection, BS

Writing samples were selected from two sections of a senior-level course. Results indicated students are providing acceptable content and are reasonably organized in presenting their ideas but struggle with standard English usage and following formatting and referencing guidelines. Recommendations for change include selecting a writing reference guide, having faculty spend a portion of a class discussing this material and providing students with examples.

Oceanography, BS

The oceanography program has completed comprehensive outcome assessment each academic year since 2006, has an assessment plan and schedule, has completed a chart aligning outcomes to courses and has implemented a number of curricular and pedagogical changes based upon outcome assessment results. However, because 50 percent of the faculty (two of four) left last year to accept positions at other institutions, the department was unable to conduct the assessment scheduled for 2009-2010. The 2008-2009 assessment focused on students' skills in applying fundamental science concepts to the study of the oceans. They found that students perform best on knowledge-based questions as compared to comprehension or application-based questions. In response, the faculty instigated the use of short, in-class quizzes to discover which topics students are struggling with prior to administering major exams. Also, they decided to increase the number of exercises developing students' skills in applications related to general ocean circulation. The lack of assessment in 2009-2010 is an anomaly due to unfortunate circumstances; the program has returned to its assessment plan in 2010-2011.

Rangeland Resources and Wildland Soils, BS

The department-level outcome assessment report for 2009-2010 addressed evaluating student skills in conducting several scientific measurement methods and analysis of results. While many students performed within acceptable ranges for most methods it was determined that curriculum adjustments will be initiated providing increased practice problems, hand-on activities, and demonstrations.

Theatre, Film and Dance, BA

Writing samples were selected from a senior-level course. A rubric was developed to evaluate the writing samples. Faculty were disappointed in the results, as the average score on three of the four criteria reviewed was slightly below the "meets expectations" level. The department plans to rework SLOs in writing, include information on SLOs in course syllabi and have faculty in each class address the SLOs in student writing.

Wildlife, BS

The department elected to assess a major learning outcome divided into five criteria. Results indicated students show satisfactory mastery in most criteria with the exception of ecological concepts, statistical questions and scientific names. The department plans to incorporate

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increased coverage of these areas into several classes taken in sequence to help students better internalize, remember, and apply the concepts.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Classics, BA and Comparative World Literature, BA

The department has been working to establish viable assessment at the program level. So that students will have solid language skills in context of ancient writings, the department is instituting a transitional Latin course. While faculty have been concerned about ability to create effective program review in such a diverse department, they have begun tentative steps at program assessment. Specifically, faculty are working to make sure that their core class is consistent across all sections to ensure proper foundational knowledge.

Dietetics and Food Administration, BS

The department looked at one assignment in its capstone course (FCS 499) with respect to the "recognize, respect, and value individual and societal diversity" SLO. The department believed the assignment was successful and believes that it might add to the assignment by including an oral component. Their findings suggest that students do not yet grasp how "lifelong learning" relates to professional development. They hope the instructor of record for their capstone class will rework the assignments in question to better address the issue.

Education, MA—Option in Social and Cultural Analysis of Education

Faculty members have established new course-level student outcomes. Additionally, the department has worked consistently to develop meaningful rubrics for student assessment. With these rubrics, students can track their development through the degree program. These rubrics and program-level outcomes were praised by the program's external reviewers.

English, BA and MA and Creative Writing, MFA

The results of program review suggest that the department is beginning to focus on the development of and assessment of learning outcomes at the program level. In particular, the department has chosen to focus on its gateway course to the major, improving syllabi and working to ensure consistency across the curriculum. The department is only beginning to think of this course in a larger framework by defining its relationship to student experience in a department with multiple degree options. The Creative Writing MFA is working on procedural issues related to thesis development and submission. As part of the English department, the Creative Writing Program is linked to its assessment measures. The program has outlined goals for students to find a thesis mentor before the end of their first semester. The MA program is not as far along in thinking about assessment, suggesting that assessment efforts in the department are uneven at best.

Family and Consumer Science, BA

The department looked at one assignment in its capstone course (FCS 499) with respect to the "recognize, respect, and value individual and societal diversity" SLO. The department believed

assignment was successful and believes that it might add to the assignment by including an oral component. One of the more successful aspects of the assignment was to take the issues and apply them to possible careers (for example, those majoring in nutrition might face eating disorders or people needing to have gluten free diets; a fashion merchandising major might have to deal with outsourcing overseas, etc.). The results suggest that FCS is beginning meaningful authentic assessment of its majors.

Health Science, MS and Public Health, MPH

The department has not articulated a meaningful assessment plan beyond what is reported in its self study for program review. The department does have a list of competencies for each program (12 for the MPH; nine for MSHS), but does not link them to course-level outcomes. It was recommended that the program evaluate its competencies in relation to its accrediting body and begin the task of redefining direct measures of student learning and embedding them throughout the curriculum.

History, BA, MA

In 2009, the department continued its exploration of its gateway course, HIST 301. The department also engaged in indirect assessment through an experimental course design in which some sections of HIST 301 benefited from students receiving intensive advising from the departmental advisors. The results of the combined assessment suggested two major overhauls for the department. First, the department will continue to work on standardizing the curriculum for the course. Second, the department will pursue early advising (and intervention if necessary) for majors. The MA program has seen a major shift in the way the department advances students to candidacy. The department did this through examination of two of its SLOs—presentation and research skills. The department now requires all MA candidates pursuing the thesis option to present their proposals to a department meeting of their peers and faculty.

Journalism, BA

During the review period, the department identified six learning outcomes. While these learning outcomes have been incorporated into course syllabi, assessment efforts have not moved beyond the course-level. The department will be working on developing a senior portfolio assignment for graduating students and implementing a universal rubric. Additionally, the department has begun efforts at better linking courses to each other through the program-level outcomes.

Music, BA, BM

The Department of Music is engaging in thorough and ongoing assessment. During this review year, the department focused on various performances of its majors. The department recently adopted a new rubric and is working at aligning the rubric with various performance examination requirements. The department is continuing to work on further linking components of the performance rubric to larger program-level requirements.

Recreation, BS, MS

While part of the accomplished change is also planned (continued refinement of REC 480), the department is also changing other elements; specifically, it is working on internship projects and also on placement for national exams. In addition, the department continues to work on aligning coursework with program-level outcomes. There are signature assignments, and faculty discuss the effectiveness of the year's assessment activities at yearly faculty retreats. At the MS level, the department has continued to refine assignments for its students and has been working to overhaul the curriculum to focus more on the process of research and subsequent proposal writing.

Spanish, BA, MA

The department has shown openness in its self-assessment practices and a willingness to re-conceptualize grading procedures in light of the national studies about grade inflation over the past decade. The department has explored logically the demographics of its language classes (small or large, President's Scholars, etc.), and then once those are accounted for, has established a rubric for instituting faculty-wide discussion of grading practices. It has also explored this issue at the graduate level. The department specifically wants to address the seeming disconnection between students "sailing" through their coursework and subsequently failing their comprehensive examinations. Low grades are honest indicators that a student's work is in need of remediation, and the department has begun to tackle this issue that extends beyond the borders of CSULB.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

In response to a recommendation made in the spring 2009 visit by WASC, the *Educational Effectiveness Council* developed institutional learning outcomes (ILOs) that define the learning goals for all CSULA graduates. These goals are:

- Knowledge: mastery of content and processes of inquiry
- Proficiency: intellectual skills
- Place and community: urban and global mission
- Transformation: integrative learning

The institutional learning goals and outcomes were endorsed by the Academic Senate and approved by the president in spring 2010. They define learning expectations for graduates throughout their educational experiences in academic and co-curricular programs as well as the student learning that occurs in other divisions of the university.

In 2009-2010, the *Program Review Subcommittee* of the *Educational Policy Committee* of the Academic Senate evaluated programs in the departments of Computer Science, Modern Languages and Literature, and Kinesiology. Due to furloughs, the schedule of program reviews for 2009-2010 and upcoming years was adjusted.

Department of Computer Science

The department has established a comprehensive assessment plan for both the undergraduate and graduate programs, utilizing a wide range of direct and indirect measures across the curriculum. Outcomes are clearly mapped to courses and the level of student achievement is well defined. Achievement data are recorded via a secure website and archived on a server for longitudinal studies. As noted by external reviewers: “The department does an excellent job of assessment.”

The program recently revised the program outcomes to better align with those of the accrediting body, Accreditation Board for Engineering and Technology (ABET). Two outcomes were evaluated. The outcome “*students will be able to apply concepts and techniques from computing and mathematics to both theoretical and practical problems*” was evaluated using course embedded questions, a national exam (MFT), a capstone-senior project, a public presentation, student and alumni surveys, exit interviews and employer surveys. Student, alumni, faculty and employer surveys have all been satisfactory; the correlation between the MFT exam and student GPAs is greater than 80 percent and median student performance is consistently at or above the 55th percentile. Another outcome “*students will be able to communicate effectively orally and in writing*” was evaluated using course-embedded questions and tasks, a capstone senior project, a public presentation, an exit interview and surveys of students, employers and alumni. Faculty evaluation and surveys show satisfactory attainment by all graduates for this outcome.

The results of these assessments are being used in curricular and program modifications. Examples include dividing a course into two to address different areas of interest, functional vs. logical programming. In another course, a laboratory component was added. Finally, electives that reflect areas of high demand have also been added, such as cryptography and network security.

Kinesiology, BS, MS

Since the previous program review, the kinesiology faculty developed an assessment plan and continued to improve their assessment effort. Six program-level student-learning outcomes (SLOs) were developed in the undergraduate program and three in the graduate program. Five SLOs were evaluated in the recent self study. Three examples are presented here:

- “Understand the anatomical and biomechanical basis of human movement” (evaluated via embedded questions, capstone project, portfolio, student survey, alumni survey, MS project or thesis, MS comprehensive exam, exit interviews, laboratory reports)

Results: 52 percent rated as highly competent, 38 percent competent, 10 percent need improvement;

- “Understand the behavioral, historical, psycho-social and philosophical aspects of human movement” (evaluated using term papers);

Results: 53 percent highly competent, 40 percent competent; 7 percent need improvement

- “Use and array of technologies to support inquiry and professional practice (evaluated via embedded questions, capstone project, student survey, alumni survey, other assignments);

Results: 62 percent highly competent, 33 percent competent, 5 percent need improvement.

Results from assessment measures have provided focus to the faculty in discussion of the program review recommendations to merge two smaller programs to form a unique program.

The Department of Modern Languages and Literatures (MLL)

Since the previous program review, the MLL faculty has actively worked to create a formal assessment process for its programs. The department now has a two-step system of assessment. Students take a proficiency test upon entry to evaluate their skills and knowledge in ML150, and in ML 450, students complete a portfolio that is then evaluated by program faculty using a rubric.

In addition, the French and Japanese programs obtained an assessment grant from CSULA that enabled them to write multiple-choice content assessment exams in grammar, linguistics, literature and culture. Students take these exams upon entrance and upon exit. The department will use data along with the portfolio data to measure student achievement of learning will be outcomes.

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Several SLOs were assessed in the recent self study. The results of three are presented here:

- Oral Proficiency (via portfolio and exit interviews)
Results: 97 percent satisfactory
- Cultural knowledge (via portfolio)
Results: 100 percent satisfactory;
- Linguistics knowledge (via portfolio)
Results: 100 percent satisfactory

The results of the assessment have been used by the faculty to develop better grammar examinations in French and Japanese and to develop on-line examinations for the same two languages.

CALIFORNIA MARITIME ACADEMY

Department of Marine Transportation

With six degree-granting programs on campus, the program in marine transportation was the only one scheduled for review in 2009-2010. The review commenced the previous year and has been channeled through the appropriate conduct for Academic Program Review. The review has been reviewed by the academic dean, the Academic Senate Curriculum Committee, an External Review Board, and has been resubmitted to the department for final modifications and revisions.

Audit from Maritime Administration and the U.S. Coast Guard for Standards of Training, Certification and Watchkeeping (STCW)

An audit of The California Maritime Academy was conducted on March 9-10, 2010, in accordance with the Memorandum of Understanding between Maritime Administration and the U.S. Coast Guard Academy Review Committee to validate that Cal Maritime maintains the quality of approved STCW training; adheres to those standards and that they continue to be achieved; and has a plan in place for correcting any non-conformities discovered through external or internal audits.

The audit team's report lauded Cal Maritime's "vigorous deck and engineering training programs," acknowledged that "both instructors and staff are committed to excellence" and "the facilities, simulators, laboratories and training vessels proved an outstanding combination of practical and theoretical course to cadet competency." Recommendations from this audit urge that Cal Maritime (1) continue to migrate toward electronic record and documentation procedures; (2) continue consolidating all documented procedures and policies into a standard process manual; (3) any curriculum changes be submitted to the Joint CG/MARAD Maritime Academy Review Committee for evaluation and approval; (4) conduct internal audit reviews for STCW approved courses as required; and (5) expand continuous improvement practices to reflect existing regulatory requirements and industry needs.

Institution-Wide Student-learning outcomes (IW-SLOs)

Cal Maritime's (IW-SLOs) were developed in the spring of 2009, and following a plan created by the Institution-Wide Assessment Council (IWAC), two of these outcomes were assessed in 2009-2010 with an comprehensive report produced for SLO-A: Written Communication. From the executive summary of that report, it was noted that "through a variety of assessment instruments, including Graduate Writing Exam data, cross-disciplinary and campus-wide surveys, and data collection from multiple types of student writing," writing standards were met.

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

The revised program review process at CSUMB has assessment of student learning as its centerpiece and was implemented for the third year in 2009-2010. Most of the academic degree programs have conducted program review with the revised process now. It is a three-semester process. The self-study with assessment of student learning is conducted in the fall semester and the external reviews are conducted in the spring semester. Two programs, Instructional Science and Technology (MS) and Visual & Public Art (BA), conducted program reviews during 2009-2010. During fall 2010 the program faculties are developing its program improvement plan informed by what was learned from the self-study and external review processes. The program improvement plans are now in the hands of the college deans for review and approval.

Instructional Science & Technology, MS

Faculty focused on the assessment of two learning outcomes in the program: MLO 1 (Instructional Design) and MLO 4 (Interactive Media for Instruction). The IST program review team developed rubrics to assess these two learning outcomes in accordance with guidance from the director of the Center for Teaching, Learning, and Assessment.

Every student in the program provides an electronic portfolio upon graduation so the department has all the major deliverables developed by each student documented in the portfolios and available for review. Small groups of faculty evaluated student work products for each learning outcome.

The assessment of MLO 4 confirmed that technologies are integrated well into the curriculum and students are demonstrating appropriate levels of accomplishment in the capstone. Based on the assessment results of MLO 1, the faculty is making curricular adjustments. They are increasing its attention to literature review skills in three courses, incorporating literature review and critical analysis of research articles in another course, and providing an elective in research methods.

Visual & Public Art, BA

In its program review, the VPA faculty applied innovative rubrics that integrate subjective and objective analysis to evaluate the development of student skills that occurred between the first course in the major, the Pro Seminar, and the senior capstone course. Faculty reviewed samples of student work that were exemplary, satisfactory and needed improvement. The assessment process itself generated a productive examination by faculty of the role of senior capstone in the VPA program.

External evaluators recognized that “within a relatively short period, a small department at a small state school, situated some distance from a major population center has established a national reputation alongside specialized and prestigious art colleges.”

Areas for continuing program improvement emerging from assessment of student work products and skill development during the program included: (a) enhancing faculty attention to proposal development by students in the museum studies and the arts education concentrations; (b) assuring that students acquire more technical, basic skills and studio course experience prior to senior capstone; (c) the need for professional support in portfolio development, marketing and grant application experience may require an additional course concurrent to capstone; and (d) increased attention by faculty to the medium students select for capstone performance. These areas for improvement focus on faculty attention to development of students' learning and artistic skills. A fifth area for improvement identifies the need for more consistent use of peer review, critical feedback and exhibition opportunities prior to capstone. The department's plan for how to make these changes is proposed in its program improvement plan.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Department of Chemistry and Biochemistry

a. Results of the assessment of student-learning outcomes

SLO 1: Assess basic knowledge in organic and inorganic chemistry.

Organic Chemistry: an initial assessment survey and a final assessment using some or all American Chemical Society standardized exam questions were administered to students in multiple Chem 333 and Chem 334 sections. On the initial assessment survey, 50-55 percent of students get more than half of the questions correct in both Chem 333 and Chem 334. For the final assessment, in Chem 333, approximately 60 percent achieve more than half correct. For Chem 334, the number drops to 35-40 percent getting more than half correct.

Inorganic Chemistry: an initial assessment survey and a final assessment consisting of 11 multiple-choice questions were administered in Chem 401. Students taking inorganic chemistry for the first time averaged 37-47 percent correct while repeaters scored 53-70 percent. When embedded in the final exam, students averaged 57-63 percent. Students scored higher than 90 percent on one question repeated in the final exam.

SLO 2: Organize and communicate scientific information clearly and concisely, both verbally and in writing.

All graduate students giving literature and thesis seminars were assessed using a five-part rubric. Results: organization, average scores 17.8 (literature) and 18.3 (thesis) out of 20; understanding of scientific content, average scores 17.25 (literature) and 18.75 (thesis) out of 20; style and delivery, 15.6 (literature) and 17.5 (thesis); use of visual aids, 16 (literature) and 18.25 (thesis); ability to answer questions, 15.4 (literature) and 17.5 (thesis) out of 20. In general, the students giving thesis seminars do an overall better job than students giving literature seminars.

b. Implications of the results for program modification

SLO 1: The material in Chem 334 is challenging.

SLO 2: The results suggest that an undergraduate literature presentation during the students' second year prepares the MS students for their thesis presentation.

c. Changes in program requirements enacted or recommended as a result of assessment findings

SLO 1: The order of topics in Chem 333 and Chem 334 may be changed so as to balance the amount of material presented in each course.

In Chem 401, the instructor plans to introduce tools that allow a comparison of Chem 401 students with national averages.

SLO 2: The rubric descriptions may be modified or abbreviated after the next set of seminar results from fall 2010.

MOU: Increase the required grades in prerequisite courses and develop grade requirements for prerequisite courses in sequences to so as to provide a greater probability of student success. Consider the addition of an upper-division writing requirement which includes discipline-related information literacy.

Department of Geography

a. Results of the assessment of student-learning outcomes

SLO 4.3: Graphic skill: Student communicates effectively using maps, tables, charts or other graphics.

A rubric developed by the department assessment committee was used to assess capstone papers from 19 graduating seniors enrolled in Geography 490, the department capstone course. The average score was 3.9 out of 5 points.

SLO 5.2: Students will demonstrate awareness of their individual role as global citizens.

A rubric developed by the department assessment committee was used to assess an original research project on a self-chosen topic. Collected from 19 graduating seniors, the average score was 4.0 on a 5-point scale. An annual survey of geography majors revealed that two of the top reasons for becoming a geographer were “wanted to study the environment” (60 percent) and “love of outdoors” (70 percent). Also, a significant number of graduates work for environmental and non-profit humanitarian companies. Other graduates work in government regulatory offices that address environmental quality and social justice policy and concerns.

b. Implications of the results for program modification

SLO 4.3: Course modifications underway include a new instructional unit in Geo 300 *Making Graphs with SPSS* and graphic exercises in Geo 107 and Geo 417 and reconfigured computer lab exercises in cultural geography, Geo 340 and Geo 487, designed to improve students’ ability to solve problems using statistics, collect data and information from agencies and communicate findings using statistical and graphic devices.

SLO 5.2: Course modifications that foster global citizenship include a new unit in Geo 459 that focuses on conflicts over economic development and habitat preservation in the southwest United States. Faculty activity in global citizenship includes Dr. Cox, director of the CSUN Institute for Sustainability, which is engaged in projects dealing with sustainability, global warming, etc; a survivor of the Rwanda genocide was invited to present to the class in World Geography.

- c. Changes in program requirements enacted or recommended as a result of assessment findings

SLO 4.3: Consider using an entrance exam as a placement test for GIS mapping skills.

