AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **3:45 p.m., Tuesday, May 8, 2012**
Dumke Auditorium

8:30 a.m., Wednesday, May 9, 2012
Dumke Auditorium

Debra S. Farar, Chair	William Hauck
Roberta Achtenberg	Linda A. Lang
Bernadette Cheyne	Peter G. Mehas
Steven Dixon	Lou Monville
Kenneth Fong	Glen O. Toney
Margaret Fortune	
Steven M. Glazer	

Meeting: **3:45 p.m., Tuesday, May 8, 2012**
Dumke Auditorium

Consent Items

Approval of Minutes of Meeting of March 20, 2012

Discussion

1. Academic Planning and Program Review, *Action*
2. Recommended Changes to Title 5, California Code of Regulations, Related to Bachelor of Arts Degree Requirements, Residence Requirements, and Special Sessions Credit, *Information*
3. Recommended Changes to Title 5, California Code of Regulations, Related to Standard Requirements for Nursing Degree Programs, *Information*
4. Teacher Preparation Program Evaluation, *Information*
5. The California State University Louis Stokes Alliance for Minority Participation (LSAMP) Program, *Information*
6. Update on SB 1440 the Student Transfer Achievement Reform (STAR) Act, *Information*

***Note**

**Note: Depending on the length of discussions on the afternoon of Tuesday, May 8, 2012, Educational Policy items may have to be carried over to Wednesday, May 9, 2012, for consideration.

**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**

March 20, 2012

Members Present

Debra S. Farar, Chair
Roberta Achtenberg
Bernadette Cheyne
Steven Dixon
Kenneth Fong
Margaret Fortune
Steven M. Glazer
Peter G. Mehas
Lou Monville
Glen O. Toney
William Hauck, Acting Chair of the Board
Charles B. Reed, Chancellor

Trustee Debra S. Farar called the meeting to order.

Approval of Minutes

The minutes of January 24, 2012, were approved as submitted.

Before moving to the first item, Ephraim P. Smith, CSU executive vice chancellor and chief academic officer, offered a few comments. He reported that CSU research and sponsored programs provide more than $600 million annually across the CSU system. Dr. Smith commended Kevin Jordan, professor of psychology and of human factors and ergonomics at San José State University, for receiving the largest grant ever in the CSU system. The NASA Ames Research Center has awarded Dr. Jordan a $73.3 million, five-year grant to participate in the development of systems for improving the safety and efficiency of air and space travel. The grant pairs SJSU faculty and students with scientists at the research center.

Dr. Smith also congratulated San Francisco State University President Robert Corrigan and the campus for receiving the Simon Award for Comprehensive Internationalization from NAFSA: Association of International Educators. The award recognizes outstanding and innovative achievements in campus internationalization.

Update on SB1440: Student Transfer Achievement Reform Act (STAR)

Ken O'Donnell, state university associate dean for Academic Programs and Policies, presented a PowerPoint detailing the relationship between the CSU and the California Community Colleges (CCC) on the new transfer program, which he noted was going very well, and highlighted the $1 million grant from Complete College America. The work to date has been divided into three areas: curriculum, enrollment and messaging. On the curriculum side, Mr. O'Donnell reported an increase of two Transfer Model Curriculum (TMCs) from the last report - in music and teacher education - bringing the current total to 18 TMCs. More CSU campuses are accommodating students who are coming in under the previous 16 TMCs. On the community colleges side, more than 300 two-year degrees have been created using the TMC template. Additionally, 82 community colleges have created two-year degrees that resemble that template. All but one of the CSUs (Cal Maritime) said they could finish a bachelor's degree using most TMC models.

Using sociology as an example, Mr. O'Donnell explained that there are now 13,000 total institutional combinations offering students a clear and efficient pathway to the baccalaureate. Mr. O'Donnell praised the CSU and CCC faculty senates for their good work on the program. There are pluses and minuses to using the TMC approach: the plus being the fast implementation and clear advising for CCC students to obtain this new transfer degree; the minus is that it overlooks long-standing, successful local relationships between the CSUs and the CCCs. The two systems are staying with the TMC model for the time being but may also look to degrees in "areas of emphasis" such as social sciences as opposed to being specifically sociology.

As for enrollment challenges, Mr. O'Donnell said the CSU is continuing to have a problem with CCC students self-reporting when they apply to transfer. Many have reported they are transferring with a STAR Act degree from a community college that does not offer such a degree. The CSU has eliminated many of those applicants by e-mailing them instructions to petition their community college for a transfer degree because SB 1440 compels the CSU to offer priority admission to those students. The CSU is working on developing better processes to confirm CCC degrees. The CCC Chancellor's Office has released a report urging its campuses to start tracking their students into academic programs which will greatly assist CSU efforts. Mr. O'Donnell commented that the community colleges need to be better equipped to inform the CSU electronically who is pursuing the degrees.

Trustee Lou Monville asked about electronic transcripts from the community colleges for tracking students currently pursuing those degrees and obtaining their transcripts. Mr. O'Donnell said that not every community college has an e-transcript capability but they are working industriously to get there. Even with the departure of outgoing CCC Chancellor Jack Scott, that effort is likely to continue.

On the messaging side of SB 1440, Mr. O'Donnell reminded the trustees about the new logo and tag line (a degree with a guarantee) and the reservations expressed about the tagline. He said the CSU is committed to having a clear and consistent disclaimer in that the degree comes with a

guarantee but it is a nuanced one. He also said that the CSU will be rolling out a webpage, poster and tear-sheets in mid-2012.

Speaking about progress on the community college side, Mr. O'Donnell stated that while there are 300 degrees identified, when divided among the 112 community colleges that comes out to only two or three at each one, which is not enough. Another concern is that advisors and counselors are not yet equipped with the publications and follow-through answers that they all should have. In summary, on the curriculum side he reaffirmed the CSU's continued support of the TMC framework and also highlighted that there are 13,000 pathways in place when a year ago there were none. The enrollment side presents continued challenges largely due to the lack of electronically tracking students and transcripts; the CSU will continue to support the community colleges in that effort. The message side is not there yet due to the delay in rolling out the delivery materials.

Academic Senate Chair Jim Postma, asked to comment on the status of the program by Trustee William Hauck, said the CSU is in good shape. He sees the end of the TMC process which will then move the CSU and CCC most likely into campus-by-campus agreements. However, there are signs that some of the community colleges are getting bogged down. The legislation or a directive from Chancellor Scott said that each campus had to have two degrees in place by last fall, and most of them do, but there has not been much progress since then. He said the CSU hopes that the new CCC chancellor will continue to champion the program. He said that CSU's announcement about curtailing enrollment due to budget cuts though allowing for SB 1440 transfers was a good message illustrating the CSU's commitment to making the program work.

Chancellor Reed had a conversation with CCC Chancellor Scott about doing more in the community colleges with regards to "areas of emphasis" so that biology, chemistry or math, for instance, could fit under a science degree. Chancellor Scott told Chancellor Reed that he would push the colleges to do that, and also to expand the CCC majors for the transfer degrees. Trustee Peter Mehas suggested that the CSU governmental affairs office continue working with legislators and update them on CSU progress. Mr. O'Donnell confirmed that is occurring.

Trustee Monville asked for additional information about "areas of emphasis" as opposed to the TMC model. Mr. O'Donnell said that one of the virtues of the TMC model is that it has been faculty led and noted that the two statewide senates have done an inordinate amount of work to move the process forward quickly. On the community college faculty side, there was concern that "areas of emphasis" in two-year degrees would be of little value to the student. The TMC model allows students to obtain a specific two-year associate degree. Dr. Postma emphasized the reason for the TMC approach was quite pragmatic. To create the "areas of emphasis" structures would involve bringing faculty together from multiple disciplines, which would be logistically difficult and quite expensive. He said they can continue to review the options moving forward. SB 1440 put the community colleges dominantly in charge of the curriculum, and the curriculum group is meeting shortly and expects to have progress to report in a couple of months.
Trustee Carol Chandler asked about the advising and messaging component at the high school level to show that SB 1440 is a pathway for many students. Mr. O'Donnell said the CSU is

marketing this transfer degree to high school students, especially those who know what they want to major in and then transfer to a CSU campus. He said that marketing is occurring at the CSU counselor conferences, noting that the biggest push is with these counselors and the high school students.

Cal State Online: Start up, Status and Vision

Cal State Online is a new CSU initiative aimed at providing students with access to high-quality online programs. CSU Fresno President John Welty said the origin dates to 2010, when the Technology Steering Committee (TSC) discussed how to best utilize online education to increase access to students. The TSC first engaged consultant Richard Katz, who completed an extensive analysis of online education in the country and beyond the U.S. They then developed 10 guiding principles for Cal State Online that include voluntary participation; recognition that the faculty need to be compensated with adequate support and training; equal access for students; providing the most comprehensive services available; leveraging the system's physical infrastructure already developed in the area of technology; a commitment that prices will be competitive; courses would meet quality standards held for all CSU courses; utilizing the most creative and innovative business processes; and use of existing online degree programs.

The first focus of Cal State Online is on selecting some of the 60 or more fully online degree programs currently offered on CSU campuses as the initial program offerings. The second focus will be on degree completion programs that will enhance workforce development. Each of the 23 campuses provided $50,000 in seed funding to begin the effort; the TSC began a search for an executive director; and Chancellor Reed appointed a 12-member board to oversee Cal State Online.

Ruth Claire Black, the newly appointed executive director of Cal State Online, was selected after a nationwide search. For 10 years she was at Chapman and Brandman universities and launched their online programs. Ms. Black said her initial focus area is determining a process to provide services within Cal State Online. These include determining vendor capability in several categories resulting in a draft RFP which has been posted on the website. They are asking campuses, faculty and various CSU constituencies to ensure that the services will support the academic programs as well as faculty teaching and course development. Several campuses have sent additional services they would like added to the list, and services have been modified to ensure what is needed is provided.

Ms. Black stressed that Cal State Online will provide services, not academic programs, because those remain with the faculty. Trustee Chandler asked about faculty support and if there are tutorials available. Ms. Black said there will be a broad array of services such as a 24-hour help desk for faculty and students with technical problems. As to the Cal State Online launch time, Ms. Black said they hope to issue the RFP for services in April, and in May will begin the process of vendor selection with the announcement of a vendor partner by end of summer. They will begin course development in September, with a possible small beta test and limited course offering in late October, with a full launch in January 2013.

Trustee Steven Glazer commented on the importance of the different types of learning opportunities it will provide to students today and in the future. Trustee Bernadette Cheyne said that while the project raised initial concern among the faculty, she believes the actions undertaken the past months have had a great effect to address those concerns, and substantially quell them. Trustee Hauck asked how the current existing 60 online degree programs relate to Cal State Online. Dr. Welty said they will select a small number that want to participate which will then be marketed more broadly across the state and perhaps even outside California. The effort is to expand the reach of those quality programs that are working well. Chancellor Reed clarified that most of the existing programs are master's programs, not bachelor's programs. From a marketing standpoint, he said there are tens of thousands of people in California who have attended CSU and have not completed their degrees, so they will be an important target market. He said they also will market to women ages 25-40, who are stay-at-home moms, who also have some college and want to complete their degrees. Trustee Margaret Fortune asked to see the business plan for CSU Online as it is an important part of the information and the development of program. Chancellor Reed said it can be shared at the next meeting.

Digital Textbooks: The California State University's Affordability Strategy for Student Success

Gerry Hanley, CSU senior director for academic technology services, presented a PowerPoint on recent developments regarding digital textbooks and the CSU agreement with digital textbook providers. The typical price discount for digital textbooks is between 45 and 55 percent less than new print textbook prices. Based on research of 3,000 CSU students across five campuses who use digital textbooks, one-third of students would prefer digital textbooks; yet only one percent of titles sold in CSU bookstores are digital. There is an unmet need for digital textbooks and the CSU is taking action to provide students and faculty with greater access to more affordable digital textbooks. Mr. Hanley further reported that the CSU's Affordable Learning Solutions (AL$) initiative is providing access to free, open textbooks as well. At CSU Channel Islands, a business management faculty member is using an open digital textbook rather than a $224 print textbook.

The CSU libraries are facilitating faculty finding e-books that match their course requirements. More than 200 course sections at San José State University required books that already existed in the e-book collection, which allowed students access to those textbooks for free. Digital rentals are another option for faculty and students to use publishers' quality content delivered at a lower cost. Like renting a print textbook, students have access to the digital rental for a fixed amount of time. They can print the digital textbook at their own cost if they want the book after the term is completed. In July 2011, the CSU posted an RFP for proposals to provide the CSU with numerous affordable and accessible options. Students and faculty have a diversity of preferences for the format and content. The goal was to enable people to more easily choose what is right for them in learning and teaching. Students want more affordable prices and more digital textbooks and providers want a greater volume of sales and digital textbooks. The digital rental program connects the demand and the supply of digital rentals.

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Ed. Pol.

The agreement began with digital textbook vendors providing the CSU with a 60 percent price discount over the print textbook cost. The second key activity is raising awareness of digital options and preparing both faculty and students to use digital options effectively. The third key area of agreement is that vendors will provide roadmaps for improving the accessibility for e-reader applications. The current e-readers continue to have barriers for students with disabilities, not providing them with equal effective access to core content, which puts the CSU at risk. All CSU campuses will be able to participate in the digital rental program because a similar agreement was negotiated with all the major distributors. The majority of campuses have outsourced their bookstores to either Follett on nine campuses, or Barnes & Noble on six campuses. The e-reader technology for these two companies (Café Scribe from Follett and the NookStudy from Barnes & Noble) has significant barriers for students with disabilities. CourseSmart, which is typically distributed through independent bookstores, is significantly more accessible. Mr. Hanley said the issue will be discussed with the CSU chief business officers in April so it can be resolved soon.

As sales of digital textbooks grow the CSU will be able to place stronger demands on vendors. Mr. Hanley's office is working to launch a communications campaign about digital rentals, including face-to-face conferences and webinars. He will also be working with the California State Student Association (CSSA) to raise student awareness of the digital rental option. If one-third of students choose one digital rental per semester instead of a $100 textbook, students will save approximately $17 million per year. Information about the CSU's affordable learning solutions can be found at its one-stop website, http://als.csuprojects.org.

Student Trustee Jillian Ruddell said that as a student she always appreciated when someone is working to save students' money. If two-thirds of the student population prefer hardcopy, she asked if savings will be put onto individuals purchasing hard copies. Mr. Hanley said no, that the bookstores continue to expand their used books and print rental program. Noting San Francisco State University's used book and print rental options, students saved approximately $500,000 last year. Mr. Hanley stressed that choice is an essential element allowing faculty and students to choose what is right for their learning styles and preferences. That will continue to be the case.

Trustee Kenneth Fong asked about the providers of the digital rentals, and why they would do digital rentals and sacrifice their profit. Mr. Hanley said publishers like McGraw-Hill that produce the content are interested in the increasing use of digital textbooks because the used textbook market cuts out revenue from their businesses. When a book gets resold through the used book or rental program, publishers do not get a return. That book gets sold three to four times more, so the used book dealer makes money on it but the publishers do not. With the digital rental, the revenue continues to be driven back to the publishers and that will enable them to lower the cost because they can get their return over a longer period of time.

Trustee Farar adjourned the meeting**.**

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning and Program Review

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

In accord with CSU Board of Trustees policy established in 1963, this item summarizes the California State University academic planning process, and reports the program planning 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 2012-13 and 2022-2023.

The proposed resolution would approve additions and modifications to campus academic plans and the CSU Academic Master Plan.

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. Assessment of student-learning outcomes, as reported through regular academic program review (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 (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.

In addition to the CSU Academic Master Plan, the Chancellor's Office maintains the CSU Degrees Database, an online inventory of all authorized degree programs and associated concentrations (a focused area of study within the degree program). Campuses submit program information to the online database, and the Chancellor's Office accepts confirmed authorized degree programs concentrations. The Degrees Database informs the public CSU Search Degrees website (http://degrees.calstate.edu/), a tool for exploring the baccalaureate and graduate degree programs and concentrations offered at CSU campuses. To date, the annual reporting of units required in established bachelor's degree programs (Attachment C) has not been completely reconciled with the data in the Degrees Database. As discrepancies are attributed to mistakes in campus calculations, in future annual reports the Degrees Database will be the only source of information for reporting to the trustees the number of units required in CSU bachelor's degrees programs.

The campuses submitted 20 projections for trustee planning authorization this year. Academic Affairs considered all proposed projections and, in light of the budget reductions, decided that only self-support projections would be recommended for board approval. This decision takes into consideration that the campuses have been approved to develop 103 degree proposals by 2016, with 86 programs projected to be implemented by fall 2013. The self-support degree projections recommended for the board's planning authorization are listed below and also appear in bold type in **Attachment A**. The projections below indicate only campus intention to develop 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. While "fast-track" proposals may be submitted along with the projection proposal; the chancellor's implementation authorization is still required. Pilot programs are authorized to operate for five years and must be submitted for conversion to regular status before students may be enrolled in subsequent terms.

