AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **10:15 a.m., Tuesday, March 25, 2014**
Munitz Conference Room—Closed Session

3:45 p.m., Tuesday, March 25, 2014
Glenn S. Dumke Auditorium—Open Session

Roberta Achtenberg, Chair
Debra S. Farar, Vice Chair
Rebecca D. Eisen
Douglas Faigin
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
Lou Monville
J. Lawrence Norton
Steven G. Stepanek
Cipriano Vargas

Closed Session – Munitz Conference Room
Government Code §11126(c)(5)

1. Honorary Degree Nominations and Subcommittee Recommendations, *Action*

Open Session – Glenn S. Dumke Auditorium

Consent Items
Approval of Minutes of Meeting of January 29, 2014

Discussion
2. Overview and Progress on the Early Start Program, *Information*
3. Update on Reducing Bottlenecks: Student Survey Results, *Information*
4. Update on Reducing Bottlenecks: Improving Student Success, *Information*
5. The California State University Graduation Initiative, *Information*
6. Academic Planning, *Action*

MINUTES OF MEETING OF
COMMITTEE ON EDUCATIONAL POLICY
Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California

January 29, 2014

Members Present
Roberta Achtenberg, Chair
Rebecca D. Eisen
Douglas Faigin
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
William Hauck
Lou Monville
Bob Linscheid, Chair of the Board
J. Lawrence Norton
Steven G. Stepanek
Cipriano Vargas
Timothy P. White, Chancellor
Bob Linscheid, Chair of the Board

Trustee Roberta Achtenberg called the meeting to order.

Approval of Minutes

The minutes of November 5, 2013, were approved as submitted.

The California State University Graduation Initiative

Trustee Roberta Achtenberg said the initiative is essentially a long-term investment the CSU has had for more than 10 years and the initiative, over the course of time, has accomplished an extraordinary amount. The next five years will need to double and triple what already has been accomplished, she said. Seen with favor by the board, there is a growing body of information about the elements of the initiative that will produce an accelerated graduation rate while maintaining quality and shortening time to degree.

Executive Vice Chancellor and Chief Academic Officer Ephraim P. Smith reported that in 2009 the CSU joined with the Education Trust, a national endeavor to improve graduation rates. He

used a diagram to illustrate all the Academic Affairs initiatives included in the Graduation Initiative including SB 1440, the associate degrees for transfer program, the Early Assessment Program and Early Start. The Graduation Initiative sets clear goals on rates and closing the achievement gap so every student has an equitable chance at graduating and each campus has individual goals. Jeff Gold, senior director of academic technology services, presented the trustees with the data dashboard, a tool for campus leadership to make strategic decisions using data. The purpose of the tool is to focus on successful student patterns leading to graduation. He described the purpose of his presentation as a powerful demonstration of the decision-making tool. His team has taken 12 years of student data and more than five million student records looking through predictive models for patterns. The system is focused on increasing the six-year graduation rate from 46 percent to 54 percent. He said all campuses are coming very close to that figure. Additionally, the increase in graduation and retention rates has been exhibited by all student populations, taking into account age, gender, different ethnicities and other characteristics, all of which is positive. Despite all students participating in the success, the achievement gap for underrepresented students is not closing. The goal was to cut it in half from 11 percent to 5.5 percent, but it will remain near 11 percent for the near term. He showed a "funnel" illustrating the number of freshmen who started in 2009, the number persisting and the number needed to increase bachelor's degrees in the state.

He presented graphs showing retention rates from first through third year by underrepresented minorities; gender; Pell grants; students needing remediation; and students who came fully prepared for math and English. Examples included students coming to campus fully proficient in math and English, contrasted with students who came unprepared. However, those ready had less likelihood of being retained in the third year than those who came not ready. He noted there are many reasons why that could happen, including that the campus is so good at providing English remediation to their students and also giving the college readiness skills they need to be ready and succeed not just in English but throughout their college careers. He said he did not know if that hypothesis is right, but the data dashboard lets a user "shine a flashlight" in an area that may not have been available previously. Research has shown there are important leading indicators across a student's academic path. Examples are completing general education English in the first two years. Students who did not achieve that were retained in the third year at a lower percentage than those who did. He showed an example of freshman students who completed their general education English and math in the first two years, and took at least 20 units per year, were retained into the third year at an 87 percent rate. The data has the ability to identify patterns. By increasing the number of freshmen taking and completing English in the first two years, the retention rates continue to improve and more students are retained. Strategic decision-making based on evidence as opposed to "just guessing" is an outcome of the dashboard.

CSU Stanislaus President Joe Sheley said the campus had not been very data-focused in the past and guessed constantly what was happening regarding graduation. He was pleased to see the data and patterns. He said the campus has many students who are first generation and are not sufficiently prepared even though technically qualified. They do not leave as competitive as the students who started in the middle rung. He said the data could show patterns that would be

tremendously helpful for both native students and transfer students, many of whom come without having their general education completed. CSU San Bernardino President Tomás Morales said the campus developed a student success dashboard. He stressed the need for an advising structure for students who have declared a major and for undeclared students so that the campus can create an intrusive advising system to assist students. The biggest challenge is the amount of money spent on remediation, and finding a way to increase the number of freshmen who come to the CSU ready for college-level work. CSU Bakersfield President Horace Mitchell said his campus also had looked at their graduation initiative and determined they needed more advisers, so they are hiring six advisers tied to individual schools rather than just having the campus-wide advising service. CSU Fullerton President Millie Garcia said that students cannot be looked at as a monochromatic group of individuals and that there are generations of students who did not have what they should have had from high school. The campus has summer programs that have shown real progress in English and math so they will determine how to scale up the programs to ensure that students get what they need and then do college level work with the tools the campus can provide. CSU Northridge President Dianne Harrison said the campus is moving more into the arena of predictive analytics. The campus has multiple strategies at different levels of study for students at all levels. These tools, data and predictive analytics will help the campus make a decision as to where is the best place to put resources.

Trustee Bill Hauck asked if all students would be where they need to be by August 2015. President Harrison said graduation rates at CSUN have gone up 10 pe rcent for all students. Ideally, they would like to reach 80 percent for six years. President Garcia said the five top comprehensive institutions in the country are at 68-69 percent for six years. She said the CSU needs to move in that direction and the presidents have been concentrating on the Graduation Initiative since 2009. She said if the CSU could be at 69-70 percent that would be high. Governor Jerry Brown questioned why the system was talking about six-year rates and why was four years (now at 16 pe rcent) not the baseline. He asked how long the dashboard has been available. Mr. Gold said it is a prototype that has been worked on for about six months. The governor said at the end of the day it is still all about what the students know when they get to the CSU and what interventions the leadership can create to change behavior. Students can graduate in four years, he said, and wanted to know why more are not doing that: because they are working, they do not want to, they are goofing off or they enjoy taking 12 units. He wants to know why and would like to know the reasons. Mr. Gold told him that every president would have access to the dashboard by the end of March. The governor said the CSU should be looking at four years and reports from different success or different failure stories to learn something from both would be ideal.

Chancellor White gave statistics on C SU's graduating class of 2012: the four-year rate for students who entered as freshmen was 16.2 percent, the six-year rate was 51.4 pe rcent and the eight-year rate was 59 percent. The CSU has many students who do not meet that first-time rate, so the CSU is working with Education officials in Washington D.C. to change the way students are categorized for graduation. He said all students need to move closer to graduation quicker. The rate for transfer students is 67.2 pe rcent, very close to the national rate of 70 pe rcent. The

CSU will focus on moving more students to four years, but added that will not be the sole focus. It is important that the CSU provide more students with degrees so they can contribute to the state's economy sooner. There were 100,100 degrees awarded in 2013. Graduating more students provides room for new students, he said. If students have to take even one remedial class, but then take 15 uni ts per semester, they still would not graduate in four years because of that remedial class did not count toward graduation.

Governor Brown said he will take time to meet with superintendents as well as higher education officials to see about moving the needle forward to increase graduation rates. He said he is excited about raising the bar and doing whatever can be done, but realizes that it will be quite daunting. Trustee Lawrence Norton asked if the campuses with increased rates were able to sustain their progress over a long period of time. San Diego State University President Elliot Hirshman said there has to be attention to enrollment management; to the first-year experience and integrating students; to students who face financial or academic challenges; and to offering the course work that students need to make timely progress. It is not a straight path upward. Sometimes things work, sometimes they do not . If a campus reaches improvement but then changes admission procedures or grows the student population and it changes, then there will be a setback because the steps taken are for a specific population of a specific size and so if the campus accepts many students who face academic or financial challenges then efforts have to be renewed. It is not uncommon to see progress but then as the demographics change the campus might see a setback.

Trustee Lou Monville asked Mr. Gold on campus-specific data, systemwide data, demographic data, Pell eligibility remediation and the correlation at campuses where Summer Bridge, for example, is mandated. Mr. Gold said all are in the model except for Summer Bridge programs; he hopes to get programs similar to it from all campuses. Trustee Lupe Garcia asked about best practices and where the system is looking for those practices such as financial aid changes. Cal Poly Pomona President Mike Ortiz said his campus has a guaranteed four-year program that is explained at orientation for parents and students. Only 12 percent sign up for that, so it is a matter of choice. Trustee Doug Faigin asked how long it will take to know if the validity of the measurement on taking math and English courses in the first two years will lead to more success, and what would be the next steps to get the campuses to require those courses in the first two years. Mr. Gold said the predictive model considers all variables such as health status and ethnicity, so he is comfortable with the predictions. He said the dashboard is not equipped to tell all presidents to require all students take the classes in the first year. Much depends on the unique campus populations, so presidents have the expertise. The tool shines a light in different areas but action on it comes at the campus level. Trustee Achtenberg said what the presidents do with the model and as applied to their specific populations is what the trustees will want to know and understand relatively quickly. Use of the data needs to start soon and bear fruit, she said, adding that the chancellor stated today he is willing to make the financial investments it will require so the board is hoping to see real progress.

Trustee Steven Glazer asked Chancellor White about the graduation rate goals, what kind of progress he is looking for, what steps are being taken and what discussion will happen at the board level. Chancellor White said the system has set out on a 10-year, 10 percent increase, so working with staff who know the data and the campus leaders will continue similar to the Graduation Initiative. They will look at the four-, six- and eight-year rates and determine what each college has done to contribute to that goal. President Hirshman was right that these predictive analytical models are based on prior data but the student body is not a constant, the chancellor said. These measures are relationships that seem to change with each other but the campuses have to figure out if that is causal or coincidental. It is complicated since CSU students are not a monolith. Ultimately he believes the CSU will go where medicine is going, a kind of personalized education in a macro system. What the CSU needs to do is have smart people come back with a quantification of this goal. The need is clear for California. We have to come back with what each campus has to do and then to learn from the campuses what resources are necessary. Some places may need academic advisers, others will need something different. He wants the trustees to help set the policy and goals and then leave it to the individual campus leaders to find a means to get to that goal. If there are things to do differently, he said they will be tried. The hard part is doing the tweaking now but not seeing the data until years from now to determine if it worked. Trustee Steven Stepanek said CSU needs to continue to reach out to K-12 so that when these students graduate from high school and they come to college, they will be college ready.

Update on Reducing Bottlenecks and Improving Student Success

Dr. Smith gave a brief update on the enrollment bottleneck initiative and indicated that a more comprehensive report including the results of the student survey will be presented at the March meeting. Trustees received the faculty survey results in September. Progress so far would not have been possible without the $17.2 million allocation by the chancellor. The CSU is leaning forward to address the challenges facing the system and serve the needs of students and citizens of California. Dr. Smith said there would be a PowerPoint and two videos, one on students talking about the electronic College Course Scheduler online tool that assists students, faculty, advisers and administrators to keep students on the path to graduation; the second featured faculty voices from an eAcademy where they learned to redesign their courses to decrease bottlenecks.

Gerry Hanley, assistant vice chancellor for academic technology services, presented a PowerPoint explaining the strategy that was implemented beginning in July. The core principles driving the strategy are using innovation to redesign the way the faculty and campuses are delivering quality instructional programs and not rebuilding what used to be done. People have to adopt the innovations if the innovations are to produce benefits so efforts are focused on getting faculty and students to adopt and use the innovations. The CSU is looking at a variety of new technologies that personalize the learning students need in many areas, including STEM areas. Faculty can participate in peer-to-peer sharing in the eAcademies and professional learning communities to help them change their behavior. Dr. Hanley also presented material

about the new CourseMatch online program so students can take an online class from another CSU. The CSU is working with partner companies to make sure the tools they are providing are meeting CSU needs. Looking at progress to date on redesigning and one Advising, some campuses are focused on degree audit tools and some on the College Course Scheduler tools. By having shared goals, a group of people can share effective strategies for adopting those practices. The system is looking at eAdvising tools for every student from the time they are admitted to the time they graduate.

Trustee Bob Linscheid asked about obtaining data from the CSU Chico alumnus who invented the College Scheduler—specifically about the success rate students have using the tool as relates to the ability to graduate. Dr. Hanley said working with CSU partners to obtain information is critical.. The redesign process began in July and program evaluation will be essential. The Chancellor's Office will work with student services staff to obtain the evidence of those students who are using the scheduler to see if they are progressing toward graduation.. Trustee Garcia asked how the CSU is getting out information on CourseMatch and encouraging students to participate in the program. Dr. Hanley said they had to figure out what courses would be available that were fully online and articulated across all campuses. They had a very short summer window to let students know about the program since it began in July. Now the system is engaged in advertising in student newspapers; working with registrars' and academic affairs offices; plus many presidents are talking about CourseMatch on their websites. She also asked about online education and student success, given that some students struggle with online education because they are coming with different backgrounds and preparedness. She asked if there was value in providing some instruction on how to learn via online tools. Dr. Hanley said when a student goes to the CourseMatch website there are easy steps to see if the student is eligible to take an online course. Additionally, a survey on student readiness for students to take as a self-assessment has been added. They also added a "welcome wagon" web page giving students information on the campus offering the online class. It is definitely on the CourseMatch road map to make a successful experience because the intent is to have students complete the course. Trustee Rebecca Eisen asked how many campuses are using the Course Scheduler. Dr. Hanley said four campuses are using it now and another six campuses have identified it as an objective. They expect even more during the next registration cycle. Student Trustee Talar Alexanian suggested that there be a link on a student's actual campus portal because that is where students already go to register for classes.

Trustee Glazer asked for specific goals for dealing with bottlenecks and the expectations to grow programs such as the Scheduler so trustees could provide feedback on the goals and expectations. Dr. Hanley said they could determine how many campuses they expect in the next three years to adopt the Scheduler and then let trustees know the impact of students using it as a tool to overcome bottlenecks and keep on a path to graduation. He said they would bring back data as part of future reports. Governor Brown talked about online courses designed with the known problems that students struggle with in the class. There is more potential online to create not just an almost as good, but in fact a better course in many instances, he said. Academic Senate Chair Diana Guerin said the Senate is quite engaged in exploring technology to improve

student success. The Senate is looking at the courses at the student level, at course completion rates, at retention rates from semester to semester, at GPAs, and at graduation rates. They have worked with community college colleagues to create the transfer model curricula. The video emphasized how excited faculty are about technology and the importance of linking the faculty across campuses so they can share ideas about what is working and what is not working. She was not sure if the Scheduler will help students move through faster, and suggested comparing campuses using it to those that are not to see a change in student success patterns.