MOU: Continue to engage in curricular streamlining with the goal of developing two main areas of concentration: GIS and environmental geography.

Department of Psychology

- a. Results of the assessment of student-learning outcomes

Due to program review and revisions to the major, the department did not engage in student-learning outcomes assessment. Instead, a student survey was used to gather baseline data on students in the major, focusing on self-assessment of barriers to four-year graduation. Questions were completed by between 416 and 467 students, depending upon the question. Top reported reasons include: work and the need to schedule classes around work, course schedule conflicts, poor advisement, extra classes and lack of post-degree plan.

MOU: the department should consider how to assess and use metadata like that found in NSSE surveys to situate the department efforts in relation to other departments. The data can be augmented by institutional research data and added into assessment efforts.

- b. Changes in program requirements enacted or recommended as a result of assessment findings

All majors are now required to enroll in a one-unit advising course with information about major requirements, pathways through the major and career paths. Program began a new Peer Advising Program in which psychology majors hold regular office hours to provide peer advice. The department is piloting a new Psychology Department Writing Fellows program. Three undergraduate psychology majors were selected and trained to serve as peer tutors for writing.

Department of Sociology

- a. Results of the assessment of student-learning outcomes

The ETS Major Field Test in Sociology was used to measure:

SLO 1: Students will be able to recall and comprehend concepts, principles, theories and knowledge in the field of sociology and as related to their particular option.

SLO 2: Students will be able to recall and interpret common statistics used in sociology utilizing computer printout.

SLO 3: Students will be able to apply critical thinking skills to answer questions about social phenomena.

SLO 7: Students will be able to demonstrate understanding of the diverse nature of groups in society and their relevance to cross-cultural and global issues.

CSUN students performed on par with students from 12 peer institutions for both overall scores within major options and disaggregated for core sociology and critical thinking. Within major options, results for specific topics showed on par performance except where subjects are not required or not offered by the department.

b. Implications of the results for program modification

The department has not used test results to make changes to curriculum due to perceived limitations of the test. It does not offer courses in some ETS test areas and some material taught is not covered by the test.

The department will move forward to create a bank of test questions geared toward the material covered in the curriculum and four option areas. The goal is to use the new test for longitudinal assessment, but no date is specified as yet.

c. Changes in program requirements enacted or recommended as a result of assessment findings

MOU: The department should link assessment more closely to specific SLOs and should assess progress in achieving SLOs. It should also plan on implementing changes needed in response to assessment activities.

The department should establish and assess SLOs for the graduate program. Assessment of the graduate program should be included in the next program review.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Animal Science, BS

The department applied the tools: instructor assessment, class assessment exams, graduating senior surveys, pre-post core knowledge exams and exit exam. The graduating senior survey indicated (95 percent in agreement or strong agreement) that the laboratories are an important hands-on learning opportunity. As a result, the department has de-emphasized production training and has put more emphasis on the scientific and business aspects of Animal and Veterinary Sciences.

Apparel Merchandising and Management, BS

The department developed a survey based on learning outcome criteria, using the AAFA program guidelines. Responses indicated that students are more confident about product development and merchandising aspects of the program. They are less confident about product and process technologies, notably textile structures and technical aspects of garment design and performance, and about international trade issues. These findings fit with faculty perceptions regarding student motivation in the classroom. As a result, the department has instituted a pre-test of required knowledge in some classes during the first week of each term. Students will have two chances to pass the test. Faculty also expressed concern about transferable skills such as written communication, critical thinking and problem solving. To address this problem the faculty is creating a coordinated path of reinforcement through the curriculum.

Food Science and Technology, BS and Foods and Nutrition, BS

The department applied the tools: embedded exam questions, evaluation of projects, reports on internships, exit exam, exit survey, job placement, admissions to graduate programs and faculty observations. Evaluation of exam and survey questions indicated, for instance, that students had some difficulty applying common dimensions and units for food engineering calculations and interpreting basic statistics, could not set up a stability experiment for a food product, and were not confident about the influence of culture, economics and religion on food choices or the functions of various ingredients in foods. As a result, more class activities will be developed to emphasize these skills, some courses will be moved to the core, and additional attention will be paid to the number of students who are not competent rather than just tabulating the average score.

Interdisciplinary General Education, BA

The department uses the following tools: student self-assessment, exit interview, focus groups, student portfolios, capstone projects and outside evaluation. A review of the students' ability to conduct research led to the design of a new learning outcome for information competency. An assessment of the historical and social consciousness outcome led to the development of learning activities that link the course theme of cultural contact to historical events. A review of service-

learning activities showed more learning by students working in pairs; this is now required. Finally, a review of student writing led to new pedagogical strategies to enhance revision opportunities. The department was encouraged by external reviewers to gather more direct evidence to complement the current reliance on surveys and self-assessment instruments.

Mathematics and Statistics, BS

The department faculty compile exams, problem sets, papers and projects into portfolios. In addition, exit surveys are given to all graduating seniors. Data from the exit survey suggested that lower-division classes targeted to majors with increased emphasis on theory and proofs would improve performance. A review of student work in first-quarter calculus suggested the introduction of a gateway exam. In the graduate program, the faculty examined students' ability to identify and use examples, counter-examples, and non-examples. Students were found to have difficulty finding relevant examples and could not use counter-examples to prove or disprove hypotheses. The department also determined that they cannot provide adequate resources to teach students who enter the graduate program with deficiencies in their preparation, so "conditional admits" should be discouraged.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

All academic programs at Sacramento State submit an annual assessment report of student learning to college deans and the Office of Academic Affairs. The university faculty assessment coordinator prepares a summary of the annual assessment reports which is also reviewed by college deans, senior staff in the Office of the Provost, and members of the Provost's Advisory Committee on Assessment (PACA). The report informs the campus about progress in meeting student learning goals, refinement of those goals, uses of direct and indirect measures and actions taken that complete the loop. A brief summary of the 2009-2010 is offered below.

In addition to the annual assessment reports, assessment of student learning has become a key component in academic program reviews. Based on a six-year cycle, all programs undergoing review are required to identify expected student-learning outcomes and strategies for assessment; responses to assessment results are included in the self-study. The assessment component in academic program reviews took on added focus with a pilot that was approved by the faculty senate which ends in spring 2011. Under the revised program review guidelines, full compliance with the standards is required to receive approval for a program to continue through the next six years. As a result, all academic programs have completed an assessment plan, and they have been asked to continue to review and update their plans.

This pilot enables the university to align program review with criteria for review established by WASC and was commended by the WASC visit team in our educational effectiveness review in spring 2009. It needs to be noted, however, that academic departments undergoing national accreditation review at the time of their program review cycle are permitted, subject to the approval of Academic Affairs, to use their accreditation self-study and visitor reports to answer some or all of the questions on the campus pilot self-study. Below are summaries of student-learning outcomes and actions taken by programs that completed program reviews in 2009-2010.

Summary of Assessment Results (from program reviews)

Programs Completing Reviews 2009-2010

Mathematics and Statistics	BA, BS, MA
Philosophy	BA

Mathematics and Statistics, BA, BS, MA

The Program review reported that the department had taken significant steps toward improvement in assessment of student learning since its previous program review. However, even with those accomplishments the department still needed to create an assessment system that is fully collaborative and more effectively analyzes measurable data.

The learning goals of the department state that students are expected to:

1. Develop a fundamental understanding of the process and role of mathematical reasoning
2. Develop a fundamental understanding of the main strands of mathematics
3. Have an understanding of and exposure to the breadth of mathematics
4. Demonstrate an ability to effectively communicate mathematical thought
5. Demonstrate a basic understanding of technology and demonstrate the skill to use technology

The five methods designed for assessing the learning goals are: capstone course, exam files for core courses, comprehensive final exam (required of all students in the master's program), survey of alumni and exit interview of each graduating senior. Internal discussion of assessment results in the department among faculty resulted in action taken to improve advising and other elements. As a result, the program review team commended the department for making major strides with assessment. Specifically, "Beyond meeting campus-wide requirements for establishing an assessment plan and for providing annual reports, the department has exhibited, especially with its impressive focused study-work, an active engagement in assessment efforts that yield meaningful results."

The core recommendations to the department suggested that they reword departmental learning goals to make them clearer to a general readership; under the leadership of the Core Curricular Subcommittee, maintain a set of "exemplars" of test questions and students' answers; and develop a chart that indicates the relationship of the algebra and real-analysis courses with the rest of the core curriculum.

In addition to the three specific steps cited above, through some slight revision and augmentation there are other opportunities for the department to enhance what is already in place with regard to assessment. By way of augmentation, the impressive work of the focused inquiry can be continued in a variety of fruitful ways. For example, the department can apply similar means to determine whether cohort groups or workshops are meaningful factors for the success of the course MATH 29A-B. The employment of a matrix illustrating the relevance of course offerings for the various learning goals can be helpful for programmatic assessment. The department's list of courses that achieve the five learning goals is already such a matrix in the making. Embedding questions within the final exams would provide a finer level of detail. The approach used at the graduate level of having two faculty read exams might also prove to be a feasible possibility for undergraduate exams; this would help ensure reliability. The department continues to develop means of ascertaining information through surveys; another potential means would involve focus groups.

Another recommendation suggested that the department take advantage of the momentum gained through the focused inquiry and other assessment efforts toward establishing a comprehensive assessment system that will encourage ongoing faculty engagement while providing the necessary information, including sufficiently measurable data, for annual assessment reports and the periodic Program Review.

Philosophy, BA

The Philosophy Department has had an assessment plan formally in place since spring 2000, although it had begun to implement it in fall 1999. The plan is based upon programmatic assessment in three areas:

1. Curriculum: This is based around the review of instructor course materials for compliance with requirements in areas such as course goals, syllabus requirements, GE area goals and accessibility;
2. Major Performance: Assessment of student progress in the major is, ideally, carried out throughout the student's time in the major in the form of advising sessions with a faculty advisor. A review of student coursework is part of each session. Graduating seniors are required to submit a writing sample as part of the assessment process.
3. General Education: GE courses are assessed through review of student evaluations; questionnaires administered to students in class; compliance with a GE syllabus template; and by means of an assessment plan for each GE course.

Within these three general areas, the program is then assessed in terms of outcomes on 19 criteria grouped under three general headings, *Knowledge of Philosophy*, *Proficiency in Philosophical Investigation and Expression*, and *Appreciation of the Contributions of Philosophy*.

The review team observed that the assessment plan is elaborate and apparently at times unwieldy. While the self-study admits that some components have been implemented more effectively than others, it has the potential to provide the department with useful information, particularly in regard to curricular issues.

Specifically, the review team suggested that the department's assessment plan attempts to assess too many criteria. In addition, responsibility for carrying out assessment is currently divided among three committees and the department chair, making the plan's implementation and coordination cumbersome. Second, as the annual assessment reports themselves note, the level of compliance for implementing the assessment procedures seems to vary, and in some areas it has declined in recent years. Compliance in curricular assessment is reportedly very high, for example, while parts of the process assessing performance in the major are carried out with less

regularity. It should be noted that having a faculty adviser review student coursework during an advising session could be a useful means for collecting assessment data if done consistently and purposefully. The biggest problem, however, is that the assessment relies too heavily on an evaluation of course inputs (syllabi reviews, etc.) and does not directly assess student-learning outcomes. As a result, it fails to meet the university and 2007 WASC assessment requirements. Under current policy, an assessment plan must have the following components:

- An identified set of measurable student-learning outcomes for the program
- A method for assessing learning outcomes, including by use of direct measures, on a regular basis
- A process by which the results are incorporated into program curricular planning

Moreover, the campus' program review guidelines for the pilot also requires a discussion of assessment results to date, as well as documentation of the use of assessment results to bring about program improvement. These were lacking in the philosophy assessment plan and in the results. Therefore, although the current assessment process is useful in many respects, it doesn't adequately address student outcomes.

The department is aware of this and recognizes it will have to revise its assessment process to meet these requirements. Reviewing course materials, including course syllabi, may continue to be useful, although changes should be guided in part by how well students are accomplishing the learning outcomes. Using advising as an assessment strategy may also be useful, but it cannot replace the examination of student work done throughout the program.

Summary of Annual Assessment Reports 2009-10

The assessment reporting cycle at Sacramento State for the 2009-2010 academic year included Annual Assessment Reports (AAR) from every college and almost every department on campus. An analysis of these reports resulted in the following information.

A greater number of high quality reports, including data on student-learning outcomes and success, have been produced compared to previous years. Deans, associate deans, college assessment coordinators, department chairs and department assessment coordinators have played an important leadership role in driving the annual assessment efforts forward. There is significant increase in the number of reports submitted this year than last year. More faculty members have been actively involved in the annual assessment activities and have started to directly examine student work to improve student learning. More programs and colleges have been using direct measures to assess student-learning outcomes. Explicit criteria, such as the VALUE rubrics or their modifications, have been used in more departments and colleges to directly examine student work. Technology, such as TaskStream, has been used for the first time on the campus to make data collection, data analysis and data reporting more effective and efficient. Assessment data

have been used by many colleges and programs to make meaningful program changes and/or to improve student learning.

The analysis of this cycle of reports also uncovered some areas in which improvements might be made. First, timeliness of submission of reports is an issue. Reports were received as late as the first week of October 2010, even though these reports were due before or on July 1, 2010. It appeared during the summer of 2010 that progress in conducting the annual assessment among colleges and departments would remain very uneven. However, by the middle of September 2010, most of the programs had submitted reports. This is a significant increase in the number of programs reporting from the 2008-2009 academic year.

Second, the programs are still working at making connections among department, college and university student-learning outcomes (SLOs). There is a lack of consistency of whether programs and departments are measuring discipline-based SLOs or higher-level and program-level SLOs, which makes it difficult to aggregate data at the university level. In many AARs, there are no explicit connections between the program's learning outcomes and the university's learning goals. Many reports do not mention any direct connections between the program's learning outcomes and the state, national, and international standards and trends. Some reports assess one learning outcome for the year but do not mention how this learning outcome relates to the overall department assessment plan or to the state, national and international standards and trends.

Make the annual assessment and its report simple, clear and of high quality. Encourage the deans, associate deans, department chairs and program directors, and college and department assessment coordinators to read good assessment reports recommended by the Office of Academic Program Assessment. Recommend that the departments, programs and colleges collect the data in fall 2010, and use spring 2011 to analyze the data, reflect on the results, and discuss the changes needed to improve student learning. This would give the programs enough time to engage the faculty in the annual assessment and produce a well-prepared report.

Have one standardized report submission format from each college that would request at least one example of a measured learning goal for the academic year, regardless whether the program is going through the program review or the accreditation progress. A submission form would include specific instructions so the information and data provided in the reports are of high quality. Encourage programs to offer one exemplar of a change currently being proposed or implemented based on a previous year's data and results, if there was data collected in a previous academic year.

Encourage colleges, departments and programs to link all the SLOs in the AAR to the university SLOs. Make the department chairs and program directors, department and college assessment coordinators, and the college deans aware of the multiple purposes for the annual assessment report, including program review, program improvement, accreditation, budgeting and planning.

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Use the annual assessment as a learning process for the faculty, the programs and the colleges. Encourage the deans, associate deans, department chairs and program directors, and college and department assessment coordinators to attend workshops and meetings so they can gain a clear understanding of how to conduct an effective and efficient annual assessment and write simple and clear assessment reports. Work toward informing all the students in the university about the university learning goals.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Due to budget cuts, the campus suspended its regular cycles of academic program review during the 2009-2010 academic year. The academic reviews were resumed this academic year with the following reviews in process:

Communication Studies *BA, MA*
World Languages and Literatures Department
Philosophy Department

In preparation for Cal State San Bernardino's WASC reaccreditation with a Capacity and Preparatory Review in fall 2013, the campus will be reviewing its academic program review process and intends to make improvements in the process.

SAN DIEGO STATE UNIVERSITY

Given budget cuts, and in an attempt to make SDSU's ongoing assessment activities more effective, the campus suspended both program reviews and assessment planning activities last year. SDSU devoted the year, however, to designing a program for assessment that will enable departments and units to increase educational effectiveness on a three-year cycle.

SAN FRANCISCO STATE UNIVERSITY

At San Francisco State University, the current cycle of program review focuses on graduate education. However, assessment data is collected annually on both graduate and undergraduate programs. Five degree programs underwent program review in 2009-2010: art; design and industry; music and dance; recreation, parks, and tourism; and theatre arts.

Art, BA, MA, MFA

The undergraduate art program uses multiple assessment measures that include faculty adviser reviews, external juried gallery exhibitions, mentor senior art shows, senior exit surveys and alumni surveys. Based on all assessment results, the department has revised the student preparation for the senior project and has also improved the compilation of data from the evaluation of student projects. Results from exit surveys indicated a need to carefully track the availability of course offerings. The department is looking closely at the scheduling of courses to ensure that students can move through the program in a timely manner.

The MA in Art History has four student-learning outcomes that are embedded and assessed in the required courses and in the student thesis. Assessment strategies include faculty evaluation and group discussion of student work in the core courses, a review of all students at the end of the first and second year, and faculty evaluation and discussion of student theses. Based on assessment results, faculty have discontinued offering graduate courses that are paired with undergraduate courses. In addition, they have raised standards for admissions and as a result have increased both the number and quality of applicants. Further, they have integrated art history graduate students and faculty into leadership positions in the Fine Arts Gallery. Finally, faculty have begun to work with graduates in using online sources, and they have begun digitizing visual media and data resources.

The MFA in Art also has four student-learning outcomes. The assessment of these outcomes runs parallel to the strategies used in the MA program and includes faculty evaluation of student work in early course work, a review of all students at the end of the first and second year, and evaluation of the Exhibition and Creative Work Project. No changes in curriculum were suggested at this time.

Design and Industry, BA, BS, MA

The undergraduate programs have 13 student-learning outcomes. The programs use course embedded assessment, juried exhibitions and student exit surveys as evaluation strategies. Based on its most recent assessment, the department has revised its core prerequisites and core foundational courses for all majors. In addition, the department has re-established the portfolio course as a prerequisite for entering their respective major course electives.

The MA program has eight student-learning outcomes with three points of data collection that include entry level assessment embedded in the first graduate seminar, a mid-level assessment embedded in the 800-level seminar, and an exit level assessment, which is an evaluation of the Creative Work Project or the master's thesis. Based on assessment results, the department has instituted a GRE requirement for admissions for fall 2011 and has adopted a fall-only admissions policy. This change, along with additional student support, is expected to result in a stronger cohort relationship among students. The department is also instituting a full portfolio review following the introductory graduate course. Following its recent program review, the department developed entry-level and graduation-level writing requirements that meet university standards for graduate education.

Music and Dance, BA, BM, MA, MM

The undergraduate programs in music have five student-learning outcomes. Their assessment strategies include juried performance evaluations, course embedded assessment, and student exit surveys. Based on assessment results, the dance faculty have added a gateway course and a placement audition for all dance majors and minors, to give entering freshmen and transfers a stronger basis for all other classes.

The music programs have just had major program revisions approved and will be assessing the new programs in the coming year. The revision changes emphases to concentrations in the bachelor of music, master of music, and master of arts degrees and provides distinct enrollment figures for the BM, MM and MA in the School of Music and Dance. This change will facilitate music degree data and accounting processes, in accordance with degree designations authorized by NASM, the National Association of Schools of Music.

Recreation, Parks, and Tourism BA, MS

The undergraduate degree in the Department of Recreation, Parks, and Tourism has five student-learning outcomes that are evaluated through internship supervisor evaluations, student projects, course-embedded assignments, and ePortfolios. Based on the assessment results, the department will incorporate case study analysis into some courses, develop more creative ways of testing students' understanding of the SLOs, update course materials based on supervisor input, and add a course, *Information Technology in Recreation, Parks, and Tourism*.