Newly proposed program projections include:

Monterey Bay
    2013   MPA   Public Administration

Northridge
    2012   MA   Urban Planning
    2013   MA   Intercultural Communications
            MA   Sustainability Professional Practices

San Diego
    2012   MS   Hospitality and Tourism Management—*fast track*

San Luis Obispo
    2013   MS   Architectural Engineering
            MA   Dairy Food Technology

San Marcos
    2013   MPH   Master of Public Health

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.

2. Assessment of Student-Learning Outcomes Reported Through Program Review
The Chancellor Office no longer collects summaries of campus program review summaries for transmittal to the Board. Instead, effective 2003, campuses have been asked annually to report on the assessment of student learning outcomes in programs that have undergone regular periodic program review during the previous year. Campus departments and degree programs are expected to 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 and competencies. Results are analyzed to determine how changes in the curriculum or teaching could improve student success. Subsequently, in a process called "closing the feedback loop," changes are implemented, and the assessment cycle begins again in the following academic year. Campus compliance with this reporting requirement, established in 2002, has been inconsistent but is greatly improved this year. Academic Affairs will conduct systemwide training on the assessment of student learning outcomes, relying on those campuses strong in assessment

practices to assist in this effort. Information on student-learning outcomes assessment associated with regular program review is 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 propose 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 120/180 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 1,296 undergraduate programs reported in the CSU; 91 percent of baccalaureate programs have achieved the 120/180-unit goal or have reduced units required for the baccalaureate degree. A total of 81 percent of reviewed baccalaureate degree programs now require no more than 120 semester units (180 quarter units). This is up from 79% of programs last year. A total of 116 of the 1,296 degree programs reviewed were unable to reduce, at all, the units required for the baccalaureate degree. In the past year, 27 programs were removed from this category, having reduced the number of units required for degree completion.

Ten percent of all CSU programs have reduced the total number of units required yet remained above the 120/180-unit target. Those programs still requiring more than 120/180 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.

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.

4. **Program Discontinuations**
As campus compliance is inconsistent regarding required Chancellor's Office notification of planned discontinuation of existing programs, systemwide policy will be revised and

distributed in an effort to effect better campus compliance. Campuses have reported plans for discontinuation of the following eleven degree programs:

Chico

BA   American Studies
MFA   Creative Writing
BA   Modern Jewish Studies
MA   Music

Humboldt

BS   Nursing

Long Beach

BA   French Studies
BA, BS, MA, MS Interdisciplinary Studies
MA   Occupational Studies

San José

EdD   Collaborative Leadership, joint program with UC Santa Cruz
EdD   Educational Leadership, joint program with UC Berkeley

Stanislaus

BS   Computer Information Systems

5. Summary of WASC Visiting Team Report
The Board of Trustees adopted a resolution in January 1991 that requires the annual agenda item on academic planning and program review to include information on recent campus accreditation visits from the Western Association of Schools and Colleges. Summaries of campus WASC activities and visits 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 May 7-9, 2012 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 2012-2013 and 2022-2023

(Bold type denotes new proposed program projections;
dates in parentheses denote originally projected implementation dates)

BAKERSFIELD

2013	EdD	Educational Leadership (2011)

CHANNEL ISLANDS

2012	BA	Anthropology (2010)
	MFA	Art (2010)
	MS	Biology
	MS	Coastal Sustainability
	BS	Computer Engineering
	MA	English (2010)
	BS	Health Science
	MS	Nursing (2014)
	MPA	Public Administration
2013	MA	History (2012)
2014	MS	Applied Sociology (2013)
	BA	Freedom and Justice Studies (2013)
	BS	Kinesiology/Athletic Training
2015	EdD	Educational Leadership
	BS	Nutrition/Dietetics
	BA	Philosophy (2014)

CHICO

2012	MS	Agricultural Education
	EdD	Educational Leadership (2010)
	BA	Environmental Policy and Planning (2011)
2013	MS	Mechatronic Engineering (2012)

DOMINGUEZ HILLS

2012	MA	Communication Disorders (2014)
	EdD	Educational Leadership (2011)
2014	MA	Communication Disorders (2011)
	BS	Exercise Science (2010)
	MPH	Public Health (2009)

DOMINGUEZ HILLS (continued)

2015	BS	Environmental Engineering
	MS	Exercise Science (2009)
2016	MA	Spanish (2011)
	MA	Theatre Arts (2010)

EAST BAY
No new programs are planned.

FRESNO

2012	BA	Latin American Studies
	DNP	Nursing (with San José State University)
	DPT	Physical Therapy
	MS	Water Resource Management (online)
2015	BS	Rehabilitation Services

FULLERTON

2010	BFA	Dance
2011	MA	Criminal Justice
2012	BA	Chinese Studies
	MS	Computer Engineering
	MS	Engineering Management
	MS	Environmental Engineering

HUMBOLDT

2008	BA	Environmental Studies (2012-*pilot*)
2011	BA	Film
	BA	Theatre

LONG BEACH

2012	MS	Geographic Information Systems (2011)
	BFA	Theatre Arts (2011)

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.

LOS ANGELES

2011	MS	Aerospace Engineering
	AuD	Audiology (with Western University of Health Sciences)
	PhD	Complex Systems (with Claremont Graduate University)
	MS	Technology
2012	BA	Computer Science
	PhD	Forensic Sciences (joint doctoral partner to be determined)
	MS	Systems Engineering
	BA	Urban Studies
2013	MA	Liberal Studies
2015	EdD	Educational Leadership

MARITIME ACADEMY

No new programs are planned.

MONTEREY BAY

2012	MA	Applied Ethics and Communication (2008)
	EdD	Education
	BA	Liberal Arts
2013	**MPA**	**Public Administration***
2014	MA	Critical and Applied Multicultural Studies

NORTHRIDGE

2012	MS	Quality Management
	MS	Tourism and Destination Site Administration
	MA	**Urban Planning***
2013	MS	Computer Engineering
	MS	Information Technology
	MA	**Intercultural Communications***
	MS	Nursing (2011)
	MA	**Sustainable Professional Practices***

POMONA

| 2012 | MS | Geological Sciences (2010) |
| | MA | Psychology (2009) |

SACRAMENTO

No new programs are planned.

SAN BERNADINO

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

SAN DIEGO

2012	MS	Biomedical Quality Systems
	MFA	Film, Television, and Digital Media (2011)
	BFA	Graphic Design (2010)
	MS	**Hospitality and Tourism Management***--*fast track*
	EdD	Special Education (with UC San Diego) (2010)
	MA	Translation and Interpretation (2011)
2013	PhD	Applied Social Science with Emphasis in Substance Abuse (2012)
2014	PhD	Communication (with Fielding Graduate Institute) (2012)
	PhD	Hearing Science (with UC San Diego) (2011)
	PhD	Information Systems (with Claremont Graduate University) (2011)

SAN FRANCISCO

No new programs are planned.

SAN JOSÉ

2012	MFA	Animation
	MS	Biomedical Devices (2011)
	MFA	Music (2010)
2013	EdD	Educational Leadership (2009)

SAN LUIS OBISPO

| 2012 | MA | Disaster Management and Homeland Security (2011) |

SAN LUIS OBISPO (continued)

| | PhD | Engineering (with Naval |

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

		Postgraduate School)
	MS	Nutrition
	MS	Printed Electronics and Functional Imaging
2013	**MS**	**Architectural Engineering***
	MA	**Dairy Products Technology***

SAN MARCOS

2013	MS	Chemistry (2008)
	BA	Child and Adolescent Development (2009)
	BA	Digital and Media Arts (2008)
	EdD	Educational Leadership (2010)
	BA	Ethnic Studies (2010)
	BA	Music (2009)
	BA	Philosophy (2008)
	MPH	**Public Health***
	MSW	Social Work (2011)

SONOMA

2012	EdD	Education Leadership (2010)
	BA	Early Childhood Studies
	BA	Earth Science (2011)

STANISLAUS

2012	MS	Digital Media and Visual Anthropology (2011)
	BS	Health Science (2011)

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

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

Assessment of Student Learning Outcomes
As Conducted Through Regular Program Review

Please note: In the following assessment reports, the abbreviation "SLO" refers to Student Learning Outcomes, the goals that identify what students should know and be able to do upon successful completion of a course or degree program. "Closing the loop" means that, based on faculty analysis of assessment results, modifications to curriculum and pedagogy have been made as a strategy for improving student learning outcomes.

California State University, Bakersfield

BS Computer Science
Assessment included student learning of discrete structures and algorithms, for which the major field exam scores showed there was some need for improvement. The program faculty report that they do not have the leeway to increase the number of required courses because that would add units beyond 180 and slow students' degree attainment. They had suggested working with the programs that offer general education Area A3, Critical Thinking, to ensure coverage of formal logic and proofs that they could draw upon in their coursework. Course expectations were modified to have students choose an appropriate proof technique rather than being told which proof technique to use for a problem. They also sought to improve students' skills with inductive proofs, encouraging students to see their professor or tutors outside of class. In another upper-division course, lecture time and example problems would be covered in class for more advanced learning.

BS Physical Education and Kinesiology
The program reports that staffing shortages have prevented faculty from organizing and unifying their direct measures of student learning. Nevertheless, they have "closed the loop" since the past review by collapsing the content in several of the physical education courses to define more narrowly their focus and to prevent overlapping of content between courses. The department developed a regular course offering cycle that has been utilized for five years with little variation. This method of offering courses is not flexible, but it provides a known pattern that students can trust and plan several years in advance which classes they will take and what time they are offered.

BA Natural Sciences
The program does not offer any of its own coursework and relies on major courses from the science disciplines, which are reviewed separately. Nevertheless, program-level direct measures of learning outcomes are available from the California Subject Examinations for Teachers (CSET) exam results. Natural science students exceed both the CSUB average and the statewide average in five of the six exams. One hundred percent of the students attempting an exam with

either a concentration or minor in that subject passed. Of those attempting an exam for which they had neither a concentration nor a minor, 67 percent passed.

California State University, Channel Islands

MA Education

Master's candidates remain particularly strong in instructive leadership, organizational management, the development of leadership capacity and ethical behavior, according to assessment results. The program coordinator interviewed candidates in their second or subsequent year. Candidates ranked the program high in the areas of instruction, fieldwork and organization. Requests, however, were made for additional training in several areas. The program is now working to: (1) identify places in the curriculum in which candidates directly learn the communication and problem-solving skills they need to work effectively with students, parents, faculty, staff and community; (2) add to the curriculum an opportunity to practice interviewing for leadership positions; and (3) bring in K-12 administrators who can share experiences related to the application of course knowledge and skills. The program may seek feedback from the supervisors of alumni. Finally, faculty is developing a writing guide and set of signature assignments that will be used to measure students' progress in writing-skills development and in overall skills development.

Master of Business Administration

The MBA Program has a published schedule to assess its nine program learning goals (PLG):

- Written communication
- Oral communication
- Critical thinking
- Ethics
- Teamwork
- Analytical and integrative skills
- Global business perspectives
- Innovative business planning
- Leadership

All nine are assessed each semester in the capstone course, and an individual PLG is assessed on a rotating basis in all other courses (simultaneously, during one semester). For example, in fall 2011, the written communication goal was assessed, and in spring 2012, the oral communication goal will be assessed. Rubrics and other methods of assessment are used in each course and results are summarized each summer. To date, adjustments have been made in curriculum sequences in some courses. Faculty developed a process to direct students to the Writing Center and to software to enhance their writing skills. Management of the assessment process is assigned to the associate director of the MBA program. A consultant assists with analyzing the

results, which leads to changes in curriculum, pedagogy and program. For example, several special topics' courses have been modified to give greater emphasis to international business, business planning and leadership.

MS Biotechnology and Bioinformatics

The program conducts regular assessment activities regarding its curriculum, student-learning outcomes and alumni satisfaction. Assessment takes place through curriculum analysis, course-embedded assessment, a graduating student survey, alumni survey and oral presentation evaluation of the internship or team projects. Through an alignment study, it was found that the curriculum was well developed and the courses were aligned with the program objectives. Course assessment showed that students were learning according to the SLOs of the courses. Some graduates pointed out the lack of statistics training in the program. Based on graduates' input, a previous elective course (BINF 514) in statistical analysis has been made a required course for the program. The program will continue to assess the curriculum to meet current industry standards.

MS Math

The final products of master theses or projects are used to assess critical thinking, problem solving and advanced mathematical skills by identifying, evaluating, analyzing, synthesizing and presenting fundamental and advanced mathematical and computer science issues and their applications. These embedded assessments allow faculty to measure student knowledge of current mathematical theories and broad technology use in industry, including a working knowledge of software development techniques that are common to an industrial setting. Thesis and product evaluations show that 100 percent of graduating students are performing at least at the "good" level on both outcomes, and 75 percent of these students were able to demonstrate excellent performance. This is attributed to the required synthesis and critical-thinking written project. Because synthesis and critical thinking are a challenge for students, the faculty will continue to require and assess a written final thesis or a project report for each graduating student.

MS Computer Science

Seven individual course-learning outcomes are mapped to program-learning outcomes. Currently, the program is regularly collecting data but is in the initial stages of data analysis, as courses are only offered once in a two-year cycle. Because of the limited amount of data, no modifications have yet been made to the program; however, there should be sufficient data at the end of the 2012 academic year to fully evaluate the program. No assessment results are reported.

California State University, Chico

BS Applied Computer Graphics
The applied computer graphics program embedded course rubrics into course assignments to assess eight SLOs. On average, 83.9 percent of students achieved the established target. It was determined various actions needed to take place for the various SLOs. In some instances, it was determined the current methodologies should be continued, but that faculty needed assistance in gathering assessment data and providing timely feedback. It was also suggested to assess the outcomes in more assignments across more classes as well as reviewing coverage and exposure of the students to the principles of applied computer graphics. In response, there will be a review of assessment gathering and feedback processes in specific courses that have lower-than-average outcomes results. Also, the number of assignments assessed will be increased, as will the number of courses assessed. These same SLOs will continue to be assessed in upcoming academic years.

BS Computer Information Systems
Ten SLOs were assessed in 2010-2011, using embedded assessment activities as well as graduating senior surveys. The survey results showed the program was above target for all 10 of the SLOs, whereas the results from the embedded assessment activities showed above target for eight of the 10 SLOs. No action was taken on nine of the SLOs, but it was determined that action was needed on the SLO "showing an ability to apply knowledge of computing and mathematics appropriate to the discipline." It was determined that more emphasis was needed on the significance of theoretical material as it pertains to advances in the applications. It was also decided there was a need for sufficient homework assignments as well as examinations to show understanding of the principles. Some minor course-specific adjustments will be made as well as the continuation of monitoring all 10 SLOs in the upcoming academic years.

MA Education
The School of Education assessed the ability of candidates to demonstrate competence in analyzing and evaluating alternative points of view and drawing judicious conclusions as evidenced through scholarly writing. This was assessed using the Masters in Education writing rubric as well as Initial Writing Samples (WPI) and Advancement to Candidacy Writing Samples (WPII). The results of the WPI showed a mean of 2.85 (four-point scale) and the WPII showed a mean of 3.08 (four-point scale). A new course was included to act as an academic writing intervention to support incoming candidates and prepare more students for advancement to candidacy. Students receiving scores of 1-2 on the WPI would be required to take this new course. Upon taking this course, students are largely able to demonstrate the level of writing proficiency needed to complete the culminating activity for the master's degree. It was decided that all of the options and pathways within the MA in Education will use the same writing rubric for both the WPI and WPII to provide pre- and post-assessments for monitoring candidate growth. The graduate faculty will need to participate in a calibration of the School of Education writing rubric so there is consistency in the reviews for advancement to candidacy.

BA Sociology

The Department of Sociology used evaluation of embedded assignments within two courses to assess two SLOs. The first SLO assessment determined whether the student exhibits an understanding of the structural and interpersonal basis of social inequality. Evaluation of the embedded assignment showed 45.8 percent of students demonstrated this well; 50 percent of students were able to demonstrate this; and 4.2 percent of students were not able to demonstrate this SLO. In response, the department will continue to require one elective course in social stratification and will assess opportunities in the program for learning through community engagement.

The second SLO assessed was the student's ability to recognize the relationship among personal agency, social responsibility and social change. Evaluation of the embedded assignment showed 38.2 percent of students were able to demonstrate this well; 50 percent of students demonstrated; and 11.8 percent of students did not demonstrate this SLO. In response, the department will continue the effort of developing this SLO through opportunities in service learning and public sociology. They will also continue the coordination of a sociological methods sequence and applied sociology opportunities.

California State University, Dominguez Hills

BA, BS, MS Biology

Results of student-learning outcomes assessment show that students learn research skills through independent research courses and by involvement in faculty research. Assessment results indicate that greater attention needs to be paid to formative assessment in 100- and 200-level courses. As the result of assessment findings, the department will integrate internship opportunities for student research into the degree program.

California State University, East Bay

MS Educational Leadership

For all National Council for Accreditation of Teacher Education (NCATE) accredited programs in the professional education unit at CSU East Bay, 11-unit assessment outcomes have been defined. All of the following programs share these 11-unit assessment outcomes. Candidates for the MS Educational Leadership degree are assessed through the Department of Educational Leadership's innovative "Mindscapes" rubric. The program is concurrent with the Administrative Services Tier I Credential Program, which includes assessments of field experience. All NCATE-approved programs engage in a continuous improvement cycle. In 2011 program faculty, after reviewing two years of data, defined improvement goals in the areas of

English learners and cross-level field experience. New requirements were adopted for the cross-level field experience.