Trustee Faigin asked how many students are involved in those online courses. Dr. Hanley said spring data was not available yet because it had not started. However, information will be provided at the March meeting. The number of students who can take the courses are set by the campuses. Dr. Hanley did not know how many students completed the courses in the fall semester yet, but will have that information at the March meeting. Trustee Faigin said he hopes the CSU can scale up the courses and the number of students, and called CourseMatch an excellent idea. He asked if the system had done anything different since the campuses had gotten the department chairs' survey on bottlenecks. One of the key outcomes of the survey data was an insufficient number of full-time tenure track faculty members to teach those courses and one of the priorities that was identified by the chancellor was how do we increase those faculty full-time in our programs. Trustee Faigin asked for any kind of prediction on how those bottleneck courses could be reduced and when we could expect them to be reduced to show actual success of the initiatives. Dr. Hanley said they can determine the interventions needed to make an impact. For example if the number of sections is increased by adding more faculty members, how does that increase the "flow-through" for students? At this point, they do not exactly know how powerful those tools are going to be, whether it is redesigned courses or how many faculty are going to be added. Trustee Faigin asked at what point will bottlenecks be brought down and by what date. Dr. Hanley said they do not have any evidence on CourseMatch yet because it is so new and campuses are in the beginning stages. Dr. Smith said with the passage of AB 386 last year, by fall of 2015 all online undergraduate courses will be on CourseMatch for a total of about 3,000 courses.

Chancellor White agreed that the trustees wanted more clarity on goal-setting, quantification of goals, and timeline.. To come back with that answer will require academic affairs centrally to work with the campus provosts to come up with a very systematic and authentic way in which to realistically move the needle. The chancellor reminded the committee that when intervention occurs in August and something new starts with the fall term, most students don't know about it, so just a small number enroll the first time. The result of the new intervention that started in August will not be known until after that term is over. So the system only has two data points per year and the chronological clock takes forever to get any meaningful data that can guide policy. He said the Chancellor's Office will come back with whatever degree of detail is available in the March meeting after consulting with the campus provosts and leadership to try to put some quantification on these goals.

Presentation on the CSU Admission Promise Programs

Nathan Evans, CSU director of enrollment management, interim CSU Long Beach President Don Para, Long Beach City College President Eloy Oakley and San Francisco State President Les Wong made presentations describing admission promise programs. Mr. Evans said the admission promise programs initially target middle school students and families by providing a provisional offer of admission as early as fifth grade and an explicit road map of the necessary steps to meet these provisions. These requirements always include achieving CSU eligibility for admission but they also mandate other activities, things such as required participation in the Early Assessment Program and achieving college readiness in English and mathematics before the freshman year of college. They foster collaboration among the university, community college and high school to share academic expectations and frequently bring students to campus and allow them and their parents to feel a sense of belonging to the university community. San Diego State University partnered with the Sweetwater Union school district to create the first program in the CSU. Since that time, nine CSU campuses have launched formal programs.

President Para talked about the Long Beach Promise and its ties to the Long Beach Unified School District and Long Beach City College. The program is the result of a 20-year effort that started in 1992 as the Long Beach Seamless Education Initiative. The promise is a long-term commitment by these institutions to provide a clear opportunity to obtain an education for local students stretching from elementary school through earning a degree. This process required persistence, trust, patience and always focused on the student and the value of education. LBCC President Oakley said the Long Beach Promise is just a way of doing business; to work with one another to ensure barriers are broken for students. It is a commitment on the part of Long Beach to ensure that each and every student has the same expectation that they need to go to college and finish. SFSU President Wong said the San Francisco promise is one of the university's rising star programs and one that has garnered much interest by each partner. It was established in 2008 with funding from the then-mayor Gavin Newsome for $500,000. It has been effective reaching into the middle school zone to orient middle school students so they will go to the university and particularly to San Francisco State University. They have received additional funding from others interested in spearheading interventions into middle schools. SFSU students are heavily involved in the program as mentors and role models in middle schools. The 6th graders the campus started with in 2008 are now entering SFSU and the campus deliberately will track them to answer some of the questions the trustees asked about the experience of middle school to high school to college and what is it we ought to know to maximize successful interventions.

The Sony Awards Program for Faculty Innovation

Mr. Hanley reported that the program was in its fourth year. The Sony-CSU agreement is a public-private partnership to provide support to CSU faculty to use technology innovatively to deliver a quality and affordable education. The award winners were Phyllis Heintz from CSU Bakersfield; Zachery Justus from CSU Chico; Stephen Tsui from CSU San Marcos; and Jessica Parker from Sonoma State University. They receive a touch ultrabook, camera, various peripherals and cases. Mr. Hanley thanked the Sony Corporation for continuing their support.

Trustee Achtenberg adjourned the meeting of the Educational Policy committee.

COMMITTEE ON EDUCATIONAL POLICY

Overview and Progress on the Early Start Program

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Marsha J. Hirano-Nakanishi
Assistant Vice Chancellor
Academic Research and Resources

Eric G. Forbes
Assistant Vice Chancellor
Student Academic Support

Overview

At its May 2009 meeting, the Board of Trustees mandated the establishment of an Early Start program beginning with the class of 2012 for all new freshmen who do not demonstrate college-readiness in mathematics, English or both. These students would be required to begin to address these deficiencies either at their destination campus, at other California State University (CSU) campuses, at community colleges or at high schools before the start of their first term. Shortly after board action, Executive Order 1048 was released that established governing principles as well as general goals for the program. The Executive Order also called for the creation of a systemwide Implementation Team to be given wide authority to implement Early Start by summer 2012.

Early Start is a trustee initiative that is best understood within the landscape of the vision that CSU Trustees have held for decades. According to the California Master Plan for Higher Education, the CSU admits students from the top one-third of the state's high school graduates. Many students entering the CSU, however, are not ready for college-level work in Written Communication and in Quantitative Reasoning, as measured by a variety of indicators. In 1994, CSU Trustees set the goal to have 90 percent of incoming freshmen ready for college-level courses by 2007. Trustees believed that partnerships between K-12 and the CSU would enable students to meet college-preparatory course requirements and bring almost all eligible students to proficiency for college-level work.

In 1998, the CSU required incoming freshmen to take the English Placement Test (EPT) and the Entry Level Mathematics (ELM) examination before attending classes. Fifty-three percent and 47 percent of freshmen were ready, respectively, for General Education Written Communication (also known as college-level English) and General Education Quantitative Reasoning (also known as college-level mathematics) in 1998. Overall, only 32 percent of eligible freshmen were ready in the two basic areas. Students were given their first year in college to reach entry-level proficiency in English and mathematics. Most who did not become proficient after a year were told to find avenues outside of the state-supported CSU to improve their English and mathematics. Of the fall 1998 freshmen who needed remediation, 79 percent gained full-proficiency one year later, 7 percent did not reach full proficiency but were permitted by the campus to re-enroll, another 7 percent were not permitted to re-enroll, and the final 7 percent left the CSU on their own volition and without reaching proficiency.

In 2000, the CSU decided that informing newly admitted freshmen that they were not ready for college-level work late in their senior year – well-past the point where high school teachers and students could do anything about proficiency levels – was ineffective. With almost 90 percent of CSU freshmen coming from California public schools, it made sense for public K-12 and the CSU to collaborate on a way to give likely college-goers a reading of their readiness for college while they had time to improve. The development of the Early Assessment of Readiness for College-Level English and Mathematics, now referred to as the EAP tests, required intense years of collaborative development and implementation. In the end, the public K-12 and the CSU – guided by its mathematics and English faculty members with expertise with the CSU's ELM and EPT examinations – provided all public high school 11th graders with the opportunity to secure a "reading" of their readiness for college-level work "just in time" to use their senior year more productively. We reported at the last Board of Trustees meeting on the targeted EAP outreach and professional development that the CSU provides in partnership with K-12 colleagues. Voluntary student participation with the EAP tests has exceeded all expectations.

The critical question for the CSU has been the EAP impact on CSU freshman proficiency. If all California public high school CSU first-time freshmen were college-ready by virtue of EAP readiness at the end of their junior year or were ready by completing an authorized senior experience, the trustees' original goal of 90 percent proficiency would have been exceeded. Unfortunately, only about half of the California public high school freshmen were prepared as juniors or positioned to achieve proficiency before graduating. The other half of California public high school CSU first-time freshmen entered college 42 percent proficient in English and 50 percent proficient in math. The overall readiness rates now stand at 68 percent in English and 71 percent in mathematics. The proportion of the fall 2013 freshman class that was proficient in both basic areas at entry was 57 percent – an almost 80 percent improvement over the fall 1998 figure of 32 percent, but still well short of the aspirational goal of 90 percent proficiency at entry. With the implementation of the national Common Core Curriculum and pedagogy and data-informed use of Smarter Balanced, beginning in spring 2015, the CSU and public K-12 look

forward to a strengthened partnership that reaches down into middle school to develop core skills and knowledge in written communication, quantitative reasoning and critical thinking.

Impetus for the Early Start Program

Since the 1980s, individual campuses and the CSU system have pursued a variety of approaches to address college readiness. For decades, some CSU campuses have been offering Summer Bridge, a program for low-income, first-generation college students during the summer before freshman year. Summer Bridge typically includes college orientation and counseling to assist students in navigating the college terrain, which is quite unlike their high school experience. Intensive classes in English and mathematics strengthen skills and reduce the time necessary to get on the college track. Other campuses have implemented one-week math boot camps just prior to the fall term. Still others strongly encourage new freshmen to take a summer course or two so they begin college at full speed. More recently, CSU campuses have developed "stretch" programs in English and in mathematics. In stretch courses, a set of students assessed as needing some developmental work typically are placed in the General Education course coupled with supplemental instruction and sometimes employing online tools such as ALEKS tutor software.

To build on these existing efforts, the CSU convened a systemwide conference in October 2008. At the time, more than two-thirds of CSU campuses offered some kind of early program for underprepared students. In May 2009, the CSU Board of Trustees directed the chancellor to study existing summer programs and establish a systemwide policy. In March 2010, the trustees adopted Early Start, the new systemwide program.

The broad goals for Early Start, like the previous two decades, are to: reduce the time it takes students to remediate; reduce the time to graduation; increase degree completion; and reduce costs for students and campuses. Early Start is envisioned as one additional pre-college pathway to enable underprepared students to start college as ready as possible.

CSU Trustees also recognized that effective programs such as Summer Bridge, are expensive and that not all students requiring developmental work can afford to dedicate much of the summer to preparing for college. Some CSU campuses draw students from distances well beyond their ability to commute, so Early Start needed to provide every student with a reasonable option to participate. CSU Trustees hoped that campuses would experiment with attractive and effective approaches for underprepared students.

To encourage experimentation, Early Start requires underprepared students simply to "get started" on their pathway to proficiency. They do not need to complete remediation nor even reduce their remedial course load. In the first year, the Implementation Committee reviewed specific campus plans, approved the development of infrastructure for student data to enable an inter-campus program to work, set a communication plan in motion, defined the meaning of

student compliance, and adjusted financial aid support from standard sources to lottery funds. Setting up the general mechanism and ensuring that each campus functioned properly was managed and coordinated systemwide. Multiple meetings were held with administrative and faculty groups throughout the system to ensure success.

Early Start – Summer 2012

Summer 2012 Implementation. Of the California high school graduates admitted as first-time freshmen in fall 2012, those requiring developmental or remedial assistance in mathematics were identified for participation in the inaugural summer Early Start program. Admits who scored in the lowest quartile of the EPT were required to participate in summer 2012 and summer 2013, focusing attention on those most in need of assistance. In addition, there were approved exemptions including students participating in Summer Bridge programs, pre-existing early start residential and other programs, international non-resident students, students with conditional exemptions from EAP, and other limited campus-based exemptions.

In 2014, California high school graduate admits below the proficiency mark on the EPT will be required to participate in Early Start, except for the approved exemptions.

There were more than two million hits on the CSU Success website for Early Start between January and September 2012 where the statewide schedule of classes was displayed. Most participating students were excited by the chance to take care of their college preparatory needs *before* starting college. Most campus reports from faculty and administrators were positive about the opportunity to share the college experience with students before college began in the fall.

The CSU requires campuses to offer, at a minimum, a 15-hour option for satisfying Early Start in summer 2012 and 2013 (1 semester credit unit or 1.5 quarter credit units). Aside from this requirement, campuses developed options, including face-to-face and online courses with course credit units ranging from one to three semester units (1.5 to 5 quarter units).

The matrix below provides information about the choices that the 16,598 Early Start participants in 2012 made with regard to the location for their classes. The vast majority of CSU freshmen live within commuting distance of their "destination" campus. As such, the diagonal of the matrix contains the largest number of Early Start participants. CSU Los Angeles, a quarter campus that kept its Early Start program open until later in the summer, and CSU Fullerton, a semester campus with an historically robust summer program, sit at the crossroads of highways in the greater Southern California area that provided many CSU students with attractive options. San Diego State served a relatively small number of Early Start participants. San Diego has required all students who require developmental work to reside on campus for a week to acclimate to San Diego State and to address their needs in English and in mathematics.