The master's program in RPT also has five student-learning outcomes, which are assessed through student evaluations, annual focus groups with students, annual exit surveys, culminating experience evaluation, feedback through the RPT Advisory Council, and student success in the RPT 880 mock comprehensive exam. Based on the assessment results, the department has extended the time for the comprehensive exam from two hours to three hours and limited each comprehensive section to three questions. More time and fewer questions should allow students to demonstrate more depth of understanding in the application of research and theory to quality-of-life issues linked to leadership and management and administration strategies. In addition, the

department will increase the orientation course from one to three units, providing more time to prepare students for the rigor of the program.

Theatre, BA, MA, MFA

Both the undergraduate and graduate degree programs in theatre arts have five student-learning objectives. No curricular revisions are planned at this time.

SAN JOSÉ STATE UNIVERSITY

Programs Reviewed in AY 2009-10

Chinese

Tutors were hired to help students struggling with pronunciation.

Computer Science, BS

Only 50 percent of students can perform routine programming tasks. A number of curriculum changes were made. Outcome not yet assessed.

Computer Science, MS

Faculty assessed both written and oral technical communication skills. They were found to be satisfactory and no changes were made to the curriculum.

Dance BA, BFA

Refined their student learning objectives. Collected baseline data on the new objectives.

French, MA

Implemented formative assignments in bibliography. Gave students progress reports and graded on ability to use the academic research resources. There was improvement from most students receiving a low grade on their first paper. The second analysis met the standards in both content and format. The students had to follow specific guidelines to write linguistic analysis papers; the first paper did not meet program standards; the second one did.

French, BA

Added more vocabulary lists, and exercises on idiomatic expressions have been assigned weekly. Students have been more sensitized to the linguistic features and nuances and differences between French and English. The use of translation has been expanded in conjunction with more error correction exercises on tests and proofreading of written assignments. A grading rubric established and applied systematically to the grading of all of the students' written work based on content, organization and grammar assigning equal weight to each of the three competencies. Report good results, qualitatively.

German, BA

Plan to emphasize culture more.

History, BA

Campus instituted a required lower-division writing course. Anecdotal report improved upper-division writing.

History, MA

Graduate faculty identified a lack of historiography in many exam essays. Professors more closely linked timed in-class essay to the comprehensive exam. After implementation, all passing students included historiography in their culminating essays.

Humanities, Liberal Studies, Creative Arts and Religious Studies

These programs collaborated in improving student argumentation writing. A number of courses required argumentation papers that hadn't previously. A shared rubric was developed. Statistics were reported using the rubric, but there was not a previous baseline with which to compare. Faculty wishes to delve more deeply into components of argumentation to discover where weaknesses lie.

Japanese, BA

Adopted a kanji exercise book along with the textbook. Hired a tutor resulting in better writing.

Linguistics, BA, MA

Require that classes with projects or papers reporting on data analysis and argumentation offer students feedback on drafts. Report results but lack a prior benchmark.

Music BA, BM

Instituted a tutoring requirement for students with C- or lower. Also implemented curricular changes to improve student knowledge of history.

Music MA

Changed the diagnostic tool for entry into MA program.

Nutrition and Food Science, BS

Instituted a writing standard across the curriculum whereby papers with five or more errors were returned to students for rewriting. The number of students receiving D or F declined by almost half and those receiving B doubled.

Nutrition and Food Science, MS

Initiated curriculum changes to improve students' statistical analysis in theses. The number of students seeking statistical advice from the stats adviser dropped by half.

Psychology, BA

Adopted the policy that designated written assignments are returned ungraded for errors in organization, grammar, syntax, punctuation, misspelled words and APA style. Returned papers suffer a minimum penalty of 10 percent on the final grade.

Psychology, Experimental, MA

Previously offered students' options for all courses. Instituted required courses. Increased the percentage of students continuing into a Ph.D. program from 6 percent to 24 percent.

Psychology, Clinical MS

Made a number of curricular changes to improve the pass-rate on comprehensive exams. Used student focus group to evaluate changes.

Psychology, MS Industrial and Organizational Psychology

In collaboration with a European Union (EU) program, the faculty implemented several new activities addressing globalization, including students traveling to Portugal to work. Implementation is still in progress. Outcome not yet assessed.

Radio, Television, Film, BA

The curriculum was completely overhauled; results to be assessed fall 2010 (not yet reported).

Spanish, BA

Gave students the grading rubric when assigning a paper. Results reported, but previous baseline not established.

Spanish, MA

Asking for a writing sample from incoming graduate students so that they can address any shortcomings right from the start.

Teaching English as a Second Language, MA

Modified the lesson plan assignment. Resulted in no significant improvement in student work.

Theatre, BA

Added a number of curriculum changes to better develop student creation of "mise en scène." Qualitatively report improved student productions.

Theatre, MA

Instituted a number of curricular changes aimed at improving student research. Resulted in the percentage of students demonstrating competence increasing by 4 percent in 2007, 5 percent in 2008 and 10 percent in 2009.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

During the academic year 2009-2010, the following programs completed a self-study report and had site visits with a review team:

Earth Sciences, BS
Soil Sciences, BS
Food Sciences, BS
Graphic Communications, BS
Political Science, BA
Public Policy, MPP
Physics, BA and BS

These programs have entered but not yet completed the final phase of the program review process. Assessment results for these programs will be reported at this time next year.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS

Business, BA

Based on SLO assessments, faculty have revised program SLOs, conducted a comparative study of various assessment tools, and added questions to the Business Assessment Test (BAT) tool to increase its ability to assess depth of foundational knowledge; and developed and pilot tested a rubric for assessing individual and team oral presentation skills for use in the Senior Experience as well as assessment of individual and team presentations across the college.

Business, MBA

Based on SLO assessments, degree requirements were adjusted to include coverage of a variety of skills; and curricular changes have strengthened the topics of ethics, globalization, evolving technologies, and environmental themes. A rubric for SLO 1 (creating solutions to managerial problems using qualitative and quantitative tools) has been developed and used in assessing this SLO in seven courses.

Communication, BA

Faculty assessed student success levels in two program SLOs. This assessment activity resulted in the restructuring of one course and the standardization of the course curriculum across all sections.

Literature and Writing, MA

Faculty have established, refined and assessed program SLOs. Assessment activities consisted of examining students' progress in achieving SLOs related to graduate-level research and writing skills based upon a rubric-based, collaborative evaluation of student papers. Faculty used the results of this assessment activity to revise the assessment rubric, the student-learning outcomes, and course syllabus. The faculty also identified the need for more required courses that would enable students to have more opportunity to research and write fully evolved, theoretically informed papers.

Political Science, BA

The Political Science faculty has established common course SLOs and introduced, reinforced, and applied SLOs in the sequence of the four gateway courses. Based on assessment data, the content of the senior seminar has been adjusted and there are plans to use assessment results to measure overall mastery of student learning in the program.

SONOMA STATE UNIVERSITY

Global Studies Department, BA

The global studies steering committee uses several assessment instruments to evaluate the alignment of the curriculum with the learning objectives, including student surveys, university teaching evaluations, and senior exit survey given to all global studies majors.

As a result of these assessments, the program results included: learning objectives were too vague, not well aligned with the program, and difficult to assess; and the major's foundational requirement, Global 200, was not a good fit in general education (GE) Area A1. Further, students can graduate in a timely manner at the 120-unit minimum, yet commonly take longer and at a higher unit-load because they discover the major late in their career, decide to develop new language skills, and or because they join a study-abroad program late, which is common with transfer students.

The action plan results included revamping the learning objectives, revising the curriculum (including a new position in the GE pattern for Global 200), and strengthening the program's assessment plan, with a systematic assessment of the curriculum occurring every four years. The final assessment in the program is the performance in the senior capstone thesis, which is read and scored by two members of the faculty. The five-year analysis of this performance indicates that global studies students graduate with writing proficiency in the "B" range. Critical thinking scores are not strong, however. As a result of this assessment, the Global 200, previously in Area A of general education has been revamped and moved to another GE area. The steering committee finds it difficult to ensure that students are developing critical thinking skills, as these classes are taken within other departments. Oral presentation and content scores remain fairly high (B and B+) and, while improvable, do not raise any red flags for the steering committee.

History Department, MA

The central position of writing in the historical profession means that many of the learning outcomes of the master's program are done through assessment of writing. At the beginning graduate level, the historical methods and the graduate preseminar courses concentrate on literature reviews and extended research papers using primary sources. The culminating experience offers two pathways: comprehensive exams in two areas of history or a formal thesis of original scholarly work. Both require mastery of analytical writing in an extended format. Graduate students also take part in the annual Graduate Student Showcase and present papers at various historical conferences. Each student is given an evaluation of the program to fill out upon completion of the oral defense or comprehensive exams, but the return rate and quality of these evaluations is problematic. Results of assessment include development of a module for History 510 or History 500 that orients graduate students to the responsibilities and techniques of serving as teaching assistants. Additionally, evaluations indicate that a department handbook is needed

for graduate students. The program curriculum is aligned with national and state standards in the profession. The replacement of the field exam option with the comprehensive exams has more effectively served students interested in teaching on a variety of levels, including secondary, community college, and university.

Sociology Department, BA

The Sociology Department assessment includes both direct assessment (analysis of senior seminar research papers) and indirect assessment (analysis of exit surveys of graduating seniors). The department has been in the process of self-reflective and responsive assessment work for several years. They have revised surveys and expanded assessment to include direct assessment of senior seminar papers. They will continue administering and analyzing results from the senior exit survey. After exploring primary trait analysis for this round of program review, the department has decided to utilize content analysis to evaluate senior seminar papers in the future. The department recognizes the value of using assessment to support educational effectiveness and has embraced the philosophy of “closing the loop.” In response to recognition that learning goals need to be distributed to students in multiple ways, the department will disseminate information on departmental web pages and in advising materials. The assessment outlines concern with the instruction of quantitative methods. While two quantitative courses exist, they are not taught on a regular basis and are not required. With the addition of two tenure hires with quantitative hiring, the department has the goal of requiring the Statistics for Sociologists course for the major. Additionally, the department hopes to offer on a regular basis courses on global issues, contemporary sociological theory, and quantitative research design and analysis.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

The purpose of the Academic Program Review (APR) process at CSU Stanislaus is to improve programs through a focused, in-depth self-study. Program review is a continuous, collaborative process of gathering, interpreting, reflecting upon and using data to inform decision-making. The culminating program review report is completed by faculty who determine academic quality, assess student-learning outcomes and develop an implementation plan for program improvement. The report, written once every seven years, documents collaboration among faculty, administrators, and external reviewers who plan for a continuous improvement process in harmony with the CSU Stanislaus mission and strategic goals, and the allocation of budgetary resources. Program review summaries are reported to the Chancellor's Office the year following the completion of the scheduled review (i.e., reviews scheduled for 2009-2010 will be reported January 2012).

Faculty completed self-study reports for the following programs during college year 2008-2009 and a summary of their assessments of student learning and improvement actions taken follow:

Program	Degrees	Status of Review
<i>Anthropology</i>	<i>BA</i>	Completed
<i>Biological Sciences</i>	<i>BA and BS</i>	Completed
<i>Chemistry</i>	<i>BA and BS</i>	Completed
<i>Cognitive Studies</i>	<i>BA</i>	In Progress
<i>Economics</i>	<i>BA</i>	Completed
<i>English</i>	<i>BA and MA</i>	Completed
<i>Spanish</i>	<i>BA</i>	Completed

Anthropology, BA

The department has identified four program goals and eight related student learning objectives. Based on the last review (2001-2002), the department proposed a set of curricular changes in 2005, leading to a complete revision of the major in AY 2006-2007. Several new courses have been implemented to attract students to the major, and the number of majors has grown significantly since implementing the revised program. Based on a collective analysis of data, program faculty worked together over a two-year period to develop important curricular refinements, including a component of hands-on practical experience. They also worked on assessing student learning with regard to theoretical orientations and historical background, and developing an explicit link to a research project in which competencies are demonstrated. In addition, the program faculty have developed rubric-based assessments of student examinations, assignments, and fieldwork. In addition to existing embedded direct measures and an exit survey, in 2007-2008 the faculty incorporated a targeted assessment of specific learning objectives on an annual basis; a different learning objective is to be targeted each year, with the complete cycle

projected to coincide with the next academic program review. Capstone course final projects were also assessed using a 3-level rubric.

Biological Sciences, BA and BS

The Department of Biological Sciences established a standing assessment committee in 2009 composed of three tenured-and-tenure-track faculty members of the department. Indirect assessment methods implemented include the administration of a departmental survey in which current students evaluated the biology degree program and reflected on their abilities in particular areas. Preliminary analysis of survey results indicates overall satisfaction with the department teaching methods and curriculum and did not indicate a need for immediate curricular changes. Additionally, evidence from alumni and survey data suggest that the department has been very successful in preparing students for professional programs. The department currently lacks quantitative data, but plans to implement a direct assessment of students' level of biological knowledge. An online, multiple-choice test will be administered to a selection of newly declared majors and senior-level students. The department plans to administer the survey for classes in spring 2010.

Chemistry, BA and BS

Assessment data from the program's standardized comprehensive final examinations for general and organic chemistry courses reveal that students are scoring at or above the national norms. Despite the apparent success of students on this examination, the associated courses have high failure and dropout rates. As a result, the department has participated in and encouraged students to use on-campus programs to support student success including the tutoring center, Alliance for Minority Participation in Math and Science (AMP), and Supplemental Student Instruction (SSI) programs. In addition, the department has continued to pursue curricular changes that promote higher success for students in these courses. These changes include increasing the prerequisite requirements for admission, and separating the laboratory component from the lecture component so that each is graded separately. Faculty are also considering creating a preparatory course to provide the skills necessary to be successful in these courses. These changes should improve student success rates and help reduce the strain on the laboratory courses that have serious limitations on the number of students who can be served.

Economics, BA

Individual faculty members collect data on student learning on a regular basis. Individual faculty use the results from the data collection to improve learning in the classes they teach. Program faculty have found it difficult to separate program assessment from evaluation of teaching due to the fact that individual specializations mean that individual faculty teach the same courses year after year. As a result, much of the focus has been placed on the types of activities all faculty engage in to promote student learning in the courses they teach. Accordingly, faculty have updated the course descriptions for common courses and increased consistency in what is taught. In an effort to better understand economics majors and their learning goals, the department has

also worked with Institutional Research to administer a senior exit survey. Survey data have been collected and will be reviewed by the department faculty.

English, BA and MA

The English department has implemented both direct and indirect assessment methods that are clearly aligned with the program's undergraduate and graduate learning goals. Department faculty are committed to involving students in the assessment process, with student assessment projects significantly contributing to the faculty's evaluation of student learning. Program faculty have highlighted several points identified in collected undergraduate student feedback in the program review. These data reveal considerable support for the curricular offerings of the program and have also allowed the department to identify areas for possible discussion regarding future adjustments to the curriculum. The department has an impressive assessment plan and process that were recognized by WASC in its recent review of academic program reviews.

Spanish, BA

Since the formation of the campus-wide Assessment Council (in 2005), the Spanish program has rewritten its mission statement, program goals and learning objectives. The department targets one learning goal each year for assessment, with an emphasis on direct assessment. Program faculty has developed program-level written and oral presentation rubrics with established levels of expectation for student achievement. Data reveal that students are meeting or exceeding programmatic writing goals, but that work is needed to close the gap between native and non-native speakers in oral communication. Departmental discussions concerning student placement have revealed the need to develop a local placement test targeted at high-beginning, intermediate and advanced level students. The department has developed the test and plans for administration in spring 2010. The department also holds an annual symposium where students' oral presentation skills are assessed and information is acquired regarding student needs and interests. Department faculty uses the findings to determine areas for revision and improvement.

**California State University Baccalaureate Degree Programs:
Total Units Required**

<i>Campus</i>	<i>Degree programs now requiring 120 semester units (180 quarter units) for the baccalaureate degree</i>	<i>Degree programs for which the total units required for a baccalaureate degree were reviewed since July 2000 and reduced, but not to 120 semester units (180 quarter units)</i>	<i>Reviewed degree programs for which the total units required for a baccalaureate degree exceed 120 semester units (180 quarter units) and have not been reduced since July 2000</i>
Bakersfield	30	3	0
Channel Islands	19	0	3 A, P*
Chico	59	0	12 A*
Dominguez Hills	38	0	8 A, D, P*
East Bay	47	4	0
Fresno	48	7	7 A, D, P*
Fullerton	45	0	10 A*
Humboldt	43	5	1 A, D, P*
Long Beach	61	17	7 A, P*
Los Angeles	40	12	8 A, D, P*
Maritime Academy	2	4	0
Monterey Bay	13	3	2 D*
Northridge	57	10	0
Pomona	81	21	0
Sacramento	50	0	10 A, D, P*
San Bernardino	48	3	11 A, D, P*
San Diego	71	5	13 A, D, P*
San Francisco	71	0	6 A*
San José	52	9	21 A, D, P*
San Luis Obispo	40	20	7 A, D, P*
San Marcos	26	1	1 D*
Sonoma	37	3	6 A, D, P*
Stanislaus	39	1	10 A, D*
	1,017 (79%)	128 (10%)	143 (11%)

Total programs reported: 1,288. Of those, 89% require 120 units and/or have reduced requirements. As of 2010-2011, 21% of CSU degree programs require more than 120 units to graduate.

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

**Report on Western Association of Schools and Colleges (WASC)
Accreditation Activities Conducted in 2009-2010**

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

CALIFORNIA STATE UNIVERSITY, EAST BAY

An Educational Effectiveness Visiting Team was at Cal State East Bay in October 2007. In March 2008, the university received a WASC Commission Letter approving re-accreditation until 2016.

Major Results

The visiting team report made the following summary conclusions:

“The team saw evidence of CSUEB’s dedication to improvement in all phases of preparation for the accreditation presentation. The Educational Effectiveness Report, the documents online, and those provided to the team during the visit, all served to substantiate a positively changed climate and approach to educational effectiveness. The team saw processes and evidence of teamwork and commitment to the mission and goals that are clearly articulated and relatively well understood by all constituencies. The institution responded to all the issues raised in the Institutional Capacity Review and evidenced substantial progress related to each issue. CSUEB is to be commended on its progress and improvement in the many areas (program review, general education, multiculturalism, advising and retention, campus climate, strategic planning, faculty issues, and teaching effectiveness and learning results) cited previously in this report. The new leadership has provided direction and focus and fostered a series of coordinated systems and process designed to evaluate, implement and reassess plans. These efforts and activities are to be commended. The progress is impressive.”

Recommendations

The WASC Commission letter cited the following recommendations:

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

Attachment D
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Update

The next WASC Interim Report is due in spring 2011. CSUEB has convened a committee and is addressing the needs of this report. The next Capacity and Preparatory Review visit is due to occur in fall 2014.

CALIFORNIA STATE UNIVERSITY, FULLERTON

As a follow up to the WASC Capacity and Preparatory Review (CPR) team visit (March 10-12), and to the team's subsequent report, the university has received the WASC Senior Commission action letter dated July 8, 2010. In addition to re-affirming our accreditation status between the CPR and Educational Effectiveness Review (EER) visits, the WASC Senior Commission (Commission) granted our request to reschedule our EER visit from fall 2011 to spring 2012.

Commendations

Further, the Commission commends our efforts to improve many aspects of the university including:

1. Advances in teaching technology
2. Significant physical improvements to the campus
3. Impressive diversity initiative
4. The "nimbleness" of the university in responding to various challenges
5. A largely democratic budget process that promotes transparency and open debate

Recommendations

The Commission endorsed the seven recommendations of the CPR team, which are:

1. Examination of formal and informal structures for decision making, especially as the university addresses competing needs
2. Clarification of goals for planning and the alignment of those goals with performance indicators and budget allocation
3. The development of long-term strategies for strengthening and maintaining infrastructure, recruitment, and retention of qualified faculty and staff
4. The full implementation of assessment processes, including the review of outcomes metric and resulting improvements
5. Closing the loop in advising processes and support to demonstrate both implementation of proposed recommendations, as well as their effects on student success rates
6. The continuous monitoring of resources sufficient in support of the university's values and priorities
7. Readiness for the Educational Effectiveness Review (EER) that demonstrates conclusive results of coordinated and university-wide quality assurance and assessment efforts

The commission asked that we give special attention to "Institutional Planning and Resource Management" and the "Assessment of Student Learning and Success."