EdD Educational Leadership

Key assessment assignments for the Ed.D. program includes the two qualifying exams, the dissertation proposal and the dissertation. The first cohort completed the program in June 2011. Faculty is now analyzing the data and will implement program improvements once the analysis is complete. The CSU independent Ed.D. program also undergo a system-wide accountability process in satisfaction of Education Code requirements.

MS Counseling

All MS Counseling programs have signature assignments. Candidates are assessed through course-based signature assignments, clinical experience and exit portfolios. All NCATE-approved programs engage in a continuous improvement cycle. In 2011, MS counseling program faculty, after reviewing two years of data, defined improvement goals in the area of candidate assessment and candidate use of technology. No assessment results are reported.

MS Special Education

All MS Special Education programs have shared signature assignments with separate signature assignments for the options in mild/moderate and moderate/severe disabilities. Candidates are assessed through course-based signature assignments, clinical experience and exit portfolios. In 2011, program faculty, after reviewing two years of data, defined two improvement goals in the areas of English learners and cross-level field experience.

BS Engineering, Option in Industrial Engineering
MS Engineering Management

The Department of Engineering has a very active program of learning outcomes assessment, which is applied to both the undergraduate and graduate degree programs. The department has mapped its 11 program outcomes to seven different assessment tools, including portfolios, senior exit surveys, senior project evaluation by industry sponsors and co-op employer evaluations. This process has resulted in several improvements to the curriculum and other program attributes. For example, in the senior exit survey, some courses were not perceived as having high value by many of the students. As a result, the department identified a number of courses for further analysis and corrective actions. Changes in the department's laboratory setups and lab utilization were also made. The re-design of the curriculum appears to have increased the level of achievement of program outcomes and has also resulted in better alignment of the curriculum with the shifting career opportunities in industrial engineering.

Master in Social Work

The Master in Social Work program assessment process includes ratings of student performance by field instructors, the community project and the year-two capstone. Pre- and post-student

surveys, alumni and employer surveys are also conducted as part of the assessment process. Evaluations by faculty and analysis of grade point averages are also considerations in assessment of the program. No assessment results are reported.

BS Nursing

The program aggregates student outcome assessment data for the BS nursing program, including licensure examination pass rates, graduation rates, alumni satisfaction and employer satisfaction. Based on review of assessment data, simulation scenarios and use of the simulation laboratories on each campus have been incorporated to increase student learning and critical thinking. Class schedules for leadership and continuing care classes were changed in response to student feedback to facilitate student success.

California State University, Fresno

MS Animal Science

No assessment activity or results are reported. As a result, the program was directed by the provost to improve and increase data collection and evaluation related to program assessment and student outcomes.

MS Food and Nutritional Sciences

The program has voluntarily placed admissions to the program on a two-year suspension to review and revisit the curriculum. After the review of the curriculum is complete, an appropriate plan for student outcomes assessment will be developed. No assessment activity or results are reported.

MS Industrial Technology

No assessment activity or results are reported. As a result, the provost had directed the Industrial Technology Department to refine and implement a viable student outcomes assessment plan before he will approve the program review implementation plan.

BS Industrial Technology

The department required students to participate in a national exam (Certified Technologists Exam) and identified deficiencies in student performance in the areas of accounting and statistics. Adjustments to the curriculum are underway.

MS Rehabilitation Counseling

No assessment results are reported. The provost is requiring the department to refine the student outcomes assessment plan, with data to be collected and analyzed in the spring of 2012. The comprehensive examination will be revised to reflect current practices in the field.

MA Teaching

No assessment results are reported. The provost is requiring that the program faculty re-conceptualize the student outcomes assessment plan, begin data collection in the spring of 2012 and close the loop the following academic year.

Biotechnology

No assessment activity or results are reported.

MS Computer Science

No assessment activity or results are reported. As a result, the provost is not approving the program review implementation plan until data is collected and the assessment loop is closed in some way.

BS Computer Science

No assessment activity or results are reported. As a result, the provost is not approving the program review implementation plan until data is collected and the assessment loop is closed in some way.

MS Criminology

No assessment activity or results are reported. As a result, the provost is not approving the program review implementation plan until data is collected and the assessment loop is closed in some way.

BS Criminology

No assessment activity or results are reported. As a result, the provost is not approving the program review implementation plan until data is collected and the assessment loop is closed in some way.

BA Economics

The program review found data produced from course assessments are not used to change program curriculum. As a result, an assessment plan was developed to address this issue and is being implemented for majors. No assessment activity or results are reported.

Special Programs
Smittcamp Family Honors College
Data from focus groups and surveys suggested the addition of a new English course as well as modifications to several other courses. These changes improved student writing and increased the rigor of the program. The review identified the need for program level learning outcomes and these were developed. An assessment was launched using e-portfolios.

California State University, Fullerton

BA Ethnic Studies
The department uses an indirect assessment strategy (student testimonials) about learning experiences under each learning goal. The program is working to develop direct assessment measures, including a joint capstone course, for ethnic studies majors. No assessment results are reported.

BA Religious Studies
The Department of Comparative Religion has developed and implemented an assessment plan, including a timeline to assess the program's learning goals and outcomes. The goals and outcomes are linked (mapped) to curriculum; direct and indirect assessment strategies are utilized including student survey data. An indirect measure "assessment essay" is given to students in the department's capstone course.

BA, MA English, Comparative Literature and Linguistics
Student learning goals and learning outcomes have been established and implemented for undergraduate majors; the learning outcomes are aligned with the curriculum. An array of direct assessment measures is used to assess learning outcomes. For example, in ENG 100/100W, students' paired essays written on the first day and last day of class on common topics are ranked. In 65 percent of the pairings, the essay written on the last day was judged as being of better quality. An assessment of writing anxiety was administered on the first and last day of class; students reported nearly a 10 percent decreased level of anxiety and increased level of self-confidence. Assessment findings led to the development of common writing rubrics to score both the graduate and English 101 examinations. All graduate-level exams are holistically scored using a shared rubric by a committee of faculty who first must complete a calibration session.

In addition to direct measures, the department has conducted a major ground-breaking student survey of current undergraduate and graduate majors and alumni. The university's Social Science Research Center assisted with survey administration. The survey covered almost six decades from 1960-2011. Respondents were asked to provide their perspectives on a number of issues such as quality of academic experience, teaching, advising and availability, faculty

competency and alumni self-assessment. The department has already begun to use the survey findings to inform its ongoing efforts to enhance the program's educational effectiveness.

BA, MA Mathematics

The Department of Mathematics has developed outcome measures for its many programmatic offerings including developmental math, general education, and math for prospective elementary school teachers and for undergraduate and graduate majors. The department uses a number of direct and indirect measures to assess student learning and departmental effectiveness. In addition, the department uses assessment findings as in the case of improving teaching effectiveness in the general education classes. Using the pass rates in the general education classes, the success rates of students in their first math course after general education math, and evaluations (including in-class visitations) of the general education math instructional team, the faculty discovered substantial variability in the teaching effectiveness of the general education courses. Especially for those instructors who have struggled in teaching these courses, the department has implemented a teaching support/mentoring system. Two departmental full-time instructors have been given workload support to visit the classrooms of these faculty members, assess their teaching, meet with the instructor, offer suggestions for improvement and follow up on those suggestions with additional classroom visits and evaluations.

BA Communications

An assessment plan is in place, and a curriculum map aligns the learning goals to specific courses. No assessment data or related improvements are reported.

MA Communications

Program learning goals and outcomes have been implemented and students are assessed upon entry to the program and at time of exit. No assessment data are reported.

MS Information Systems

The program has implemented an assessment plan that includes learning goals and outcomes, a timeline for assessing goals and outcomes, assessment measures and strategies, a designation of who will collect data, a plan addressing how evidence will be assessed, and an outline detailing how "closing the loop" decisions will be made. Initial assessment results led faculty to make changes in the timing of assignments.

Humboldt State University

BS Biology
BS Botany
BS Zoology
The programs assessed how well students demonstrate understanding that all life forms possess mechanisms to extract, transform and use energy from their environment in ways that allow for their maintenance, growth and reproduction. Also assessed was the outcome that students shall demonstrate understanding that biological evolution offers the only logical, scientific explanation for the simultaneous unity and diversity of life on earth. Results indicated that students are adequately achieving the second outcome, but not the first. Accordingly, the programs will spend more time helping students determine donor/acceptor pairs in redox reactions in future offerings of BIOL 412 Bacteriology.

BA Communication
Due to a misunderstanding of the timeline for the learning outcomes and assessment plan, the Communication program has assessed only one learning outcome and is at work to determine other learning outcomes and assessment methods. The program has committed to identifying all the outcomes and assessing a second outcome by the end of the academic year. No assessment results are reported.

BA Economics
The Economics program assessed its students' proficiency in writing descriptive research papers, and additionally focused on the capacity to self-assess. Analysis of the results has led to a number of changes. First, an E-portfolio system is being adopted, which will allow students to develop their self-assessment and reflection skills throughout the program (rather than just at the end). Second, the exit exam will continue to be adjusted to provide better insight into students' proficiency. Third, a large number of adjustments will be made to the descriptive research paper assignments to ensure that students have the guidance that they need to master this SLO in the future.

BS Environmental Resource Engineering
The program's spring 2011 assessment was devoted to evaluating technical writing. Faculty selected lab reports from a 300-level engineering course and evaluated the technical writing in 11 different categories ranging from coherence to format. Assessment results indicate satisfactory results in seven of the categories. The ERE department will take specific actions to address the lowest-scoring category (format and conventions) and will continue to monitor and develop opportunities for students to practice technical writing. The department faculty will continue to work toward a goal of 80 percent of the documents assessed ranked as satisfactory or higher in all criteria. In addition, they will seek assistance on appropriate sampling strategies for selected student work to evaluate.

MS Environmental Systems
The program developed a rubric to facilitate use of the culminating experience to assess the four program learning outcomes for all graduating students. The thesis or project adviser and all committee members will score the thesis or project using that rubric. Each year, the graduate coordinator, in collaboration with other faculty, will analyze one of the learning outcomes across the program, write a summary report with suggestions for improvement and share the results with their respective graduate faculty. No results are reported at this time.

BA French and Francophone Studies
The French and Francophone Studies program conducted a "Short Reading Analysis in French" writing assessment at the end of the 2011 spring semester. Reflecting on the data and the process, the program successfully conveys techniques in organization and in most cases techniques in writing content. French language corrections will be included in all writing projects to raise the level of writing. The program will limit the style of writing to expository narration for projects intended for use in assessing writing program-wide.

MS Natural Resources
The program has just developed its outcomes, an assessment plan for the 2011-2012 academic year, and a detailed rubric and procedure for evaluating student achievement of the program outcomes through analysis of their theses. No assessment results are reported at this time.

BA Social Work
May 2011 saw the first cohort to graduate using the new student-learning outcomes, based on the Competencies and Practice Behaviors in the 2008 Council of Social Work Education Educational Policy and Accreditation Standards. Outcomes for this cohort of seniors were assessed, along with course learning outcomes for the junior class, which will graduate in 2012. When all data for the senior class were aggregated, the benchmark established was met on all but the area of policy ("Engage in policy practice to advance social and economic well-being and to deliver effective social work services"). However, assessment of the course student-learning outcomes for the junior-level policy class indicated that all students met the benchmark, indicating a program-level improvement.

Master of Social Work
Student field-evaluations from both the foundation year and concentration year were assessed, along with the concentration-year student comprehensive exam. In both field evaluations, students met the benchmark of 75 percent of responses achieved at "considerable extent" or "great extent" levels. On almost half of the items, students excelled and achieved over 50 percent at the "great extent" level. Because this was the first year assessing practice behaviors, field supervisors received orientation training on practice behaviors in fall 2011 to ensure faculty understood the new process and the need for reliability. Students scored well on the

comprehensive exam, with 93 percent passing. Inter-rater reliability between readers, however, was low, and the department will determine how to address this issue during spring 2012.

BA Spanish
A summative writing assessment was conducted at the end of spring 2011, selecting a senior level course, SPAN 492 Senior Project, as a good representative sample course. The final writing project was collected and analyzed. Reflecting on the data and the process, the Spanish program has determined that using the final writing project for this assessment was not ideal. The faculty decided to redesign this assessment and rubric to focus more specifically on language writing performance only. No assessment results are reported.

California State University, Long Beach

BS, MBA Business
The CSU Business Assessment Test (BAT) is used to assess eight subject-area competencies in the BS program. This test is used by nine other CSU campuses. CSULB students exceeded the standard of 50 percent on five of the subject areas. Based on the results across the 10 campuses, CSULB faculty is working with their counterparts to revisit the reliability of several sections of the BAT. Several cross-curriculum strategies are being implemented as a result of assessment findings in the BS program. One strategy includes the implementation across all MKTG 300 courses of a case-based ethics assessment instead of a multiple choice ethics test. In 2009-2010, the MBA program undertook a major revision of its curriculum as a result of assessment findings from 2006-2008. One example of changes made was the development of an option for short-term international study.

MS Civil Engineering
The department established five program-level outcomes in 2009. These are assessed directly by analysis of selected course assignments and culminating activities (projects and theses). The program review was completed in 2011 and the culminating MOU identifies use of assessment results as a primary action item because the department has no assessment findings to date. No assessment results are reported.

MA Communicative Disorders
The department has a very well-developed assessment program designed to monitor students from entry to exit on five program-level outcomes. Specifically, students meet with their advisers each semester to update their Self-Managed Assessment of Knowledge and Skills (SMAKS) forms, which help guide them through the program and also ensure active assessment of student success. This assessment includes both academic and clinical performance. The department was commended by its accrediting site visit team for using the results of this and other assessments for program improvement. No assessment results are reported.

BA, BFA, MA, MFA Dance

The Dance Department has established five program-level outcomes for the BA, five for the BFA, four for the MA and five for the MFA. The department has developed a multi-layered assessment tool over the last several years. Assessment tools such as the post-performance evaluation and the BFA juried technique assessment are used to provide feedback and guidance to students on performance outcomes. After reviewing results of the use of these tools for several years, including student feedback, the instruments were revised to replace the 1-5 point scale with a 1-10 scale.

MS Electrical Engineering

The department has established nine learning outcomes for the MS. The program relies on a number of assessment efforts, including in-class evaluation, comprehensive oral examination and graduating student survey. The department has examined its assessment efforts in faculty meetings and retreats, which have resulted in a number of proposed and instituted changes. For example, the department is currently changing its core courses to improve mathematical preparedness and enhance success in subsequent courses.

BA Human Development

The department began its assessment efforts several years ago. Since then it has been providing detailed information regarding assessment improvement in the department for all seven of its student-learning outcomes. As a result of assessment findings in a core course, the department established a password-protected website to share curriculum materials for multi-section core courses.

BA International Studies

While the process of measuring assessment is fairly new for this program, the exponential growth in the number of students in the International Studies program has brought specific attention to the necessity of integrating rubrics and student-learning outcomes for affiliated courses as well as core courses. To that end, the focus of international studies assessment has been at the beginning of the program (IST 200) and end of the program (IST 490). The program has drawn on its own conceptual nature to institute an essay to assess analytical skills and content knowledge to reform and develop the program. The results of this program essay are being used to improve the teaching and learning of two key program skills: analytical skills and content knowledge.

BA, BM, MA, MM Music

During this program 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. It used the rubric for the first time during the review year and reported results to the assessment office. To improve the rubric's effectiveness in

gauging student learning, the department is continuing to work on further linking components of the performance rubric to larger program-level requirements. Findings from use of the composition rubric indicated that composition students were not taking risks and composing outside their comfort zones, leading to faculty discussion of how to help students push their aesthetic boundaries.

Master of Public Administration
The department has established four program outcomes and engages in a variety of assessment activities. The most recent application—the introduction of a portfolio project—has provided the department with valuable information regarding final skills self-assessment and the relationship to actual student performance. The portfolio project has enabled the department to begin to close the assessment loop by evaluating the totality of student work in relation to program goals. For example, the department noted improvement in students' analytical skills after the adoption of a prerequisite requirement for the research methods course.

BS, MSW Social Work
The department has been actively engaging in a number of assessment activities including knowledge inventories and comprehensive skills evaluations. The department has established 11 learning outcomes for each degree program. The department engages in a variety of direct and indirect assessments, including alumni questionnaires, a student-perception inventory and senior field evaluation to determine how interns are working in the field. As a result of this assessment, the department is continuing the discussion of how best to enhance the integration of fieldwork and course content competency, based on social work education. Two modifications based on these findings include the addition of training on evidence-based practice to field supervisor orientations and a required research paper on evidence-based practice in the field seminar.

California State University, Los Angeles

BA, MA, MFA Art
The department has developed a comprehensive assessment plan for the BA, MA and MFA degree programs. Evidence obtained from surveys and other sources led to a substantial revision of ART 308 (Graphic Design) in content and in BA prerequisite classes. Further implementation of the assessment plan for each degree program is underway.