Matrix 1

Early Start 2012-2013
Destination and Service Campus
January 3, 2013

	Service Campus																						
Destination	Bak	CI	Chi	DH	EB	Fre	Ful	Hum	LB	LA	MB	Nor	Pom	Sac	SB	SD	SF	SJ	SLO	SM	Son	Sta	Total
Bakersfield	**529**	0	3	5	0	3	8	0	2	12	0	7	0	8	7	1	2	0	3	0	0	1	591
Channel Islands	2	**199**	2	6	0	0	13	0	12	23	0	29	0	8	12	3	2	3	2	5	2	2	325
Chico	2	3	**403**	5	10	2	9	0	2	2	3	2	3	9	10	4	8	8	3	1	3	3	495
Dominguez Hills	0	1	2	**711**	2	1	15	0	4	10	0	7	1	3	15	3	3	0	0	1	1	0	780
East Bay	4	1	3	28	**567**	7	25	0	15	44	6	22	8	45	22	0	17	15	1	7	6	6	849
Fresno	38	2	4	7	6	**819**	7	0	6	4	22	2	0	13	2	1	2	1	7	1	3	50	997
Fullerton	1	2	0	3	1	2	**1,114**	0	3	6	0	4	1	3	7	0	2	0	0	1	0	0	1,150
Humboldt	0	3	1	9	3	3	8	**162**	7	17	3	8	3	7	7	6	3	3	0	4	2	2	261
Long Beach	1	0	3	28	2	2	25	0	**1,139**	22	1	9	5	5	8	2	4	1	1	4	0	0	1,262
Los Angeles	0	3	6	10	15	3	23	0	6	**1,363**	3	26	29	10	27	13	6	2	1	1	2	4	1,553
Maritime Academy	1	1	8	3	1	0	7	0	1	1	2	0	0	3	0	0	1	0	0	1	1	0	31
Monterey Bay	3	2	1	3	4	4	6	0	3	3	**305**	10	2	8	4	1	4	1	1	0	1	6	372
Northridge	0	3	0	17	1	0	3	0	4	51	0	**1,352**	2	2	1	1	1	0	0	0	0	0	1,438
Pomona	4	5	8	7	5	1	25	0	6	29	1	13	**532**	3	12	2	8	4	0	6	0	0	671
Sacramento	2	1	1	3	16	4	5	0	3	6	8	2	0	**979**	9	2	3	10	1	2	6	14	1,077
San Bernardino	0	0	0	2	3	0	6	1	1	8	0	1	8	2	**948**	0	0	0	0	0	0	0	980
San Diego	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**226**	0	0	0	0	0	0	226
San Francisco	5	5	13	9	45	5	18	2	10	19	10	17	4	35	8	10	**1,121**	33	1	4	2	9	1,385
San Jose	4	4	22	12	42	8	15	0	6	12	11	7	2	33	7	4	68	**460**	3	5	8	11	744
San Luis Obispo	1	1	5	0	2	3	6	0	3	0	3	1	0	7	0	1	1	1	**34**	0	5	3	77
San Marcos	0	3	40	10	3	1	126	0	8	9	0	14	8	8	33	17	2	2	3	**421**	8	0	716
Sonoma	2	1	6	0	11	1	3	1	3	2	7	4	1	13	3	0	5	10	4	4	**481**	4	566
Stanislaus	2	0	4	3	1	8	3	0	2	5	3	2	5	12	3	0	0	7	0	2	1	**349**	412
Total	**601**	**240**	**535**	**881**	**740**	**877**	**1,470**	**166**	**1,246**	**1,648**	**388**	**1,539**	**614**	**1,216**	**1,145**	**297**	**1,263**	**561**	**65**	**470**	**532**	**464**	**16,958**

Summer 2012 Early Start Results

For the inaugural Early Start program, underprepared students who did not register or did not complete Early Start were held harmless.[1] That is, campuses did not take action to halt the enrollment of underprepared fall 2012 freshmen because they did not complete Early Start.

Nine of every 10 participants in summer 2012 Early Start satisfied the requirement, as shown in Tables 1 and 2.

Table 1 – Early Start English (ESE) – Summer 2012 – Satisfied Requirement

Registered -ESE	**6,906**	
Satisfied Requirement	**6,149**	**89.0%**
Not Satisfied Requirement	**757**	**11.0%**

[1] Three campuses, however, reported that there were students who went through the campus Early Start Program appeal process after summer 2012 and were not permitted to enroll in fall 2012, for a total of 64 students.

Table 2 – Early Start Mathematics (ESM) – Summer 2012 – Satisfied Requirement

Registered -ESM	**14,782**	
Satisfied Requirement	**13,687**	**92.6%**
Not Satisfied Requirement	**1,095**	**7.4%**

Introductory versus Regular Development Course Options. During summer 2012, essentially there were two types of Early Start programs offered, an introduction comprised of 15 hours of instruction (1 semester or 1.5 quarter credit units) or a full developmental/remedial course (3 to 4 semester or 4 to 5 quarter credit units). Results comparing the extent of participation in the two types of programs and their results, particularly the achievement of proficiency, are found in Tables 3 and 4 below.

Table 3 – Early Start English (ESE) -- Summer 2012 – Satisfied Requirement and Achieved Proficiency at End of Early Start – Introduction versus Regular Courses

	15 Hours	**Regular Course(s)**	**Total**
# of Participants	**6,153**	**753**	**6,906**
% Satisfied Requirement	**86.3 %**	**89.4 %**	**89.0%**
% Proficient	**0%**	**0%**	**0%**

In mathematics, almost 20 percent of the summer 2012 Early Start participants in mathematics elected to take a full developmental or remedial course. Nearly all of them completed the Early Start requirement, and more than a third actually achieved proficiency before starting their freshman year, as shown in Table 4 below. Campuses reported surprise at the demand for full courses, and many said that they were unable with short notice fully to meet the demand. In addition it is worth noting that some mathematics faculty members offered a 15-hour Early Start program, specifically targeted to mathematically proficient students who felt they had an off-day with the ELM test. Students who fit this profile were guided to what essential amounted to a 15-hour review, typically with an exit assessment to certify proficiency.

Table 4 – Early Start Mathematics (ESM) -- Summer 2012 – Satisfied Requirement and Achieved Proficiency at End of Early Start – Introduction versus Regular Courses

	15 Hours	**Regular Course(s)**	**Total**
# of Participants	**12,047**	**2,735**	**14,782**
% Satisfied Requirement	**91.2%**	**98.6 %**	**92.7%**
% Proficient	**9.5%**	**36.6%**	**14.5%**

By the end of Early Start in summer 2012, more than 2,000 more fall 2012 first-time freshmen were ready to enroll in college-level General Education Quantitative Reasoning courses.

Early Start 2012 Results for Fall 2012 Freshmen. Not every student who is admitted to CSU enrolls in the fall. In fact, only 40 to 45 percent of admitted CSU freshman applicants enroll as freshmen. That said, it was generally expected that admits who participated in summer 2012 Early Start would enroll in fall 2012. Almost 90 percent of the Early Start participants in English enrolled as first-time freshmen in fall 2012 (compare table 3 and table 5 below). Fall 2012 freshman admits were permitted to enroll during fall 2012 whether they participated in summer 2012 Early Start or not; the drop-off was not a function of direct campus actions. Four potential factors may be driving the drop-off: (1) some freshman admits wanted to take advantage of an inexpensive review for college-level work but were planning to attend college outside the CSU; (2) the Early Start experience led some freshman admits to decide to attend the community college in preparation for the CSU or another four-year institution in the future; (3) the Early Start participants had unexpected financial concerns, missed due dates for fall registration and other potentially addressable issues, or (4) data quality on student identifiers between the Early Start collection and the data collected at census date in the fall was inadequately addressed. Following up with Early Start participants who are not registering for fall courses in *real time* should be an institutional priority. Given the student and institutional investment in preparing for college, it is worth the extra step to follow up with students on financial issues, procedural misunderstandings, and feelings of not-belonging. A similar drop-off (about 10 percent) is observed for the Early Start participants in mathematics.

Table 5 – Early Start English (ESE) -- Summer 2012 – Satisfied Requirement and Achieved Proficiency at Entry in Fall 2012 – Introduction versus Regular Courses

	15 Hours	Regular Course(s)	Total
# of Participants	**5,402**	**719**	**6,121**
% Satisfied Requirement	**91.3 %**	**86.8 %**	**90.8 %**
% Proficient at Entry	**7.2%**	**44.2%**	**11.5%**

In Table 3, we noted that there were no Early Start participants who achieved proficiency in English at the end of the Early Start program, because the Early Start Implementation Committee did not design the data collection to permit completion of remediation. However, at entry as freshmen at CSU campuses, more than 7 percent of the freshmen in the 15-hour experience reached proficiency at entry in fall 2012 and more than 44 percent of those enrolled in regular courses achieved proficiency.

Table 6 – Early Start Mathematics (ESM) -- Summer 2012 – Satisfied Requirement and Achieved Proficiency at Entry in Fall 2012 -- Introduction versus Regular Courses

	15 Hours	Regular Course(s)	Total
# of Participants	**10,751**	**2,522**	**13,273**
% Satisfied Requirement	**93.6%**	**99.2%**	**94.7 %**
% Proficient at Entry	**11.0%**	**30.5%**	**14.7%**

The statistics for freshmen who participated in Early Start in mathematics remained strong. The decrease in the proficient percentage of those who took regular developmental mathematics courses dropped, which supports the notion that some freshman admits took advantage of a cost-effective way to improve their mathematics skills.

Freshman Proficiency Rates. The inaugural summer 2012 E arly Start program was not expected to affect systemwide freshman proficiency rates. The Early Start participants in English included only those in the bottom quartile of the EPT; thus, very few of these students were expected to achieve proficiency. For CSU freshman, the English proficiency rate for fall 2011 was 66.3 pe rcent; for fall 2012 it was 66.4 percent. From Table 5, the .1 pe rcentage point increase in the English proficiency rate can be attributed to the more than 700 Early Start participants who reached proficiency at entry in fall 2012.

There was a n otable increase in the math proficiency for freshmen between fall 2011 (66.7 percent) and fall 2012 (69.5 percent). More than 1,500 additional freshmen were prepared in fall 2012 to undertake college-level quantitative reasoning courses, extrapolating from the percentage-point increase from 2011 to 2012. This means that at least 150 college-year FTES of instruction should have been reallocated from remediation/developmental to general education courses. The observed increase in the mathematics proficiency rate can be attributed to the more than 1,950 Early Start participants in mathematics who reached proficiency at entry in fall 2012.

Leading Indicators. Early Start was developed to encourage students to complete remediation more quickly, move to and complete basic general education courses in mathematics and English more quickly, receive better grades during their first year, complete more baccalaureate credit units, and remain in good standing at the university. Trustees have heard from the Graduation Initiative team that these "leading indicators" are associated with student success. After the end of their freshman year, Early Start participants were not very different from the freshmen who should have participated in Early Start but did not (Should Haves) on average campus grade-point average (about a C+). Only completers of regular developmental English courses in Early Start came close to the "magic" 24/36 baccalaureate units earned in their first academic year.

Average Time to Proficiency. The indicator average time to proficiency provides a metric on shortening the time to completing remediation. This enables students to advance in their studies and, in the long run, shorten their time to degree. Shortening the time to remediation across the freshman class enables the institution to devote more instruction to baccalaureate rather than developmental instruction.[2]

Table 7 indicates that Early Start completers of regular developmental courses in English during Early Start in 2012 were able to go onto general education courses about one term sooner than those who did not participate in Early Start.

Table 7 – Early Start English (ESE) and Summer Bridge-- Summer 2012 – Average Time to Proficiency

	#	Average Time to Proficiency
Early Start Completers -- Regular Course(s)	**624**	**0.19**
Summer Bridge	**1,264**	**0.51**
Early Start Completers -- 15 Hours	**4,931**	**0.52**
Early Start Should Haves	**1,090**	**0.61**

[2] Time to proficiency was assigned a zero to an Early Start or Summer Bridge student who was proficient at entry, one-half year if the student reached proficiency at the end of the fall semester and one academic year at the end of spring semester. At a quarter campus, one-third was assigned for proficiency attained at the end of the fall quarter, two-thirds at the end of the winter quarter, and one academic year at the end of spring quarter.

Summer Bridge students were included in the analysis, because they typically are students with the steepest learning curves.

In mathematics, the differential is similar, although not as dramatic, as shown in table 8 below.

Table 8 – Early Start Mathematics (ESM) and Summer Bridge -- Summer 2012 – Average Time to Proficiency

	#	Average Time to Proficiency
Early Start Completers -- Regular Course(s)	**2,502**	**0.31**
Summer Bridge	**1,131**	**0.59**
Early Start Completers -- 15 Hours	**10,064**	**0.54**
Early Start Should Haves	**3,223**	**0.59**

Completion of General Education in English and in Mathematics and Average Time to Completion of General Education. From Tables 7 and 8, it is clear that the freshman completers of Early Start regular courses had the opportunity to complete their basic general education requirement in the first year. On the one hand, some campuses have developed accelerated pathways that permit some developmental students to enroll in the baccalaureate-level general education course along with some supplemental assistance. In this instance, time to proficiency (that is, completion of remediation) equals the time to completion of the general education requirement. At the other end of the spectrum, there are pathways that require developmental students to complete a year of study before being permitted to enroll in general education courses. For the first time ever, data were collected from campuses to address the extent to which proficient-at-entry freshmen (including those from Early Start) completed their general education requirement in their first year. Unfortunately, with all the reviews and resubmissions of data from campuses, that analysis has not been completed. It is expected that indicators on general education completion will be available at the trustee meeting, unless there are additional, unforeseen issues with the data.

In Good Standing without an Indicator of Academic Difficulty. Students in "good academic standing" are permitted to enroll in the next term. "Good standing" includes students on academic probation – an indicator that the student is experiencing academic difficulties. In tables 9 and 10, first-year success is defined as "in good standing" without an indicator of academic difficulty. It is a positive sign that a larger proportion of Early Start students completed their first year successfully.

Table 9 – Early Start English (ESE) and Summer Bridge-- Summer 2012 – Percent in Good Standing without an Indicator of Academic Difficulty

	#	% Success at End of First Year
Early Start Completers -- Regular Course(s)	**624**	**82.5%**
Summer Bridge	**1,264**	**82.3%**
Early Start Completers -- 15 Hours	**4,931**	**81.1%**
Early Start Should Haves	**1,090**	**71.7%**

Table 10 – Early Start Mathematics (ESM) and Summer Bridge -- Summer 2012 – Percent in Good Standing without an Indicator of Academic Difficulty

	#	% Success at End of First Year
Early Start Completers -- Regular Course(s)	**2,502**	**85.3%**
Summer Bridge	**1,131**	**80.0%**
Early Start Completers -- 15 Hours	**10,064**	**84.1%**
Early Start Should Haves	**3,223**	**77.1%**

Fall 2012 to Fall 2013 – One Year Later. The inaugural summer 2012 Early Start was not anticipated to have much impact on remedial students achieving proficiency in mathematics and English one-year later. Only the most challenged students in English were required to participate in Early Start and many of them also had challenges in mathematics.

From fall 2011 to fall 2012, of the freshmen needing remediation, 84 percent reached proficiency within one year and 13 percent were asked to complete their remediation elsewhere (more than 3,100 students). From fall 2012 to fall 2013, of the freshmen needing remediation, 85 percent reached proficiency within one year and 11 percent were disenrolled (just above 2,700). This reflects a modest improvement.

Summer 2013 Early Start

For fall 2013, more than 120,000 first-time freshmen were admitted from California public and private high schools. Of these more than 59,000 enrolled in the CSU in fall 2013. More than 20,000 of these freshmen should have participated in Early Start. About 20 percent did not participate but were permitted to enroll by completing alternative preparatory experiences or through appeal of special circumstances.

As in summer 2012, most students elected to register for Early Start at their destination campus, as shown on the diagonal of Matrix 2 below.