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Next Steps

We are requested to respond to the issues raised in the action letter and to the recommendations of the WASC CPR visiting team in our EER report, a draft of which will be prepared during the summer of 2011.

During the upcoming academic year, we will continue to work with our WASC Task Forces and various campus constituencies to complete the implementation plan outlined in our 2007 Institutional Proposal, address the issues raised in the action letter and the visiting team report, and prepare data for the EER report.

HUMBOLDT STATE UNIVERSITY

The WASC Educational Effectiveness Review Visit took place at Humboldt State University from February 3-5, 2010. Regional accreditation for HSU was subsequently reaffirmed until the 2019 academic year. Both the report of the visiting team and the letter from the WASC Commission made a number of positive observations about HSU's efforts to improve, commending HSU for taking the accreditation process seriously and for using it as an important opportunity to identify and address institutional priorities. The report's conclusion comprised four commendations, each corresponding to a recommendation, along with an additional overall recommendation.

From pages 37-38, EE Review Team Report:

Commendations

1. Humboldt State University has used the WASC CPR and EER to improve its understanding of the need for assessment of student learning outcomes at multiple levels and has taken some steps along the path of assessing learning outcomes and using the results of these assessments for teaching and institutional improvement.
2. HSU's continuing efforts to make excellence inclusive are impressive, including demonstrating various activities to enhance the experience of traditionally underrepresented populations and employing thoughtful methods to collect, compile, and utilize assessment data for educational effectiveness.
3. At the suggestion of consultants, HSU has embraced several new initiatives, including the establishment of a Cabinet for Institutional Change. The cabinet's work on the university's vision, campus governance, student success, a culture of evidence, upholding standards of transparency, and the effort to create a new era of collegiality and civil discourse, show promise for a positive renewal of HSU.
4. HSU conducted a credible academic program prioritization process to help with resource decisions that will have to be made in the future.

Recommendations

1. HSU should continue to move from building capacity and frameworks for assessment to assessment of learning at all levels—course, program, and institution—and use assessment of learning outcomes routinely to improve curricula (including general education), teaching, and learning, as well as in other areas of decision-making, including resource allocations.

2. Although HSU has collected data on making excellence inclusive, it has not produced meaningful and sustainable results across the campus. In light of that, HSU should make more progress in enrolling and graduating students from historically underrepresented groups at a level that is more proportionate to percentages in the state's population, and demonstrate better progress in addressing the finding that ethnic minority students feel isolated, uncomfortable, unsupported and academically marginalized.
3. HSU must embrace institutional change and make crucial choices to meet its mission and address the CPR and EER commitments. It should continue to employ the Cabinet for Institutional Change to focus HSU's mission and vision, to create shared understandings, to create clear structures of governance, to communicate well and with mutual respect in an effort to improve.
4. HSU should take the work of the prioritization process to its logical conclusion in decisions about resource allocations.
5. The 2008 CPR visit, 2008 WASC Commission letter, and consultant's report all suggest that HSU has a record of finding ways to avoid hard decisions and failing to complete initiatives. The university should be held accountable to complete the good work it has begun in connection with the WASC accreditation process.

Accordingly, the WASC Commission requested the submission of an interim report in November of 2013, presenting information on our continued efforts to assess student learning, student success/inclusive excellence, campus culture and the re-alignment of our resources. As the Commission noted, "...HSU has undergone a remarkable transformation in a relatively short period of time, and this transformation speaks well for the entire campus community. The ultimate test of all these efforts, however, will be their sustainability over time. Related to and dependent upon sustainability is the question of results: what will actually be accomplished through this transformation in the next three to five years? In the words of the team, "efficacy...will be demonstrated only when sound decisions are made based on the evidence gathered." The goal of achieving sustainability and efficacy in these efforts will inform our agenda for the next few years; we are confident that we will reach it.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

The WASC accreditation visit took place October 6-8, 2010, and submitted the team's report to WASC. The campus has not yet received the final commission letter.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

During this year, the institution conducted the educational effectiveness review phase of the self-study process. This culminated in submission of the educational effectiveness report to WASC in July 2010, in advance of the external site visit in October 2010.

Results

There are no results to report from the WASC Commission for Academic Year 2009-2010. The commission will act on the results of the Educational Effectiveness Review at its meeting on Feb. 16, 2011.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

A Capacity and Preparatory Review (CPR) team visited California State University, Northridge (CSUN) on Feb. 3-5, 2010. The campus' CPR review (self study) and WASC Visiting Team reports were previously sent, as was the commission's June 30, 2010, letter approving CSUN's progress to the Educational Effectiveness Review, scheduled for Sept. 14-16, 2011.

The Visiting Team offered a series of commendations, briefly summarized in the commission letter (see below). Additionally, the visitors recommended that continued attention and development be focused in five areas:

1. The campus should aggressively continue using available resources and processes to facilitate access to courses students need to graduate, especially important in light of increasing budget pressures.
2. The campus should continue to assess the transfer student experience and considering adapting freshman support programs (such as The Early Warning System) for transfer students.
3. The campus should continue to place importance on improvement in retention rates and graduation.
4. The campus should continue its evaluation of the appropriate organizational balance between centralized and decentralized information system services/technology.
5. The advancement function should be further developed, including fundraising, alumni relations, portfolio and planned giving, branding and communication.

In its letter recommending that CSUN move on to the final step in the reaccreditation process, the Educational Effectiveness Review, the Commission summarized the commendations made by the visiting team. The letter "commended the vision, transparency, and openness of the executive leadership; the short- and long-range planning embedded in the university culture; the shared knowledge and consultative decision making on campus; the strong campus commitment to students and their success; the competent and energetic institutional research team; improvements in information technology and student advising; and strong work in the assessment of learning outcomes."

CSUN's EER report is to be submitted to WASC by June 18, 2011.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

In October 2010, California State Polytechnic University, Pomona (CPP) hosted an Educational Effectiveness Review Visit, conducted by the Western Association of Schools and Colleges (WASC). The visiting team sent its final report to the campus in December 2010. In February 2011, the commission will be reviewing CPP's Educational Effectiveness Review report and the visiting team's recommendations.

In its report, the visiting team commended CPP on its progress on recommendations made after the last WASC review and after the Capacity and Preparatory Review Visit in 2008, and noted that the campus had identified individuals and groups to take responsibility for particular actions.

In addition, the team observed that

- CPP has produced a strategic plan, built on its academic strategic plan. Division, college and department strategic plans are in the process of aligning with the university strategic plan.
- Shared governance roles have been clarified to a great extent, and mutual respect is evident.
- CPP has articulated and developed its teacher-scholar model of faculty work in ways that result in common understanding of its core elements across academic departments and colleges. Acceptance of the common conception of the teacher-scholar has grown since the CPR visit.
- The assessment of general education remains a challenge for CPP. The university has re-conceptualized its goals for general education and started to develop an elaborated assessment format that has the potential to provide information for program improvement and to be sustainable over multiple cycles of review. Substantial work remains to be accomplished before a complete assessment can be implemented.
- CPP values student success as a strategic goal of the CSU and as a commitment to its students. As a highly diverse campus, CPP carefully tracks success disaggregated by ethnicity and gender. A multitude of programs that support and encourage student success are offered and evaluated. CPP is quite successful relative to its peers in persistence, retention and graduation of its students.

The review team noted that CPP has accomplished this work in the context of financial turmoil and uncertainties. The effort CPP has put into preparation for the Educational Effectiveness Review would have been commendable in the best of times. Under current circumstances it has been remarkable.

Finally, the WASC Visiting Team had three recommendations:

- 1. CPP should continue to work on its general education assessment and complete a cycle of*

data collection, reflection and program improvement.

The team found that although CPP put tremendous efforts into developing its general education assessment, there is still much that needs to be done before the assessments can be administered and the results can be used to make decisions regarding the program. There also needs to be more focus on the integration of assessment across the entire general education program. Resources will need to be allocated to this effort if it is to be completed in a timely and effective manner.

- 2. In light of resource constraints, CPP should act to assure that its progress in the development of assessment of student learning and the use of the teacher-scholar model in personnel and program decisions is sustained.*

The team found the work of CPP on assessment of student learning and the use of the teacher scholar model is beneficial to students and the entire institution. These activities are core and need to be sustained into the future. The teacher-scholar model should be incorporated into the promotion and tenure criteria of the academic departments, thereby establishing a baseline level of expectations regarding the teacher-scholar concept.

- 3. CPP should focus the work of the Graduation Initiative to help assure progress on improved retention and graduation rates as well as progress on closing the gaps in the graduation and retention rates of underrepresented students.*

The initial work on the Graduation Initiative has substantial potential to increase graduation rates of all students and to close the achievement gap of underrepresented students. This new initiative requires the continued commitment of the university community to achieve its goals.

SONOMA STATE UNIVERSITY

In February 2010, the WASC Commission acted to reaffirm the accreditation of Sonoma State University and to schedule the Capacity and Preparatory Review for fall 2017 and the Educational Effectiveness Review for spring 2019. The commission also requested an interim report by November 2012 to address three topics: undergraduate retention and graduation, including copies of the annual data submitted to the CSU and analysis of those data in the context of SSU's efforts to improve rates and decrease gaps; progress towards completing the "accountability loop" in the university's assessment of student learning and in the program review process; and progress in rejuvenating and assessing general education.

The WASC Commission commended SSU for the support for the liberal arts mission that is evident throughout the institution; the development of pragmatic planning documents; the implementation of a revised program review policy; and the rejuvenation of the General Education program (GE). The team also commended the Retention Task Force for "exemplary planning and implementation grounded in resourceful information gathering and appropriate evidence." The EER confirmed that SSU has made considerable progress in clarifying the relationship between its mission as a comprehensive university and its distinctive mission as a public liberal arts university. The commission further commended SSU for its "independent identification of retention and graduation as important issues." The EER Team also found a robust program review process that was grounded in clear understanding of program-level learning outcomes and committed oversight by the Educational Policies Committee, and that SSU understands and supports the values of GE in assuring the liberal education of its students.

The WASC Commission emphasized the following areas for further attention and development at SSU:

- **Institutional Mission:** Continued clarification of mission for internal and external constituencies is necessary as a foundation for planning and budgeting.
- **Student Retention and Graduation:** The commission expects that SSU will continue to invest in this effort, which will lead to the improvement in graduation rates.
- **Institutional Planning:** The different strategic plans need to be integrated into a single comprehensive plan or articulated as complementary elements in a coordinated approach to decision making.
- **Assessment:** SSU needs to achieve greater consistency in defining and assessing learning and utilize direct assessment more effectively. Professional development for faculty should be continued by drawing upon resources within its own faculty.
- **Program Review:** Assessment and issues of diversity should be strengthened in the program review process.

- **General Education:** Program rejuvenation and assessment should continue.
- **Diversity:** The Commission urges SSU to strengthen its commitment to diversity by re-examining recruitment strategies and admissions standards for students outside the service area, and for increasing the diversity of faculty and staff by providing additional support in the search process.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

In December 2009, California State University, Stanislaus submitted its Educational Effectiveness Review Report to the Western Association of Schools and Colleges (WASC) as part of the campus' reaccreditation efforts. During March 1-3, 2010, CSU Stanislaus hosted five WASC site visit team members as part of the Educational Effectiveness Review, all of whom were members of the Capacity and Preparatory Review site visit team 18 months earlier. The WASC Commission letter reaffirming accreditation and the Educational Effective Review and site visit team reports are attached.

In the commission letter dated July 13, 2010, the commission noted that "the institution demonstrated significant progress in each of the three areas of focus arising from the CPR visit: the direct assessment of learning in general education; support for graduate education; and definitions and policies related to faculty research, scholarship and creative activity."

The commission found seven commendations described in the team's report "to be both salient and substantial" and joined the team in affirming their positive impact on the mission of CSU Stanislaus. The commission highlighted three areas for continued attention:

1. Assessment of Learning
2. Program Review
3. Leadership and Governance Issues

The commission acted to:

1. Receive the team report and reaffirm the accreditation of California State University, Stanislaus.
2. Schedule the Capacity and Preparatory Review for spring 2019 and the Educational Effectiveness Review for fall 2020. The Institutional Proposal will be due in spring 2017.
3. Schedule a special visit to the institution for fall 2011 to ensure substantial progress in matters related to leadership and governance.
4. Request an interim report in spring 2015 focusing on the continuing progress on assessment, program review, and leadership and governance.

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
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CSU Bakersfield

Business Administration BS	not specified	2013-2014
Business Administration MBA	not specified	2013-2014
Chemistry BS	not specified	2014-2015
Counseling MS	not specified	2013-2014
Education MA – Bilingual	not specified	2013-2014
Education MA – Curriculum and Instruction	not specified	2013-2014
Education MA – Educational Administration	not specified	2013-2014
Education MA –Reading and Literacy	not specified	2013-2014
Education MA – Special Education	not specified	2013-2014
Nursing BS	not specified	2011-2012
Nursing MS	not specified	2011-2012
Public Administration MPA	not specified	2013-2014
Social Work MSW	not specified	2013-2014

**California State University Accredited Programs:
Campus Reports**

Programs	First Granted	Renewal Date
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California Maritime Academy

Business Administration BS – International Business and Logistics	2003	2012
Facilities Engineering Technology BS	1999	2011
Marine Engineering Technology BS	1978	2011
Mechanical Engineering BS	2002	2011

**California State University Accredited Programs:
Campus Reports**

Programs	First Granted	Renewal Date
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CSU Channel Islands

Education – Administrative Services Credential	2009	2015
Education MA – Education Specialist	2009	2015
Education MA– Mild/Moderate Disabilities, I and II	2009	2015
Education MA – Multiple Subject	2009	2015
Education MA – Single Subject	2009	2015
Nursing BS	2006	not specified

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
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CSU Chico

Art BA	not specified	2015
Art BFA	not specified	2015
Art MA	not specified	2015
Art MFA	not specified	2015
Business Administration BS	1997	2014
Business Administration MBA	1997	2014
Business Information Systems BS	1997	2014
Chemistry BS	not specified	2010
Child Development Laboratory	1995	2011
Civil Engineering BS	1968	2016
Communication Design BA – Graphic Design Option	not specified	2014
Communication Sciences and Disorders BA	2003	2011
Communication Sciences and Disorders MA	2003	2011
Computer Engineering BS	1989	2016
Computer Information Systems BS	2007	2016
Computer Science BS	1987	2016
Construction Management BS	1987	2013
Education MA	not specified	not specified
Electrical / Electronic Engineering BS	1971	2016
Health Science BS	2004	2011
Journalism BA	1997	2010
Mechanical Engineering BS	1971	2016
Mechatronic Engineering BS	1998	2016
Music BA	1995	2019
Music Industry and Technology BA	2007	2019

Chico (continued)

Musical Theatre BA	2009	2015
Nursing BS	1995	2018
Nursing MS	1995	2018
Nutrition and Food Sciences BS	1999	2011
Nutritional Science MS	2001	2011
Psychology MA (PPSC)	1998	2014
Public Administration MPA	1996	2011
Recreation Administration BS	1986	2012
Recreation Administration MA	1986	2012
Social Work BA	not specified	2016
Social Work MSW	not specified	2016
Sustainable Manufacturing BS (formerly Manufacturing Technology BS)	1980	2014
Theatre Arts BA	2009	2015

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
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CSU Dominguez Hills

Business Administration BS	not specified	2012-2013
Business Administration MBA	not specified	2012-2013
Clinical Science BS	not specified	2011-2012
Clinical Science BS – Cytotechnology	not specified	2011-2012
Computer Science BS	not specified	2009-2010
Computer Science MS	not specified	2009-2010
Education MA	not specified	2010-2011
Education MA – Special Education	not specified	2010-2011
Music BA	not specified	2013-2014
Nursing BSN	not specified	2014-2015
Nursing MSN	not specified	2014-2015
Occupational Therapy MS	not specified	2012-2013
Orthotics Certificate	not specified	not specified
Orthotics and Prosthetics, Certificate	not specified	not specified
Public Administration BS	not specified	2012-2013
Public Administration MPA	not specified	2012-2013
Social Work MSW	not specified	2009-2010
Theatre Arts BA	not specified	2010-2011

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
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CSU East Bay

Business Administration BS – Information Systems; Decision Sciences, Management and Marketing	1973-1974	2013-2014
Business Administration MS	1982-1983	2013-2014
Business Administration MBA	1982-1983	2013-2014
Chemistry BS	1970-1971	2012-2013
Counseling MS	1982-1983	2010-2011
Education MS	1974-1975	2010-2011
Educational Leadership MS	1994-1995	2010-2011
Engineering BS	2006-2007	2010-2011
Music BA	1973-1974	2016-2017
Music MA	1973-1974	2016-2017
Nursing BS	1974-1975	2011-2012
Social Work MSW	2006-2007	2017-2018
Special Education MS	1987-1988	2010-2011
Speech Pathology and Audiology BS	1992-1993	2012-2013

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
CSU Fresno		
Accountancy MS	1967	2009-2010
Agricultural Education MS	1967	2015
Animal Sciences BS	1967	2015
Animal Sciences MS	1967	2015
Business Administration BS – Accountancy, Information Systems and Decision Sciences, Management, and Marketing	1967	2009-2010 (under review)
Business Administration MBA	not specified	not specified
Civil Engineering BS	1986	2012-2013
Civil Engineering MS	1986	2012-2013
Communicative Disorders BA	1979, 1994, 2004	2010-2011, 2015-16, 2018-19
Communicative Disorders MA	1979, 1994, 2004	2010-2011, 2015-16, 2018-19
Construction Management BS	1995	2013-2014
Counseling MS – MFT	1996	2015
Counseling and Student Services MA	not specified	2012
Counseling (Pupil Personnel Services Credential	not specified	2012
Dietetics – Certificate of Advanced Study	not specified	2013
Education MA – English Single Subject Credential	1967, 1988	2015
Education MA – Multiple Subject	not specified	2012
Education MA – Single Subject (all subject matters)	not specified	2012
Educational Leadership EdD	not specified	2012
Electrical Engineering BS	not specified	2012
Food and Nutritional Sciences BS – Dietetics and Food Administration Option	2005, 1979	2013

Fresno (continued)

Food and Nutritional Sciences BS – Internship Program	2005, 1979	2013
Interior Design BA	1988	2010
Kinesiology/Athletic Training	2008	2017-2018
Liberal Studies	not specified	2012
Mechanical Engineering BS	not specified	2012
Music BA	1979	2011
Music MA	1979	2011
Nursing BS	2005	2017-2018
Nursing MS	2005	2017-2018
Physical Therapy MPT	1979, 2003	2014
Public Administration MPA	1993	2012-2013
Public Health MPH	1998	2015
Recreation Administration BS	1986	2014
Rehabilitation Education MS	1979	2017-2018
School Psychology MS	1994	2010
Social Work BA	1967	2016
Social Work MSW	1967	2016
Theatre Arts BA	1989	2013-2014

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
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CSU Fullerton

Accounting MS	1966	2013-2014
Anthropology BA	not specified	not specified
Art BA	1974	2013
Art BFA	1994	2013
Art MA	1974	2013
Art MFA	1994	2013
Business Administration BA	1965	2013-2014
Business Administration MBA	1972	2013-2014
Chemistry BS	1970	2011
Chemistry MA	not specified	not specified
Civil Engineering BS	1985	2015
Communications BA	1971	2015
Communications MA	1971	2015
Communicative Disorders BA	1969	2011
Communicative Disorders MA	1969	2011
Computer Engineering BS	2007	2015
Computer Science BS	1988	2012
Credentials	1960	2014-2015
Counseling MS	2007	2015
Dance BA	1993	2014
Earth Sciences BA	not specified	not specified
Education MS	1970	2014-2015
Electrical Engineering BS	1985	2015
General Business International Business	1965	2013-2014
Human Services BS	1982	2010
Information Systems MS	1981	2013-2014
International Business BA	1984	2013-2014
Kinesiology BS (Athletic Training Program)	2001	2017
Mechanical Engineering BS	1985	2012
Music BA	1966	2012