BA, MA Communication Disorders
The department has established a comprehensive assessment plan for all options in the graduate MA program. Assessment tools include a quantitative method for evaluation of the oral defense in the MA program and the use of the Praxis examination, a conventional, professional assessment that is a national standard for the field. The master's programs meet or exceed their goals for Praxis examination pass rates.

BA, MA History

The department developed a comprehensive assessment plan for the BA and MA programs, including shared and unique SLOs in the BA options. A core component of the assessment plan is the application of capstone courses in both BA options and the MA program. Assessment of papers in capstone courses in the BA and MA programs from the fall and winter quarters of AY 2008 indicates that nearly all students meet most of the SLOs in those programs; however in 40 percent of cases, students did not meet the expected level of achievement in the areas of clear formulation of a thesis and the relevance of the thesis to available historical scholarship. The department notes that it needs to further refine ways of teaching students historiographic analysis. Development of these skills in earlier courses will be emphasized and evaluated.

The department recognizes that the creation of an assessment baseline for a sample of students early in the BA major would provide a useful additional set of data for comparison with the capstone achievements of seniors. The department's instructional affairs committee is looking into possible models for baseline assessment.

BA, MA, MS Psychology

Assessment information presented in the self-study was restricted only to the program-level goal of preparing students in the BA, MA and MS for research work. Assessment consists of a review of the bibliography of references for papers and presentations. No assessment results are reported.

California Maritime Academy

No programs were reviewed in 2010-2011.

California State University, Monterey Bay

MA Interdisciplinary Studies, Emphasis in Instructional Science and Technology

Two major learning outcomes were selected for focus in the program review: Major Learning Outcome (MLO) number one, instructional design, and MLO number four, interactive media for instruction. The interdisciplinary studies 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. For MLO number one, faculty assessed the instructional design components of 10 e-portfolios examining evidence of the six sub-categories of instructional design learning outcomes. The data indicated that the work products produced by students who had taken the Advanced Instructional Design course instead of Research Methods were consistently of higher quality. Replacing Research Methods with Advanced Instructional Design helped to strengthen student knowledge and skills on instructional design; however, the result had not justified removing the Research Methods course. When the faculty went back to its alumni survey, it noted that 93 percent of the alumni respondents are applying instructional design skills in their current positions and 79 percent of the alumni respondents are conducting research. Strengthening literature review requirements in four courses, incorporating critical analysis of research articles into another course, and retaining Research Methods as an elective course are the curricular adjustments that have been made on the basis of the assessment of MLO 1 and the first major question in the program review.

To assess MLO number four, interactive multimedia for instructors, faculty assessed students' final capstone projects and evaluated five sub-sections of the MLO. The ratings and data generated in the assessment indicated that the students in the program are capable of developing interactive multimedia products for instruction; however, the question remained about cutting-edge level of the program. For this, the faculty went to the alumni survey. Their results affirmed the strength and relevance of the preparation provided in the program to alumni currently working in the field. The assessment of MLO number four confirmed that technologies are integrated well into the curriculum and students are demonstrating appropriate levels of accomplishment in the capstone.

BA Visual and Public Art
In its program review, the visual and public art (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. The rubrics had been developed during two years of work between department faculty and the director of the Center for Teaching, Learning and Assessment. Faculty reviewed samples of student work that were exemplary, satisfactory and needed improvement.

The assessment process generated a productive examination by faculty of the role of the senior capstone in the VPA program and several areas of improvement were identified for the program and have been addressed in the program improvement plan: (1) develop integrated standards and criteria for studio and theory courses; (2) require more technical and basic skills; and (3) revise the concentrations of the major and re-conceptualize the relationship between major learning outcomes (MLOs) and courses.

The program improvement plan and the 2010-2012 assessment plan for VPA are designed to work together. Beginning with three service-learning courses, the faculty has identified the

connection between the VPA assessment criteria and standards rubric and MLOs. In fall 2010, this alignment appeared in all VPA service-learning course syllabi. The process has continued as faculty identified relevant VPA assessment criteria and standards and MLOs for all studio course syllabi.

California State University, Northridge

BA, BS, MS Chemistry
BS, MS Bio-chemistry
The use of American Chemical Society (ACS) standardized exam questions for the assessment of student learning in courses across program curriculum has become a standard practice. Based on the results of a number of years of assessments, the department has:

1. Established that in order to improve the percentage of students achieving the benchmark level of success, critical thinking and problem-solving skills need be emphasized not only in introductory but also in upper-division courses. The best forum for achieving this emphasis on critical thinking is discussion/recitation sessions or in-class exercises where students work on assigned exercises and practice problems in groups and present their results to the class.
2. Initiated the process of establishing a required recitation course for Organic Chemistry I. Optional sessions are currently in place, and once the mandatory session for Organic Chemistry I is established, the department will re-assess student performance in the organic sequence to evaluate the impact of recitation on student performance.
3. Archived this data for future comparison. If the mandatory recitation sessions in organic chemistry lead to an improvement in the percentage of students achieving the benchmark level of success on assessments, then appropriate changes in instructional/teaching methods in other upper-division (300- or 400-level) chemistry courses may be brought up for consideration by the faculty.

BA, MA Communication Studies
The assessment program has been streamlined and includes a revision of program learning objectives, a revision of course objectives in various courses and a modification of the assessment process itself. No assessment results are reported.

BA Gender and Women Studies
No assessment activities or results are reported.

BA, MA Linguistics
MA Teaching of English as a Second Language

The 2009-2010 assessment results were excellent and demonstrated that students draw meaningful connections between theoretical linguistic concepts and potential careers.

BA, MA Psychology
From assessment efforts in the three-to-four years prior to program review, the department recognized several issues that would be actionable:
1. Require greater opportunities to practice writing
2. Scheduling conflicts were an issue for students getting into the proper classes
3. Advising was not always adequate to meet student needs
4. Students were interested in direct lines to careers, applications of psychology
5. Students needed to learn how to apply statistical concepts and transfer to their methods class, the next in the core sequence
6. According to the "gold standard" in psychology, the American Psychological Association's recommendations for preparing students for the future in psychology, the major required greater breadth and opportunities for students to learn about how psychology can be applied to a variety of phenomena, settings, and people

Each point above has been addressed in one way or another, including putting into place:
1. Efforts to afford students greater opportunities to write and to hone their writing skills. Two paid graduate students serve as instructional aids, provide workshops on writing sections of APA-style papers and help students with their specific writing needs. Currently, the chair is working to identify further methods of supporting students who are struggling with statistics and writing through supplemental instruction.
2. Revised scheduling so that a student could take the entire major in the evening and weekends.
3. Two full-time advisers in the Advising Center support all upper-division students. The campus also has several faculty members specifically identified who work with students who wish to go to graduate school. One faculty member initiated the "Program for Professional Endeavors," an evening program in which students learn about broader issues such as career options in psychology and narrower issues such as how to write a statement of purpose for graduate school. The program frequently hosts heads of on-campus and off-campus graduate programs and employers, including nonprofits. Finally, and significantly, a gateway course (Psy 301) was added as an upper-division introduction to the major that addresses careers and graduate study as well as the nuts and bolts of making the most of one's education.
4. Two changes in the major affect the application of psychological principles: (1) three courses lead directly to Certification Eligibility in Behavior Analysis (BCaBA), a high-demand occupation for students who wish to work with children who have behavior disorders such as autism or conduct disorders, and (2) capstone courses, when appropriate, have an applied experience in the field as an alternative to a research project. Both of these initiatives have given students a more direct line to working as behavior

       analysts, nonprofits leaders, and other occupations that are possible as a result of greater exposure to information and networking.

5. Paid instructional aides support the statistics and research methods courses.
6. Revising the major, based on assessment of the program and courses as well as national standards for the psychology major. There is more breadth in the junior offerings (four lecture courses in different areas are offered in lieu of one lecture plus one lab), there is an applied component to the capstone course and an increase in the unit load to reflect the high workload in the capstone course, and ensured cover for the courses required for the BCaBA certification examination.

California State Polytechnic University, Pomona

BS Communication
The department has written an assessment plan including learning outcomes and a curriculum matrix. The major focus of their assessment is summative, an evaluation through the senior internship. An exit survey was also developed.

Both supervisor evaluations and student self-assessments are used to evaluate the outcomes. In a five-year review completed recently, supervisors reported that students demonstrated at least satisfactory competence in all entry-level standards. The reports from the supervisors over the period improved in all areas except, "understands legal implications of activities" and "basic understanding of how the profession operates." In fact, by the end of the period in question supervisors were rating the students higher than they were rating themselves in most areas. The department has not implemented any changes resulting from this information at this time. The department did note that they need to develop some direct measures of assessment and that this is a top priority.

BS, MS Kinesiology and Health Promotion
The department has written an assessment plan, including student-learning outcomes and a curriculum matrix, for both its undergraduate and graduate programs. The outcomes are included in all course outlines. For the undergraduate program, the department evaluates exams, oral presentations, lab activities, literature reviews and senior projects. Assessment for the graduate program is primarily summative, an evaluation of the literature review, master's thesis and student presentations. The department is in the process of adjusting its curricula to ensure that all outcomes are met at the appropriate levels, based on a review of the curriculum matrix.

Initial results indicate that students need to receive more practice writing lab reports and need more examples and experience with problem solving. Students demonstrated considerable civic

responsibility but need considerably more time spent on ethical decision-making. The department will review the curriculum for the appropriate place for this.

BA Philosophy

Students are given the learning outcomes in their first-year experience course and in their capstone course. In addition, the outcomes are posted on the department's website. The department collects a student portfolio, exit surveys and alumni surveys, and reviews Graduation Writing Test scores. The portfolio includes a self-assessment, a critical thinking exam and a senior paper.

The department found that the students needed additional opportunities to develop their oral communication skills. Another conclusion was that a more sequential curriculum was needed, beginning with a freshman proseminar, and ending with a revision of the senior seminar. Students were taking courses in a way that did not encourage intentional development of their philosophical abilities. The addition of the proseminar will help to give students basic skills and expectations from the beginning of their academic career. The assessment results also indicated a need for an additional course in history of philosophy, for which an additional faculty member was needed. That faculty member has been hired.

The department has made a number of changes to their assessment plan as a result of this five-year review. A rubric to better assess oral communication skills across classes has been developed. Alternatives to the critical thinking exam that would include attitudinal thinking are being considered. Finally, the student self-assessment is being reviewed to obtain more specific, accurate information.

BS Plant Science

This department is developing program objectives one-by-one, developing outcomes, curriculum matrices and assessment methodology for each one. The department has concentrated on embedded questions in capstone classes for most of its direct assessment data.

In addition, the students were given a multiple-choice comprehensive exam. The results of the comprehensive exam were startling. For instance, only 40 percent of majors could "recognize variations in consumptive use patterns in specific plant species," and only 47 percent could "create a recommendation for control of a pest situation." Upon evaluating the results related to Crop Ecology, the campus found that students needed more instruction on three outcomes. The change in instruction has resulted in increased rigor in given areas of water management and soil fertility management. In addition, climatic cycles in the class have been extended from two to three years out, giving more variation. Data from the classes show an improvement in results. All students meet the criteria stated for passage of the outcome that at least 75 percent of the class will pass at 80 percent or better.

California State University, Sacramento

BA Asian Studies
Program learning goals are unclear and the concentrations goals appear to be similar, but stated differently. The program review team suggested that the goals for each concentration be standardized, matching program goals. Many of the goals as written appear to be difficult to measure. No assessment activity or results are reported.

BS Gerontology
No assessment activity or results are reported.

Women's Studies
No assessment activity or results are reported.

BA, BS Family and Consumer Sciences
The family studies concentration was assessed for outcome number six: "An awareness of the integration of the different concentrations and their importance in the relationships between humans and their diverse environments as individuals and groups as a whole." Students in two courses were assessed via a grading rubric on the following performance criteria:
- Understanding of distinct disciplines/concentrations
- Integration of knowledge between two or more concentrations
- Articulation of the advantage of combined perspectives
- Recognition of limitations of combined approach

This effort produced meaningful results:
- A majority of students had a beginning level of understanding of distinct disciplines.
- A majority of students failed to present an integrated approach on their topic.
- A majority of students did not mention the benefits of combined perspectives.
- None of the groups discussed potential limitations of a multidisciplinary approach on their topic.

Given these results, the department will focus on revising the student assignment, aligning the student grading rubric with the assessment rubric, refining the assessment rubric and assessing students in a later course. More importantly, the department has concluded that a "systematic review of the curriculum in all FACS concentrations is warranted with an emphasis on opportunities to have students reflect on multidisciplinary approaches."

MS Civil Engineering
MS Computer Engineering
MS Computer Science
MS Electrical and Electronic Engineering

MS Mechanical Engineering
MS Software Engineering
No assessment activity or results are reported.

California State University, San Bernardino

No report was submitted on assessment related to program review.

San Diego State University

BA Africana Studies
Seven overarching goals have been aligned with 18 SLOs. Using embedded questions and assignments in a variety of courses, as well as pre- and post- instruction tests, faculty are assessing knowledge and comprehension of culture and history. Faculty use a department-developed rubric to assess students' written work and oral presentations and have identified variation among course sections. The rubric will become a part of all upper-division courses in the department to ensure a consistent approach to course design, grading and presentations.

Assessment of student performance in the senior capstone course has resulted in more consistent assignments across upper-division courses, which are intended to develop students' research and professional writing skills. Assessments also revealed weaknesses in students' abilities to apply theories of Africana studies to their senior project. As a result, a new course has been developed and required on critical theories, which was taught in fall 2011. Those students are completing senior projects now and evaluation will follow.

BA Economics
The department has developed an assessment website through Blackboard, through which two on-line graduation exams are offered, addressing students' abilities to apply economic concepts. In addition, students completed a standardized test administered by the National Council on Economic Education to provide data that could be compared with national benchmarks.

Students on this exam outperformed students nationally on microeconomic issues but demonstrated lower proficiency levels on such macro- concepts as the function of money, inflation and the federal budget. As a result, the department decided to focus on embedding strategies in undergraduate courses to assess specific learning outcomes every year.

In the 2010-2011 academic year the department focused on the goal of developing students' ability to explain core economic terms, concepts and theories, and embedded appropriate questions in exams to assess student performance towards achieving this goal. The results

indicated that students answered correctly 70 percent of the time in intermediate microeconomics classes. In the macroeconomics classes, students answered correctly 64 percent of the time. These were near expectations, and courses addressing the concepts are being strengthened to raise student capabilities even further. In 2011-2012, the department will focus on other learning goals and conduct similar embedded assessments and curriculum modifications.

BA, BS Physics
Ten learning outcomes have been identified, addressing three major goals related to applying principles of physics, participating in scientific inquiry and communicating scientific information and concepts clearly and effectively. To improve student abilities to apply physics principles to solve problems and to develop their skills in scientific inquiry, the department is testing the use of virtual computer labs integrated with hands-on laboratories.

Assessments of students' abilities to draw appropriate, logical, quantitative and qualitative conclusions based on data, indicated weaknesses in basic mathematics skills. As a remedy, the department introduced a new course to improve the math foundation for students entering junior-level physics courses. Assessments also showed that students need additional introduction and practice in analytical thinking and writing, as well as in presentation skills. The department is modifying its curriculum to integrate those skills across courses.

BA International Business
Assessments are aligned with professional accreditation of the university's other business programs. Scores on the standardized Business Assessment Test (BAT) revealed that IB students generally lag behind other SDSU business students, but are near scores of other CSU students taking the test. Based on analysis of particular subject-area scores, the program has implemented a finance refresher course; and while students find it useful, no direct evidence indicates that this course has improved student performance as yet. Other interventions are being explored.

The standardized Global Perspectives Assessment indicated that IB students fell short of expectations for their ability to describe challenges of conducting business internationally. In addition, the program identified a need to integrate language area studies and business more effectively to improve students' communication skills. As a result of this assessment, the program has evaluated the curriculum and is considering several changes to ensure that students develop this integrative set of skills. Some of the changes involve modifying the sequence of courses that students take, adding a language minor and limiting electives to ensure development of critical skills and conceptual knowledge. Finally, the department is considering the addition of a capstone experience, including international content that would be consistent across all sections.

San Francisco State University

Copies of full assessment reports can be found on the Academic Planning and Development website: http://air.sfsu.edu/assessment/reports. All program review self-studies, APRC reports, and external consultant reports can be found at http://air.sfsu.edu/program-review/sixth_reports.

BA, MA Anthropology
The anthropology BA has three program objectives: diversity, theory and methods. Each of these objectives includes five learning outcomes. Students in entry-level classes are required to take a multiple-choice test administered at the beginning of each term in each of the three areas. A second test is administered at the end of the term with questions embedded into the final exam. Questions focus on fundamental concepts. The department expects a minimum average score of 75 percent on the second test. The second assessment focuses on the upper-division methods courses to assess students' ability to apply the concepts and theories to specific anthropological problems. Data are drawn from course final research papers. A random sampling of papers is scored with a rubric. The department has set a goal of 80 percent of papers rated at proficient or above. This assessment plan is newly revised. Data will be drawn and reported in June 2012.

The anthropology MA has five learning outcomes, which are measured in terms of "development" and "mastery." Students are assessed at the development level in the required pro-seminar. The assigned research papers are used for data analysis. The Masters' theses or creative works are used to evaluate the mastery level outcomes using a common rubric. The department is in the process of redesigning the thesis requirements based on data collected.