Matrix 2

Early Start 2013-2014
Destination and Service Campus
January 30, 2014

	Service Campus																					
Destination	**Bak**	**CI**	**Chi**	**DH**	**EB**	**Fre**	**Ful**	**Hum**	**LB**	**LA**	**MB**	**Nor**	**Pom**	**Sac**	**SB**	**SD**	**SF**	**SJ**	**SLO**	**SM**	**Son**	**Sta**	**Totals**
Bakersfield	**743**	2	3	14	1	5	6	1	2	8	0	7	0	3	7	3	1	0	0	1	3	2	812
Channel Islands	4	**234**	3	12	2	5	22	1	10	18	2	32	12	2	7	7	2	2	2	0	1	1	381
Chico	2	2	**288**	3	13	1	36	0	6	4	3	3	0	4	10	5	0	3	0	0	3	1	387
Dominguez Hills	1	0	1	**985**	6	1	27	0	8	2	1	5	3	2	8	9	2	1	1	2	1	1	1,067
East Bay	3	2	3	34	**531**	9	28	2	8	23	4	11	11	28	22	8	12	10	1	6	7	13	776
Fresno	38	2	0	5	5	**1,193**	9	0	3	0	18	1	2	4	3	2	0	3	9	1	6	29	1,333
Fullerton	0	0	0	1	3	3	**1,123**	0	0	10	0	3	3	2	14	2	1	0	0	1	0	0	1,166
Humboldt	2	4	2	10	6	2	9	**151**	11	23	5	18	5	23	8	10	3	1	3	5	4	3	308
Long Beach	5	4	8	33	8	4	33	1	**685**	14	3	19	3	9	19	8	8	1	2	5	3	1	876
Los Angeles	2	5	0	20	7	5	10	0	4	**1,321**	3	14	11	2	19	17	0	0	0	1	0	1	1,442
Maritime Academy	0	0	1	2	2	0	4	1	1	0	0	0	0	5	1	1	3	0	0	1	1	0	23
Monterey Bay	1	3	2	8	5	5	11	1	3	4	**292**	9	1	12	6	5	0	0	0	4	3	1	376
Northridge	11	14	2	71	5	9	13	0	17	59	3	**1,809**	4	9	19	14	6	1	2	8	0	1	2,077
Pomona	0	3	2	14	3	1	19	0	4	17	0	11	**623**	4	5	8	5	3	0	4	1	1	728
Sacramento	5	1	0	11	5	15	2	1	1	5	12	6	1	**1,033**	2	2	14	0	0	1	5	11	1,133
San Bernardino	0	0	1	0	2	0	4	6	0	2	0	0	7	1	**663**	0	0	0	0	0	0	1	687
San Francisco	4	2	19	14	79	14	64	1	14	35	6	26	8	23	13	13	**985**	14	6	13	10	8	1,371
San Jose	4	1	6	16	38	11	31	0	13	12	17	19	8	36	14	23	65	**122**	2	3	20	16	477
San Luis Obispo	0	0	1	0	4	3	2	0	0	2	1	7	0	3	0	1	2	1	**21**	1	0	0	49
San Marcos	4	6	47	15	4	4	238	5	6	3	1	19	20	16	46	63	7	0	1	**506**	13	5	1,029
Sonoma	1	1	2	5	18	3	10	0	6	7	3	7	3	12	5	11	8	4	1	2	**529**	3	641
Stanislaus	3	0	8	3	13	11	10	0	1	5	3	4	0	7	12	1	2	3	0	2	1	**491**	580
Total	**833**	**286**	**399**	**1,276**	**760**	**1,304**	**1,711**	**171**	**803**	**1,574**	**377**	**2,030**	**725**	**1,240**	**903**	**213**	**1,126**	**169**	**51**	**567**	**611**	**590**	**17,719**

Summer 2013 Early Start Results

The percentage of Early Start participants in English who satisfied the requirement increased from 89 percent in summer 2012 (Table 1) to 92.7 percent in summer 2013 (Table 11).

Table 11 – Early Start English (ESE) – Summer 2013 – Satisfied Requirement by the End of Early Start

Registered -ESE	**7,021**	
Satisfied Requirement	**6,505**	**92.7%**
Not Satisfied Requirement	**516**	**7.4%**

The percentage of Early Start participants in mathematics who satisfied the requirement rose slightly from 92.7 percent in summer 2012 (Table 2) to 93.5 percent in summer 2013 (Table 12).

Table 12 – Early Start Mathematics (ESM) – Summer 2013 – Satisfied Requirement

Registered -ESM	**15,460**	
Satisfied Requirement	**14,462**	**93.5%**
Not Satisfied Requirement	**998**	**6.5%**

Introductory versus Regular Developmental Courses and Online versus Face-to-Face Courses. As in summer 2012, there essentially were two Early Start programs offered in summer 2013: an introduction comprised of 15 hours of instruction (1 semester or 1.5 quarter credit units) or a full developmental/remedial course (3 or 4 semester or 4 or 5 quarter credit units), along with face-to-face and online learning modes.[3] For the campuses that reported their Early Start English course offerings in summer 2013, there are no online multi-unit courses offered (Table 13). Three Greater Los Angeles Basin campuses offered face-to face (including hybrid) multi-unit courses that enable students to reach proficiency. For example, the Early Start Development (3 semester units) and the Basic Writing Workshop (3 semester units) at Dominguez Hills enabled participants to reach proficiency. A few of the 15-hour Early Start experiences permit participants to clear remediation. They must be designed to serve students beyond those in the bottom quartile, much as those who are more prevalent in mathematics.

[3] Improved data collection for summer 2013 Early Start, system review, and campus revisions enabled strengthened sorting on online versus face-to-face learning modes.

Table 13

Early Start English Course Types with Number of Courses that Can Clear Remediation of Number of Courses in Type

	Face to Face* 15 Hour	Online 15 Hour	Face to Face* Multiunit Course	Online Multiunit Course
Bakerfield	1 of 1			
Channel Islands				
Chico		1 of 1		
Dominguez Hills	0 of 1		2 of 2	
East Bay	0 of 1			
Fresno				
Fullerton		0 of 1	2 of 2	
Humboldt		0 of 1		
Long Beach	1 of 1		1 of 1	
Los Angeles		0 of 1		
Maritime				
Monterey Bay				
Northridge		1 of 1		
Pomona		1 of 1		
Sacramento		0 of 1		
San Bernardino	0 of 1			
San Diego				
San Francisco	0 of 1	0 of 1		
San Jose	1 of 1	0 of 1		
San Marcos	0 of 1		0 of 2	
San Luis Obispo		0 of 1		
Sonoma		0 of 1		
Stanislaus	0 of 1		0 of 1	

*Face to face includes classroom courses with an online component

For the campuses that reported their Early Start Mathematics course offerings in summer 2013, there were five online multi-unit course offered at three campuses, with two of five designed to clear remediation (Table 14). Six southern California campuses and two Bay Area campuses offered face-to face (including hybrid) multi-unit courses that enabled students to reach proficiency. Most of the 15-hour face-to-face Early Start experiences are designed permit participants to reach proficiency, but only two of the online 15-hour course options provide this opportunity.

Table 14

Early Start Math Course Types with Number of Courses that Can Clear Remediation of Number of Courses in Type

	Face to Face* 15 Hour	Online 15 Hour	Face to Face* Multiunit Course	Online Multiunit Course
Bakerfield	1 of 1			
Channel Islands				
Chico				0 of 1
Dominguez Hills	1 of 1		1 of 2	
East Bay		0 of 1		
Fresno				
Fullerton		1 of 2	1 of 2	
Humboldt		0 of 1		
Long Beach	2 of 2		3 of 3	
Los Angeles	1 of 6			
Maritime				
Monterey Bay				
Northridge	1 of 1	1 of 1	1 of 1	1 of 1
Pomona	0 of 1			1 of 3
Sacramento		0 of 1		
San Bernardino	1 of 2		1 of 2	
San Diego				
San Francisco		0 of 1		
San Jose	2 of 2	0 of 1	1 of 1	
San Marcos	1 of 1		2 of 4	
San Luis Obispo	1 of 1			
Sonoma		0 of 1		
Stanislaus	1 of 1		1 of 2	

*Face to face includes classroom courses with an online component

It is anticipated that data from summer 2013 and summer 2014 Early Start opportunities for students will be available at the trustee meeting. The full listing provides set of choices offered to Early Start participants.

The number of Early Start participants in regular developmental courses in English almost doubled -- from 753 in summer 2012 (Table 3) to 1,323 in summer 2013 (Table 15). Table 15 also reflects a change in the options for assessing Early Start students. In summer 2013, completion of remediation or reaching proficiency was permitted.

Table 15– Early Start English (ESE) -- Summer 2013 – Satisfied Requirement and Achieved Proficiency at the End of Early Start– Introduction versus Regular Courses in Early Start

	15 Hours	Regular Course(s)	Total
# of Participants	5,698	1,323	7,021
% Satisfied Requirement	**93.0%**	**91.3%**	**92.7%**
% Proficient at Entry	**4.3%**	**39.7%**	**11.0%**

The number of Early Start participants in regular developmental courses in mathematics summer almost doubled, from 2,735 in summer 2012 (Table 4) to 5,364 in summer 2013 (Table 16).

Table 16 – Early Start Mathematics (ESM) -- Summer 2013 – Satisfied Requirement and Achieved Proficiency at the End of Early Start-- Introduction versus Regular Courses in Early Start

	15 Hours	Regular Course(s)	Total
# of Participants	10,096	5,364	15,460
% Satisfied Requirement	**92.6%**	**95.4%**	**93.5%**
% Proficient at Entry	**9.85%**	**32.2%**	**17.6%**

The near doubling of Early Start participants in regular developmental courses supports anecdotes from the inaugural Early Start program that freshman admits are eager to advance and to reach proficiency before college entry.

Tables 17 and 18 provide a first-look at the extent to which students are selecting online versus face-to-face options. Six of 10 Early Start participants opted for the face-to-face option.

Table 17– Early Start English (ESE)−Summer 2013− Satisfied Requirement and Achieved Proficiency at the End of Early Start− Online versus Face to Face Early Start

	Online	Face to Face	Total
# of Participants	**2,778**	**4,243**	**7,021**
% Satisfied Requirement	**89.6%**	**94.8%**	**92.7%**
% Proficient at Entry	**4.2%**	**15.4%**	**11.%**

Table 18 – Early Start Mathematics (ESM) -- Summer 2013 – Satisfied Requirement and Achieved Proficiency at the End of Early Start – Online versus Face to Face Early Start

	Online	Face to Face	Total
# of Participants	5,653	9,807	15,460
% Satisfied Requirement	92.9%	93.9%	93.5%
% Proficient at Entry	11.4%	21.2%	17.6%

Because the regular developmental course option best reduces time to proficiency, results comparing online versus face-to-face approaches may be instructive. They are provided in Tables 19 and 20 below.

In the case of English, there was only one reported participant in a synchronous online course, as indicated in table 19 below.

Table 19– Early Start English (ESE) -- Summer 2013 – Satisfied Requirement and Achieved Proficiency by the End of Early Start -- Online versus Face to Face in Early Start Regular Courses

	Online Regular Course(s)	Face to Face Regular Course(s)	Total
# of Participants	1	1,323	1,323
% Satisfied Requirement	100%	91.3%	91.3%
% Proficient at Entry	100%	39.6%	39.7%

In the case of mathematics, the results in table 20 be low suggest that online developmental courses may offer opportunities to recent high school graduates.

Table 20 – Early Start Mathematics (ESM)−Summer 2013−Satisfied Requirement and Achieved Proficiency by the End of Early Start−Online versus Face to Face in Early Start Regular Courses

	Online Regular Course(s)	Face to Face Regular Course(s)	Total
# of Participants	531	4,833	7,878
% Satisfied Requirement	97.0%	95.2%	94.2%
% Proficient at Entry	26.4%	32.8%	32.2%

Early Start 2013 Results for Fall 2013 Freshmen. The non-enrollment of 10 percent of the Early Start participants observed between the end of Early Start 2012 and the fall 2012 enrollment also occurred in 2013. Following up with Early Start 2014 participants who are not registering for fall 2014 courses in *real time* should be a priority as contact, advice and action should help to ease the transition from Early Start to college, even if the institution is not the CSU.

Table 21 – Early Start English (ESE) -- Summer 2013 – Satisfied Requirement and Achieved Proficiency at Entry in Fall 2013– Introduction versus Regular Courses in Early Start

	15 Hours	Regular Course(s)	Total
# of Participants	4,997	1,241	6,238
% Satisfied Requirement	**95.4%**	**93.2%**	**94.9%**
% Proficient at Entry	**5.1%**	**24.7%**	**9.0%**

The number of Early Start participants in regular developmental courses in mathematics summer almost doubled, from 2,735 in summer 2012 (Table 4) to 5,364 in summer 2013 (Table 16).

Table 22 – Early Start Mathematics (ESM) -- Summer 2013 – Satisfied Requirement and Achieved Proficiency at Entry in Fall 2013-- Introduction versus Regular Courses in Early Start

	15 Hours	Regular Course(s)	Total
# of Participants	9,048	4,971	14,019
% Satisfied Requirement	**95.2%**	**97.2%**	**95.9%**
% Proficient at Entry	**14.4%**	**29.5%**	**19.8%**

Freshman Proficiency Rates. The increase in the math proficiency for freshmen between fall 2012 (69.5 percent) and fall 2013 (70.9 percent) is about half the size of the previous year. There were almost 850 more freshmen who were prepared to undertake college-level quantitative reasoning courses, extrapolating from the percentage point increase from 2012 to 2013. For the campuses, this meant that at least 85 college-year FTES of instruction could be reallocated from remediation/developmental to General Education courses. From Table 22, the 1.4 percentage point increase in the mathematics proficiency rate can be attributed to the more than 2,750 Early Start participants who reached proficiency at entry in fall 2013.

In English, the increase in the proficiency for freshmen between fall 2012 (66.4 percent) and fall 2013 (67.9 percent) was fifteen times the .1 percentage-point increase between 2011 and 2012. There were more than 900 more freshmen who were prepared to undertake college-level written communications courses, extrapolating from the percentage-point increase from 2012 to 2013. For the campuses this meant that at least, 90 college-year FTES of instruction could be

reallocated from remediation/developmental to General Education courses. From Table 21, a good portion of the 1.5 percentage-point increase is attributable to the 561 E arly Start participants who reached proficiency at entry in fall 2013.

Campuses reported that only 48 freshmen were not permitted to enroll in fall 2013 following the Early Start Program appeals process.

Summary

The implementation of Early Start clearly has provided underprepared California high school graduates with a final pre-college opportunity to engage with the university and to reach proficiency. Early Start participants ended their first academic year in better standing than their peers who should have participated in Early Start, but did not. Early Start participants had a shorter average time to proficiency than their Should-Have peers, especially those who took full developmental courses in Early Start and who had adequate time to complete the general education requirement and other baccalaureate-level courses. Systemwide findings to date suggest that online developmental courses may provide an effective option for recent California high school graduates, although campuses probably need to investigate the factors that facilitate success. This first comprehensive systemwide report also pointed to an unexpected drop-off from the end of Early Start to fall enrollment. Campuses never expect to yield enrollments anywhere near 90 percent of admissions, but it is less clear why students would participate in Early Start and not enroll in the fall. The CSU system and campus teams will be addressing data integrity issues this spring. Campuses should follow up with Early Start participants to facilitate their transition from Early Start to college entry. Finally, systemwide accountability reports provide only broad brushstrokes. Campuses have engaged Early Start in a variety of ways. At the trustee meeting, three campus approaches to Early Start will be highlighted.

COMMITTEE ON EDUCATIONAL POLICY

Update on Reducing Bottlenecks: Student Survey Results

Presentation By

Ron Vogel
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Academic Affairs

Background

In spring 2013, members of the Board of Trustees requested a careful study to examine bottleneck courses in the California State University (CSU) system. At that time, there was confusion about bottleneck courses especially the operational definition and the extent to which they exist in the CSU. A bottleneck course is defined as:

- An undergraduate course students are "required" to take to earn a degree in a timely manner (4 to 6 years) but for any given reason could not be offered during the 2012-2013 academic year.
- Likely to cause undergraduate course sequencing problems for students that can delay their expected graduation date.
- Occurring in undergraduate classes required in the major, prerequisite courses required outside of the department and general education (GE) courses taught in the department.