Fullerton (continued)

Music BM	1975	2012
Music MA	1966	2012
Music MM	1975	2012
Nursing BS	1981, 2007	2012
Nursing MS	2002	2017
Public Administration MPA	1989	2011
Public Health MPH	2008	2013
Screenwriting MFA	not specified	not specified
Social Work MSW	2008	2009-2010
Sociology BA	not specified	not specified
Taxation MS	1996	2013-2014
Theatre Arts BA	1974	2015
Theatre Arts BFA	2005	2015
Theatre Arts MFA	1985	2015

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
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Humboldt State

Art	1978	2014-2015
Chemistry	prior to 1976	2014-2015
Child Development Laboratory, Child Development	1989	2011-2012
Environmental Resources Engineering (ERE) BS	1979	2011
Forestry and Wildland Resources Curricula – Federal Office Personnel Management (OPM)	pending	Application for Federal Series: 430-Botanist; 454-Rangeland Specialist; 457-Soil Conservationist; 460-Forester; 470-Soil Scientist; and 1315- Hydrologist
Forestry Curriculum – Society of American Foresters (SAF)	1979	2013
Music	1979	2011-2012
Nursing	1959, 1999, 2006	2011-2012
Psychology	2011	2015
Public Sociology, Ecological Justice and Action MA	2004	2017
Rangeland Resources Curriculum – Society for Range Management	have not applied, yet	Standards have been revised which will allow HSU to apply for accreditation.
Registered Professional Foresters (RPF) License – State Board of Forestry (BOF)	not specified	periodic
School of Education – Administrative Services	2002	2002
School of Education – Multiple Subjects Credential	2002	2002
School of Education – Reading Certificate	2002	2002

Humboldt (continued)

School of Education – Single Subjects Credential	2002	2002
School of Education – Special Education Credential	2002	2002
School of Education and Department of Kinesiology/Recreation Administration – Adapted Physical Education	2002	2002
Social Work BA	2004	2011
Social Work MSW	2004	2011

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
CSU Long Beach		
Aerospace Engineering BS	2001	2013
Athletic Training BS	2006	2014
Art BA	1974	2016
Art BFA	1974	2016
Art MA	1974	2016
Art MFA	1974	2016
Business Administration BS	1972	2014
Business Administration MBA	1972	2014
Chemical Engineering BS	1980	2013
Chemistry BS	1958	2013
Civil Engineering BS	1963	2013
Communicative Disorders BA	1970	2011
Communicative Disorders MA	1970	2011
Computer Engineering BS	1974	2013
Computer Science BS	1995	2013
Dance BA	1982	2012
Dance BFA	1982	2012
Dance MA	1982	2012
Dance MFA	1982	2012
Didactic Program in Dietetics	1975	2011
Dietetic Internship	1975	2011
College of Education: Teaching Credentials and School Professionals	2001	2014
Electrical Engineering BS	1963	2013
Family and Consumer Sciences BA	1977	2017
Family and Consumer Sciences MA	1977	2017
Health Care Administration BS	1992	2015
Health Care Administration MS	2002	2010

Long Beach (continued)

Health Science MS	1990	2015
Hospitality Foodservice & Hotel Management BS	2010	2017
Industrial Design BS	1974	2016
Interior Design BFA	1974	2016
Kinesiology BS, Option in Kinesiotherapy	2001	2012
Mechanical Engineering BS	1963	2013
Music BA	1968	2015
Music BM	1968	2015
Music MA	1968	2015
Music MM	1968	2015
Nursing BS	1967	2011
Nursing MS	1978	2011
Nursing MS / HCA MS	2002, not specified, 1990	2010, 2011, 2015
Physical Therapy MPT	1968	2012
Public Health MPH	1990	2015
Radiation Therapy	1991	2014
Theatre Arts BA	1973	2015
Theatre Arts MFA	1973	2015
Public Administration MPA	1988	2016
Recreation Administration MS	1976	2012
Social Work BS	1975	2016
Social Work MSW	1985	2016

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
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CSU Los Angeles

Art BA	1974	2019-20
Art MA	1974	2019-20
Art MFA	1974	2019-20
Business Administration BS	1960	2011-2012
Business Administration MS	1964	2011-2012
Business Administration MBA	1964	2011-2012
Communication Disorders BA	1987	2016-2017
Communication Disorders MA	1987	2016-2017
Communication Disorders MS: Clinical Rehab Services Credential in Speech and Language Pathology	1959	2011-2012
Education BS	1959	2011-2012
Education Credential	1959	2011-2012
Education MA	1959	2011-2012
Education MS	1959	2011-2012
Education PhD	1959	2011-2012
Engineering BS	1965	2012-2013
Kinesiology: Adapted Physical Education	1959	2011-2012
Music BA	1970	2015-2016
Nursing BS	2007	2012-2013
Nursing MS	2007	2012-2013
Nutritional Science Coordinated Dietetics Program (CDP) BS	1974	2013-2014
Nutritional Science Coordinated Dietetics Program (CDP) MS	1974	2013-2014
Nutritional Science Didactic Program in Dietetics (DPD) BS	1976	2013-2014
Nutritional Science Didactic Program in Dietetics (DPD) MS	1976	2013-2014
Public Administration MS	1984	2014-2015

Los Angeles (continued)

Rehabilitation Counseling MS	1956	2016-2017
School Counseling and Student Personnel Services MS	1978	2010-2011
School Counseling and Student Personnel Services Credential	1978	2010-2011
Social Work BA	1979	2010-2011
Social Work MSW	1979	2010-2011

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**California State University Accredited Programs:
Campus Reports**

Programs	First Granted	Renewal Date
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CSU Monterey Bay

Teacher Education	2009	2011
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**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
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CSU Northridge

Administrative Services: Educational Leadership and Policy Studies	1997	2016
Athletic Training BS	1995	2012
Art BA	1992	2020
Art MA	1992	2020
Art MFA	2006	2020
Business BS	1976	2014
Business MBA	1976	2014
Business MS Tax	1976	2014
Civil Engineering BS	1996	2013
Communication Disorders and Sciences Speech Language MS	1976	2012
Computer Engineering BS	1996	2013
Computer Science BS	1987	2013
Counseling MA, School Psychology Option	1997	2016
Didactic Program in Dietetics BS	1985	2019
Dietetic Internship	1985	2019
Education MA, CLAD Option	1997	2016
Education MA, Computers and Education Technology Option	1997	2016
Education MA, Curriculum and Instruction Option	1997	2016
Education MA, Development, Learning and Instruction Option	1997	2016
Education MA, Early Childhood	1997	2016
Education MA, English Education Option	1997	2016
Education MA, Mathematics Education Option	1997	2016

Northridge (continued)

Education MA, Multilingual / Multicultural Option	1997	2016
Education MA, Reading Improvement	1997	2016
Education MA, Science Option	1997	2016
Education MA, Social Science Option	1997	2016
Educational Administration MA	1997	2016
Educational Psychology and Counseling	1997	2016
Education Specialist – Preliminary	1974	2016
Electrical Engineering BS	1996	2013
Environmental and Occupational Health BS	1973	2013
Environmental and Occupational Health MS	1978	2013
Environmental Health BS	1972	2011
Environmental Health MS	1972	2011
Family and Consumer Sciences BS	1992	2017-2018
Health Administration BS – Health Science Option	1971	2016
Interior Design BS	1998	2016
Journalism BA	1967	2016
Manufacturing Systems Engineering BS	2003	2013
Mechanical Engineering BS	1996	2013
Multiple Subject: Elementary Education	1974	2016
Multiple Subject Teaching – Preliminary	1974	2016
Multiple Subject Teaching – Preliminary – Intern	2002	2016
Multiple Subject Teaching – Preliminary – CLAD	1997	2016
Multiple Subject Teaching – Preliminary – BCLAD	1997	2016

Northridge (continued)

Multiple Subject Teaching Preliminary +BA Liberal Studies	2002	2016
Music BA	1968	2019
Music BM	1968	2019
Music MM	1968	2019
Nursing BS	1999	2019
Physical Therapy MPT	1968	2013
Preliminary – BCLAD	1997	2016
Preliminary Administrative Services Credential	1997	2016
Professional Administrative Services Credential	1997	2016
Public Health Education MPH	1980	2018
Pupil Personnel Services Credential– School Counseling	1997	2016
Pupil Personnel Service Credential – School Counseling	1997	2016
Pupil Personnel Services Credential – School Psychology	1997	2016
Pupil Person Services Credential – School Psychology Intern	1997	2016
Radiologic Technology BS – Health Sciences Option	1977	2010
Reading and Language Arts Specialist Credential MA	2002	2016
Reading Certificate MA	2002	2016
Single Subject: Secondary Education	1974	2016
Single Subject Teaching: Preliminary + BA English or Math	2002	2016
Single Subject Teaching - Preliminary – Intern	2002	2016
Single Subject Teaching - Preliminary – CLAD	1997	2016
Social Work MSW	2008	2012

Northridge (continued)

Special Education MA, Early Childhood Option	1997	2016
Special Education MA, Early Childhood – Level II	1997	2016
Special Education MA, Deaf/Hard of Hearing Option	1997	2016
Special Education MA, Early Childhood/Deaf/Hard of Hearing Option – Level II	1997	2016
Special Education MA, Educational Therapy Option	1997	2016
Special Education MA, Gifted Option	1997	2016
Special Education MA, Mild/Moderate Option	1997	2016
Special Education MA, Mild/Moderate –Level II	1997	2016
Special Education MA, Moderate/Severe Option	1997	2016
Special Education MA, Moderate/Severe – Level II	1997	2016
Special Education MA, Serious Emotional Disturbance Option	1997	2016
Special Education MA, Undeclared	1997	2016
Theatre BA	1991	2015
Theatre MA	1991	2015

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
Cal Poly Pomona		
Adaptive Physical Education Authorization	1997	2013-2014
Administrative Services Preliminary (Tier 1) and Preliminary (Tier 1) Intern Credentials	2002	2013-2014
Aerospace Engineering BS	1970	2012
Agricultural Specialist Authorization	1976	2013-2014
Animal Health Science BS	1997	2012
Architecture BArch	1981	2014
Architecture MArch	1978	2014
Art (Art History, Fine Art) BA	1997	2018-2019
Business Administration BS	1995	2009-2010
Business Administration MBA	1995	2009-2010
Business Administration MS	1995	2009-2010
Chemical Engineering BS	1972	2012
Civil Engineering BS	1970	2012
Computer Engineering BS	2004	2012
Computer Science BS	1994	2014-2015
Construction Engineering Technology BS	1976	2012
Didactic Program in Dietetics	1993	2013
Dietetic Internship Program	1993	2013
Education Specialist Mild/Moderate Level 1 and Level II Teaching and Intern Credentials	1997	not applicable
Education Specialist Mild/Moderate Preliminary and Preliminary Intern Credential	2011	2013-2014

Pomona (continued)

Education Specialist Moderate/Severe Level 1 and Level II Teaching and Intern Credentials	1997	not applicable
Education Specialist Moderate/Severe Preliminary and Preliminary Intern Credential	2011	2013-2014
Electrical Engineering BS	1970	2012
Electronics and Computer Engineering Technology BS	1976	2012
Engineering Technology BS	1976	2012
Graphic Design BFA	1997	2018-2019
Hospitality Management BS	1994	2011
Industrial Engineering BS	1976	2012
Interior Architecture MIA	2010	2014
Landscape Architecture BS	1963	2011
Landscape Architecture MLA	1975	2011
Manufacturing Engineering BS	1988	2012
Mechanical Engineering BS	1970	2012
Multiple Subject Intern Teaching Credentials	1998, 2003 – SB 2042	2013-2014
Multiple Subject Preliminary Teaching Credentials	1973, 2003 – SB 2042	2013-2014
Public Administration MPA	2006	2016
Single Subject Intern Teaching Credentials	1998, 2003 – SB 2042	2013-2014
Single Subject Preliminary Teaching Credentials	1973/, 2003 – SB 2042	2013-2014
Urban and Regional Planning BURP	1988	2017
Urban and Regional Planning MURP	not specified	not specified

**California State University Accredited Programs:
 Campus Reports**

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

Sacramento (continued)

Electrical & Electronic Engineering	1969	2015
English Education	<1980	2016
Graphic Design	2005	2015
Interior Design	2001	2011
Liberal Studies	2004	2004-ongoing
Mechanical Engineering	1965	2015
Mechanical Engineering Technology	1980	2010, discontinuing 2010
Multiple Subjects, BMED	unknown	2011
Multiple Subjects BCLAD Emphasis, BMED	1975	2011
Multiple Subjects, EDTE	unknown	2011
Music	1964	2011
Music Education	unknown	2019
Nursing	1957, 1962, 1976	2007
Photography	2005	2015
Physical Education	1952	2012
Physical Therapy	1997	2014
Pupil Personnel Services, School Counseling, EDC	1975	2012
Pupil Personnel Services Credential, School Psychologist, EDS	1977	2011
Reading Specialist Certificate and Credential, EDTE	1974	2007
Recreation, Parks and Tourism Administration	1979	2014
Rehabilitation Counselor Education Program	unknown	2012
School Counseling; Career Counseling; Marital, Couple and Family Counseling/Therapy, EDS	2006	2014
School Psychology, EDS	2001	2011
Single Subject, BMED	unknown	2011

Sacramento (continued)

Single Subject BCLAD Emphasis, BMED	1975	2011
Single Subject, EDTE	unknown	2011
Social Science	1992	2013
Social Work	1966	2016
Speech Pathology	1950, 1998	2011, 2010
Theatre Arts	1982	2008

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
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CSU San Bernardino

Administration BA	not specified	2016
Administration BS	not specified	2016
Administration MBA	not specified	2016
Art BA	not specified	2012
Chemistry BS	not specified	not specified
Computer Science BS	not specified	2014
Education	not specified	2017
Health Science, Environmental Health BS	not specified	2014
Music BA	not specified	2012
Nursing BS	not specified	2013
Nutrition and Food Sciences BS - Didactic Program in Dietetics	not specified	2018
Public Health	not specified	2014
Public Administration MPA	not specified	2017
Rehabilitation Counseling MA	not specified	2016
Social Work BA	not specified	2018
Social Work MSW	not specified	2012
Theatre Arts BA	not specified	2012

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
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San Diego State

School of Accountancy	1979	2013
Administration, Rehabilitation and Postsecondary Education	1978	2011 or 2013
Aerospace Engineering	1964	2016
Art	unknown, 1998 ?	2008-2011?, 2020
College of Business Administration	1955	2013
Chemistry	1950	2010
Civil Engineering	1964	2016
Computer Engineering	1964	2016
Computer Science	1994	2011
Construction Engineering	1964	2016
Counseling and School Psychology	1998, 1989	2016-2017, 2013
Education	1998	2016-2017
Educational Leadership	1998	2016-2017
Educational Technology	2003	2011
Electrical Engineering	1964	2016
Engineering	2004	2016
Environmental Engineering	2004	2016
Exercise and Nutritional Sciences	before 1961, 2000	2019?, 2012
Health Management and Policy division in the Graduates School of Public Health	1983	2012
Journalism and Media Studies	1971-1978 and 1985-1997; accreditation lapse to move to the School of Communication	2012-2013
Marriage and Family Therapy	2009	2015
Mechanical Engineering	1964	2016
Nursing	unknown, 1998, 1953, 2001	2016, 2011, 2019, 2016
Nutrition	before 1980	2010

San Diego (continued)

Policy Studies in Language and Cross-Cultural Education	1998	2016-2017
Preventive Medicine Residency Certificate Program - SDSU/UCSD; Graduate School of Public Health	1983	2012
Graduate School of Public Health	1985	2014
Recreation and Tourism Management	1981	2011
School Counseling	1998	2016-2017
Social Work BS	1974	2018
Social Work MSW	1966	2018
Special Education	1998	2016-2017
Speech, Language, and Hearing Sciences – Speech-Language Pathology Credential	1979	In review (Oct. 2009 site visit)
Speech, Language, and Hearing Sciences – Audiology Program	2006	2011
Speech, Language, and Hearing Sciences – Speech-Language Pathology Program	1987	2012
Teacher Education	1998	2016-2017
Theatre, Television, and Film	1975	2012-2013

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
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San Francisco State

Accountancy MS	1979	2014
Apparel Design Merchandising BS	1981	2015
Art BA	1983	2015
Art MA	1983	2015
Art MFA	1983	2015
Business Administration BS	1964	2014
Business Administration MBA	1964	2014
Chemistry BS	1993	2011
Cinema BA	1983	2011-2012
Cinema MA	1983	2011-2012
Cinema MFA	1983	2011-2012
Civil Engineering BS	1988	2011
Clinical Laboratory Science Graduate Internship Program	unknown	2011
Communicative Disorders MS	1900	2017
Computer Science BS	1992	2014
Counseling MS	1978	2012
Dietetics BS and Graduate Internship Program	1981/1987	2019
Drama BA	1982	2011
Drama MA	1982	2011
Education MA	1900	2017
Electrical Engineering BS	1988	2011
Family and Consumer Sciences BA	1981	2011
Hospitality and Tourism Management BS	1990	2014
Interior Design BS	1981	2015
Journalism BA	unknown	2013-2014
Mechanical Engineering BS	1988	2011

San Francisco (continued)

Music BA	1963	2017-2018
Music MA	1963	2017-2018
Music BM	1963	2017-2018
Music MM	1963	2017-2018
Nursing BS	1980s	2011
Nursing MS	1980s	2011
Physical Therapy MS	2001	2013
Public Administration MPA	2000	2013
Public Health MPH	2000	2017
Recreation, Parks, and Tourism Administration BA	1990	2011
Rehabilitation Counseling MS	1976	2012
Social Work BA	1975	2018
Social Work MSW	1971	2018
Special Education MA and Concentration in PhD in Education	1900	2017
Teacher Education Credential Programs	1900	2017
Theatre Arts MFA: Concentration in Design and Technical Production	1982	2011

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
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San José State

Accountancy MSA	1964	2011
Advertising BS	1971	2010
Aerospace Engineering BS	1958	2013
Art BA	1974	2020
Art BFA	1974	2020
Art MA	1974	2020
Athletic Training	not specified	2012
Athletic Training MS	1989	2012
Business Administration BS	1964	2011
Business Administration MBA	1964/1973	2011
Business Administration MSA	1964	2011
Business Administration MST	1964	2011
Business Administration MSTM	1964	2011
Chemistry and Materials Science BS	not specified	2010
Chemical Engineering BS	1958	2013
Child and Adolescent Development Counselor Education Credential	prior to 1958	2011
Civil and Environmental Engineering BS	1958	2013
Communicative Disorders EDAU BA	1989	2012
Communicative Disorders EDAU MA	1989	2012
Computer Engineering BS	1958	2013
Computer Science BS	1996	not specified
Dance BA	1987	2014
Dance BFA	1987	2014
Educational Leadership Credential	prior to 1958	2011

San José (continued)

Elementary Education Credential	prior to 1958	2011
General Engineering BS	1958	2013
Food Science	1988	2013
Industrial & Systems Engineering BS	1958	2013
Industrial Design BS	1974	2020
Industrial Technology BS	1980, 2010	2010
Journalism BS	1971	2010
Mechanical Engineering BS	1958	2013
Music BA	1958	2013
Music BM	1958	2013
Music MA	1958	2013
Nursing BS	not specified	not specified
Nursing MS	1959, 1998	2011
Nutritional Science BS – Food Science Technology Conc.	1988	2013
Nutritional Science BS – Dietetics	1986	2013
Occupational Therapy BS	not specified	not specified
Occupational Therapy MS	1991	2016
Organization and Management BS	not specified	not specified
Political Science MPA	1988	2017
Public Health MPH	1974, 1976	2013
Public Relations BS	1971	2010
Pupil Personnel Services Credential	prior to 1958	2011
Recreation BS	1987	2013
Secondary Education Credential	prior to 1958	2011
Social Work BS	1977	2015
Social Work MS	1977	2015
Special Education Credential	prior to 1958	2011
Speech Pathology Credential	prior to 1958	2011
Taxation MS	1964	2011
Teacher/Librarian Services Credential	prior to 1958	2011