BA, MA, MFA Art
The art BA has six student-learning outcomes. These outcomes are measured using a variety of methods, including senior projects, juried student exhibitions, senior shows and senior exit surveys. Based on assessment results, the department has instituted a required advising day. In addition, it has developed social networking resources to contact alumni.

The MA in art history has four student-learning outcomes. Assessment data are gathered through exit surveys and annual reviews by faculty of all MA students. Based on their reviews, the department has revised the methods course, separating it from an undergraduate course. Admissions requirements were increased, the annual review reporting form was revised, and art history graduate students were integrated into leadership positions in the Fine Arts Gallery.

The MFA in art has four student-learning outcomes. These outcomes are measured in exit surveys, committee review of seminar papers and oral exams, and faculty annual review of students. Based on assessment analysis, the department has revised the exhibit/thesis form to reflect learning outcomes. They have improved norming of visiting proctors and jurors of exhibits.

BA, MA, Broadcast and Electronic Communications Arts
The BA program has five student-learning outcomes. These outcomes are measured through faculty reports, internship performance reviews and graduating senior surveys. The faculty reported that students met or exceeded expectations for all five outcomes. The department has used some of their data to help control burgeoning enrollment.

The MA program has six learning outcomes measured through a graduate culminating experience. Based on analysis of the theses and projects, faculty has continued to stress the application of theory in all graduate level courses and also to emphasize writing in achieving the program outcomes.

BA, MA, MFA Cinema
The BA has nine learning outcomes. Assessments for evaluating the outcomes include course-embedded assessments and the senior exit survey. Based on assessment results, the faculty undertook a major revision of its undergraduate curriculum.

The MFA in art has six learning outcomes, which are measured through a first-year evaluation of all students, faculty review of culminating experiences and a senior exit survey. Based on survey results, faculty discussed the widely varying opinions of faculty in the first-year evaluation of students. They had not determined what should be done about these differences. In addition, they adopted a five-minute limit on the required first-year film. The faculty is exploring strategies to promote more structure in supervising thesis films.

The MA in art has five learning outcomes that are measured by faculty evaluations of students, a committee review of student theses and projects and student exit surveys. Based on the evaluation of all data, the faculty is working to improve the 33 percent completion rate among the MA students by restructuring the culminating experience. The goal was to permit closer faculty supervision of student writing and to allow students to focus more effectively on honing their argumentative and analytical skills. Since these changes, the completion rate has increased to 68 percent and the quality of thesis projects has improved.

BS Apparel Design
BS Interior Design
BA Family and Consumer Sciences
BS Dietetics
MA Family and Consumer Sciences

The BS in apparel design has eight student-learning outcomes. The outcomes are measured through faculty critique of student designs, oral presentations, written critiques and student portfolios. Based on faculty analysis, the department has increased communication among students. They are focusing more on career development. They are including more structure in

peer evaluation of papers. They have adopted a requirement for clear reference citations on sustainable claims.

The BA in interior design has five student-learning outcomes, which are assessed by faculty evaluation of student portfolios, oral presentations and student exit surveys. Based on assessment results, the department has changed the requirements for the student portfolio, and they have modified a number of course assignments to make them more effective. They have begun to emphasize extra-curricular activities for students that could lead to employment.

The BA in family and consumer sciences has six student-learning outcomes, which are measured through course embedded assessment of assignments, student portfolios, case studies and senior exit surveys. Based on assessment results, the department will refine its rubrics for scoring oral presentations, change course assignments to emphasize more critical thinking, change teaching strategies and emphasize integration of content across courses.

The BS in dietetics has four student-learning outcomes, which are measured through course-embedded assessment assignments, a food services facility business plan and results from a national certification examination. Based on the results of these assessment tools, the department has modified teaching strategies with a focus on writing and has increased the time spent on developing skills in budgeting.

The MA in family and consumer sciences has seven student-learning outcomes, which are measured though oral presentations, poster presentations, case study papers, reflective analysis papers and a culminating experience. Based on results, the department is generally satisfied with student learning in the MA. Faculty will increase efforts to help students publish their theses and to help students understand the implications of their research.

BS, MA Design and Industry
Design and Industry has 12 student-learning outcomes that they measure through course-embedded assessment and student surveys. Based on recent assessment results, the department will continue to implement phase one of its curricular revision. The revision has a structured core prerequisite and core foundation series of courses that will better manage and prepare students for higher-level concentrations and the technical emphasis.

The DAI MA includes nine student-learning outcomes that are evaluated through student surveys, course embedded assignments and the thesis or creative project. Based on recent assessments, the department will move to a fall-only admissions policy to insure appropriate sequencing of student courses. They will implement a full portfolio review of conditional status students to assess the student's core graduate level competency for advancing to their subsequent MA program courses. And finally, they will establish standards and procedures for graduate creative work/thesis committee review process.

BS, MPH Health Education

The BS in health education has three student-learning outcomes, including theoretical and philosophical foundations in the principles of community health education; demonstration of professional skills in program planning, implementation and evaluation; and demonstrated knowledge of personal, community and school health. These outcomes are evaluated through course-embedded assessments, reflective essays and ePortfolios. The department is satisfied with the current results of their assessment of student learning. Over the past two years, there has been an emphasis on writing in the discipline and the development of critical thinking skills around health education issues in the graduation writing required class. The department is considering changing the sequencing of courses so that the writing course in the discipline comes later in the curriculum. This is to allow students to develop some expertise in the area of health education before asking them to engage in the discipline-specific writing modes. The Health Education Department has implemented the Metro Academy pipeline program, which offers a curriculum that integrates writing and critical thinking into each class beginning at the freshman level. Assessment of this program has demonstrated significantly higher retention rates and success on a variety of milestones. The program is drawing national attention for its success with underrepresented minority students.

The MPH program has five student-learning outcomes that are measured through course-embedded assessments, a practicum experience, a final practicum presentation and a culminating experience paper. The department is satisfied with the results from assessment of these outcomes. No changes are planned.

BS, MS Kinesiology

The BS in kinesiology has 10 student-learning outcomes that are assessed through student surveys, faculty evaluation of research papers, self-reflective essays and student projects. Based on their most recent assessment results, the department has revised assignments in the introductory course. In addition, the faculty is revising some of the courses in the major to emphasize integrative thinking.

The MS in kinesiology has six learning outcomes that are assessed though faculty critique of research papers and analysis of projects and theses. Based on recent assessments, the department will spend more time addressing developmental issues in the introductory classes. Students will be required to take library tutorials in information literacy and database research tools. Requirements for the thesis will be clarified and will improve the rubric that is used to evaluate the theoretical sections of student research papers.

BA, BM, MA, MM Music
BA Dance
The BM and the BA in music both have three student-learning outcomes that are measured through course-embedded written exams and student performances. Assessment findings show that students are meeting the program standards. No changes are planned at this time.

The BA in dance has five student-learning outcomes that are assessed by periodic and final performances, creative project assignments, written reviews of concerts and evaluation of student productions. Based on these assessments, the department has decided to require a C or better in the integrated techniques class. In addition, they will increase awareness of participation rules by posting them on bulletin boards near studios. The program coordinator will begin to create a dance database to track progress through the major in a timely fashion.

The MA in music composition has five student-learning outcomes. These outcomes are measured through written practical exams, research/score analysis projects, presentation of compositions and evaluation of a completed major creative work. The department is satisfied that the students in the program are completing the requirements successfully.

The MM has six student-learning outcomes. These outcomes are measured through written and practical exams, research/score analysis projects and a comprehensive examination, all of which are evaluated by faculty. More than 95 percent of graduate students pass the comprehensive exam. Faculty members are satisfied with the individual jury assessment of students. No changes are planned at this time.

BS, MS Recreation, Parks, and Tourism
The BS in RPT has five student-learning outcomes that are evaluated through course-embedded assessments, supervisor evaluations of internships, ePortfolios and major project and poster presentations. Based on their most recent assessment, the department has instituted a C- GPA policy for enrolling in the internship and has updated its list of internship sites. They have developed more creative ways of evaluating student knowledge, such as group games and discussion boards. They have begun to use international case studies to expose students to different philosophies and concepts of leisure and how these relate to the needs of multicultural America.

The MS in RPT also has five student-learning outcomes. These outcomes are evaluated through student surveys, the comprehensive exam, the RPT Advisory Council Survey and a graduate student focus group. Based on recent survey results, the department will begin to integrate electronic portfolios into three of the core courses and add more writing skills development into these classes. They have added new comprehensive exam questions related to management and administration, and they continue to improve advising by earlier intervention.

BA, MA, MFA Theatre Arts
The Theatre Department has been slow to adopt student-learning outcomes or to develop an assessment process for its programs. The recent program review noted the unacceptable lack of assessment in the department, and the final Academic Program Review Committee report recommended that assessment processes for all degree programs be developed immediately. The concluding action memorandum is currently with the provost.

San José State University

BA Communication Studies
The faculty recently completely redesigned the major, including the program-learning objectives. Faculty found that many students did not meet minimum writing standards. Changes to curriculum and pedagogy in a one-unit engagement course improved student writing.

MA Communication Studies
In response to assessment results, the MA program was completely redesigned, including the two research methods courses. Faculty designed and tested a culminating experience rubric and also focused on writing in a new one-unit engagement course.

BA, BS Mathematics
Workshops supported by a grant resulted in improved pass-rates for students in calculus and pre-calculus courses, both of which serve math majors and students from many other departments in the university. More than 90 percent of students served by the department are not math majors, so this service component is a significant part of the department's mission.

MA, MS Mathematics
The two MS program learning objectives, content and communication, were assessed with a thesis rubric that evaluates students' ability to understand and to explain (both orally and in writing) articles in academic mathematics journals. Analysis of the results indicates acceptable performance and no changes are planned at this time.

BS, Journalism, Advertising, and Public Relations
Both the program planning committee and the professional accrediting agency expressed concerns about student assessment. One program learning objective was addressed by adding a course to help students learn new technology and by developing a rubric for assessing technology-related skills.

MS, Mass Communication
Admission was suspended fall 2009 to allow the program to respond to accreditation agency concerns. The program is re-working assessment implementation strategy. No assessment activity or results are reported.

California Polytechnic State University, San Luis Obispo

BS Architecture
Assessment occurs through a series of student surveys and self-assessment activities. Results have assisted the department develop a common set of course outcomes based on their accreditation standards and student performance criteria. The course outcomes now align with the program goals and university learning objectives.

BS Journalism
The department indicated that they are assessing student-learning outcomes of all courses in a host of areas. A student survey based on learning-assessment principles was administered to the upper- division students. Currently, the department is considering how to use the results to guide program improvement efforts.

BS Graphic Communications
In conjunction with Career Services, the department assessed student-learning outcomes via an employer survey. The results will be used to expand the scope of the department's assessment efforts and to assist department faculty with curriculum review and program evaluation. They will also be used by the college to promote department initiatives to measure the quality of the liberal arts graduates and learning outcomes.

MPP Master in Public Policy
The department planned to implement a cohesive assessment plan to assess the growth of their students throughout the program. During the first quarter, measures were put in place to determine the status of new graduate students, identify students who may need additional structure or skill work, and to determine if the first quarter courses are rigorous enough and whether they provide the appropriate skill set for the students to continue in the program. Complete results have not yet been reported.

BA, BS Physics
The department has completed five assessments that encompass some of their student-learning outcomes. Most of the results were in the process of being communicated to the appropriate faculty and/or instructors to discuss possible improvement actions. However, the results of two assessment measures were used to alter the content of certain experiments in two advanced labs and to influence the teaching of those upper-division lab courses.

BA Political Science
As part of the department's assessment plan, specific courses have been evaluated to determine if students are meeting particular learning objectives. As a result, the department reported that progress was made in the alignment of courses. An alumni survey enabled the department to establish a benchmark for understanding the organizational channels their students use to meet the learning objectives.

MS Agribusiness
MS Agriculture with Specialization (11 areas)
MA Forestry Sciences
A review of randomly selected College of Agriculture, Food, and Environmental Sciences (CAFES) MS theses from 2004–2009 indicated that most theses substantially or fully met key learning objectives such as demonstrating original thinking, use of appropriate research methods and clear identification of a relevant question or problem. As reported in the last program review (2005), several theses failed to explicitly state a testable hypothesis or analyze quantitative data, though overall improvement was reported in thesis quality compared to an earlier review. University learning objectives appear to align fairly well with CAFES MS curricula.

Recommendations for changes in program expectations included that the College Graduate Studies and Research Committee in concert with the dean's office should clarify and communicate to all faculty involved in graduate studies some basic standards for a master's thesis in science. All MS theses should clearly demonstrate the student's ability to employ the scientific method and to include all of the following components: an explicit statement of a testable hypothesis/question adherence to a scientifically supported method that is repeatable; analysis of quantitative results; literature search; and conclusions that are developed in a manner that, given the same data, others would arrive at the same conclusions.

A survey of public school administrators indicated that MS agriculture alumni and Ag education alumni possessed the key attributes sought in California agriculture teachers. Cal Poly and CAFES learning outcomes and California Agriculture Teacher's Association and California Department of Education learning outcomes and standards were attained by alumni, according to survey responses, though special needs and English language learner skills were somewhat lacking.

BS Soil Science
BS Earth Sciences
Faculty of the Earth and Soil Sciences Department devised a plan for specific assessment of each program-learning outcome, including use of a comprehensive, embedded essay question incorporating several areas of expertise within soil science or earth sciences (ERSC/SS 461), administration of a multiple-choice test covering the fundamentals of soil science or earth sciences, an essay of how students' education has equipped them with a sense of professional and ethical responsibilities (ERSC/SS 463) and presentations by students at ESWC Club meetings to assess the student's ability to communicate effectively orally. This program is

currently in the data-gathering phase and has no results to report at this time.

BS Food Science

The department had assessed program-learning outcomes and program adequacy with the intent to use the data to strengthen the food science major. Rubric evaluations were conducted of senior projects (capstone experience) assessing effective written communication skills and critical thinking. Graduating senior exit surveys were conducted, including indirect program outcomes-based assessment. Interviews of food science alumni focus groups were conducted. Cal Poly Career Services conducted graduating status surveys. Results of the senior project assessment indicated a strong need to improve learning outcomes related to effectiveness of written communications and critical thinking. Changes are being implemented in this course to provide more structure, written documentation of expectations and specific assignments to provide background skills for students. A senior project manual with a rubric is being developed to guide students. Additional data from assessment results is being used to guide the new curriculum changes being currently reviewed.

BS Recreation, Parks and Tourism Administration

The department has a well-developed assessment plan that is limited to the learning outcomes associated with the Council on Accreditation for Recreation Park Resources and Leisure Services' learning outcomes. Three of the nine program learning outcomes were assessed in the 2009-2010 academic year. Assessment plans included direct and indirect assessment tools, including department examinations (RPTA 101 and 360), student self-assessments (RPTA 210, 405, and 424), RPTA student focus groups, a case study evaluation (RPTA 405) and a human resource exercise (RPTA 405). Some of the results from these assessment efforts included the following: RPTA students have the ability to demonstrate entry-level knowledge of both the scope of the profession as well as professional practices; assessment of entry-level competencies in RPTA 405 demonstrated that for 18 of the 19 competencies; and mean scores increased during the quarter. Through the focus group data, it was evident that several of the COA standards and university learning objectives are either partially or fully fulfilled through participation in co-curricular activities. Program modifications being made as a result of assessment efforts include the following:

1. RPTA 101 students performed more effectively on multiple-choice and true/false examination questions than they did on short-answer questions. Therefore, the RPTA faculty plans to focus instruction on student ability to not only memorize and retain information at the foundational level, but on their ability to articulate this information in short answers.
2. Based on the results of the RPTA 405 entry-level competency assessment, RPTA faculty should further concentrate on planning processes, policy formulation, partnerships and staff evaluation.
3. The competency assessment items utilized in RPTA 405 should be integrated into the RPTA major curriculum and evaluated at multiple points during a student's academic career. It is recommended that students in RPTA 110 (Career Planning) complete the assessment during

their first year of enrollment in the program and that students repeat the assessment during RPTA 463 (Pre-Internship Seminar) or as a portion of a senior exit survey.

4. Results of the RPTA 424 student self-assessment suggest the students are confident in their understanding of budgeting, financial management and funding sources. However, some were less confident in their ability to conduct a cost analysis. Because this initial assessment was conducted at the beginning of the academic year, an adjustment was made in the winter and spring quarters to allow for additional time on this topic. Future sections of this class will include extra focus on this topic.

5. Continue offering students opportunities to participate in co-curricular activities that provide exposure to the practical application of foundation knowledge of the RPTA field.

California State University, San Marcos

BS Computer Science

Exit surveys were given to students. Over a three-year period, annual assessments were conducted at the beginning and end of several courses in the following areas:

- Design, implementation and testing of software to meet given requirements (2007-2008 and 2008-2009);
- Documentation of software to facilitate software maintenance activities (2007-2008 and 2008-2009);
- Analysis of the effects of different choices of algorithms and data structures (2008-2009);
- Mathematical readiness (2009-2010);
- Oral and written communication (2009-2010);
- Development of documentation to meet the needs of clients (2009-2010); and
- Demonstration of self and team management (2009-2010).