This definition was considered by many to be the most accurate. For the purpose of that study, it was determined that information provided by department chairs, cross-checked with enrollment data, would be the most valid and reliable source of information. Data collection began on June 14, 2013, and concluded on September 6, 2013.

Department chairs identified each bottleneck course in their major by providing the course ID, number and title (e.g., BIO 101 - Introduction to Biology). The focus was on the bottleneck course(s) in their department major, the total number of sections taught and the number of additional sections needed to alleviate the bottleneck. The reason(s) why each bottleneck occurred was explored and the most common cited were:

- Not enough tenured and tenure-track faculty available
- Not enough qualified part-time faculty available
- Not enough funding to hire faculty
- Not enough seating capacity for lecture courses
- Not enough seating capacity for labs

- Time and day constraints for scheduling rooms
- Students repeating a required class to improve their grade
- Not able to substitute the class with another

The information provided by department chairs for the 2012-2013 academic year was a cross-section of time and a limitation of the study. In the 2013-2014 academic year the budget improved and it is possible that additional funds were used for opening more sections of bottleneck courses, thereby diminishing the magnitude of the problem. Also, the Division of Academic Affairs at the CSU Chancellor's Office has developed innovative programs focused on reducing bottleneck courses. Therefore, the situation today may be less pronounced than it was in the 2012-2013 academic year.

Another limitation of the study was the unit of analysis that focused on courses and not student behavior. Conducting research to identify bottleneck courses and the extent to which they occur was a critical first step. However, without knowing the scope of the problem for students, key information was missing to guide policy. For example, a student who could not register for a required class may have experienced little impact if another course was available or if one was substituted to meet the requirement. Conversely, the impact could have been severe if it delayed a student from graduating in a timely manner. Since the department chairs survey on bottleneck courses was not designed to determine the impact on students, the trustees requested a follow-up study to examine the relative effect of bottleneck courses on students who encountered them in fall 2012.

Methodology

Data Collection

The first step included developing a database of all students who were not able to register in any of the bottleneck course sections in the CSU as identified in the department chairs' survey. For this phase of data collection, the chairs' survey was pivotal. With the bottleneck courses identified, additional information was necessary to calculate the number of additional courses needed to alleviate each bottleneck. Thus, it was necessary to determine the number of students who successfully registered in each section and those who could not. To calculate these numbers, a database of elements was extracted from the Common Management System (CMS) and the Student Information Management System (SIMS). All 23 campuses provided detailed information on all courses, enrollments and registration attempts from which bottleneck course sections could be identified and estimates could be calculated. The data included unique student identification codes but no additional student information was included in the data set.

Sample

Based on the student identification codes requested for the department chairs' study, campuses were asked to provide additional student information including name, email, address and telephone number. This information was submitted by all campuses centrally to the Chancellor's Office in December 2013. A proportional random sample of 387 students (+/- 5 percent margin of error) was calculated and drawn from the total number of students who were not able to enroll in bottleneck courses on each campus (n=44,130). This ensured that the small campuses were represented in the study.

Questionnaire

To determine the impact of bottleneck courses on students, a questionnaire was developed with 30 open- and closed-ended questions. Because of the interest in student behavior regarding their willingness to take online, evening and weekend courses, additional items were included. When students were contacted by telephone, the interviewers identified themselves and followed a script to explain the purpose of the study, how they were selected, and assured them that their responses were completely confidential. The categories below shaped the development of the questionnaire and provided the context for the study. For fall 2012, the survey sought information from students on the following:

- Were they pursuing a four-year undergraduate degree
- Their enrollment status (part-time or full-time)
- Their college level (freshman, sophomore)
- Their declared major (including those who were undecided)
- Demographics (age, gender, ethnicity)
- If they were the first one in their family to attend college
- Did they receive financial aid
- If they received financial aid, what kind (PELL, SUG, etc.)
- Were there any required courses in their MAJOR in which they could not enroll
- Were substitutions available for bottleneck courses encountered
- Would students have been willing to:
    - Take an online section if one was available?
    - Attend a section offered in the evening if available?
    - Attend a section offered on Saturday if available?
    - Attend a section offered on Sunday if available?
- Did they seek help from an adviser to assist them with their bottleneck problems
- The impact on degree progress due to encountering bottleneck courses
- When faced with bottlenecks, were unnecessary classes taken to maintain financial aid eligibility

The same questions developed for major courses were repeated on the questionnaire for general education (GE) bottleneck courses. The survey separated bottleneck courses in the major from those in GE for two reasons. First, department chairs identified many major and GE bottleneck courses but it was not known if students had greater success enrolling in other GE courses versus those in their major. In other words, because of the availability of GE courses throughout the curriculum, the study sought to examine whether students who face bottlenecks in GE find other courses that satisfy their GE requirements compared to those who encounter bottlenecks in the major where the required curriculum has less flexibility.

Second, creating online courses for concurrent enrollment is believed to be easier with lower-division GE courses than major courses at the upper-division level. Because the CSU articulates many courses with the California Community Colleges (CCCs), replicating a similar model between CSU campuses should not be problematic. However, if the problem with bottleneck courses is more pronounced for courses in the major, concurrent enrollment will become a more complex issue worthy of focused attention and planning. For example, examining all 300- and 400-level bottleneck courses (n=706) from the department chairs' survey, only 17 courses matched with other bottleneck courses by title and course number. By looking at GE and major bottleneck courses separately the CSU can determine which presents the greater problem for students and thus help forge strategic policy.

Data Collection

Data collection for the student survey was conducted by the Social Science Research Center (SSRC) at CSU Fullerton under the supervision of Director Laura Gil-Trejo. Guided by the random sample of elements, 387 students were contacted by the SSRC staff who administered the survey by telephone, which took 14 minutes on average to complete. Programming for the Computer-Assisted Telephone Interviewing (CATI) system took place in early January and the data collection phase ended when the file was forwarded to the Chancellor's Office for analysis on February 11, 2014.

Results

As reported in the CSU Bottleneck Courses Survey Report, presented to the board at its September 24-25, 2013 meeting, department chairs identified an alarming number of bottleneck courses. How these bottleneck courses impacted students was unknown at the time. To explore the impact on students, a follow-up study was conducted as outlined in the methodology. From the sample of students contacted (n=387), approximately 43 percent (n=165) identified 278 bottleneck courses in which they could not enroll. However, more than half of the total sample (n=222) could not identify any bottleneck courses they had problems with in fall 2012. At first glance, this appears to be counter intuitive, especially considering that the entire sample consisted of all students who were identified as encountering at least one bottleneck course.

Therefore, the data suggests that not being able to enroll in a bottleneck course had little lasting impact on half of the total sample. Nonetheless, it is important to analyze the responses of students (43 percent) who identified encountering bottleneck courses in fall 2012.

Demographics

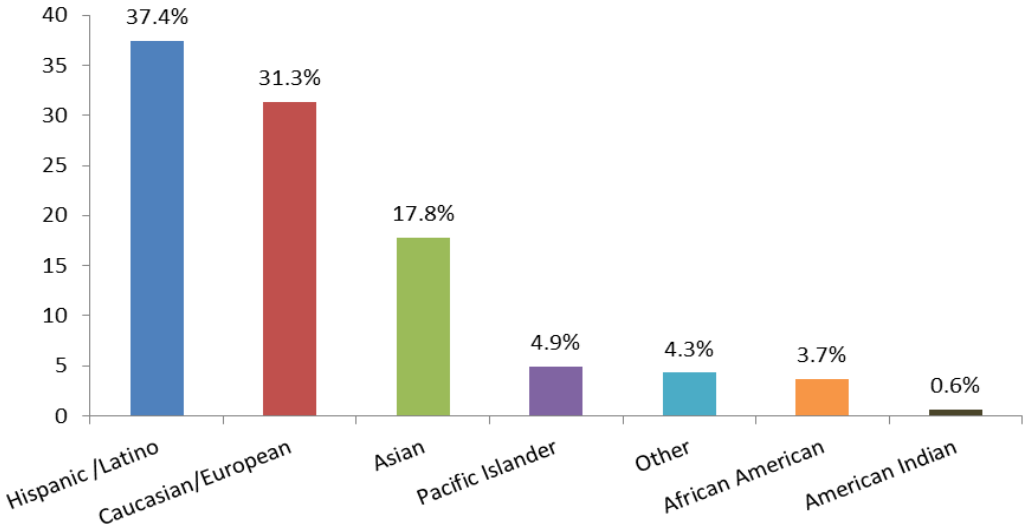
Of the 165 students who remained in the study, 99.4 percent had a declared major and one student was undeclared (.6 percent). The greatest numbers of students were majoring in STEM disciplines (32.1 percent) followed by majors in Health and Human Services (27.3 percent), Liberal Arts (24.2 percent) and far fewer in Business (13.3 percent). The Arts had the fewest majors (2.4 percent), and Education had none in the study.

The majority of respondents were juniors and seniors (68.7 percent) compared to freshmen and sophomores (31.3 percent). The average age of the students was 24 with a range from 19 to 50 years of age. In terms of gender, women represented 58.2 percent of the sample and men 41.8 percent. Approximately 94 percent of the students were full-time and 100 percent were pursuing a baccalaureate degree. Of the total sample, 44.8 percent reported they were the first in their family to attend college.

From the total sample, 73.3 percent reported receiving financial aid (13.2 percent received Pell Grants, 1.8 percent State University Grants, 10.5 percent Cal Grant A or B and 74.6 percent received some other financial aid).

Table 1 below illustrates the distribution by ethnicity of the sample of students who identified a bottleneck course in fall 2012.

Table 1: CSU Student Sample by Ethnicity

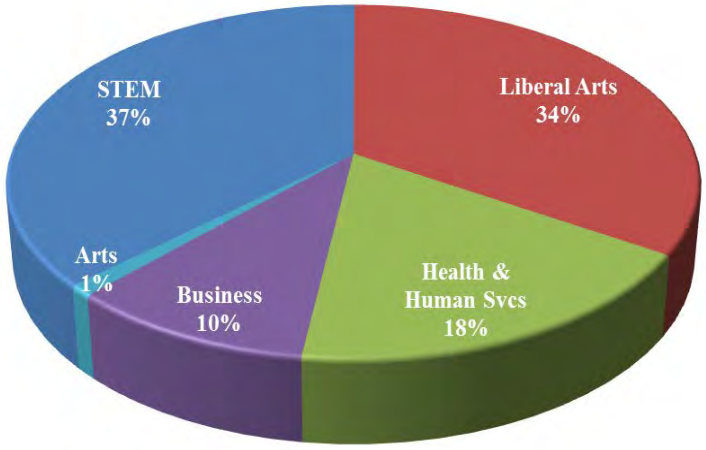


Discipline Categories

Listing all bottleneck courses identified in the study would be cumbersome for reporting purposes. To that end, the report follows the same method used in the department chairs' survey, where bottleneck courses were collapsed into six logical disciplines: Arts, Business, Education, Health and Human Services, Liberal Arts and STEM (science, technology, engineering and mathematics). The STEM category was organized using the National Science Foundation (NSF) classification of STEM, which includes agriculture, biological sciences, information sciences, engineering, mathematics and physical science. The definition of STEM is fluid and can include other disciplines such as nursing, which was classified under Health and Human Services. The data allows for disaggregation or the reorganization of the classifications. For example, health care administration programs can be placed either in Health and Human Services or Business.

Chart 1 below shows that the greatest number of bottleneck courses as reported by students were in the STEM disciplines (37 percent). This was followed by 34 pe rcent in Liberal Arts, 18 percent in Health and Human Services, 10 percent in Business, and 1 percent in the Arts. There were no bottleneck courses reported in Education.

Chart 1: Fall 2012 Bottleneck Courses Reported by CSU Students



Examining all the reported bottleneck courses, 44.8 pe rcent of students who reported encountering a bottleneck course identified more than one bottleneck course in which they could not enroll. Of the multiple bottleneck courses identified, 73 percent were in the major and 27 percent were GE. Because most of the required courses in the major are upper division (300-400 level), they have a substantially greater impact on juniors and seniors. Not all major courses are upper division and therefore not surprising that some freshmen (3 percent) and sophomores (18 percent) were not able to enroll in major courses.

Alternative Course Scheduling: Online, Evening and Weekend Sections

In general, there is conjecture but little data regarding the willingness of students to take online, evening and weekend classes. Thus, empirical evidence is useful for guiding scheduling practices. The results of this survey revealed that when students are faced with bottleneck courses they are willing to fulfill the requirement by other means. For example, 81.2 percent of the students who reported encountering at least one bottleneck course stated they would have been willing to enroll in an online section if one were available. Students were also willing to take an evening class (85.5 percent), a class offered on Saturday (64.2 percent) and Sunday (41.8 percent).

Accurate, timely advising is critical for helping students circumvent bottleneck courses. However, 32.8 percent of the respondents did not seek help from an adviser to identify alternative courses that would satisfy the requirement. The two most cited reasons for not seeing an adviser were (1) that students advised themselves and (2) they believed there was nothing an adviser could have done to help them.

There has been anecdotal evidence suggesting that students who are not able to enroll in required classes take unnecessary units to maintain their financial aid. Although this helps the student financially in the short term, accumulating unnecessary units has unintended consequences. At the very least, students do not make progress toward their degree and worse, take on increased debt-burden. Of those students who could not enroll in bottleneck courses, 41.2 percent took other courses they did not need to graduate to maintain financial aid eligibility.

Bottleneck Course Impacts

The impact of not being able to enroll in a bottleneck course was explored through open-ended questions. The results revealed that bottleneck courses can be highly disruptive to class schedules and require adjustments in and outside the university. However, returning to the definition of a bottleneck course, it is one that causes course sequencing problems that delays graduation. To identify these courses, the data was collapsed to focus on the impact on degree progress. Using the student as the unit of analysis, the most serious impact among the bottleneck courses was examined. For example, if a student identified three bottleneck courses, the first one may have negatively impacted their schedule. However, the second one may have kept them from graduating by one semester and the third for one year. In this example, the most serious impact was one year. Following this logic for each student, the analysis revealed that 4 students had their degree progress impacted by one or two quarters (3.9 percent), 79 (76.7 percent) by at least one semester, and 20 (19.4 percent) by one year.

Defined Bottlenecks

As previously discussed, the definition of a bottleneck course is one that impedes a student's progress to degree. While there is concern for all students who experience negative impacts from facing bottleneck courses, of the 165 students who identified them as problems, there were 103 students whose degree progress was hindered. These will be referred to as "defined bottlenecks."

Of the 103 students whose time to degree was delayed, 177 bottleneck courses were identified and there were no significant differences between the distribution of disciplines compared to the larger group. Also, there were no significant differences when comparing the demographics but more women were represented in the defined bottlenecks group (68 percent vs. 58.2 percent). Of those who were first in the family to attend college, there were few differences between the percentages (43.6 vs. 44.8). The results of those receiving financial aid varied slightly (74.8 percent vs. 73.3 percent). Class rank and the declared majors remained in the same proportion.