San José (continued)

Theatre Arts BA	1982	2013
Transportation Management MS	1964	2011
Urban Planning MUP	1972, 1988	2012

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
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Cal Poly San Luis Obispo

Aerospace Engineering, BS	1969	2015
Art and Design, BFA	1995	2016
Architectural Engineering, BS	1975	2015
Architecture, BArch	1980	2011
BioResource and Agricultural Engineering, BS	1973	2015
Business Administration, BS	1981	2012-2013 AY
Business Administration, MBA	1981	2012-2013 AY
City and Regional Planning, BS	1973	2012
City and Regional Planning, MCRP	1993	2012
Civil Engineering, BS	1973	2015
Computer Engineering, BS	1997	2015
Computer Science, BS	1986	2015
Construction Management, BS	1978	2014
Economics, BS	1981	2012-2013 AY
Electrical Engineering, BS	1969	2015
Environmental Engineering, BS	1971	2015
Forestry and Natural Resources, BS	1994	2004-2014
Graphic Communication, BS	2003	2016
Industrial Engineering, BS	1969	2015
Industrial Technology, BS	1974	2014
Landscape Architecture, BLA	1975	2014
Manufacturing Engineering, BS	1997	2015
Materials Engineering, BS	1971	2015
Mechanical Engineering, BS	1969	2015
Music, BA	2003	2018-2019 AY
Nutrition, BS Applied Nutrition Concentration	2005	2015

San Luis Obispo (continued)

Recreation, Parks, and Tourism Administration, BS	1986	2011
Software Engineering, BS	2007	2015

**California State University Accredited Programs:
Campus Reports**

Programs	First Granted	Renewal Date
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CSU San Marcos

Biochemistry BS	2007-2008	2014
Chemistry BS	2003	2014
Education MA	1995	2014
Nursing BS	2008	2014

**California State University Accredited Programs:
Campus Reports**

Programs	First Granted	Renewal Date
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Sonoma State

Art, Art History	1982	2011
Business Administration	2007	2012
Chemistry	not specified	not specified
Counseling	1984	2014
Education	2005	2012
Music	not specified	2016-2017
Nursing	1974	2013

**California State University Accredited Programs:
 Campus Reports**

Programs	First Granted	Renewal Date
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CSU Stanislaus

Art BA	1983	2009-2010, in review
Business BS	2003	2012-2013
Business MS	2003	2012-2013
Business MBA	2003	2012-2013
Chemistry BA	1973	not specified
Chemistry BS	1973	not specified
Education BA	1991	2011-2012
Education MA	1991	2011-2012
Education EdD	2008	2013-2014
Genetic Counseling MS	2008	2010-2011, in review
Music BA	1981	2012-2013
Nursing BS	1986	2013-2014/2016-2017
Nursing MS	2010	2011-2012
Psychology MS	2002	2013-2014
Public Administration MPA	1982	2009-2010, in review
Social Work MSW	1998 (retroactive to 1996)	2017-2019
Theatre BA	1983	2012-2013

COMMITTEE ON EDUCATIONAL POLICY

Strategic Implementation for Expanding Extended Education

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Sheila Thomas
State University Dean
Extended Education

At the September 2010 Board of Trustees meeting, a presentation was made on opportunities to expand Extended Education in the California State University (CSU). At the conclusion of the presentation, Chair Herbert Carter asked Chancellor Charles B. Reed and staff to begin a more deliberate look at conditions under which Extended Education could be expanded, and asked Trustee Debra Farar to discuss the issue with the chancellor and prepare an item for the Committee on Educational Policy relating to implementation strategies to carry out expanding Extended Education. This report is in response to that request.

Since the September presentation, the CSU has continued to experience budget challenges. The issues of access and affordability have never been more critical to the success of the CSU in fulfilling its mission. While there was speculation that the CSU was losing students to for-profit institutions, our information indicates that students have chosen a wide variety of educational paths. While it is important to know that for-profits did not garner as many students as was speculated, the CSU faces ongoing challenges and competition in meeting the education needs of all Californians.

California students also apply to colleges and universities out-of-state. While this information, compiled from reports in the *San Jose Mercury News* and *Duke University Chronicle*, is not specific to the CSU, it does provide a snapshot of where California students are applying and what they are prepared to pay in tuition. California students also cited reasons for applying to out-of-state colleges and universities: California economy/budget crisis; aggressive recruitment by out-of-state schools; better financial aid packages; more educational opportunities; concern over growing class sizes and shrinking faculty; and the ability to graduate in four years. There may be cause for concern. First, the state cannot afford the loss of top students. Second, by 2025, 41 percent of the state's jobs will require a college degree, yet only 35 percent of the population will have one, leaving a shortfall of one million college graduates. Third, once students leave

California, they may not return. Fourth, prospective students may become discouraged and change their minds. Fifth, Latino undergraduate demand will increase to 42 percent by 2019. Finally, 277,000 students may be turned away from California's public higher education institutions next year if funding is not available.

Other segments of California higher education are reviewing their plans and policies on serving adult learners through Extended Education. A report issued by the University of California (UC) *Commission on the Future* makes recommendations to expand online programs to contribute to access, extend outreach in academic preparation of university-bound high school and community college students and address unmet needs for post-baccalaureate degrees and certificates in high-demand fields. According to its website, Brandman University, part of the Chapman University system, has established the Early Advantage Partnership which, according to Chancellor Gary Brahm, "establishes agreements with community colleges to provide students with a clearly defined path to pursue their higher education. These types of partnerships between community colleges and Brandman University will continue to play an important role in students pursuing their educational goals at a time when the economic crisis is forcing the CSU and UC systems to limit enrollments." It is appropriate that the CSU is also creating strategic implementation plans for expanding Extended Education.

This report is divided into two parts: Part I, Serving Traditional Matriculated Students and Part II, Serving Adult Learners through Innovation. In addition, samples of student testimonials, program surveys and reports, self-support degree persistence and graduation rates and three-year growth plans are included as attachments.

Part I: Serving Traditional Students

This section addresses the immediate needs of current matriculated students during these challenging budget times. The following strategies are recommended to increase access for current students:

- **Second bachelor's degrees and minors in Extended Education:** In 2009, there were 3,448 students enrolled in second bachelor's programs, and 15,003 were enrolled as other post-baccalaureate students (other post-baccalaureate students are students admitted to a campus but not admitted to a credential, certificate or graduate program). In 1999, there were 4,415 students enrolled in second bachelor's programs and 28,226 as other post-baccalaureates. In challenging budget times, students have not been allowed to pursue second bachelor's degrees, except in high-demand areas such as nursing. In our changing economy, offering second bachelor's degrees and elective minors through Extended Education will allow people to be re-trained for new career opportunities and will provide additional access for students.

- Summer Session 2011: Campuses have the option to offer summer session in either state or self-support. The self-support option will still allow students to progress along the path to graduation and offers many financial aid choices, including self-support funded scholarships at some campuses.
- Super Seniors: Several options have been suggested including moving students to Extended Education or charging a higher state tuition fee. Either option will move students toward graduation thereby increasing access for other students. If students want a second bachelor's degree they can enroll through Extended Education.
- Early Start: We are exploring various options.
- Increase the number of transferrable units earned as a non-matriculated student: Non-matriculated students can currently transfer up to 24 units toward an undergraduate degree. The history of the 24-unit policy is being studied to see if the limit can be changed. This change would allow non-matriculated students additional time to earn more units prior to matriculation and may decrease time to degree.
- Increase number of online courses and programs: Currently, there are 65 online programs with 39 offered in self-support and 26 in state support. Clearly, there is room for expansion. Extended Education can offer incentives to faculty to create courses to be offered either state support or self-support. Many Extended Education units currently facilitate all-campus online course activity by virtue of their infrastructure and expertise.
- Facilitate access to course offerings between campuses: Students can take courses from one or more CSUs but this option is not well known.
- Create a website or other mechanism to provide students with information on Summer Session, Intersessions and Short-Term Study Abroad programs systemwide: Students can search for courses across the system, which will help them achieve their educational objectives.

Part II: Serving Adult Learners through Innovation

Innovation is the cornerstone of success for Extended Education. The campuses have the ability to respond in a rapid and flexible manner to emerging educational needs by utilizing a full range of options including innovative and timely curriculum development, design and instructional strategies and flexible delivery modes.

Extended Education is currently engaged in serving adult learners through many program options including credit degree, certificate and credential programs, professional development, workforce development, English language learner programs, corporate education and training.

Ed. Pol.

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Extended Education is interested in growing each of these areas and increasing access to everything the CSU has to offer. The following are implementation strategies for consideration:

- Master's degrees. The CSU currently enrolls approximately 48,000 students each year in master's degree programs. There is a growing demand for professionals with graduate degrees and advanced training. Career paths are also leading more professionals to look for additional education in fields that add to their professional expertise and distinction. Extended Education has the ability to respond rapidly to provide access to educational opportunities that meet both the professional goals of working adults and the workforce needs of employers.
- Certificate programs in high-demand areas. Extended Education units currently offer certificate programs in a variety of high-demand areas. Programs are created and offered based on demand and need on an ongoing basis. Many certificate programs are endorsed or approved by state agencies or professional associations. For example, the Paralegal Studies Certificate Program at California State University, East Bay, is approved by the American Bar Association and qualifies aspiring paralegals for entry-level positions in the field and assists current professionals to increase their earning potential. The Sustainable Certificate Program, offered by Sonoma State University is approved by the American Institute of Certified Planners to offer continuing education professional credit. These are just two examples of many existing programs that have received an endorsement or approval. There is a new way of structuring certificate programs that can be explored by Extended Education. The innovative modular degree model couples independent certificates with a structured curriculum accessed through multiple levels of certification. The modular certificate structure adds value to students who can obtain intermediate credentials, benefits employers who can provide training for rapid skills acquisition and enables institutions to serve a dual audience (degree and certificate students) to optimize course enrollments.
- Multi-campus programs. Extended Education has developed a number of multi-campus programs that encapsulate expertise from several institutions into one program. This model is particularly beneficial when there is limited interest and resources at one institution but broader interest across several campuses. One example is the Professional Certificate: Biotechnology Project Management in Quality Assurance program offered jointly by California State University, Channel Islands, California State University, Dominguez Hills and San Diego State University. This online program allows students to take four courses and receive a certificate, and students can transfer units to select master's degree programs.
- New program development incubation. Proposing and starting programs in self-support carries no risk for the CSU but allows new program development to continue even in

challenging budget times. This is especially true for programs with higher development costs due to specialized faculty, facilities or services. For the past 17 years, the Commission on the Extended University (CERF) has awarded grants for new program development. Since 1994, the Commission has allocated more than \$5.8 million for 219 program proposals with funds generated by CERF revenue and reinvested in the CSU. Among these proposals are programs that support CSU initiatives. For example, California State University, Long Beach received funding to offer the Strategic Language Initiative Summer Language Institute Mandarin Chinese program in 2005. Five Professional Science Master's degree proposals were funded through commission grants, including programs at CSU Channel Islands, CSU Long Beach, California State University, San Marcos and California State University, Stanislaus.

- Expand outreach to international students through Intensive English language programs. Currently these programs are offered on 15 campuses, academically preparing students to matriculate to a CSU campus. In addition, some campuses have migrated international student operations to Extended Education units thereby taking advantage of synergies in administrative and instructional capabilities and student services.
- Increase online activity. There is great capacity to increase online activity in Extended Education. With existing infrastructure and expertise, Extended Education can provide leadership in identifying and developing faculty resources to expand online offerings. Faculty incentives can be provided to encourage participation in online course development, whether the courses are state or self-support. Online programs are beneficial to students serving in the military, those who live in rural areas, students who cannot attend campus-based classes due to work or family commitments and international students. For example, there is a demonstrated need for online degree completion programs, especially among working adults who have attended college but never finished a degree. Programs offering flexible and accelerated schedules, including online delivery, would help close the gap of one million workers who will need degrees to retain or obtain employment in high-demand jobs requiring a college education.
- Community and Business Partnerships. Most Extended Education units have close and robust relationships with their local communities and businesses. Working with Workforce Investment Boards, Extended Education has been able to leverage relationships and resources, such as American Recovery and Reinvestment Act (ARRA) funds, to assist unemployed, displaced and incumbent workers. There is also a growing need for programs to prepare midcareer adults for new careers or career advancement in a changing economy. A new approach to collaboration, program sharing and serving regions with campus partnerships will be key if the CSU through Extended Education is to be truly agile and responsive in support of the changing California economy. Programs developed in partnership with professional associations and industry help to

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identify and meet the rapidly changing workforce needs of a variety of industry sectors. Extended Education has a long-standing relationship with many professional organizations including human resources, green and sustainability, technology and biotechnology. However, there is more that Extended Education could be doing. For example, in a survey conducted by *Chief Learning Officer* magazine, 50 percent of respondents indicated they did not have a relationship with a university. Clearly, there is an opportunity to connect the university with organizations through partnerships with Extended Education. These relationships allow greater access to university programs and resources and give faculty opportunities to develop and teach innovative programs, conduct research and provide resources to improve educational facilities. The CSU, through Extended Education, can create specialized curricula to help meet current and future workforce needs as well as build and sustain relationships that will help to build the California economy.

- **Community College Partnerships.** There is potential for Extended Education to build additional career and educational pathways with community colleges. Students who cannot attend classes at a CSU because of location, work schedules or personal commitments would benefit from obtaining a CSU degree through cooperative use of community college facilities. Extended Education is already actively collaborating with community colleges to offer degree completion and other programs. For example, Sonoma State offers programs at community colleges in Napa and Ukiah. California State University, Bakersfield partners with the community college in Santa Clarita, and CSU Channel Islands just recently formed a partnership with Santa Barbara City College to offer a nursing degree completion program. Collaborating with community colleges is a way to increase access to the CSU and allows students who might not otherwise obtain a CSU degree the opportunity to do so.

Extended Education also faces the challenge of access and cost, as self-support programs are mandated to cover all costs to offer a program, at the minimum, in comparison to the tuition fees and marginal costs that support state-funded programs.

This report outlines the many ways in which Extended Education can support the CSU's mission to provide access to affordable, quality programs. However, more could be done. Extended Education is ready to assist in the midst of fluctuating and difficult times. Through collaboration and cooperation, Extended Education supports current students' efforts to achieve their educational objectives and prepare the workforce of today for tomorrow's opportunities.

Testimonials for Extended University Programs

Channel Islands

Master of Science, Biotechnology

“The unique design of the dual master degree of biotechnology and business administration allowed me to complete the program in a year and a half. With the knowledge and expertise I gained, I accepted the offer from Amgen Inc. and have been working in research operation right after I graduated in 2010. CSUCI does not only offer you an academic program—it offers you a new career option!”

Chico

Professional MBA

“I didn’t have the time to go back to school full time. Then I discovered that Chico State had an MBA program with classes in Redding where I live. One of the best parts of the experience was my interaction with the professors. They were very supportive and challenged the class with real-world scenarios and some very sophisticated enterprise applications. In addition to preparing me for future career opportunities, the program provided tools and information that were immediately applicable to my job as a director of operations. The benefits began even before I graduated.”

East Bay

Project Management

“This class was a great supplement to my five years of experience in Project Management.”

Los Angeles

“I would say the strengths of the course are the knowledgeable instructors who carry interpreting experience and can share their personal curriculum and the order in which the aspects are covered—criminal then civil.”

Sacramento

“As a full-time mother and full-time employee, I found that College of Continuing Education’s Criminal Justice program worked out great for me. The program allowed me to study at my own pace—anytime, anywhere.”

English Language Institute

“I am very happy to be learning English here. I believe that my dreams will become reality by joining this institute, which is improving my knowledge and increasing my willingness to learn. Now I can speak with everybody from USA—thanks ELI.”

San Bernardino

”After investigating other options, CSUSB’s MBA for Executives program was obviously the best choice for me. The accelerated format and off-campus location are what made earning my degree possible because my work schedule didn’t allow me to take classes at the Cal State campus. Learning new methodologies and the latest business concepts has made me more effective in my job. If you’re thinking of getting your MBA, I encourage you to check out CSUSB’s MBA for Executives program.”

San Luis Obispo

Master of Science, Accounting

“Obtaining a master’s in tax from Cal Poly has prepared me well for my job at Ernst & Young. Thanks to the rigorous curriculum and professors who invest above and beyond in each student’s education and success. This program has given me the technical foundation necessary to excel in a career in public accounting.”

Adult Degree Program

“All my life I dreamed of attending Cal Poly. With the help of the ADP program that dream has become reality.”

San Marcos

Nursing Programs

“There are such wonderful faculty who teach at the CSUSM School of Nursing. Their expertise, combined with Extended Learning’s schedule of classes for the working professional, enabled me to return to school to earn a master’s degree in nursing.”

Campus Program Evaluations/Surveys/Reviews

Channel Islands

MS Biotechnology and Bioinformatics (MS-BBI)
Please refer to Attachment E

Chico

Localization Certificate Program
Please refer to Attachment F

East Bay

Evaluation (including student evaluation) of degree programs is handled within the academic department responsible for each program, and is conducted according to regular university standards.

Approximately 20 percent of the Division of Continuing and International Education's 70 certificate programs were reviewed in this cycle, and 5,573 student surveys were returned. While different programs ask different questions, all programs are evaluated for level of instructor knowledge and preparedness; whether theory and class work are related to current real life workplace situations; and how well courses meet student goals and expectations.

Students appear most satisfied with the instructors' level of knowledge and preparedness for class. In 11 of the 12 programs reviewed, 90 percent or more of students indicated they were either very satisfied or satisfied with instruction. (In the one program that scored below 90 percent, 83 percent of students reported being very satisfied or satisfied with instruction.)

Ability of the program to relate course content to real-life situations was also highly regarded by students. Using this criterion, nine out of 12 programs ranked 90 percent or above. The other three programs scored 88, 87, and 83 percent, respectively. Finally, more than 90 percent of students agreed or strongly agreed that the course met their goals and expectations in seven of the 12 programs surveyed. In another four programs, 80 percent or more of students agreed that their goals had been met; and the one lowest-ranking score indicated that 79 percent were satisfied that their goals/expectations were attained.

Overall, data indicate a high level of student satisfaction with quality of course instruction, relevance to real-life situations and bearing on achieving student goals.

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Sonoma

Associated General Contractors & the Redwood Empire Construction Specification Institute collaborated with the School of Extended Education to offer scholarships for Construction Management and the Green Building Certificate Program, with more than \$10,000 now available for students.

Master of Social Work, California State University, Long Beach and Sonoma cohort graduated 20 social work students.

In collaboration with Solano County Community College and the School of Extended Education, signed a Memorandum of Understanding to move plans forward to offer a Bachelor of Arts in Liberal Studies program to Solano County Students.

The Hutchins School of Liberal Studies Bachelor of Arts Degree Completion Program served 86 adult students in 2009-2010. Eighteen students graduated, with six receiving honors. The oldest graduate is 63, and she will be moving into the master's program this fall.