The exit surveys indicate that most students feel prepared in the following areas: documenting programs, transferring knowledge into new languages and systems, working in a team, problem-solving skills needed to develop programs, use of operating systems and compilers and written and oral communication skills. As a result of these assessments, course-level changes were initiated to help improve the analytical abilities and mathematical readiness of students. Faculty are designing a course to better prepare incoming students in mathematics and the department is ensuring that Unix and other required material that is supposed to be covered in the two foundational courses are adequately covered in all course sections.

MS Computer Science

Assessments in this program have focused over several years on design, implementation and presentation of individual and team projects. These assessments have identified aspects of the program that benefit students (for example, writing the proposal for the culminating project

assists students in completing the project on time, determining resources and communicating with other team members to accomplish their goals), but have not yet resulted in program-level changes.

BA Women's Studies

Programmatic assessment included an alumni survey and an assessment of capstone papers. Alumni reported that they valued their experience with respect to the following program delivery areas: quality of instruction, accessibility of faculty and advising. Student capstone papers reflected mixed achievement results and the need for particular attention to the further development of student writing skills and the use of theoretical perspectives and alternative points of view. The assessment resulted in program changes underway that include reviewing the sequencing of skills and knowledge-based goals related to the student-learning outcomes in the program's core and elective courses (for example, integration of basic writing skills into core courses) and augmenting instruction in theory and research methods.

Sonoma State University

MS Biology

The program has initiated a data collection effort to evaluate the professional advancement of recent graduates. Data on 38 of 39 graduates are available since 2000. Ten have moved into Ph.D. programs and four hold post-doctoral positions in biology at research universities. Eleven have taken positions with private agencies, six with public agencies and seven are involved in education. Since the program is research-based, and peer-reviewed publication is important for the professional advancement of students in many advanced biological positions, the ability of students to publish their thesis work in peer-reviewed journals is considered an important metric of the program's success and its quality. Since 2002, SSU graduate students have published 19 first-authored and 10 co-authored publications in 22 different peer-reviewed journals. While the lag time for publication prohibits direct comparison to completion rate, these data suggest that publication of student theses work has become the norm for the department.

BA, BS Biology

The department undertakes continuous evaluation of students in course-embedded assessment mechanisms. In addition to evaluations through regular examinations, student achievement is queried through written student assessment reports in capstone research-oriented courses and internships in a manner comparable to working scientists. Job placements and graduate and professional school acceptance continues to be an important assessment tool. Program-wide assessment tools are being developed. Regular faculty retreats and graduating student surveys are used for assessments and making appropriate changes in pedagogy, curriculum and advising. Alumni surveys expect to be designed to assess long-term outcomes of the program.

California State University, Stanislaus

BFA Art

The Department of Art has well-established assessment methods and procedures for the BFA program and has initiated a timeline and strategy for adopting and adapting these methods for the degree program. Assessment of program and student achievement has occurred on an ongoing basis through instruction, departmental meetings and annual faculty retreats (minutes are taken and archived for reference). Examples of direct assessments used by the department include the evaluation by rubric of student portfolios and presentations and the use of external reviewers. The department plans to utilize IDEA data as an indirect assessment method. Data review has resulted in several changes including the creation of an outline of student expectations, improvements to advising, curricular changes and discussions related to the development of additional assessment methods and strategies. Department faculty will continue to assess the recent structural changes to the BFA and initiate the implementation of the BA assessment plan.

California State University Baccalaureate Degree Programs: Total Units Required

Campus	Baccalaureate degree programs requiring 120 semester units (180 quarter units) for completion.	Baccalaureate degree programs requiring more than 120 semester units (180 quarter units) for completion.
Bakersfield	34	3
Channel Islands	23	3
Chico	58	11
Dominguez Hills	37	8
East Bay	46	6
Fresno	53	9
Fullerton	45	10
Humboldt	42	6
Long Beach	60	24
Los Angeles	44	16
Maritime Academy	2	4
Monterey Bay	18	4
Northridge	59	10
Pomona	80	21
Sacramento	51	11
San Bernardino	42	8
San Diego	82	14
San Francisco	72	6
San José	57	30
San Luis Obispo	39	26
San Marcos	26	2
Sonoma	38	8
Stanislaus	41	7
	1,049 (81%)	**247 (19%)**

Total CSU programs reported: 1,296. Of those, 81% require 120 units and 19% require more than 120 units to graduate due to accreditation, professional, or disciplinary standards.

Report on Western Association of Schools and Colleges (WASC) Accreditation Activities Conducted in 2010-11

Only campuses that engaged in WASC accreditation activities appear in this report.

California State University, Bakersfield

The WASC Educational Effectiveness Review (EER) visit occurred in November 2011. Formal recommendations and results are not expected until after the February 2012 meeting of the WASC Senior Commission. The WASC interim report was submitted in spring 2011. The action letter from WASC, received on August 4, 2011, stated that "CSUB has made strong progress in areas mentioned in the commission action letter, especially in consideration of the challenging financial circumstances facing all CSU campuses and the significant changes made in CSUEB's administrative personnel during the time since the commission acted." The panel received the interim report "with recommendations and commendations." The institutional narrative is due fall 2013.

California State University, Los Angeles

During this year, the EER phase of the reaffirmation for WASC accreditation was completed with a site visit to campus on October 6-8, 2010, followed by receipt of the site visit team's report and the review by the commission at their meeting on February 16, 2011. The commission acted to receive the EER review report and reaffirm the accreditation of California State University, Los Angeles. The next Capacity and Preparatory Review (CPR) has been scheduled for fall 2018 and the EER for spring 2020.

The commission requested an interim report by November 1, 2012, demonstrating progress in improving retention and graduation rates; reactivating strategic planning and addressing decreased state funding; assessing student learning especially in developing a plan to align and assess the newly adopted institutional learning outcomes; improving the effectiveness of student support services, including advising and documenting the results of initiatives to promote research, scholarship and creative activity.

California Maritime Academy

The EER visit was conducted on March 1-4, 2011, and the team submitted its report on March 31. That report was positive with commendations for the progress Cal Maritime has made in its focus on academic rigor, the development of its world-class facilities and its improvement of

assessment infrastructure. Recommendations focused on sustainability of the educational effectiveness focus, strengthening the Leadership Development Program, prioritizing certain action items in the Delivery Plan for Improving Graduation Rates, further improvement of assessment infrastructure and continued study of factors pertaining to diversity. On July 5, 2011, the WASC Commission acted to reaffirm the accreditation of the California Maritime Academy and to schedule a comprehensive review in spring 2019 with an interim report to be submitted March 1, 2014.

California State University, Monterey Bay

CSU Monterey Bay's first reaffirmation of accreditation was successfully completed with the EER and commission decision in June 2011. The commission considered the report of the EER team from its March 2011 visit and the documents relating to the Capacity and Preparatory Review (CPR) visit conducted in spring 2009. The commission acted to reaffirm the accreditation of CSU Monterey Bay and to schedule CSUMB's next comprehensive review visit for spring 2019.

Both the visiting team and the commission commended CSUMB for accomplishments in several key areas. The WASC visiting team concluded that "CSUMB is an active and dynamic institution that continues to embrace its vision, adapt to its environment, and plan for the future. Administrators, faculty and staff are invested in student learning and are committed to the institutional vision. Student success appears to be paramount, and decision making is founded on what is perceived to be the best for the students." The visiting team commended the campus for "improving processes that have dramatically affected student retention." The commission particularly valued the university's "dynamism, adaptation, and planning that have taken place during this comprehensive review." The commission also highlighted recent work on improving graduation and retention rates and commended the university for aligning resources with strategic goals and priorities, even in a challenging economic environment.

According to WASC President Ralph Wolff, "there was real appreciation and commendation by the site visiting team and the commission regarding CSU Monterey Bay's progress since its initial accreditation. It is clear that the entire campus is deeply engaged in its educational effectiveness efforts and is focused on student learning."

The commission identified areas for future work, including, using direct evidence of student learning and multiple measures of learning to inform decisions about academic offerings. The commission encouraged CSUMB to evaluate which retention initiatives are working and which are not so that refinements can be made and resources allocated to the most effective approaches.

The commission encouraged CSUMB to conduct a study of various capstone models with particular focus on the assessment of student learning conducted under each of them. The visiting team recommended that after establishing a working definition of academic rigor, CSUMB would "ensure that rigor is embedded in program planning and review processes as well as teaching and learning." After commending the university for wise use of resources in challenging times, CSUMB was encouraged to manage any needed reductions in ways that retain educational effectiveness as a priority and to report to WASC in its next report regarding how it is addressing this challenge.

The commission asked for an interim report by March 1, 2014, addressing these topics.

California State University, Northridge

An EER team visited California State University, Northridge (CSUN) on Sept. 14-16, 2011. The four-member visiting team was extremely complimentary of Cal State Northridge, describing the institution as "creating an enviable campus climate where collaborative problem-solving is the norm." The report said CSUN has been able to "pursue innovative programs designed to enhance educational effectiveness" even in uncertain financial times and has empowered people "to take risks to seek solutions to important problems." The team commended CSUN for "being the visionary pragmatists the university claims to be."

In its final report, the team offered specific recommendations in five areas. While advising has improved, there is still a need to reduce inconsistency in the quality of advising in the major, according to the report. It was recommended that CSUN monitor the effectiveness of advising policies and work on factors leading to further improvement. While learning outcomes assessment is more widespread than ever at CSUN, there are still faculty and even entire programs that have not yet adopted that practice. The report encouraged efforts towards more widespread adoption of SLO assessment. To a large extent, program review at CSUN is still evolving, noted the report. Further development should focus on giving learning-outcomes assessment a major role in the program review process. Ultimately, the goal would be to ensure meaningful integration of SLO assessment at the course and program levels, and integration with the institution's Fundamental Learning Outcomes. The report encouraged the campus to continue partnering with the Los Angeles Unified School District (LAUSD) to improve the preparedness of incoming CSUN students.

In a December 5, 2011, letter to Accrediting Commission President Ralph Wolff, Cal State Northridge President Jolene Koester accepted the findings of the thoughtful and well-written team report, but took some exception to the recommendation related to program review. In her letter, she described the relationship between program review and student- learning outcomes

assessment, explaining that program review at CSUN has a broader purpose in that it helps to set the agenda for each program. While SLO assessment is a part of this, program review incorporates a more comprehensive set of data as well as analysis of the environment, changes in the discipline and developments in related careers "to examine the past and then plan for the future." Final review by the WASC Commission is scheduled for Thursday, Feb. 23, 2012, after which the commission will determine the length of CSUN's reaccreditation.

California State Polytechnic University, Pomona

California State Polytechnic University, Pomona (CPP) hosted an EER visit in October 2010. The visiting team sent its final report to the campus in December 2010. In February 2011, the WASC commission received the EER report and the visiting team's report, and reaffirmed the university's accreditation for the maximum time-10 years. The commission requested an interim report in 2013 to address plans to improve retention and graduation, and results to date; progress in establishing student-learning outcomes and assessment plans for all programs; steps taken to implement assessment plans for general education, and results to date; and a summary of the university's plans to address the effect of the decline in state funding, as well as the consequences of funding cuts to date.

San Francisco State University

San Francisco State University submitted its Capacity and Preparatory Review Report to WASC in December 2010. The WASC CPR team conducted the visit to the campus March 23-25, 2011. The visit was followed by the WASC Commission's review of the CPR report and a conference call between the WASC Commission and representatives from the university on June 23, 2011.

SF State's CPR report outlined three themes for the CPR: (1) demonstrating commitment to social justice and civic engagement, (2) facing the challenges of a changing faculty and student body, and (3) improving student success in the 21st century. The WASC team found that the university had done a "rigorous and sincere" review that involved "a university-wide collaboration of campus constituencies" and resulted in a thorough examination of each theme.

The commission commended SF State for maintaining its strong and historic commitment to social justice, civic engagement, and diversity, which continues to define the ethos of the institution. The commission also commended the collaborative leadership at the university, which has helped maintain morale as the campus seeks solutions to the declining state budget allocation. The team noted that "a culture of investigation" and "thoughtful, deliberative discussions seem to be pervasive across the campus." SF State was also commended for

implementing a movement toward outcomes-based learning in both undergraduate and graduate programs, a revised program review process, and revision of the general education program.

The WASC Commission made two recommendations:

Institutional Research. The WASC CPR team reported that data collection was dispersed throughout the campus, making it difficult to get needed information on a timely basis. While they commended the small office of Institutional Research in bolstering the institution's ability to make evidence-based decisions, it was concerned that requests for information required inordinate effort to pull diverse data streams into meaningful reports. The commission recommended that more resources and personnel support be provided to this function and that a central depository for data collection be established.

Ongoing State Funding Challenges. Without assigning blame or criticism, the commission noted a sharp decline in the financial resources provided by California and the short-and long-term impact of the state budget on CSU campuses. The commission was especially concerned about the potential consequences of recently proposed education funding reductions on SF State's upcoming EER. The commission encouraged the university to continue to plan for future budget reductions and to address all aspects of the campus, not only academics, in its planning. The commission stated that it was pleased with the report but also shared the concern of the WASC team that "SF State's challenge will be to hold on to its vision and begin implementing its education objectives, even if slowly, despite the severely constricted financial resources." Because the university had no firm budget figures to base plans on at the time of the CPR visit, the commission extended the interval between the CPR and EER visits by six months.

The EER report is due December 3, 2012, and the campus visit will be conducted March 6-8, 2013.

California Polytechnic State University, San Luis Obispo

Cal Poly is currently in the midst of its EER. The campus submitted the EER Report to WASC on January 9, 2012, and will host a visiting team April 3-5, 2012. The WASC Commission will consider Cal Poly's EER on June 14, 2012.

California State University, Stanislaus

Following the EER site visit in March 2010, in its letter dated July 13, 2010, the WASC
Commission acted to:

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

*Special visit fall 2011 update: California State University, Stanislaus submitted its special visit
report to WASC in August 2011. Three WASC team members visited the campus November 7-
8, 2011. As of January 2012, the WASC visiting team's report remains in draft form and the final
steps to the review process have yet to be completed.

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date

CSU Bakersfield

Programs	First Granted	Renewal Date
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

California Maritime Academy

Programs	First Granted	Renewal Date
Business Administration BS – International Business and Logistics	2003	2013
Facilities Engineering Technology BS	1999	2014
Marine Engineering Technology BS	1978	2014
Mechanical Engineering BS	2002	2014

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date

CSU Channel Islands

Programs	First Granted	Renewal Date
Education – Administrative Services	2009	2016
Education – Administrative Services Preliminary	2009	2016
Education MA – Education Specialist	2009	2016
Education MA– Mild/Moderate Disabilities	2009	2016
Education MA– Mild/Moderate Disabilities Intern	2009	2016
Education MA – Multiple Subject	2009	2016
Education MA – Multiple Subject Intern	2009	2016
Education MA – Single Subject	2009	2016
Education MA – Single Subject Intern	2009	2016
Nursing BS	2006	2012

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date

CSU Chico

Programs	First Granted	Renewal Date
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	2015
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	2018
Communication Sciences and Disorders MA	2003	2018
Computer Engineering BS	1989	2016
Computer Information Systems BS	2007	2016
Computer Science BS	1987	2018
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	2016
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	2017
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	1980	2014
Theatre Arts BA	2009	2015

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date

CSU Dominguez Hills

Programs	First Granted	Renewal Date
Business Administration BS	1996	not specified
Business Administration MBA	1996	not specified
Clinical Science BS	1995	2016
Clinical Science BS – Cytotechnology	1993	not specified
Computer Science BS	1996	2016-2017
Computer Science MS	1996	2016-2017
Education MA	not specified	2012
Education MA – Special Education	not specified	2012
Music BA	not specified	2017
Nursing BSN	not specified	not specified
Nursing MSN	not specified	not specified
Occupational Therapy MS	2007	2012-2013
Orthotics Certificate	2006	not specified
Orthotics and Prosthetics, Certificate	2006	not specified
Public Administration BS	2005	2015-2016
Public Administration MPA	2005	2015-2016
Social Work MSW	2007	2014
Theatre Arts BA	1987	201

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date

CSU East Bay

Programs	First Granted	Renewal Date
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

Programs	First Granted	Renewal Date
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	2015
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, 2013, 2015-16, 2018-19
Communicative Disorders MA	1979, 1994, 2004	2010-2011, 2013, 2015-16, 2018-19
Computer Engineering BS		2012
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

Fresno (continued)

Food and Nutritional Sciences BS – Dietetics and Food Administration Option	2003, 1979	2013
Food and Nutritional Sciences BS – Internship Program	2005, 1979	2013
Geomatics Engineering BS	not specified	2013
Interior Design BA	1988	2017
Kinesiology BS	2008	2017-2018
Liberal Studies BA	not specified	2012
Mechanical Engineering BS	not specified	2012
Music BA	1979	2019-2020
Music MA	1979	2019-2020
Nursing BS	2005	2014-2016
Nursing MS	2005	2014-2016
Physical Therapy MPT	1979, 2003	2014
Public Administration MPA	1993	2012-2013
Public Health MPH	1998	2013
Recreation Administration BS	1986	2014
Rehabilitation Education MS	1979	2017-2018
School Psychology EdS	1994	2015
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