In terms of the defined bottleneck group versus the larger sample's willingness to take online, evening and weekend courses, there was a great deal of similarity. In terms of percentages for the defined bottleneck group, 82.5 percent would have been willing to enroll in an online section, 86.4 percent would have taken an evening section, and 68.9 percent would have enrolled in a Saturday section followed by 44.7 percent on a Sunday.

Nearly half (46 percent) of those students who met the defined bottleneck definition took classes they did not need to maintain their financial aid. Although these students were far less likely to advise themselves, 35.9 never saw an adviser. The primary reason was they did not feel that an adviser could help them with their problem.

Summary & Policy Implications

This report did not examine the overlap of bottleneck courses within or among those reported. The unit of analysis in this study focused on students and the impacts they faced. However, course-level data from this study is available for analysis and will serve as a reference point for further action. Nonetheless, it is important to note that the research findings in this report mirror those from the department chairs' survey regarding the disciplines where bottleneck courses are likely to occur. There are many aspects of the study that will require a great deal of reflection and discussion. Such a dialogue is recommended but summarizing the major points of this study provides information that helps to focus funding priorities specifically aimed at addressing bottlenecks in the CSU. While the student survey has limitations, the research revealed that bottleneck courses during fall 2012:

- Disproportionately impacted more juniors and seniors than freshmen and sophomores
- Were much more concentrated in major courses compared to those in general education
- Created a situation where many students took classes they did not need to maintain financial aid eligibility

- Increased the time to degree for a substantial number of students
- Would have been taken online, in the evening or on Saturday and Sunday if offered
- Required greater involvement by advisers

By combining the student and department chairs' surveys, new information is available to inform policy and develop efforts that can further reduce the number of bottlenecks in the CSU. The following recommendations include:

- *Focusing resources on the core problem.* A random sample of students will not identify the entire bottleneck problem. However, each university has access to data necessary for determining the extent to which bottlenecks occur on their campus. Those with documented bottleneck problems could be funded through a proposal process. This approach could provide a strategy to help pinpoint new faculty hires or identify resources and strategies needed to ameliorate the problem in the future.

- *Focusing new initiatives and funding on STEM, Liberal Arts and Health & Human Services.* There is now evidence showing that most of the bottleneck courses occur in STEM, Liberal Arts and Health and Human Services disciplines. As the CSU budget improves, bottlenecks may be reduced but the disciplines where most bottlenecks occur will likely remain problematic. Proposals and initiatives that focus on programs in these disciplines should be given higher priority for funding.

- *Focusing new initiatives on bottleneck courses embedded in the majors.* With the majority of bottlenecks impacting juniors and seniors in their major courses and with students taking unnecessary courses to maintain financial aid eligibility, the CSU needs to begin addressing these critical issues. Proposals and initiatives that focus on bottleneck upper-division major courses should be given high priority.

- *Incentivizing faculty to develop online programs in academic departments where bottleneck courses historically occur and provide the necessary training.* CSU faculty have demonstrated their willingness to develop online programs, which require a great deal of time and professional development. In departments where bottlenecks occur, resources should be earmarked for faculty willing to develop online courses in the major. Proposals that include agreements for articulating these courses with other campus departments should be given priority.

In summary, this list of recommendations has been guided by research, but is not exhaustive. What the CSU Division of Academic Affairs has accomplished to date without this data will continue to reduce bottleneck courses. However, given the results of both the department chairs and student surveys on bottleneck courses, the CSU is now poised to provide greater focus on a significant problem impacting student success.

COMMITTEE ON EDUCATIONAL POLICY

Update on Reducing Bottlenecks: Improving Student Success

Presentation By

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Background

The California State University Enrollment Bottleneck Solution Initiative is designed to accelerate student progress to degree and decrease bottlenecks that negatively impact students. The initiative has included two main components.

The first component focused on course redesign and eAdvising projects that immediately could be implemented to produce scalable and sustainable results. The CSU launched a w ebsite (http://www.calstate.edu/courseredesign) that provides an overview of the initiative. The four types of bottlenecks being addressed in this first phase: (1) Student Readiness and Curricular Bottlenecks, (2) Place-bound Bottlenecks, (3) Facilities Bottlenecks and (4) Advising and Scheduling Bottlenecks. We will be reporting on the progress of these projects as well as plans for future years.

The second component includes two surveys: the first focused on CSU undergraduate department chairs who identified the lack of tenured and tenure-track faculty to teach courses as a major cause of enrollment bottlenecks. These results were presented at the September 2013 board meeting. At the January Board of Trustees meeting, Chancellor Timothy P. White identified faculty hiring as a high priority critical in addressing this faculty resource bottleneck. The CSU's faculty employment trends are showing increases in faculty headcount; the total faculty headcount in the CSU in fall 2013 was 23,107 as compared to 22,214 in fall 2012 and 21,910 in fall 2011. The continued increase in faculty hiring, especially in tenure-track faculty hiring, will be an important strategy to respond to the enrollment bottlenecks in upper-division courses, where faculty expertise, scholarly research and creative activities, and discipline-based academic advising are essential for student success. The second survey interviewed students to determine the impact of bottleneck courses on students' ability to progress toward graduation. Those findings will be presented in a separate report today.

Addressing Student Readiness and Curricular Bottlenecks by Using Technology in the Redesign of High Enrollment-Low Success Courses

The CSU Office of the Chancellor has implemented systemwide "eAcademies" that engage CSU faculty in sharing and adopting instructional strategies and technologies to improve student success (reduce D, W, F, U, I grades). If 35 percent of the students in a course need to retake the course, redesigning it to help these students succeed their first time can significantly reduce enrollment bottlenecks and accelerate students' path to graduation. The eAcademies were aligned with the initial analysis of high-failure rate courses and the bottleneck priorities identified by the department chairs' survey. The eAcademies included courses in the STEM (science, technology, engineering and mathematics) disciplines and critical lower-division general education courses. The faculty evaluated the eAcademies as very valuable in providing strategies to redesign their courses with innovative and "proven" instructional strategies and technologies. By June 2014, faculty redesigning their courses will produce ePortfolios that document their course redesign strategies and will report early results of improved student success. These ePortfolios will be published online and will be part of ongoing professional development programs for sharing exemplary practices.

The CSU will continue this program in 2014-2015 by: (1) expanding the number of campuses participating in the existing eAcademies and Professional Learning Communities, (2) scaling the successful course redesign strategies and (3) expanding the number of high enrollment-low success courses that would benefit from technology-based course redesign. Data from the 2013-2014 program was used to estimate the projected impact on the number of bottleneck courses and students impacted by these redesign efforts (e.g. an estimated 50 students per section were enrolled in these courses and an estimated five sections were taught per course per campus). The table below provides a preliminary projection on the estimated number of bottleneck courses being redesigned to improve student success as well as the estimated number of students being impacted by the redesigned bottleneck courses.

High Enrollment-Low Success Bottleneck Courses	Average # of campuses participating in 2013-14	Average # of campuses expected to participate in 2014-15	Average # of campuses expected to participate in 2015-16	Average # of campuses expected to participate in 2016-17
Initial 8 Courses	5	10	15	20
Additional 8 Courses		7	15	20
Additional 8 Courses			15	20
TOTAL Courses	**40**	**136**	**360**	**480**
	# of Students Impacted by Course Redesign in 2013-14	Estimated # of Students Impacted by Course Redesign in 2014-15	Estimated # of Students Impacted by Course Redesign in 2015-16	Estimated # of Students Impacted by Course Redesign in 2016-17
Initial 8 Courses	10,000	20,000	30,000	40,000
Additional 8 Courses		14,000	30,000	40,000
Additional 8 Courses			30,000	40,000
TOTAL Students	**10,000**	**34,000**	**90,000**	**120,000**

Campus-Specific Bottlenecks and Course Redesign Projects – Seventy-seven awards were made to 19 campuses to use technology to redesign bottleneck courses including biology, chemistry, math, history and 25 other disciplines, with a goal of improving student success and increasing access. All redesign proposals incorporate the innovative use of technology, and 19 of the 77 courses are being redesigned for fully online delivery. Once taught and evaluated, some of these courses may become the basis for future eAcademies to share successful methods and strategies with other CSU faculty and some will require continued funding to develop more fully into a "proven practice." Data from the 2013-2014 program was used to estimate the projected number of students impacted by these redesign efforts (e.g. In the 2013-2014 "Promising Practices" program, faculty estimated that there were more than 43,000 students impacted by their redesigned courses on an annual basis across the 77 projects). The table below provides a preliminary projection on the estimated number of students being impacted by the campus-specific redesigned bottleneck courses, with the assumption that about a half of the projects will demonstrate sufficient progress to be awarded a second year of support and will continue to impact student success. The preliminary projections are based on the assumption that over time, the number of projects funded will decrease as the campus-specific bottleneck courses are successfully redesigned to significantly reduce the enrollment bottleneck problems.

Campus Specific Bottleneck Courses	# of projects funded in 2013-14	# of projects expected to be funded in 2014-15	# of projects expected to be funded in 2015-16	# of projects expected to be funded in 2016-17
2013-14 Promising Practices projects	77	30		
2014-15 new proposals		30	15	
2015-16 new proposals			30	15
2016-17 new proposals				15
TOTAL	**77**	**60**	**45**	**30**
	# of Students impacted in 2013-14	# of Students expected to be impacted in 2014-15	# of Students expected to be impacted in 2015-16	# of Students expected to be impacted in 2016-17
2013-14 Promising Practices projects	43,000	21,500	21,500	21,500
2014-15 new proposals		21,500	10,750	10,750
2015-16 new proposals			21,500	10,750
2016-17 new proposals				10,750
TOTAL	**43,000**	**43,000**	**53,750**	**53,750**

Addressing Place-Bound Bottlenecks

CourseMatch—Cross Campus Enrollment Program - In fall 2013, there were 11 CSU campuses that provided students **from other CSU campuses** access to 33 fully online courses. Almost 200 CSU students from 15 different campuses applied for the CourseMatch program in fall 2013. Of the almost 200 who applied, 143 students enrolled in CourseMatch courses. The number of CourseMatch enrollment applications for winter/spring quarter and spring semester 2014 was more than 200.

The CourseMatch website provides a process for CSU students to find and apply for concurrent enrollment (www.calstate.edu/onlinecourses). The website has had 56,509 total visits from the day it launched in August 2013 to February 1, 2014, with more than 2,000 visits per day on many days. Students check their eligibility to take a CourseMatch course and complete an online self-assessment of their readiness to succeed. The winter/spring CourseMatch website launched December 8, 2013. The spring-quarter CourseMatch program is now underway.

The current structure of CourseMatch is a "warm-up act" for AB 386, which requires the CSU to provide a list of all fully online courses available across the CSU by fall 2015. The CSU will provide a first version of the marketing services for students who will go to *CourseMatch-Summer 2014* to find all the fully online summer courses offered through CSU's Extended

Education programs across all the CSU campuses. The Academic Affairs division is working with the California State Student Association (CSSA) to improve the design of the website and market course availability.

Addressing Facilities Bottlenecks

Virtual Labs - Enrollment demands can outpace the physical capacity of a campus to offer laboratory sections in safe, well-equipped facilities, especially in the STEM disciplines. The virtual labs program addresses one of the needs identified by the survey of department chairs; limited facilities are one of the key factors determining program impaction, such as biology labs for biology majors. Across the CSU, tens of thousands of students may be dealing with the consequences of facilities bottlenecks. One strategy to address this need is to create hybrid/virtual laboratory courses for general education or pre-requisite STEM courses that do not require students to have an advanced wet-lab experience. These courses will allow campuses with limited laboratory space to offer more sections of lab sciences without compromising learning outcomes.

In 2013-2014 a foundation was established to provide resources, services and strategies enabling CSU faculty to successfully adopt virtual labs and offer hybrid STEM courses. CSU Los Angeles faculty are leading the way with a project evaluating the use of virtual labs in traditional courses. The Chancellor's Office has completed the first version of the online "Virtual Labs Teaching Commons" (http://teachingcommons.cdl.edu/virtuallabs) that provides faculty a "one-stop-shop" to review the available commercial and free virtual labs and enables faculty to connect with colleagues on strategies for successfully adopting these options. The CSU is continuing to explore additional virtual lab options and consults with CSU faculty to investigate their effective and appropriate use.

Addressing Advising and Scheduling Bottlenecks
eAdvising Tools and Services

Redesigning with eAdvising - All 23 campuses developed four-year plans to implement new technologies for faculty, staff and students to determine clear pathways to graduation, track progress to degree and offer a course schedule in line with student demand for general education and major courses. The eAdvising program addresses key factors for improving enrollment bottlenecks identified by the survey of department chairs, optimally scheduling facilities and advising students of available course offerings. For the first year, the campuses were grouped into six cohorts based on their common needs related to the current status of their degree audit system.

The table below provides a plan for the implementation of the major components of the CSU's eAdvising strategy addressing enrollment bottlenecks. The redesigning of the broad range of advising and scheduling services requires campuses to establish their "readiness" to adopt and adapt the exemplary practices and technologies. Major projects are underway in 2013-2014, and students and advisers are using tools to better plan paths toward degree. As eAdvising expands, each campus will need to have its technology network, hardware, software, training and support in place to implement the tools reliably and successfully. Organizational development often is needed to support personnel in successful management and delivery of the redesigned services through new business processes. Finally, allocation of financial resources is required for success.

	Number of Campuses Implementing eAdvising Tools			
eAdvising Tools	2013-14	Expected in 2014-15	Expected in 2015-16	Expected in 2016-17
Degree Audit-Baseline level	11 (+12 already at baseline)	23	23	23
Degree Audit-Advanced level	11	16	19	23
Degree Planning	3	8	16	23
Course Scheduling	4	12	23	23
Predictive Analytics	3	6	10	15

As campuses improve their degree audits and other eAdvising capabilities, they will be re-grouped in the coming years based on t heir interest in other tools such as early warning intervention, predictive analytics and advanced communication methodologies. The use of campus cohorts will allow the CSU to leverage its buying power and give campuses the opportunity to learn from one another as new solutions are implemented.

When Will All Significant Enrollment Bottlenecks Be Eliminated?

Following the consequences of five years of devastating budget cuts in state funding, the CSU expects all significant enrollment bottlenecks to be eliminated by fall 2017, assuming a positive economic outlook for the state and the CSU.

1. By fall 2017, all campuses are expected to provide all students eAdvising tools that easily and reliably enable students to find and choose the right courses they need to graduate in a timely manner and that fit their schedules.
2. By fall 2017, all campuses are expected to have hired a significant cohort of new tenure-track faculty who will teach significantly more upper-division courses that are bottlenecks for completing major requirements.
3. By fall 2017, AB 386 and CourseMatch will provide students easy and reliable tools to explore a catalog of more than 3,000 fully online courses across the CSU. After 2 years

of implementing AB 386, the students will efficiently enroll in the available courses that are transferrable and meet their graduation requirements.