Sample Number of Self-Support Degrees Awarded in the last Three Years

Chico

Self-Support degrees awarded fall 2007 through spring 2010

Professional Master's in Business Administration	17 graduates
Master of Science, Computer Science	9 graduates
Bachelor of Science, Computer Science	2 graduates
Master of Science, Math Education	3 graduates

East Bay

Master of Science, Online Teaching and Learning degrees awarded by quarter and year

2008	38
2009	29
2010	21
3 yr total	88

Northridge

Cohort	Graduation Rate
Communication Disorders & Sciences (cohort 8)	88%
Educational Leadership & Policy Studies (cohort 4)	97%
Engineering Management (cohort 6)	85%
Knowledge Management (cohort 2-DL)	75%
Public Administration (cohort 11)	93%
Taxation (cohort 2)	83%

Pomona

Professional Master's in Business Administration	166
Bachelor of Arts, Architecture	7

San Bernardino

Master's in Public Administration	36
Master of Arts, Teaching English as a Second Language	9

San Luis Obispo

Adult Degree Completion Program

2007 – 2008:	6 students awarded degrees
2008 – 2009:	7 students awarded degrees
2009 – 2010:	10 students awarded degrees
2010 – 2011:	11 anticipated

Master of Science, Accounting

2007 – 2008:	25 students awarded degrees
2008 – 2009:	14 students awarded degrees
2009 – 2010:	22 students awarded degrees

San Marcos

Accelerated Bachelor of Science, Nursing	156
Registered Nurse to Bachelor of Science, Nursing	31

Degree Program Persistence Rates

Accelerated Bachelor of Science, Nursing	98%
Registered Nurse to Bachelor of Science, Nursing	95%
Master of Science, Nursing	85%
Master's in Biotechnology	100%
Master of Arts, Communicative Science and Disorders	100%

California State University Extended Education Campuses' Three-Year Growth Plans

Channel Islands

Growth plans include satellite campuses at Santa Barbara City College and Cottage Hospital/Santa Barbara. Degrees proposed/planned include Master of Fine Arts, Bachelor of Science in Health Sciences and Master of Science in Coastal Sustainability (Professional Science Master's degree).

Chico

Online Registered Nurse Bachelor of Science in Nursing degree completion re-launched fall 2010, primarily targeting registered nurses in Northern California. Online Enterprise Information Systems Certificate launches 2012 serving postbaccalaureate business professionals across the globe. Online MS in Agricultural Education launch spring 2012 targeting agricultural educators primarily in California.

East Bay

Implement Paralegal Program online. Develop Certified Lab Technician (CLT) and Medical Lab Technician (MLT) programs. Explore possibility of a health program. (Greatest identified health care need in Alameda & Contra Costa Counties, according to a 2009 study by the University of California, San Francisco Center for the Health Professions). Continue to explore articulation with partner institutions (stackable and feeder programs). Continue to work with campus colleges to develop high-demand self-support (special sessions) degree programs.

Los Angeles

Entry-level Master's Degree in Nursing for non-licensed individuals, five-quarter program, prerequisite for the Registered Nurse exam and entry into the Master of Science Nursing program.

Bachelor of Science in Engineering, with emphasis in manufacturing, two-year program; upper-division engineering courses offered at College of the Canyons.

Test Preparation Courses in MCAT, LSAT, CSET-single subject, CSET-English.

Legal Interpretation & Translation Certificate (academic credit).

Geographical Information System Certificate (professional development career advancement).

Study Abroad for International Students, three to six months; international university-level students enrolling in a hybrid program with university academic credit courses and non-credit intensive English study program.

Pronunciation Improvement Course for foreign-born professionals designed to help the foreign businessperson improve the pronunciation/speaking skills needed for successful communication in English.

Northridge

The Tseng College Five-Year Vision Statement – 2011 to 2016

In keeping with the mission of California State University, Northridge, the Tseng College envisions dedicating its talents and resources during the next five years to moving forward in the areas described below. As a core component of this work, the Tseng College will expand its purposeful and productive partnerships both within and beyond the university—including across international boundaries—to create, refine and deliver innovative and excellent educational pathways and programs. The Tseng College's practices will remain agile, reflective, data-driven, internally collaborative, global in perspective, and focused on using its full capabilities to realize this expanding vision.

- The Tseng College will build on its innovations in stackable curricula and innovative educational pathways and programs within and across disciplines and institutions to give CSUN the most distinctive and excellent portfolio of advanced professional education programs available at all levels, from post-associate through doctoral. To achieve this objective, the Tseng College will leverage its achievements of the past five years with attention to the following: 1) new options and strategies for program design and direction; 2) virtual and global approaches to case-based, solution-based and application-focused professional practice experiences; 3) the integration of various program types into comprehensive educational experiences focused on excellence in professional practice; 4) the scanning of forefront models at the national and international levels; 5) the tracking of changing demands for post-degree professional licensure; 6) expansion of teaching and research synergies across disciplines to strengthen the range of perspective important to each area of professional practice; 7) reconsideration of the full range of possibilities inherent in educational technologies; and 8) ensuring instructional excellence.

Overall, the Tseng College plans to double the number of its degree and certificate programs during the five-year period. As a result, the Tseng College expects to increase total revenue from degree and certificate programs by 100 percent.

- The Tseng College will increase CSUN's recognition as a provider of excellent and distinctive, professionally focused graduate education at the master's and doctoral levels and as a hub of significant and innovative applied/engaged research across the disciplines. This goal will be achieved through direct marketing and communications initiatives as well as through efforts described in the next two paragraphs.
- The Tseng College will work with colleges and departments to create focused areas of distinction, which will include self-support degree and/or for-credit certificate programs that will both support additional faculty expertise (faculty hires) and provide a strong foundation for an increase in grants and contracts, thereby further enhancing CSUN's reputation as a hub of excellence in selected areas.
- Working with CSUN faculty, the Tseng College will create an instructor/faculty-development strategy that will allow those teaching in advanced professional education to develop their instructional design and teaching strategies to their fullest potential.
- The Tseng College has developed a wide range of responsive support services and capabilities. During the next five years, the Tseng College will take these services and capabilities to a significantly higher level by doing the following: 1) using technologies to streamline essential administrative processes with a focus on further improving student/client service; 2) streamlining all processes and services; 3) rethinking the flow of work to create the simplest approaches possible; and 4) refining all online and print materials to ensure optimum conciseness, clarity and usefulness. The result will be more efficient, cost-effective and responsive support services appropriate to the college's growth and continuing innovations in programming.
- The Tseng College will invest in enhancing and refining its approach to data-gathering on the full range of its offerings to obtain information that is more meaningful in more ways than that provided by regular program evaluations and periodic curricula assessments. This new data will enable the college to strengthen programs, improve services, better design and target marketing efforts, and inform the decision-making processes of the college's senior management team.

By using its core capabilities in concert with the strengths of the university's colleges and departments, the Tseng College will be able to leverage and expand the agility and innovative potential of the university as a whole. Through these efforts, which should enhance the university's ability to address the wide array of challenges facing higher education today (including the steady decline of state funding and the increasing demand for education across the career span), the Tseng College expects to be a major contributor to the university's competitive edge over the next five years and beyond.

Pomona

Beginning in 2009, the College of the Extended University began a push to expand both non-credit professional development certificate programs and special session degree and certificate programs with the focus being on special session programs.

The chart below lists CEU’s three-year growth plans for special session programs.

Special Session Programs at Cal Poly Pomona

Program Type	Program Name	Population Served	Start Date
Certificate Program (Online)	Added Authorization and Certificate in Autism Spectrum Disorders	Elementary, middle school and high school teachers	Fall 2010
Master’s Degree (in collaboration with UCLA Extension)	Master of Interior Architecture	Students from varied academic backgrounds, including non-design disciplines, and students with no previous study in interior architecture	Fall 2010
Master’s Degree (on-campus program)	Master of Science in Hospitality Management	Individuals with a bachelor’s degree in hospitality management who are interested in obtaining their master’s and want to go on and acquire their Ph.D.	Fall 2010
Master’s Degree (off-campus program)	Master of Science in Electrical Engineering	Working professionals in the region of Lancaster and Palmdale	Fall 2012 (tentative)
Master’s Degree (off-campus program)	Master of Science in Mechanical Engineering	Same as above	Fall 2012 (tentative)

San Bernardino

Master of Business Administration for Executives with 25 students starts in summer 2011.

Master of Arts, Teaching English as a Second Language: 20 students per year (ongoing).

Other degree completion programs.

Criminal Justice with 25 students starts in 2013.

San Luis Obispo

Orfalea College of Business – Master of Science Accounting – Financial Accounting specialization (launching fall 2011).

College of Engineering – Master of Science Human Systems Integration (2013 tentative).

College of Agriculture, Food and Environmental Science – Professional Master’s in Dairy Foods (2013 tentative).

San Marcos

Master of Public Health

Bachelor of Arts in Human Development – Temecula campus

Advanced Biofuels Certificate

International Baccalaureate Certificate

Palliative Care Certificate

Master of Science in Nursing, Nurse Practitioner option

Collaborative Track Nursing program

Generic/Basic Nursing program – Temecula campus



CSU Channel Islands
DRAFT -August 18, 2010

Pilot Conversion Review Template for External Review Site Visit and Report

The external review of the CSU Channel Islands graduate programs will serve as a key document in the University's request to the CSU Office of the Chancellor and the California Postsecondary Education Commission (CPEC) to convert the program from pilot to regular status.

The external reviewer is asked to use this template and rubric to assist in preparing for and organizing the site visit. **The completed template will constitute the reviewer's final report.** The template parallels the organization of the program's pilot conversion report, emphasizing the CPEC criteria for review contained in it.

The reviewer is invited to provide comments and recommendations. Comments can include reference to information or conversations, observations about campus practices, and statements about program strengths, weaknesses, and areas of improvement. Recommendations should be specific suggestions for improvement, irrespective of whether that improvement should be initiated at the program, division, or university level. In this fashion, the review will serve the program's goal of assessing program strengths and student learning. *The reviewer need not provide a recommendation after each item.*

Finally, at the end of the **Pilot Conversion Review Template** the reviewer will find space to provide a recommendation whether the program should be converted from pilot to regular program status and make summary comments.

CSU policy on pilot programs and their conversion are found at www.calstate.edu/app/documents/pilot_procedures.pdf and www.calstate.edu/app/documents/program_modification/pilot_conversion.pdf

External Reviewer Information:

Program Name: MS Biotechnology and Bioinformatics program (MS-BBI)	Date of Site Visit: October 18-19, 2010
External Reviewer Name: Lily Chen	Affiliation: San Francisco State University

RUBRIC ASSESSMENT SCALE

STAGE	DESCRIPTION
Initial	The program is at a preliminary stage in this practice. The program shows the need for additional policies, resources, or practices in order for it to provide the education program to which it is committed or aspires. Insufficient data is available to make determinations.
Emerging	The program partially satisfies the criterion. Some data is available documenting this dimension. The program has many, but not all, of the policies, practices, and resources it needs to provide the educational program to which it is committed or aspires.
Developed	The program satisfies this criterion, with developed policies and practices. The program has the availability of sufficient resources available to accomplish its program goals on this dimension. Data demonstrates accomplishment of this criterion.
Highly Developed	The program fully satisfies this criterion. The program may serve as a model and reference for others on campus. The program's practices, policies, and/or its resources contribute to program excellence on this dimension.

Pilot Conversion Review Template

Instructions: Narrative responses should be made in the "Comments and Recommendations" sections below each criterion for review. Please enter responses in paragraph form. Text boxes will expand as information is entered. Recommendations are not required for every section. Reviewers may indicate an assessment state for each criterion using the rubric scale above.

This review is based on my study of the program's self-study and appendices provided by the Office of AVP Stephen Lefevre, and from a two-day visit to the campus on 18-19 October 2010 when I met with faculty, staff, students, alumni, community/industry advisory board members, Extended University, Biology Chair, AVP and Provost, and toured the CSUCI campus and teaching facility. I address my review and comments as set forth in the pilot conversion review template guide.

I. Student Demand and Societal Need		
CRITERION FOR REVIEW	INQUIRY	Stage
A . Societal Need	Has the program established that there are sufficient employment opportunities for graduates?	Highly Developed
<p>Comments:</p> <p>CSUCI, with its close proximity to hundreds of technology intensive companies along coastal highway 101, has a strong impact on the central coast regional economic development. The MS-BBI program was created in response to strong statewide and local industry and student demand; current workforce needs and economic demands further verify a vital need for this program in the central coastal region. The enrollment data that program officials provided to the reviewer indicates excellent employment opportunities with more than 65 graduates either fully employed or accepted into professional programs upon graduation from the program.</p>		
<p>Recommendations: NA</p>		

B. Student Demand	Does the program provide evidence of student interest in enrolling in the program? Based	Highly Developed
	Does the program provide a list of other CSU and/or neighboring campuses offering the program?	Highly Developed
Comments: <p>CSUCI is the only 4-year public university in Ventura County that attracts diverse cultural and international students who are interested in pursuing master degree training in the emerging biotechnology industry. Evidence of strong student interest is supported by outstanding enrollment data (Fall 2004/Spring 2005 N= 7 to Spring 2010 N= 82) even when the program operates as a pilot program. Approximate 200 students have been accepted into the program since 2005 from a large applicant pool.</p>		
Recommendations: NA		
C. Program Distinctiveness	Is the program distinctive from the graduate programs listed above and provide for the advancement of the field?	Highly Developed
Comments: <p>Although several CSU campuses offer similar master degree programs as part of CSU's system-wide professional science master's initiative, the CSUCI is unique because that the program consists of two inter-disciplines, biotechnology and bioinformatics, in one single program. It offers comprehensive graduate training in course knowledge and practical internal training in four emphases: Bioinformatics, Biotechnology, Biomedical Engineering, Stem Cell Technology and Laboratory Management.</p>		
Recommendations: NA		

II. Program Purpose and University Mission		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Program Mission and Operating Practices	Is the graduate program appropriate to and supportive of the institution and the division's mission?	Highly Developed
	Does the program have organizational structures and procedures for its key activities such as advising, scheduling, and program development?	Highly Developed
Comments: <p>The program development has reached its mature state with a well-established mechanism for effective program administrative structure, curriculum delivery, course scheduling, internship placement and student advising. It fully supports the CSUCI's mission in providing interdisciplinary graduate education to a diverse student body with multicultural and international perspectives through integrative approaches designed to engage comprehensive learning through hands-on coursework and internship experience. The program is very successful in supporting the institute's goals in training Californians, and improving the economy and quality of life in the central coast region through education, research innovation and entrepreneurship.</p>		

Recommendations: NA

III. Existing Programs in the Field		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Program Distinctiveness	Is the program distinctive from the graduate programs listed above?	Highly Developed
Comments: Currently, CSU is offering 24 professional science master's programs in 16 fields at 12 campuses. Among them, Channel Island, San Jose State, San Francisco State, Sacramento State, Fresno State, CSU Los Angeles, CSU Pomona, Fullerton, San Diego State and Cal Poly San Luis Obispo offer programs in biotechnology and biomedical sciences. The CSUCI's MS-BBI program provides a unique training opportunity for regional communities since no other university among the neighboring public and private educational institutions offers such an inclusive professional science master's program. The program offers graduate-level training in four interdisciplinary biomedical areas (rather than a single discipline in most similar CSU program) that prepare students for emerging workforce needs and immediate employment opportunities. In addition, the program's courses offered in evenings and weekends are especially attractive to the working adults in the related industry fields and non-traditional students who are seeking career advancements or a new professional prospective.		
Recommendations: NA		

IV. Achieving Educational Outcomes		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Curriculum Requirements and Expectations for Learning	Does the program's curriculum and degree requirements reflect high expectations of students?	Highly Developed
	Is that curriculum reflective of current standards in the discipline?	Highly Developed
Comments:		

<p>The program develops its curriculum to answer industry, community, societal and student needs. A devoted and effective program director, program coordinators and faculty have worked with Advisory Board members to design and implement industry and workforce-oriented courses that are solidly grounded in science and employ modern technology and laboratory techniques. Main campus and Thousand Oak campus are both equipped with state-of-the art classroom equipment to effectively deliver course materials. The program has a very healthy financial plan that is further magnified with a strong buy-in support from industry, faculty and affiliations, External University and CSUCI higher administrative offices. Students in the program are a good representation of the local population with diverse cultural, economic and ethnic backgrounds who are eager to advance their academic training and career options by enrolling the program. The program's curriculum and degree requirements concisely reflect such high expectations of the students and industry demands. The curriculum, some carried out by instructors from industry-affiliated institutes is perceptibly reflective of current standards in the discipline.</p> <p>The program is particular designed to meet the needs of the working adult population and aims to provide a foundation for professional success by delivering a strong foundation in science as it relates to medical biotechnology, hands-on laboratory experiences and exposure to business management and regulatory issues associated with the industry to students. A program assessment plan (Exhibit 3) clearly lays out critical alignment of both required (Exhibit 3 Table 1) and elective courses (Exhibit 3 Table 2) with 12 identified program goals, which indicates a strong correlation of curriculum and program's mission.</p>		
Recommendations:		
B. Maintenance and improvement of Quality	Does the program regularly collect course and program learning data?	Highly Developed
	Is that data analyzed, available, and used for program improvement?	Developed
Comments:		
<p>The EU collects course evaluations from the students at the end of each quarter and prepares a summary of student evaluations that is made available to instructors and the program director for course assessment and improvement purposes. The evaluation form consists of 20 survey questions that address course content, organization, delivery and effectiveness of the instructors. In addition, there are three additional open-ended questions where students can provide written comments. A program assessment plan that uses evaluation tools such as curriculum analysis, course embedded assessment, graduating student survey, alumni survey and oral presentation evaluation of the internship or team projects is in place in order to effectively collect and assess program goals and learning objectives. The reviewer expects that when effectively implemented the program assessment plan is essential to ensure continue success of the program.</p>		
Recommendations:		
C. Timeliness of Degree Attainment	Do students in the program attain the degree in a timely fashion?	Developed
Comments:		
<p>Since the program inception in Fall 2005, The MS-BBI (including MS-Biotech/MBA) program has enrolled total 198 students with a graduation rate of 65% (based on student enrollment data provided by the program pilot conversion document and program director Dr. Ching-Hua Wang). The graduation rate is strong, judging by the professional nature of student populations (the majority are working professionals with part-time student status), and a longer completion timeline by students in MS-Biotech and MBA dual degree programs. The reviewer recognizes program coordinators' actively monitoring student academic standing and graduation status in order to enhance timely completion of the degree.</p>		
Recommendations: NA		
D. Involvement of Students in Curricular	Are students active participants in the learning process? Consider whether the program provides opportunities for students to participate in curricular-related activities, such as research, laboratory, and	Developed

Activities	creative opportunities.	Developed
	Does the program require an appropriate culminating experience for those completing the graduate program?	Developed
<p>Comments:</p> <p>Several required courses listed on the program curriculum provide inquiry-based and creative laboratory learning opportunity, e.g. BIOL 502 Techniques in Genomics/Proteomics, BIOL 505 Molecular Structure, BIOL 510 Tissue Culture Techniques and Stem Cell Techniques, BIOL 511 Advanced Stem Cell Techniques, BME 501 Fundamentals of Tissue Engineering and Biomaterials, BME 502 Biomedical Instrumentation and Devices: Technology and Applications, PHY 464 Medical Instrumentation. Students have more opportunities to participate in additional curricular-related activities through elective courses listed on the program bulletin.</p> <p>In order to advance to MS candidacy, the admitted MS-BBI students need to enroll in either BIOL 600 Team Project or BIOL 602 Stem Cell Technology Internship or 603 Biotechnology Internship or BIOL 601 Capstone Project for MS/MBA Dual degree to satisfy the CSU requirement for a culminating experience. All courses conclude in an individual final written report (or a team project report in BIOL 600/601) and an oral presentation open to the public at the annual team projects/internships colloquium. Based on review of course syllabi, examples of student written reports, annual colloquium programs, and directly conversation with alumni, students and course instructors, it is evident that the program provides an appropriate culminating experience for students to complete the master's requirement.</p> <p>Several students, including an international student and full-time students without off-campus employment, mentioned that they would like to have more hands-on campus research experience. The program director is in the process of expanding the on-campus research internship opportunity by providing students with research scholarship supports to conduct research projects in faculty laboratories. A stronger upper administrative support to recruit more tenure track faculty hires and to strengthen the campus' research infrastructure development is equally important to address such concerns.</p>		
<p>Recommendations: NA</p>		