CSU Fullerton

Programs	First Granted	Renewal Date
Accounting MS	1966	2013-2014
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, in review
Civil Engineering BS	1985	2015
Communications BA	1971	2015
Communications MA	1971	2015
Communicative Disorders BA	1969	2018
Communicative Disorders MA	1969	2018
Computer Engineering BS	2007	2015
Computer Science BS	1988	2012
Credentials	1960	2014-2015
Counseling MS	2007	2015
Dance BA	1993	2014
Education MS	1970	2014-2015
Electrical Engineering BS	1985	2015
General Business – International Business	1965	2013-2014
Human Services BS	1982	2016, accreditation visit 2012
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
Music BM	1975	2012
Music MA	1966	2012

Fullerton (continued)

Music MM	1975	2012
Nursing BS	1981, 2007	2012
Nursing MS	2002	2017
Public Administration MPA	1989	2015
Public Health MPH	2008	2013
Social Work MSW	2011	2015
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

Humboldt State

Programs	First Granted	Renewal Date
Art	1978	2014-2015
Chemistry	prior to 1976	2001-2002, in review
Child Development Laboratory, Child Development	1989	2007
Environmental Resources Engineering (ERE) BS	1979	2013
Forestry and Wildland Resources Curricula – Federal Office Personnel Management (OPM)	pending	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, in review
Nursing	1959, 1999, 2006	2006, 2011-2012
Practicing Sociology – MS	2004	2010
Psychology	2002	2002, 2006
Public Sociology, Ecological Justice and Action MA	2004	2017
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, reaffirmation
Social Work MSW	2004	2011, reaffirmation

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date

CSU Long Beach

Programs	First Granted	Renewal Date
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, in review
Dietetic Internship	1975	2011, in review
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, Option in Kinesiotherapy BS	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

CSU Los Angeles

Programs	First Granted	Renewal Date
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
Computer Science BS	2005	2012-2013
Criminalistics	2011	2014-2015
Education BA	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
Music BM	1970	2015-2016
Music MA	1970	2015-2016
Music MM	1995	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

Los Angeles (continued)

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
Rehabilitation Counseling MS	1956	2016-2017
School Counseling and Student Personnel Services MS	1978	2013-2014
School Counseling and Student Personnel Services Credential	1978	2013-2014
Social Work BA	1979	2017-2018
Social Work MSW	1979	2017-2018

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date

CSU Monterey Bay

Programs	First Granted	Renewal Date
Social Work, MSW	in progress, estimated approval in 2014	2013, site visit
Teacher Education	2009	2011, site visit in 2013

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date

CSU Northridge

Programs	First Granted	Renewal Date
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	2007	2013
Computer Science BS	1987	2013
Construction Management Technology BS	2010	2016
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, Language and Literacy Option	1997	2916
Education MA, Development, Learning and Instruction Option	1997	2016
Education MA, Early Childhood	1997	2016

Northridge (continued)

Education MA, English Education Option	1997	2016
Education MA, Mathematics Education Option	1997	2016
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
Education Special Authorization Advanced Credential – Autism Spectrum	2010	2016
Education Special Authorization Advanced Credential – Resource Specialist	2010	2016
Education Special Authorization Advanced Credential– Emotional Disturbance	2010	2016
Education Special Authorization MA– Autism Spectrum	2010	2016
Education Special Authorization MA – Emotional Disturbance	2010	2016
Education Special Teaching – Deaf/Hard of Hearing – Lev I	1997	2016
Education Special Teaching – Deaf/Hard of Hearing – Lev II	1997	2016
Education Special Teaching – Early Childhood – Lev I	1997	2016
Education Special Teaching – Early Childhood – Lev II	1997	2016
Education Special Teaching – Mild/ Moderate – Lev I	1997	2016
Education Special Teaching – Mild/ Moderate – Lev II	1997	2016
Education Special Teaching – Mod/ Severe – Lev I	1997	2016

Northridge (continued)

Education Special Teaching – Mod/ Severe – Lev II	1997	2016
Education Special Teaching, Lev I – Mild/Moderate + BA Liberal Studies	2002	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, in review
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	2018
Music BM	1968	2018
Music MM	1968	2018
Nursing BS	1999	2019
Physical Therapy MPT	1968	2013
Preliminary Administrative Services Credential	1997	2016
Professional Administrative Services Credential	1997	2016
Public Health Education MPH	1980	2018
Pupil Personnel Services Credential– School Counseling, pending final repot	1997	2016
Pupil Personnel Service Credential – School Counseling Intern	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, 2008	2016, 2017
Single Subject Teaching –	1997	2016

Preliminary – BCLAD		

Northridge (continued)

Social Work MSW	2008	2012
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	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

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date

Cal Poly Pomona

Programs	First Granted	Renewal Date
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	2013
Architecture BArch	1981	2014
Architecture MArch	1978	2014
Art (Art History, Fine Art) BA	1997	2018-2019
Business Administration BS	1995	2014-2015
Business Administration MBA	1995	2014-2015
Business Administration MS	1995	2014-2015
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 I and Level II Teaching and Intern Credentials	1997	not specified; no new candidates admitted after Summer 2011, program transitioning to new standards
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 specified; no new candidates admitted after Summer 2011, program transitioning to new standards
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	2018
Industrial Engineering BS	1976	2012
Interior Architecture MIA	2010	2014
Landscape Architecture BS	1963	2013
Landscape Architecture MLA	1975	2013
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

Programs	First Granted	Renewal Date
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	not specified	2013
Education Specialist, Mild/Moderate w/Multiple Subjects, EDS	not specified	2013
Education Specialist, Moderate/Severe and Moderate/Severe with Multiple Subjects, EDS	not specified	2013
Education Specialist, Early Childhood Special Education, EDS	1974	2014
Education Specialist, Level II, EDS	not specified	2011

Sacramento (continued)

Electrical & Electronic Engineering	1969	2015
English Education	<1980	2016
Graphic Design	2005	2015
Interior Design	2001	2011
Liberal Studies	2004	2004, in review
Mechanical Engineering	1965	2015
Mechanical Engineering Technology	1980	2010, discontinued MET Program Fall 2010
Multiple Subjects, BMED	not specified	2011
Multiple Subjects BCLAD Emphasis (Bilingual Authorization), BMED	1975	2011
Multiple Subjects, EDTE	not specified	2011
Music	1964	2011
Music Education	not specified	2019
Nursing	1957, 1962, 1976	2020, 2019, 2020
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	not specified	2012
School Counseling; Career Counseling; Marital, Couple and Family Counseling/Therapy, EDC	2006	2014
School Psychology, EDS	2001	2011
Single Subject, BMED	not specified	2011

Sacramento (continued)

Single Subject BCLAD Emphasis (Bilingual Authorization, BMED	1975	2011
Single Subject, EDTE	not specified	2011
Social Science	not specified , ~ 1992	2013
Social Work	1966	2016
Speech Pathology	1950, 1998	2011, 2010

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date

CSU San Bernardino

Programs	First Granted	Renewal Date
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

San Diego State

Programs	First Granted	Renewal Date
School of Accountancy	1979	2013
Administration, Rehabilitation and Postsecondary Education	1978	2011 or 2013, an extension has been offered
Aerospace Engineering	1964	2016
Art	1975	2011, in review
Art – Interior Design	1984	2020
College of Business Administration	1955	2013
Chemistry	1950	2010, due for review
Civil Engineering	1964	2016
Computer Engineering	2004	2016
Computer Science	1994	2015-2016
Construction Engineering	2009	seeking accreditation
Counseling and School Psychology	1998, 1989	2016-2017, 2013
Education	1998	2016-2017
Educational Leadership	1998	2016-2017
Educational Technology	2003	2012
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	2012-2013
Marriage and Family Therapy	2009	2015
Mechanical Engineering	1964	2016
Nursing	not specified, 1998, 1953, 2001	2016, 2012, 2016, 2016
Nursing – School Nursing	not specified	2016

(admission currently suspended)		
San Diego (continued)		
Nursing – School Nursing (admission currently suspended)	not specified	2016
Nutrition	~ 1980	2015
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
Public Health, Graduate School	1983, 1985	2012, 2014
Recreation and Tourism Management	1981	2012
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, site visit in 2009
Speech, Language, and Hearing Sciences – Audiology Program	2006	2019
Speech, Language, and Hearing Sciences – Speech-Language Pathology Program	1987	2019
Teacher Education	1998	2016-2017
Theatre, Television, and Film	1975	2012-2013

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date

San Francisco State

Programs	First Granted	Renewal Date
Accountancy MS	1979	2014
Apparel Design Merchandising BS	1983	2015
Art BA	1983	2015
Art MA	1983	2015
Art MFA	1983	2015
Business Administration BS	1963	2014
Business Administration MBA	1963	2014
Chemistry BS	1993	2011, in review
Cinema BA	1983	2015
Cinema MA	1983	2015
Cinema MFA	1983	2015
Civil Engineering BS	1988	2011, in review
Clinical Laboratory Science Graduate Internship Program	1977	2012, in review
Communicative Disorders MS	1971	2017
Computer Science BS	1992	2014
Counseling MS	1978	2012
Didactic Program in Dietetics BS	1987	2019
Dietetics BS and Graduate Internship Program	1991	2019
Drama BA	1982	2011, in review
Drama MA	1982	2011. in review
Education MA	1954	2017
Electrical Engineering BS	1988	2011, in review
Family and Consumer Sciences BA	2003	2011, in review
Hospitality and Tourism Management BS	1990	2014
Interior Design BS	2003	2015
Journalism BA	1985	2013-2014

San Francisco (continued)

Mechanical Engineering BS	1988	2011, in review
Music BA	1963	2017-2018
Music MA	1963	2017-2018
Music BM	1963	2017-2018
Music MM	1963	2017-2018
Nursing BS	2003	2013-2014
Nursing MS	2003	2013-2014
Physical Therapy MS	2001	2013
Public Administration MPA	2000	2013
Public Health MPH	2003	2017
Recreation, Parks, and Tourism Administration BA	1990	2011, in review
Rehabilitation Counseling MS	1976	2012
Social Work BA	1975	2018
Social Work MSW	1971	2018
Special Education MA and Concentration in PhD in Education	1954	2017
Teacher Education Credential Programs	1900	2017
Theatre Arts MFA: Concentration in Design and Technical Production	1982	2012, in review

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date

San José State

Programs	First Granted	Renewal Date
Accountancy MSA	1964	2011
Advertising BS	1971	2010
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	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	1958	2011
Civil and Environmental Engineering BS	1958	2013
Communicative Disorders EDAU BA	1974, 1989	2012
Communicative Disorders EDAU MA	1989	2012
Computer Engineering BS	1958	2013
Computer Science BS	1996, 2001	2013
Dance BA	1987	2014
Dance BFA	1987	2014
Dietetics	1986	2013
Educational Leadership Credential	1958	2011

San José (continued)

Elementary Education Credential	1958	2011
General Engineering BS	1958	2013
Food Science	1988	2013
Industrial and Systems Engineering BS	1958	2013
Industrial Design BS	1974	2020
Industrial Technology BS	1980, 2010	2010
Journalism BS	1971	2010
Kinesiology MS	1989	2012
Mechanical and Aerospace 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	1958	2011
Recreation BS	1987	2013
Secondary Education Credential	1958	2011
Social Work BS	1977	2015
Social Work MS	1977	2015
Special Education Credential	1958	2011
Speech Pathology Credential	1958	2011
Taxation MS	1964	2011
San José (continued)		

Teacher/Librarian Services Credential	1958	2011
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

Cal Poly San Luis Obispo

Programs	First Granted	Renewal Date
Aerospace Engineering BS	1969	2015
Art and Design BFA	1995	2016
Architectural Engineering BS	1975	2015
Architecture BArch	1980	2017
BioResource and Agricultural Engineering BS	1973	2015
Business Administration BS	1981	2012-2013
Business Administration MBA	1981	2012-2013
City and Regional Planning BS	1973	2012, in review
City and Regional Planning MCRP	1993	2012, in review
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
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
Nutrition BS – Applied Nutrition Concentration	2005	2015

San Luis Obispo (continued)

Recreation, Parks, and Tourism Administration BS	1986	2017
Software Engineering BS	2007	2015

California State University Accredited Programs:
Campus Reports

Programs	First Granted	Renewal Date

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

Sonoma State

Programs	First Granted	Renewal Date
Art/Art History	1982	2011, deferred to 2012
Business Administration	2007	2012, deferred to 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

CSU Stanislaus

Programs	First Granted	Renewal Date
Art BA	1983	2019-2020
Art BFA	1983	2019-2020
Business BS	2003	2012-2013
Business MS	2003	2012-2013
Business MBA	2003	2012-2013
Education BA	1991	2011-2012
Education MA	1991	2011-2012
Education EdD	2008	2013-2014
Genetic Counseling MS	2008	2016-2017
Music BA	1981	2012-2013
Music BM	1981	2012-2013
Nursing BS	1986	2013-2014/2016-2017
Nursing MS	2010	2016-2017
Psychology MS	2002	2013-2014
Public Administration MPA	1982	2016-2017
Social Work MSW	1998, retroactive to class of 1996	2017-2018
Theatre BA	1983	2012-2013

COMMITTEE ON EDUCATIONAL POLICY

Recommended Changes to Title 5, California Code of Regulations, Related to Bachelor of Arts Degree Requirements, Residence Requirements, and Special Sessions Credit

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

This item presents three recommended changes to Title 5. All are intended to clarify Title 5 regulations and facilitate student progress toward degree completion, and all have been presented to the Academic Senate CSU for consultation.

Title 5 Section 40500 defines the required curriculum, including the minimum required units for a bachelor of arts degree. The current regulation addresses minors, which are not required for the bachelor of arts curriculum. This confuses the issue of minors offered outside those programs. The proposed amendment deletes reference to minors. Individual campuses will be free to determine the minimum requirements for minors within bachelor of arts degrees. In addition, the proposed amendment adds reference to quarter units.

An agenda item will be presented at the July meeting to take action to adopt the following recommended changes to Title 5.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees

§ 40500. Bachelor of Arts Degree: Required Curriculum. To be eligible for the Bachelor of Arts degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major 24 semester units (36 quarter units).

There shall be one major with a minimum of 24 semester units (36 quarter units). At least 12 semester units (18 quarter units) in the major shall be upper-division courses or their equivalent. The maximum number of units shall be determined by the campus.

(c) Minor. A minor consisting of 12 or more semester units, of which six must be in upper division credit, may be required.

(d)(c) Additional Units. Units to complete the total required for the degree may be used as electives or to meet other requirements.

(e)(d) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Arts Degree, of which at least 40 (60 quarter units) shall be in the upper-division credit, shall be 124 semester units (186 quarter units). For candidates for the Bachelor of Arts degree who are meeting graduation requirements established during or after the 2000-01 academic year, a minimum of 120 semester units (180 quarter units) shall be required, including at least 40 semester units (60 quarter units) in upper-division courses or their equivalent.

The second proposed amendment intends to clarify that "extension credit" means those credits often associated with professional development, rather than meaning credit earned through extended education. The current Section 40403 is not clear that academic credit earned through extended education may be applied toward degree requirements. There is much confusion on this issue, and it has slowed the progress of some students toward degree conferral, even when all degree requirements have been satisfied. In addition, the proposed amendment adds reference to quarter units in addition to semester units.

An agenda item will be presented at the July meeting to take action to adopt the following recommended changes to Title 5.

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 5. General Requirements for Graduation

§ 40403. Required Residence.

(a) Except as otherwise provided in this Section, 30 semester units (45 quarter units) shall be earned in residence at the campus granting the degree. Twenty-four of these units (36 quarter units) shall be earned in upper-division courses and 12 of the semester units (18 quarter units) shall be in the major.

(b) Extension credit (often associated with professional development activities) or credit by evaluation shall not be used to fulfill any requirement prescribed by this section; provided, however, that the Chancellor may designate specified extension courses that may be offered for residence credit and may establish policies and procedures under which residence credit may be earned by evaluation. Academic credit earned through extended education may be applied toward the degree requirements.

(c) When the circumstances of an individual case make it appropriate, the appropriate campus authority may authorize the substitution of credit earned at other campuses or institutions for residence credit.

The last proposed amendment seeks to clarify the language between non-matriculated and matriculated students of Title 5 Section 40407.1. Many have mistakenly believed that there is a limit on special session units that matriculated students can apply toward the degree. That misunderstanding has slowed students' progress toward degree completion. The new language intends to make the limitation clearly applicable only to those students in non-matriculated status. Matriculated students are not limited in the number of special session units that can be applied to a degree. In addition, the proposed amendment adds reference to quarter units in addition to semester units.

An agenda item will be presented at the July meeting to take action to adopt the following recommended changes to Title 5.

**Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 5. General Requirements for Graduation**

§ 40407.1. Special Session Credit.

A maximum of 24 semester units (36 quarter units) taken by a student in non-matriculated status may be applied toward the degree. This maximum applies to ~~in~~ special session course credit earned through state supported or self supported ~~regular~~ course offerings ~~in non-matriculated status~~ ~~may be applied toward the degree~~. There is no limit on the number of special session course units that may be earned in matriculated status and applied toward the degree. The Chancellor is authorized to establish and revise criteria for application of special session credits earned through enrollment in state supported or self supported regular course offerings toward the degree, in accordance with applicable law.