4. By fall 2017, Early Start will significantly improve incoming students' college readiness in math and English reducing the bottlenecks for freshmen pathways to graduation.
5. By fall 2017, SB1440 will significantly improve transfer students' completion of lower division requirements, reducing the number of lower divisions they need to take in the CSU and reducing bottlenecks for completing major requirements for graduation.
6. By fall of 2017, the results of shifting priorities on campuses to encouraging students to take unit loads that allow timely progress to degree rather than using the blunt tools of artificial unit load caps that can slow progress to degree will have had time to take full effect.
7. By fall 2017, the 22 high enrollment-low success courses that are offered across almost all CSU campuses will be redesigned to significantly improve student success in course completion, opening more seats to new students. With only a 10 percent decrease in students' repeatable grades, an estimated 12,000 seats will be available because an estimated 12,000 students will not be retaking the course.
8. By fall 2017, the campuses will have redesigned their campus-specific bottleneck courses to significantly improve student success in course completion, opening more seats to new students. With only a 10 percent decrease in students' repeatable grades, an estimated 5,400 seats will be available because an estimated 5,400 students will not be retaking the course.

COMMITTEE ON EDUCATIONAL POLICY

The California State University Graduation Initiative

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Jeff Gold
Senior Director
Academic Technology Services
and Center for Distributed Learning

Robyn Pennington
Chief of Staff
Business and Finance

Summary

At its January 2014 meeting, the California State University (CSU) Board of Trustees asked the Graduation Initiative staff to provide an update at each of its subsequent meetings.

As related in January, this initiative began in 2009 when the presidents and provosts of all 23 CSU campuses committed to raising systemwide six-year graduation rates by 8 percentage points, and closing the gap by half in those rates between students of color and other students.

The first phase of the initiative is approaching its sixth and final year. The initiative is on-track to meet its overall graduation rate goals, but since all students are doing better in roughly equal increments, the achievement gap remains unchanged. In his "State of the CSU" address two months ago, Chancellor Timothy P. White committed the system to continuing its focus on student success, and to raising its six-year graduation rates in additional 10-percent increments along three different measures:

1. Four-year graduation rates for first-time full-time freshmen
2. Six-year graduation rates for first-time full-time freshmen
3. Three-year graduation rates for transfer students

The chancellor has set 2025 as the target date for these goals, consistent with the year identified in a 2009 report from the Public Policy Institute of California (PPIC), by which the state will fall short by one million college graduates unless there is improvement.

Since the publication of that report, PPIC staff has recognized gains in the CSU's graduation rates, observing that the system is on-track to contribute its share of the additional degrees needed. However, as the chancellor pointed out in January, meeting the state's long-term needs will require continued improvement.

Accordingly, the Graduation Initiative team will spend part of the next 12 months planning its second phase, converting the chancellor's systemwide targets to separate goals for each of the 23 campuses, working with presidents, their senior staff and national consultants to set targets that are ambitious but feasible, and responsive to local context.

Also in the coming year, the team will continue development and deployment of the Student Success Dashboard, demonstrated at the trustees' January meeting. Sixteen campus presidents have now been personally briefed on us e of the dashboard, and their campuses granted password-protected access. The remaining campuses should have access by the middle of April 2014.

In terms of development, several projects are now underway to supplement the dashboard's records of course enrollment with records of student participation in high-impact practices such as service learning, undergraduate research, learning communities and Summer Bridge. Those efforts will be the subject of the May report to the board.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning

Presentation By

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

In accord with Board of Trustees policy established in 1963, this item summarizes the California State University (CSU) academic planning process, and reports the long-range program planning activity that took place the past year. The proposed resolution approves 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. Reducing total units required for a bachelor's degree;
3. Program discontinuations;
4. Summaries of Western Association of Schools and Colleges (WASC) accreditation activity (Attachment B);
5. Assessment Conducted Through Program Review (Attachment C); and
6. Accredited CSU degrees and programs (Attachment D).

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 and 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 currently offered at CSU campuses.

The campuses submitted 24 projections for trustee planning authorization this year, three more than last year and fewer than before the economic downturn. Degree projections recommended for the board's planning authorization are listed below and also appear in bold type in **Attachment A**. The projections indicate 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" program implementation proposals may be submitted along with the projection proposal, the chancellor's authorization is still required before a new program may be implemented. Pilot programs are authorized to operate for five years and must be submitted and approved for conversion to regular status before students may be enrolled in subsequent terms.

Newly proposed program projections include:

Fresno

2014	BS	Biochemistry
	MS	Food and Agricultural Science
2015	BS	City and Regional Planning

Fullerton

2015	MS	Financial and Risk Engineering
2016	MS	Digital Marketing

Humboldt

2015	BA	Critical Race, Gender, and Sexuality Studies
	BFA	Art

Long Beach

2015	MBA/MA	Business Administration/Languages and Cultures (concurrent degrees)
	MS	Engineering Management*
	MS	Global Financial Management*
	MS	Professional Physics*

Monterey Bay

2015	MS	Accounting
2016	BS	Computer Engineering

Northridge

2016	BFA	Art
2017	BA	Criminology and Justice Studies
2019	BA	Interdisciplinary Social Science
2021	BS	Neuroscience

Cal Poly Pomona

2017	BA	Early Childhood
	BS	Regenerative and Sustainable Studies
	MS	Mechatronics and Robotics Engineering

San Luis Obispo

2015	MEng	Civil and Environmental Engineering
	MPS	Forage and Feed Science

San Marcos

2015	MS	Speech Language Pathology
2016	MS	Health Information Management

Projected programs will be removed from campus academic plans if an implementation proposal is not developed within five years of the date originally projected for implementation. This time limitation does not apply to "foundation" liberal arts and science programs. Projections that have exceeded the five-year mark may be re-proposed for inclusion in the master plan.

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

Fourteen years ago, the Board of Trustees amended Title 5 to reduce the minimum total units required for all bachelor's degrees to 120 semester units, down from 124 units. In January 2013, the board added a required maximum of 120 semester units (180 quarter units) to that minimum for most bachelor's degrees. Only bachelor of fine arts, bachelor of music,

bachelor of architecture and bachelor of landscape architecture are by Title 5 definition allowed higher unit totals.

In 2003—three years after the Title 5 minimum requirement was reduced from 124 to 120—the status of unit-reduction efforts was reported for the system. "Well over half of the CSU's programs now require 120 total semester units," was reported in the annual update.

This year, just one year after Title 5 was amended to institute a 120-unit maximum on most bachelor's programs, CSU faculty are to be congratulated for achieving an overall improvement of 4 percentage points in all bachelor's degrees requiring just 120 units. The proportion of 120-unit degrees raised from 82 to 86 percent of all baccalaureate programs and to 89 percent of the BA/BS programs restricted to 120 units—and it was accomplished in only 12 months.

Engineering programs were expected have high-unit counts; however, 21 percent of them require no more than 120 units. Programs within the engineering disciplines represent 35 percent of the 11 percent of programs exceeding the 120-unit limit, and engineering represents just 4 percent of all programs that are subject to the Title 5-required 120-unit ceiling.

Work on this project continues, with some program faculty still working to reduce units and others submitting requests for exceptions to the Title 5 regulation. The reporting deadline was recently extended from January 31, 2014, to March 31, 2014, in recognition of the continuing work in some departments and because accreditation schedules had prevented curricular changes during accreditation reviews. Some campuses reported that engineering programs' efforts had stalled, and it is believed that the extended timeline will allow refocusing. Requests for general education exceptions and 120-unit exceptions are to be submitted to Academic Affairs with a curriculum map showing the relationships between required courses and the learning outcomes required by professional accreditation, licensure, certification, general education and major and campus graduation requirements. This process was developed in the interest of fairness, and it promises to provide a consistent means of evaluating all exception requests.

Bachelor's Degrees, All Discipline Divisions
Total 2,666
BA/BS 2,558 (only those defined by Title 5 as 120-unit degrees)

Bachelor's Degrees at 120 Units, All Discipline Divisions
Total 2,293 *(including BArch, BLA, BFA and BM)*
BA/BS 2,278 *(only those defined by Title 5 as 120-unit degrees)*

The January 2013 amended Title 5 section 40508 on 120-unit limits reads:

> Each campus shall establish and maintain a monitoring system to ensure that justification is provided for all program requirements that extend the baccalaureate unit requirement beyond 120 semester units. As of the fall term of the 2014-15 academic year, no baccalaureate degree programs shall extend the unit requirement beyond 120 semester units, with the exception of the Bachelor of Architecture, Bachelor of Music, Bachelor of Fine Arts, and Bachelor of Landscape Architecture degrees. The Chancellor may authorize exceptions to system or campus requirements for degree programs. In fulfillment of this regulation, the Chancellor after consultation with discipline faculty and other appropriate individuals may require adjustments to program requirements in order to achieve the 120-unit maximum.

3. Program Discontinuations

Campuses have reported discontinuation plans for the following five degree programs:

East Bay

BS Taxation

Long Beach

BS Engineering Technology
BS Manufacturing Engineering Technology
MPT Physical Therapy

Northridge

BA Humanities (Interdisciplinary Studies)

4. Summary of WASC Visiting Team Reports (Attachment B)

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 (WASC). Summaries of campus WASC visits can be found in **Attachment B**.

5. Assessment Conducted Through Program Review

Assessment of student learning is best carried out when it is a faculty-driven practice. Faculty have the responsibility of identifying the skills and knowledge that students are expected to demonstrate by the time they complete a degree program. Faculty also determine how they will measure the extent to which learning has been accomplished, and faculty evaluate evidence of student learning so that improvements to curricula and pedagogies can be adjusted to facilitate improved student learning in the future. Assessment is an analytical

program-improvement process that focuses on student learning; it should not be used to evaluate faculty performance. The Academic Affairs Division encourages assessment activities to be meaningful (reflective of program goals), measurable (faculty can determine whether the learning has been accomplished), and manageable (simple enough to provide useful data and be sustainable over time). This report lists a sample of the student learning outcomes for programs reviewed in the past year; a summary of the findings from analyzing student achievement of the learning outcomes; and brief descriptions of the faculty's improvement actions taken or planned, based on the findings. **Attachment C** contains a sample of the assessment activities carried out in conjunction with the previous year's program review cycle. A full listing of campus assessment activities can be found online at https://staging.test.calstate.edu/app/programs/index.shtml.

6. Accredited Programs and Departments

Campuses are expected, as reasonable, to seek professional accreditation for degree programs and academic departments, schools and colleges. **Attachment D** 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 6 of the March 25-26, 2014 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 of Future Programs
Projections Proposed to the Board of Trustees
and planned for implementation between 2014-2015 and 2024-2525

(**Bold type and asterisk** denote new proposed program projections)

CSU BAKERSFIELD

2016	EdD	Educational Leadership (2011)
	MS	Computer Science (2009)

CSU CHANNEL ISLANDS

2014	BA	Global Studies
	MFA	Art (2010)
	MPA	Public Administration (2012)
	MA	Digitally Integrated Media Arts
	EdD	Educational Leadership
2015	BA	Freedom and Justice Studies
	BS	Health Science (2012)
	MA	English
	MA	History (2012)
	MS	Coastal Sustainability (2012)
	MS	Nursing
2016	BA	Philosophy
	BS	Computer Engineering (2012)
	MS	Applied Sociology
	MS	Biology (2012)
2019	BS	Kinesiology/Athletic Training
	BS	Nutrition/Dietetics

CSU CHICO

2014	BA	Environmental Policy and Planning (2011)
	MS	Mechatronic Engineering (2012)

CSU DOMINGUEZ HILLS

2014	MA	Communication Disorders (2011)
	BS	Exercise Science (2010)
	MPH	Public Health (2009)
2015	BS	Environmental Engineering
	MS	Exercise Science (2009)
2016	MA	Spanish (2011)
2018	MA	International Peace and Security

CSU EAST BAY

No programs are projected at this time.

CSU FRESNO

2014	**BS**	**Biochemistry***
	BS	Emergency Management and Homeland Security
	MS	**Food and Agricultural Science***
	MS	Water Resource Management (2012)
2015	**BS**	**City and Regional Planning***

CSU FULLERTON

2014	BA	Chinese Studies (2012)
	BA	Vietnamese
	BFA	Dance (2010)
	BS	Software Engineering (2009)
	MA	Adult and Lifelong Learning (2009)
	MA	Criminal Justice (2011
	MA	Japanese (2010)
	MA	Liberal Studies (2010)
	MS	Accounting and Finance
	MS	Engineering Management (2012)
	MS	Integrated Marketing Communication (2009)
2015	**MS**	**Financial and Risk Engineering***
2016	**MS**	**Digital Marketing***

HUMBOLDT STATE

2014	BA	International Studies (2010)
2015	BA	Child Development
	BA	**Critical Race, Gender, and Sexuality Studies***
	BA	Recreation Administration
	BFA	**Art***
	BS	Marine Biology

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 are in parentheses and appear on campus academic plans.

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

CSU LONG BEACH

2014	BFA	Theatre Arts (2011)
	MS	Accountancy
	MS	Information Systems
2015	**MBA/MA**	**Business Administration/Language s and Cultures** (concurrent degrees)
	MS	**Engineering Management***
	MS	**Global Financial Management***
	MS	**Professional Physics***

CSU LOS ANGELES

2015	BA	Computer Science (2012)
	MS	Aerospace Engineering (2011)
	MS	Systems Engineering (2012)
2016	BA	Urban Studies (2012)
	MA	Liberal Studies (2013)
	AuD	Audiology (with Western University of Health Sciences) (2011)
	PhD	Complex Systems (with Claremont Graduate University) (2011)
	PhD	Forensic Sciences (joint doctoral partner to be determined) (2012)

MARITIME ACADEMY

2014	BS	Electronic and Computer Engineering--*pilot*

CSU MONTEREY BAY

2015	**MS**	**Accounting***
	MPA	Public Administration (2013)
2016	**BS**	**Computer Engineering***
	EdD	Educational Leadership (2012)

CSU NORTHRIDGE

2014	MA	Sustainability Practices
2015	MS	Market Analytics (2013)
	MS	Nursing (2014)
2016	**BFA**	**Art***
2017	**BA**	**Criminology and Justice Studies***

CSU NORTHRIDGE (continued)

2017	MS	Human Resources (2013)
	MS	Real Estate
2018	MS	Entertainment and Sports Management (2014)
	MS	Entrepreneurship
2019	**BA**	**Interdisciplinary Social Science***
	MS	Management
2021	**BS**	**Neuroscience***

CAL POLY POMONA

2014	MS	System Engineering--*pilot*
2017	**BA**	**Early Childhood***
	BS	**Regenerative and Sustainable Studies***
	MS	International Apparel Management
	MS	**Mechatronics and Robotics Engineering***

CSU SACRAMENTO

2014	MS	Finance (2013)

CSU SAN BERNARDINO

2014	BS	Information Systems and Technology (2011)
	MA	Applied Archaeology (2012)
	MA	Music (2011)
	MA	STEM Education (2010)
	MFA	Art (2011)
	MS	Special Education (2010)
2015	MS	Kinesiology

SAN DIEGO STATE

2014	BFA	Graphic Design (2012)
	MA	Translation and Interpretation (2012)
2014	MFA	Film, Television, and Digital Media (2012)

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.