V. Program Costs and Resources		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Faculty Resources	Does the program have faculty in sufficient number, and with appropriate rank, qualification, and diversity, to support its academic program in a manner consistent with its objectives?	Highly Developed
<p>Comments:</p> <p>The program's faculty roster has thirteen full-time faculty members with Ph.D. degrees (Biology N= 6; Physics N= 2, Computer Science N=1, Biochemistry N=1, Management N=2 and MS-BBI N= 1; including 11 tenure-track and 2 adjunct), and twelve part-time lecturers (with Ph.D. or MBA) from the biotech or health industry who are hired on a course-by-course contractual basis through the EU. The breadth of professional expertise and academic merits of the faculty (such as professional training, experience, affiliations, scholarly activities in research and publications strongly support the program's objectives in providing rigorous scientific training in interdisciplinary biomedical areas in biotechnology, bioinformatics, biomedical engineering and stem cell technology with course work and experience in business management and regulatory affairs.</p>		
<p>Recommendations: NA</p>		
B. Professional	Does the program employ professional staff --support coordinator, technicians, lab assistants --sufficient to	Highly

Staff	support the academic program?	Developed
Comments: <p>The program is supported with appropriate staff support. The program has several staff (some are hired through the EU) to coordinate program administration, student admission, course scheduling, evaluation, and teaching lab technical support on the main campus. A separate teaching facility complex in the Thousand Oaks campus is staffed with university personnel during the day and in evening hours when courses are in session. A positive working atmosphere and a spirit of collaborative teamwork among the staff, faculty and students was observed.</p>		
Recommendations: NA		
C. Fiscal and Physical Resources	Does the program have the budgetary resources needed to support its educational program?	Highly Developed
	Are its facilities, including offices, labs, practice and performance spaces, adequate to support the program?	Highly Developed
D. Information Technology and Library	Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?	Highly Developed
Comments: <p>The pilot program has been successfully operated through Extended University (EU) since 2005 as a self-supported program that is adequately sustained through student fees and other non-state funds. The EU will continue to administer the program when it obtains a regular program status. As indicated by a memo from Gary Berg, Dean of Extended University and a meeting conversation with Nick Fuentes from the EU, the program has a strong budgetary foundation with adequate resources available through student fees to maintain and support future growth of the program (which include faculty and staff salaries, equipment, library and information technology resources, classroom, office, and laboratory facilities.) No negative impact on operation and development of existing academic programs at CSUCI is anticipated.</p>		
Recommendations: NA		
E.. Community Involvement and Liaison	If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program use community professional input for program improvement?	Highly Developed
Comments: <p>The program has a well-established Community Advisory Board that includes representatives from local biotechnology companies, research and educational institutions, community colleges, community organizations, the health care industry, the local military base, and the Workforce Investment Board (e.g., the Board consists of scientists and administrators from Baxter Healthcare, Amgen, the Navy, the Ventura County Health Care Agency, and regional hospitals), and is currently chaired by Matthew D. Arnold, MS, MBA and Director of Operations Risk Management at Amgen, Inc. The Board meets regularly to provide input in program development and advancement. In addition, the Board members support the organization of special social and symposium events to provide networking opportunities for students and future employers. Mr. Arnold, a devoted chairperson of the Board, ensured the reviewer that the Board will continue to provide crucial input in MS-BBI program development, improvement and measures to ensure a healthy program outlook.</p>		
Recommendations: NA		

VI. Advancement of Knowledge and Program Planning		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Scholarship	Does the program contribute to the growth and development of scholarship?	Highly Developed
Comments: <p>The program has established strategic measures and curriculum activity to advance the growth and development of programmatic scholarship. The annual colloquium series feature industry-advised academic partnerships and research scientists-mentored academic internships and attracts the participation of industry leaders, research collaborators, the community, faculty and students. It also fosters innovation, creativity, and scholarly excellence, and encourages community and industry partnerships with the university.</p>		
Recommendations:		
B. Program Planning	Does the program engage in planning activities that identify its academic priorities and their alignment with the division and the University?	Highly Developed
Comments: <p>As indicated in Provost Dawn Neuman's memo, the program supports the University's commitment to the STEM education, and student career and regional workforce needs. It is nicely integrated with the campus' rising attention to the health disciplines, including a successful undergraduate nursing program and a planned degree program in health science. The program's Advisory Board consists of members from the health care industry who are essential in providing critical advice in developing health science programs and affiliations in the near future.</p>		
Recommendations: NA		

VII. Recommendation Concerning Conversion from Pilot to Regular Program Status:

The reviewer offers the most enthusiastic support of the MS Biotechnology and Bioinformatics program for the program conversion from pilot to regular program status. The program fully satisfies conversion review criterion, and its academic practices, policies, and firm resources that contribute to program excellence can serve as a model and reference for other similar programs on the CSUCI campus.

Submitted by:

Signature: _____ *Lily Chen* _____

Date: _____ Nov. 22, 2010 _____

Localization Certification Program Participant Evaluation	
Employer Type	
	Response Percent
Client	21%
Consultant	3%
Marketing	1%
Technology	7%
Translation	26%
Vendor	30%
Other	12%

Employer Sponsored	
Yes	55.8%
No	44.2%

INFORMATION VALUE of the workshop sessions		
	Answer Options	Rating Average
	Case Study of Adobe	4.41

PRESENTATION QUALITY of workshop sessions		
		Rating Average
		4.61

Hours to complete online content	
	Response Percent
Less than 10	4%
11-15	10%
16-20	13%
21-25	17%
26-30	4%
31-35	15%
35-40	11%
More than 40	26%

Recommend this program to a friend or colleague?		
		Response Percent
		98.0%
		2.0%

COMMITTEE ON EDUCATIONAL POLICY

Report on Safe Learning Environments for All Students

Presentation By

Charles B. Reed
Chancellor

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

James C. Blackburn
Interim Assistant Vice Chancellor
Student Academic Support

Summary

The California State University is committed to creating an atmosphere in which all students have the right to participate fully in CSU programs and activities free from unlawful discrimination, harassment and retaliation. In keeping with its mission, the CSU strives to prepare students for an international, multicultural society. To accomplish this, the CSU promotes an understanding and appreciation of the peoples, natural environment, cultures, economies and diversity of the world, and encourages campuses to embrace the culture and heritage of their surrounding regions as sources of individuality and strength.

In response to correspondence of November 23, 2010, from the Honorable John A. Pérez, Speaker of the Assembly, the CSU prepared this report to address what is being done to ensure a safe learning environment to historically underrepresented and marginalized students, including Lesbian, Gay, Bisexual and Transgender (LGBT) students.

Policies

The CSU has several policies protecting students and employees by prohibiting discrimination, harassment and retaliation on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, marital status, veteran status or age.

- **Executive Order No. 1045** – Systemwide Policy Prohibiting Discrimination, Harassment, and Retaliation Against Students and Applicants for Admission and, Systemwide Procedure for Handling Discrimination, Harassment and Retaliation

Complaints by Students and Applicants for Admission Against the CSU and/or CSU Employees

- **Title 5, California Code of Regulations, sections 41500-41505** – Nondiscrimination in Student Organizations
- **Executive Order No. 928** – Systemwide Complaint Procedure For Discrimination, Harassment and Retaliation Complaints for Employees Not Eligible to File a Complaint or Grievance Under a Collective Bargaining Agreement or Whose Collective Bargaining Agreement Incorporates CSU Systemwide Complaint Procedure
- **Executive Order No. 927** – Systemwide Policy Prohibiting Harassment in Employment and Retaliation for Reporting Harassment or Participation in a Harassment Investigation
- **Executive Order No. 883** – Systemwide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment

The United States Department of Education, Office for Civil Rights (OCR) issued a “dear colleague” letter dated October 26, 2010, addressing bullying in schools and identified statutes the OCR enforces that include Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination on the basis of disability. The CSU recognizes that, in addition to being prohibited by the CSU’s Student Conduct Code (as discussed below), bullying and harassment may also constitute activity that is prohibited by civil rights laws. Under these circumstances, the student discipline process would be an important—but not necessarily the only—step that an affected campus would take in an effort to eliminate any hostile environment and prevent its recurrence.

Standards for Student Conduct

Campus Community Values

The university is committed to maintaining a safe and healthy living and learning environment for students, faculty and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and to contribute positively to student and university life.

Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

Examination of Acts of Harassment, Intolerance and Hatred

The CSU has applied its Student Conduct Code to various scenarios involving acts of harassment, intolerance and hatred, such as the Rutgers University incident, and has concluded that the Student Conduct Code enables a campus to take appropriate disciplinary action in response to situations that affect the health and safety of members of the university community. For reference, the Student Conduct Code can be found in Title 5, California Code of Regulations, section 41301. The following outlines individual violations that may be applicable.

- Sec. 41301(b)(4): Participating in an activity that substantially and materially disrupts the normal operations of the university, or infringes on the rights of members of the university community.
- Sec. 41301(b)(7): Conduct that threatens or endangers the health or safety of any person within or related to the university community, including physical abuse, threats, intimidation, harassment or sexual misconduct.
- Sec. 41301(b)(12): Unauthorized destruction, or damage to university property or other property in the university community.
- Sec. 41301(b)(15): Misuse of computer facilities or resources, including:
 - (E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
- Sec. 41301(b)(18): Any act chargeable as a violation of a federal, state or local law that poses a substantial threat to the safety or well being of members of the university community, to property within the university community or poses a significant threat of disruption or interference with university operations.
- Sec. 41301(b)(20): Encouraging, permitting or assisting another to do any act that could subject him or her to discipline.

Executive Order No. 1043, Student Conduct Procedures, outlines the sanctions that may be imposed for violation of the Student Conduct Code. The sanctions are restitution, loss of financial aid, educational and remedial sanctions, denial of access to campus, disciplinary probation, suspension, expulsion, and qualified, revoked or denied admission or readmission. More than one sanction may be imposed for a single violation.

Privacy

The expectation of privacy is high for students living in on-campus housing. Student residents are notified of privacy rights and expectations in the Housing License Agreements and Student Housing Handbooks that are distributed to each resident and posted in housing offices.

The general agreement language and expectations that are communicated to student residents include community expectations, basic roommate rights and discipline and sanctions. One of the CSU's community expectation goals is to develop a cohesive community where students of all racial, ethnic, socio economic groups, backgrounds and life styles can co-exist and learn in a pleasant and relaxing atmosphere. Unlawful harassment and discrimination are not tolerated.

Basic rights of a roommate include, but are not limited to, freedom from undue interference in one's room; right to feel free from fear, intimidation and physical or emotional harm; right to personal privacy; and right to expect reasonable cooperation. Student residents are also informed that entering a student's room without the express permission and presence of the student who resides in that room is prohibited. Inappropriate room entry includes, but is not limited to, borrowing another student's key to access her/his room, forcing a door open or entering a room through a window or bathroom.

Lastly, student residents are informed that residents who violate residence hall policy, university policy or the Student Conduct Code can expect to be held accountable. Violations of policy will result in conduct sanctions and can jeopardize the Housing License Agreement and/or the status as a student. Sanctions (consequences for inappropriate behavior) will be determined on the basis of a variety of factors, including but not limited to, the particular circumstances of the misconduct, previous warnings, disruption to the community, health and safety implications, and violations of state and federal law. Sanctions include warning, residential probation, residential relocation, residential suspension and residential expulsion. Sanctions may also include those imposed for violation of the Student Conduct Code; housing-related misconduct may also form the basis for student disciplinary proceedings.

Campus Services

Throughout the system, campuses provide a wide array of programs, services and trainings to create a safe, positive campus climate for all students. Nearly all campuses have a Pride Center, Multicultural or Cross-Cultural Center, Women's Center, or a combination of the three. The purposes of the centers are to create a safe haven for

students to discuss issues, to provide programming focused on social justice and understanding, and to offer training for the campus community.

The Offices of Student Life and Leadership include a number of campus wide programs and services that focus on diversity. Programs would include cultural celebrations, cultural graduations, and diversity and social justice summits and retreats. The offices also host a myriad of cultural and special-interest student organizations.

Training programs exist throughout the campuses. Most campuses have leadership institutes to develop and train future leaders, and all of the institutes include diversity topics as a key component. Housing and Residential Life Offices provide comprehensive training for their resident assistants and professional staff that address diversity issues, health and safety concerns and privacy. Several campuses have instituted Safe Zone Programs, which offer training programs addressing the needs and concerns of the LGBT community. Most importantly, the program identifies LGBT allies for students to feel safe to approach.

On an individual basis, the Counseling and Psychological Services Centers provide personal counseling, support groups and crisis intervention. Personal counseling sessions address family and relationships, sexual identity, suicide, and other psychological needs. Many of the support groups focus on gender, cultural groups and sexuality.

Funding for Services

Given the current fiscal challenges, the CSU has been committed to ensuring an appropriate balance between the number of students enrolled on campuses and services necessary for student success. The most recent example of the CSU's commitment to providing critical student services is the issuance of Executive Order No. 1053 – Policy on Student Mental Health.

The Policy on Student Mental Health calls for uniform basic services: Counseling/Psychotherapy, Suicide and Personal Violence Services, Emergency/Crisis Services, Outreach, Mental Health Consultation, Referral Resources. The policy also addresses various funding options for campuses to deliver the basic services (e.g., state appropriations, student health services fee, mental health services fee.).

Responding to National Incidents

In regard to responding to national incidents, the CSU vice presidents for student affairs regularly discuss national incidents, such as those at Rutgers University and Cornell University, and national trends that may impact students' development and well-being. The vice presidents as well as the chancellor's office staff make recommendations when a

systemwide response is warranted. In addition, the directors from various student services (e.g., counseling and psychological services, student health services, housing services, student leadership and activities, etc.) routinely discuss critical issues among their CSU associates as well as engage colleagues from state and national professional organizations. These important discussions serve to inform our policymakers as they consider and revisit the CSU's existing policies in light of the challenges presented by emerging trends on college campuses.

Conclusion

The CSU is deeply committed to providing the best educational experience free from acts of violence, harassment and intolerance for all students. It will continue to expect and encourage campuses to maintain and further develop policies and programs geared to creating safe environments and positive campus climates for all students.

COMMITTEE ON EDUCATIONAL POLICY

California State University and the Carnegie Statway Collaboratory

Presentation By

Marsha Hirano-Nakanishi
Assistant Vice Chancellor
Academic Research and Resources

Julia Olkin
CSU Director of Carnegie Statway Collaboratory
Assistant Professor of Mathematics
California State University, East Bay

Summary

The California State University is a partner in a project to find alternate pathways to the baccalaureate for students needing assistance with mathematics while at the community colleges before transfer to a CSU campus. Anthony S. Bryk, president of the Carnegie Foundation for the Advancement of Teaching, is focusing his tenure on catalyzing “learning by doing” centers to work on problems of practice in education. These include: (1) Statistics, data analysis and quantitative reasoning skills for the growing number of occupations and professions and for making decisions under conditions of uncertainty in modern life; (2) Community college students who have not experienced success in mathematics and who are looking at five or more pre-baccalaureate courses in algebra and geometry to gain college-level quantitative proficiency; and (3) A one-year curricular experience that culminates in college-level credit and a pathway to transfer.

Background

Five external foundations are providing the Carnegie Foundation with approximately \$9 million for a three-year period to work with 19 community colleges nationally and the Dana Center at the University of Texas, Austin to provide their students with a Statway accelerated pathway to college-level quantitative proficiency. The Carnegie Foundation originally had considered working initially just with the community colleges and the Dana Center and bringing in four-year universities later. However, the Foundation decided to invite the CSU to participate both as a destination for Statway community college students and as the founding four-year institutional

partner. The CSU institutions would be the flagship members of the Carnegie Collaboratory of Universities. The CSU Office of the Chancellor is contributing funds for this effort.

Five of the 19 partner community colleges are based in California: American River College, Foothill College, Mt. San Antonio College, Pierce College and San Diego City College. The CSU campuses are Sacramento, Northridge, San Diego, Fullerton, Pomona, San Francisco and San José State. On November 1, 2010, the Carnegie Foundation hosted an introductory session for the seven CSU campus teams. The CSU teams met with their counterparts at the participating community colleges, and have continued meeting. The 19 community colleges will launch their first year of Statway teaching in fall 2011. After faculty deliberation and subsequent discussion with academic administration at the campuses, San José, Northridge and Sacramento accepted the Carnegie Foundation invitation to be the inaugural members of the Carnegie University Collaboratory and to launch Statway in fall 2011 with the community colleges.

Between now and the upcoming Summer Institute, curricular and pedagogical testing, review, and refinements will be made by the community college and university faculty teams; baseline data will be collected and provided to Carnegie; and plans for outreach to and selection of potential Statway students for fall 2011/spring 2012 will be finalized and implemented. The Carnegie Foundation has agreed to work with the CSU to develop longer-range proposals that can build on the CSU's already acknowledged achievements in teaching and learning. In addition, the foundation and the College Collaboratory are in the midst of analyzing and planning how to scale up from 19 community colleges in 2011-2012 to more than 100 institutions by year five. These efforts would include the CSU institutions that are considering startup in 2012-2013.

COMMITTEE ON EDUCATIONAL POLICY

California State University Summit on Transformative Change in the Preparation of Teachers

Presentation By

Beverly Young
Assistant Vice Chancellor
Academic Affairs

Summary

The California State University is playing a lead role nationally in the transformative redesign of teacher preparation. Reflecting this leadership, the CSU *Summit on Transformative Change in the Preparation of Teachers* was co-hosted with the National Academy of Sciences on February 14, 2011. The summit has already been recognized as a highly significant event in the history of teacher preparation in the United States. It involved 250 influential education leaders from across California and the nation.

Summit presenters included U.S. Under Secretary of Education Martha Kanter, and the presidents of the National Council for Accreditation of Teacher Education (NCATE) and the American Association of Colleges of Teacher Education (AACTE). Additional speakers were California's Superintendent of Public Instruction, Tom Torlakson, and two of the nation's most prominent figures in teacher education, Linda Darling-Hammond of Stanford University and Lee Shulman, president emeritus of the Carnegie Foundation for the Advancement of Teaching.

Outcomes and Next Steps

The CSU Summit examined best practices in the central aspects of teacher education and provided important new knowledge in four key areas:

- Models for effective clinical, field-based teacher preparation that involve close collaboration between universities and P-12 partners in candidate recruitment, preparation, assessment and induction

- Successful designs preparing world-class teachers in science, mathematics, engineering and technology (STEM) and advancing integration of 21st century digital skills across subject areas
- Approaches connecting teacher education with promising strategies for closing achievement gaps, including proven methods for assisting at-risk students and extending learning to after-school hours
- Innovative assessments of teacher candidate performance and of preparation programs, including rigorous value-added measures of graduates' impacts on the P-12 students they teach

In addition to advancing evidence of exemplary practices, the summit laid the foundation for major next steps in two highly significant areas of reform that the CSU will now actively pursue:

- Pilot adoption of university/P-12 clinical partnerships for teacher preparation: The summit launched the *California Alliance for Clinical Teacher Preparation and Improving Student Achievement*, the first state alliance resultant from the report of the respected NCATE Blue Ribbon Panel on which CSU Chancellor Charles B. Reed served and whose report recommended large-scale changes nationally to advance clinical preparation. The California Alliance will select model demonstration sites, promote rigorous measures of candidate and program performance, and foster scale-up through state policies eliminating barriers to reform.
- Regional adoption of highly innovative yet proven blueprints for recruiting, selecting, preparing and supporting world-class new teachers across subject areas: CSU campuses already have a track record of preparing outstanding groups of beginning teachers but will now expand their leadership by experimenting with and implementing additional promising reforms, with special attention to challenges of urban and rural schools and to serving at-risk students from low-income, high-minority communities. The efforts will be implemented in close collaboration with P-12 schools and districts.

The summit sponsors included the S.D. Bechtel, Jr. and David and Lucile Packard Foundations and eight of the state's leading corporations: BD Biosciences, Chevron, Cisco, Hewlett-Packard, Honeywell, Life Technologies, Pacific Gas and Electric, and Qualcomm.