COMMITTEE ON EDUCATIONAL POLICY

Recommended Changes to Title 5, California Code of Regulations, Related to Standard Requirements for Nursing Degree Programs

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary
This item presents two recommended changes to Title 5, both related to existing Education Code sections regarding common requirements of nursing degree programs.

Education Code section 66055.5 requires the establishment of one common set of prerequisites for California State University (CSU) nursing degree programs. The first proposed Title 5 change would specify that the chancellor shall consult with the Academic Senate CSU to establish the systemwide prerequisites for admission to CSU nursing programs and to amend those standard requirements, as necessary. The proposed section specifies that campuses shall not require more, fewer, or different prerequisites than those adopted systemwide. This will help to achieve uniform adoption of the nursing program prerequisites at the campuses offering nursing degree programs.

An agenda item will be presented at the July meeting to take action to adopt the following recommended changes to Title 5.

Title 5, California Code of Regulations
Division 5 -- Board of Trustees of the California State Universities
Chapter 1 -- California State University
Subchapter – 2 Educational Programs
Article 10 – Standard Requirements for Nursing Degree Programs

§ 40540. Systemwide Prerequisites for Nursing Degree Programs.

(a) The Chancellor in consultation with the Academic Senate of the California State University shall establish a standardized list of nursing degree program prerequisites for the various campuses of the California State University on a systemwide basis.

(b) The standardized list of nursing degree program prerequisites shall conform to professional accreditation requirements.

(c) <u>No campus may require more, fewer, or different program prerequisites than those included on the systemwide list.</u>

(d) <u>The Chancellor in consultation with the Academic Senate of the California State University may amend the standardized prerequisites for nursing degree programs.</u>

<u>NOTE: Authority cited: Sections 66600, 89030, 89035, Education Code. Reference: Section 66055.5.</u>

This second section is proposed to assist in the implementation of Education Code section 66055.5, which requires articulation agreements between CSU and California Community Colleges (CCC) undergraduate nursing programs, and section 89267.5, (often referred to as "AB 1295"). This law requires seamless articulated transfer between CCC associate degree in nursing programs and CSU bachelor of science in nursing degree programs.

An agenda item will be presented at the July meeting to take action to adopt the following recommended changes to Title 5.

Title 5, California Code of Regulations
Division 5 -- Board of Trustees of the California State Universities
Chapter 1 -- California State University
Subchapter – 2 Educational Program
<u>Article 10 – Standard Requirements for Nursing Degree Programs</u>

<u>§ 40541. Baccalaureate Nursing Degree Programs Articulation and Transfer.</u>

<u>Each California State University campus that offers a baccalaureate nursing degree program shall negotiate and implement articulation agreements with community college districts from which a significant number of nursing students transfer to that CSU campus nursing degree program.</u>

<u>NOTE: Authority cited: Sections 66600, 89030, 89035, Education Code. Reference: Sections 66055.5 and 89267.5.</u>

COMMITTEE ON EDUCATIONAL POLICY

Teacher Preparation Program Evaluation

Presentation by

Ephraim Smith
Executive Vice Chancellor
and Chief Academic Officer

Beverly Young
Assistant Vice Chancellor
Teacher Education
and Public School Programs

Summary

In a typical school year, more than 750,000 students in elementary and secondary schools learn math, science, reading, writing and history from recent graduates of California State University (CSU) teacher preparation programs. How well do beginning teachers from the CSU foster academic learning by their students, especially groups previously underserved by the education system? To comprehensively address this question for the first time in California, 22 school districts in several regions are cooperating with CSU campuses and the Center for Teacher Quality (CTQ) to assess the effects of CSU programs on student academic achievement.

P-12 Student Learning as a Product of CSU Teacher Preparation

Drawing on data from a large group of low-performing schools, CTQ is measuring the learning gains of students taught by first-year and second-year teachers from different CSU programs and campuses and from outside the CSU system. CTQ is examining the effectiveness of these teachers in five subjects, nine grade-levels, eight school years, and with different groups of students. This initiative is part of a national reform in which assessments of student learning, called *value-added assessments*, are part of all educational evaluations. Estimating how well recent CSU graduates teach our state's diverse students in core curriculum subjects is CTQ's highest priority.

For 11 years, CTQ has evaluated CSU teacher education with the help of experienced school leaders who supervised, guided and assisted the university's first-year teachers. Extensive

evidence indicated that CTQ reports identified needed changes in CSU programs. The programs incorporated the suggested reforms and they become more effective as a result of the changes. Now that CTQ also assesses teacher education on the basis of P-12 student learning, the center is encountering a new set of evaluation issues. This report briefly summarizes how CTQ is addressing seven key issues and presents recent findings based on assessment methods summarized below.

Seven New Evaluation Issues Related to P-12 Student Learning as a CSU Outcome

1. What can trustees and campuses learn from these assessments? CTQ is examining policies and features that are embedded in many CSU teacher education programs. Campuses offer several options to prospective teachers. Candidates for teaching credentials may learn professional skills in student-teaching programs *or* intern-teaching programs. They may enroll in undergraduate programs that combine content studies with pedagogical studies *or* five-year programs that separate subject-matter studies from the analysis and practice of teaching. CTQ is assessing *recent changes* in CSU preparation as well as *traditional features* of programs on the basis of elementary and secondary student test scores. For the first time, trustees and campuses can understand the student-achievement effects of both prominent program features and widely offered preparation alternatives.

2. In value-added assessments, what assumptions does CTQ make about the scope of public education? The recent expansion of standardized testing is narrowing the breadth of schooling in California. Academic achievement in core curriculum subjects is *not* the only significant outcome of effective teacher education or effective school teaching. Student progress in math, science, reading, writing and history *are* critically important indications of CSU effectiveness, but so is knowledge of several other subjects that California does not test uniformly. In a democracy, moreover, education has important civic functions that extend beyond knowledge to include personal conduct such as participation in civic life; these functions of schools also are important outcomes of CSU teacher education. When CSU graduates become teachers, they have essential roles and responsibilities related to all the purposes and functions of schooling. Student gains in core academic subjects are important measures of the university's success.

3. Given the limitations in California's tests and the fact that better tests are being developed, should CSU programs be assessed on the basis of current exams? CTQ's value-added assessments are based on recent standardized test scores in California. CTQ recognizes and acknowledges the substantial limitations of these exams. For example, it cannot report the effects of CSU teachers on students' 21st-century skills such as group problem-solving and the critical analysis of complex issues because the current tests barely assess these skills. At least half of CSU's new teachers cannot be included in value-added assessments because they teach grades and subjects that are not assessed statewide. CTQ examined the contents and limitations of California's tests, which do not *measure important learning completely*. It also studied the

design of new exams being developed for the future. Although the next generation of assessments are likely to yield more useful and significant results for trustees and campuses four-to-five years from now, important effects of existing policies and programs can be investigated now on the basis of currently available evidence.

4. How is "student learning" measured in evaluations of teacher preparation? In CTQ's value-added approach, scores that students earn after being taught by CSU teachers are compared with scores that the same students earned prior to CSU-prepared instruction. In this way, the CTQ measures *the size of learning gains* that result from instruction by CSU teachers. It also counts *how many students achieve proficiency* with CSU teachers, and how many of them do so for the first time during CSU-prepared instruction. Both proficiency studies *and* analyses of learning gains are consistent with the new value-added paradigm in the field of educational measurement.

5. Since the university does not control several important factors that influence pupil learning, how can the university's role in P-12 achievement be assessed accurately? CTQ uses available evidence to take account of many factors that influence student learning. It measures the effects of CSU preparation while *statistically minimizing* the effects of different English proficiency levels, varying levels of parent education and family income, documented learning disabilities and the school attendance records of individual students. Each analysis also includes test scores that the same students earned prior to CSU-prepared instruction, enabling it to statistically control for variability in students' prior learning of the subjects taught by CSU graduates. Unfortunately, current data describing student demographic factors are imperfect and incomplete, so CTQ cannot produce "pure" reports of CSU effects. CTQ's thorough analyses use statistical methods that are widely advocated by statisticians. Its findings *estimate* the university's "true effects" and cannot be perfect measures of its actual effects. Despite these limitations in the available data, value-added assessments of P-12 learning will enable campuses to become more effective in preparing successive cohorts of teachers who will, in turn, teach future students.

6. What about measurement experts who criticize value-added assessments in education? What do they say about this work? Value-added assessments of teaching are controversial in California and nationally. CTQ has examined diverse perspectives about emerging issues in educational measurement. Current debates focus on value-added assessments of *teachers* and *schools*, but *teachers* and *schools* are *not* evaluated in the CSU. Specialists in education statistics consider value-added methods to be promising ways to assess *the preparation of teachers*, provided each evaluation meets two key standards: it includes sufficient numbers of teachers and has considerable content validity. For sufficient numbers, CTQ combines data from multiple school districts and campuses. For high levels of content validity, CTQ analyzes test scores

earned by students of first-year and second-year teachers whose teaching assignments are consistent with each teacher's CSU preparation, and whose classes are clearly aligned with state examinations. CTQ currently benefits from the valuable advice of two national leaders in value added assessment of teacher education. They and other measurement experts view this CSU initiative to be responsible and significant.

7. How could CSU teacher education potentially benefit from value-added assessments? In any enterprise, evaluations yield benefits when policy makers and practitioners _use_ evaluation results to improve their work. CSU leaders, administrators and faculty need to be well-informed about CSU's effectiveness, but it is also critical for the university to _use_ value-added findings to improve CSU programs, and then to track the effects of resulting program changes. Under CSU Chancellor Charles B. Reed's leadership, program improvement has been the primary purpose of the _CSU Systemwide Evaluation of Teacher Preparation_ since its inception in 2001. As a result, campuses are accustomed to using evidence of program effects in their program-improvement discussions and decisions. Evidence of P-12 learning _will_ add to the scope and value of CTQ data that campuses already use to reach the goal of providing an outstanding education to every California student.

Compiling and Using Data from Multiple Sources to Improve CSU Teacher Preparation

In elementary and secondary schools, the somewhat narrow scope of current standardized exams is not the only limit embedded in value-added assessments of teacher education. These evaluations also have _limited implications_ for improving CSU programs for prospective teachers. If a test-based study shows that a program on one campus yields poorer math scores in middle schools than a similar program at another campus, it is important and urgent for the less-effective program to improve its outcomes in middle-school math. By themselves, however, students' test scores almost never indicate clearly what changes the less-effective program needs to adopt and pursue. Encouraged by the Chancellor's Office, campuses often share effective program practices with each other. Additionally, the _Systemwide Evaluation of Teacher Preparation_ provides campuses with data that (1) identify each program's specific strengths and weaknesses, and (2) are _not_ based on student test scores. If CSU is to prepare outstanding teachers for all of California's learners, standardized exam scores must be supplemented by other kinds of data and by institutional-development practices in teacher education.

When campuses examine data about academic learning among students taught by their teachers, they should also review other kinds of data about their preparation programs. Do CSU teachers from a campus use effective instructional methods skillfully in P-12 classrooms? Which teaching practices are used skillfully, and which ones are not? Are CSU teachers well-prepared to motivate students, get them involved in hands-on activities, assess their learning accurately and report their progress often to parents and administrators? Students' test scores have implications

for these issues, but evaluation results that identify each program's triumphs and disappointments are valuable for campuses.

The Committee on Educational Policy annually reviews CTQ evaluations that focus on questions such as the examples cited above. These evaluations are based on judgments about the readiness of individual CSU teachers to perform the important responsibilities of professional teachers. The judgments are provided voluntarily by school principals and other experienced site-leaders who want every young person in California to be college- and career-ready, and who consider teacher preparation to be a significant source of teacher effectiveness. CTQ's reports are based on assessments by site supervisors who (a) are trained in instructional leadership and teacher evaluation, (b) observe the CSU teacher's classroom several times, and (c) confer with the teacher about important instructional issues. When the graduates of a campus are insufficiently effective in producing student academic achievement as measured by test scores, the professional judgments of veteran school leaders frequently pinpoint the sources of the new teachers' problems.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Louis Stokes Alliance for Minority Participation (LSAMP) Program

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Summary

The California State University (CSU) has received appreciable grant support from the National Science Foundation (NSF) for a variety of programs to increase and diversify student participation and engagement in the science, technology, engineering and mathematics (STEM) fields. A robust STEM workforce is a critical element in the nation's economic competitiveness, and NSF's mission includes specific mandates to broaden the pipeline of STEM professionals through expanded participation of underrepresented groups.

One of the most durable, strategic and effective of these NSF pipeline development programs is the Louis Stokes Alliance for Minority Participation (LSAMP). Initially envisioned in 1992 by a leadership team from the Chancellor's Office in collaboration with campus representatives, CSU-LSAMP has stimulated and transformed CSU system efforts to develop comprehensive programs and services for STEM students from underrepresented groups. CSU-LSAMP is currently managed by CSU Sacramento for the CSU system, and involves 22 of the 23 CSU campuses. The CSU Chancellor's Office has supported CSU-LSAMP by facilitating its operations and providing data to inform program coordinators and the NSF of student participants' academic progress.

Since its inception, more than 19,000 students have participated in CSU-LSAMP activities. These students have received tutoring, advising, faculty-mentored undergraduate research opportunities and an array of academic support services. Due to CSU-LSAMP's focus on measuring outcomes, important insights as to which types of high-impact practices and strategies work best to retain and graduate STEM students can be gleaned from CSU-LSAMP's achievements. In fact, the program's successes are highly instructive to the CSU and other institutions' graduation initiatives, and are known nationally as good practice models.

During CSU-LSAMP's history the number of STEM baccalaureate degrees awarded by the CSU to students from underrepresented groups has more than doubled. Other CSU-LSAMP outcomes include: (1) increased persistence and graduation rates of CSU-LSAMP students in comparison to the success rates of underrepresented students not involved in CSU-LSAMP activities; (2) increased participation of CSU-LSAMP students in faculty-mentored research and international experiences; and (3) increased progression of CSU-LSAMP students to post-baccalaureate degree programs, including doctoral study.

Of particular significance to the CSU is the program's track record in closing graduation rate achievement gaps. The average six-year graduation rates for African-American and Latino/Hispanic students in CSU-LSAMP are twice that of non-participant African-American and Latino/Hispanic students. At a time when higher education institutions across the United States are being challenged to increase attention to student success and educational quality, the achievements of the CSU-LSAMP offer promise and strategies that can be expanded and emulated.

COMMITTEE ON EDUCATIONAL POLICY

Update on SB 1440: Student Transfer Achievement Reform Act

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Summary

Information on the number of admitted fall 2012 community college transfer students who will likely earn associate degrees for transfer by the end of the spring 2012 term soon will be tabulated. Preliminary counts indicate that 2,021 students are SB 1440 admissible pending final verification of degrees.

In order to bring California State University (CSU) enrollments in line with its overall budget for 2012-2013, the CSU will generally not open admission for the spring 2013 term. Because of the commitment that the CSU has to those transfer students applying under SB 1440, however, nine campuses will open to serve these transfer students only: Channel Islands, Chico, East Bay, Fullerton, Humboldt, Los Angeles, San Bernardino, San Francisco and Sonoma. The priority application period for these students will be from August 1, 2012 to August 31, 2012. The community colleges will be asked to provide verification of progress toward the degree by October 15, 2012, with final transcripts to follow at the end of the fall term.

At a prior meeting, the Board of Trustees raised concerns about the tagline developed for SB 1440, namely "A Degree with a Guarantee." While the California Community Colleges (CCC) proposed this language and the implementation committee endorsed it, the concerns of the board were echoed by the CSU General Counsel as well. Consequently, we have developed a set of "terms and conditions" that defines the limitations of the guarantee, how students might qualify

for the guarantee, and what is expected of them once they transfer. We expect to incorporate this language in mandatory catalog copy as well as in key print and online communications documents.

Degree with a Guarantee: CSU Terms and Conditions

A student who completes an Associate's Degree for Transfer at a California Community College is guaranteed admission to the California State University but not to any particular campus or program. To qualify, the student must be conferred an approved Associate Degree for Transfer by a California Community College, apply for admission to California State University campuses for an open term by the published deadline, submit all requested transcripts and documents by published deadlines, meet CSU admission eligibility requirements for the program to which they have applied, and must comply with any other prescribed admission requirements.

Associate's Degree for Transfer graduates who are admitted to a CSU program that has been deemed similar to the Associate's Degree for Transfer will be able to complete the baccalaureate degree in the similar discipline within 60 semester or 90 quarter units as long as the student successfully completes each required course without repeating it or supplementing instruction with additional courses for minors or areas of emphasis. In order to finish the baccalaureate degree, students will also need to satisfy the CSU writing proficiency requirement. A few academic programs may require performance evaluations, auditions, portfolio reviews or set specific academic progress requirements to maintain enrollment in the program. To maintain the guarantee, continuous enrollment in the same academic major is required unless the student is on an approved leave of absence. After enrollment begins at a CSU campus, the guarantee is not transferable to another CSU campus.