	MS	Biomedical Quality Systems (2012)
	EdD	Special Education (with UCSD) (2010)

SAN DIEGO STATE (continued)

2015	PhD	Applied Social Science Emphasis in Substance Abuse (2012)
	PhD	Communication (with Fielding Graduate Institute) (2012)
	PhD	Hearing Science (with UC San Diego)
	PhD	Social Work (with USC)

SAN FRANCISCO STATE
No programs are projected at this time.

SAN JOSÉ STATE

2014	MS	Biomedical Devices

CAL POLY SAN LUIS OBISPO

2014	MS	Nutrition (2012)
	MS	Printed Electronics and Functional Imaging (2012)
2015	BS	Marine Science
	MEng	**Civil and Environmental Engineering***
	MPS	**Forage and Feed Science***
2016	MA	Disaster Management and Homeland Security (2011)
	MS	Architectural Engineering
	MS	Food Science

SAN MARCOS

2014	BA	Child and Adolescent Development (2009)
	BA	Digital and Media Arts (2008)
	BA	Ethnic Studies (2010)
	BA	Music (2009)
	BA	Philosophy (2008)
	BS	Communicative Sciences and Disorders
	MS	Chemistry (2008)
	MS	Kinesiology--*pilot*
2015	BA	Theatre
	MS	**Speech Language Pathology***
2016	**MS**	**Health Information Management***

SONOMA STATE
No programs are projected at this time.

CSU STANISLAUS

2014	MA	Teaching (2009)
	MS	Digital Media and Visual Anthropology—*pilot* (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.

Report on Western Association of Schools and Colleges (WASC) Accreditation Activities Conducted in 2012-2013

This report includes only those campuses that engaged in WASC accreditation activities in the past year.

California State University, Los Angeles

On February 14, 2013, a panel of the WASC interim report review committee reviewed the CSULA interim progress report received on November 12, 2012, along with the commission's action letter (dated March 7, 2011) from the Educational Effectiveness Review (EER) in 2010-2011.

The commission's specific recommendations and the panel's judgments include satisfaction with the CSULA efforts to improve retention and graduation rates, revise the strategic plan, implement comprehensive assessment activities and improve student support services. CSULA also satisfactorily addressed issues related to research, scholarship and creative activity.

As a result, the commission and panel received the interim report and requested that CSULA report on its progress in the areas listed above as part of its institutional self-study. Its next regularly scheduled interaction with WASC will be the offsite review scheduled for fall 2018.

California State University, Sacramento

WASC identified four areas for further attention and development and requested submission of an interim report. The report includes progress on the assessment of student learning, development of planning and budgeting, promotion of student success, and support for the development of the Ed.D. program.

The commission found that the university took the action letter and team report very seriously and made great strides in all areas. Specifically, the commission noted the university established a robust foundation for assessment of undergraduate learning, refined the planning and budgeting process, built on the commitment to improve retention and completion rates and achievement gaps among groups of students.

The action letter concluded that the commission was "very satisfied with the progress that CSUS has made in addressing the four major areas identified in the commission letter of 2009." The commission acted to reaffirm "the hard work and important steps that CSUS has taken to address these issues."

San Francisco State University

San Francisco State University underwent its WASC EER on March 6-8, 2013. The institution was commended in numerous areas, including for the richness of information provided during the WASC review process, the inclusive participation of all in the WASC self-study, the palpable pride in identity and mission, and continued leadership in California and the nation regarding cultivation of a diverse student body, faculty and staff.

The university also was noted for the strength of its commitments to social justice, to students and their academic achievements, to its focus on creating opportunities for student academic collaborations, and for responding to the recommendation to advance academic technology. The commission acknowledged the university for prioritizing the graduation writing assessment requirement, using data to drive decisions, grounding teaching as well as institutional problem-solving in intellectual inquiry, and having strong ethos of participatory engagement and commitments to inclusiveness.

President Wong and his team also were recognized for responding to the pressing need to increase philanthropic involvement; and faculty and staff were commended for having taken the initiative to learn and apply assessment inquiry. The program review process was also noted.

The WASC team recommended continuing the university's focus on developing learning outcomes assessment, strengthening its support for faculty and staff development, and robust interrogations about the interconnections and differences between social justice, civic engagement and global learning. The team also recommended continued focus on strategies to alleviate special challenges faced by faculty and staff, such as housing costs and long commutes, on increasing meaningful opportunities for staff to be involved in institutional decision making processes through a representative body, and on continuing discussions related to achieving alignment of tenure and promotion criteria with institutional expectations.

The WASC commission granted San Francisco State University approval for reaccreditation for 10 years.

Assessment Conducted Through Program Review:
Student-learning outcomes, findings and improvement actions
2012-2013

This report lists the student-learning outcomes (italicized) for each program reviewed, a summary of the findings from assessing student achievement of the learning outcomes, and brief descriptions of improvement actions faculty have taken based on the findings. Please note that some programs do not assess all expected student-learning outcomes each year.

The abbreviation "SLO" refers to student-learning outcome. General education is abbreviated "GE."

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Biology BS/MS

Students will demonstrate knowledge of the scientific method, research report writing and interpretation of research.

Students at the 400-level met the target pass level of 70 p ercent and also met the target for improvement from the 200-level to 300-level to 400-level. Overall, improvement was noted in research report writing from 200- to 300- to 400-level courses. Mean scores for each class level were examined and compared to determine if there was improvement in students' ability to write a discussion section as they progressed through the program. The department determined that certain skills were improving while others were not.

Faculty will continue with current teaching methods and will improve the clarity of the scientific method assessment tool. Faculty want to increase improvement in students' ability to organize data into tables and plan to revisit guidelines on writing research reports, specifically focusing on the portion dealing with organizing data into tables.

After careful discussion, the department determined the nature of the assignment in advanced courses did not lend itself to demonstrating improvement. The department will revisit and update its guideline for writing research reports and fine tune its assessment tool.

Economics BA/BS

Students will demonstrate competency in communication skills, quantitative skills, economic knowledge and information competency, integrative problem solving and decision making.

The 2011-2012 senior seminar class met program writing expectations. Oral presentations of the 2011-2012 senior class fell short of the program benchmark. It was found that students did not meet expectations relating to the non-statistical areas; graduates' spreadsheet skills fell below employer expectations for the types of positions appropriate for an economics graduate.

Holistically, student learning of economic concepts and theories consistently fell short of faculty expectations across the upper-division curriculum. The most consistent negative finding was that majors did not meet program benchmarks in demonstrating knowledge of international economics. Students generally met program targets in analyzing the external economic environments of organizations, making decisions and providing decision support within organizations, and normative critical reasoning, such as public policy analysis.
Faculty summarized and discussed the content of their courses and determined there was insufficient exposure to international concepts in courses required for the major. Improvements include an additional major course requirement in international economics or international economic development.

Geology BA/BS/MS

The performance of graduating seniors was assessed.

In the capstone summer field camp experience, 15 students earned grades for summer field camp since 2010. Their GPA was 3.7, equivalent to an "A-." All 18 students earning degrees in 2013 are either employed as geoscience professionals or are in graduate programs. Faculty stated these findings do not indicate an immediate need for improvement actions.

Mathematics BS/MAT

Students are expected to understand mathematical concepts.

Assessments confirmed students were gaining a good understanding. Writing logically consistent mathematical arguments emerged as an area of concern. Faculty are exploring and discussing instructional options to address the area of concern and are also working on re-writing goals and outcomes.

Music BA

Students are expected to demonstrate mastery of theoretical and musicological knowledge.

Faculty assessed students on theoretical and musicological knowledge, performance professionalism, musical technique and expression, and various elements of professional discipline, responsiveness, and preparedness. Improvement actions taken based on assessment findings included an examination of grading policies and student expectations, a review of motivational techniques to keep students on track, a review of all syllabi to incorporate assessment ideas, and plans to revise music program expected outcomes.

Religious Studies BA

Students are expected to be competent in analyzing cultural differences, basic history and geography and critical reading.

Findings suggest that most general education and major students could clearly identify cultural differences embedded in claims made from "insiders" and "outsiders" to religious traditions. Students exceeded expectations identifying differences and met expectations analyzing differences. In assessments of students' knowledge of religious history and geography, both general education students and religious studies majors met expectations; however, the assessment tool revealed that students would benefit from more opportunities for critical reading of primary texts.

In response to these findings, faculty added class activities in several upper-division courses to provide students with more opportunities to analyze insider and outsider perspectives. Faculty members revised lower- and upper-division course syllabi to focus more intentionally on critical reading and analysis of historical documents. Alongside increased use of direct assessment, the program continues to utilize qualitative data gathered via the senior assessment essay where students organize their reflections on t heir experience in the program directly in relation to program learning objectives.

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Chemistry

Students will explain the "big ideas" of chemistry and discriminate when they can be applied to problems in chemistry, evaluate and propose explanations for symbolic, microscopic, and macroscopic (real-life) representations of concepts, formulate hypotheses and devise and perform experiments to test a hypothesis, explain key concepts effectively through oral and written communication, and interpret, evaluate and criticize the chemical literature.

Faculty assesses learning in their own individual courses, but assessment data are not collected and analyzed at the program level. Both internal and external reviewers noted the need for the department to develop a plan to collect and analyze student learning data systematically. This is required for program improvement and decision-making.

Spanish

Students will demonstrate language proficiency and cultural knowledge.

Data were collected in courses, through interviews, and from student essays. Based on the findings, five new courses were created, and a new program in Spanish translation was implemented. Faculty will reexamine the assessment instruments to ensure their appropriateness as measures of program outcomes. They will also adopt a portfolio-based assessment to ensure a more holistic approach to measuring student achievement.

CALIFORNIA STATE UNIVERSITY, CHICO

Business Administration BS

Students are expected to demonstrate knowledge of global diversity and functional knowledge.

Two of eight student-learning outcomes were assessed. Findings from the globalization assessment revealed an average score decline from 69.9 percent in 2010 to 62.3 percent in 2012. The undergraduate college curriculum committee believes the decline is a result of the test being outdated and no longer covers material taught in the core classes. As a result, the faculty will determine five-to-seven core globalization topics and update the test to measure knowledge in these topics.

A business functional areas test (redesigned in 2012) in the capstone course was administered to determine functional knowledge in the field. Scores revealed a decline between the 2011 and 2012 administrations. Undergraduate curriculum committee members are currently analyzing data to determine the source of the decline.

Business Administration MBA

Students are expected to demonstrate knowledge of ethics, oral and written communication.

Three of six student-learning outcomes were assessed in the spring of 2011. Faculty reported satisfactory results on all three assessments. Faculty report they are updating syllabi, preparing new lectures, amending assignments and using assessment scoring rubrics.

Business Information Systems BS

Students are expected to demonstrate competency in oral communication.

Performance on all oral presentation rubric traits met the target of at least 70 percent of students being evaluated as acceptable or superior. As a result, the presentation rubric will continue to be used to grade presentations across the curriculum. No changes will be made based on this assessment data, but it was decided to reassess this SLO in fall 2013 due to the small spring 2013 sample size.

Communication Studies BA

Students will demonstrate an awareness and sensitivity to diverse perspectives.

Faculty assessed one of five student-learning outcomes. Findings revealed students' awareness of different perspectives in four categories: recognition of difference, recognition of the benefits of difference, recognition of power, and recognition of the importance of mindful communication. While students recognized difference, its benefits, power and the importance of communication skills when answering exam and case study questions, in their application of book knowledge in real life, the category of power was significantly under-addressed. Discussion of diversity was de-politicized, and sometimes power was intentionally de-emphasized. As a result, the issue of power could be further explored when the topic of diversity is discussed in class.

Concrete Industry Management BS

Students are expected to demonstrate competency in application of science and mathematics knowledge, production and use of concrete materials and products, working in teams and people management, technological applications and communication, and academia to workforce transitions.

Five of 11 student-learning outcomes were assessed in 2012-2013. All assessment data showed that 100 percent of the students achieved the learning outcome, and as a result, no action is being taken.

Construction Management BS

Students will display sufficient competence in fundamental knowledge and skills of construction operations management and control.

Assessment reveals more than 80 percent of the students met outcome expectations.

Criminal Justice BA

Students are expected to demonstrate competency in evaluation of theories, policies and actions, oral and written communication, and demonstration of knowledge of policing, courts, corrections, theories of crime and justice.

Pre- and post-tests were embedded in a midterm and final exam to assess students' ability to evaluate theories, policies and actions. The results for the pre-test were a 70 percent pass rate, and the results for the post-test were a 77 percent pass rate. Faculty determined the pre-test pass rate was high and that the increase to 77 percent was not significant. As a result, faculty

developed a criminology course to be taught by a political science department professor with a degree in criminology.

A pre-test in an introduction course and an exit exam in the senior seminar were used to measure knowledge of policing, courts, corrections and theories of crime and justice. The results were a 56 percent pass rate for the pre-test and a 95 percent pass rate for the exit exam. The desired levels of learning were achieved, but the department believed there was room for improvement. As a result, curriculum changes were made that included focusing on skills, not content. In addition, faculty will ensure the exit exam contains the most central information related to the major.

International Relations BA

Students will demonstrate written and oral competency to convey attitudes, knowledge and skills clearly.

A final written project and a 7-10 minute presentation assessed students' competency in evaluating theories covered in class to explain a specific phenomenon such as political development, corruption or ethnic conflict in a country case study. More than 84 percent of students received either an "A" or a "B" on their combined final project and paper. Additionally, 95 percent of students demonstrated a marked improvement in their written communication from a rough draft to the final paper. The desired levels of learning were achieved. Thus, no actions are necessary.

Social Science MA

Students are expected to master oral and written communication to convey knowledge, attitudes, and skills.

Each student was evaluated on his/her project, thesis or comprehensive defense meeting to determine oral and written communication to convey subject matter knowledge, attitudes and skills. All graduating students in the 2011-2012 academic year were found to meet the two measures of success.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Anthropology BA

Students are expected to master world cultural development, theory and methods, application of fieldwork techniques to collect and analyze data, critical thinking and interpretation, application

and enhancement of anthropological concepts to work life and interpersonal relationships, display of respect for other ways of life, and an understanding of ethnocentrism.

Students were assessed on various aspects of nine program-related learning outcomes. Program faculty set expectations that 85 percent of students will achieve basic competency with a letter grade of C or better; the program identified courses with coursework aligned to each learning outcome. Analysis of student grades in these courses, as well as mean scores on specific assignments, indicates 85 percent or more of the students met the expectation.

Applied Studies BS

Students are expected to master occupational leadership skills, professional writing, critical thinking, professional development plan design, integration of technical, management, and liberal arts knowledge.

Student-learning outcomes were assessed in two courses with student outcome mastery designated at the advanced or intermediate levels. Percentages of students performing at these levels ranged between 9 and 91 percent, with slightly more than 50 percent of the students performing at the "Advanced" level across all outcome measures.

Based on these findings, plans have been initiated to update and revise textbooks by spring 2015 for Applied Studies 300 and overall, to provide up-to-date information and issues relevant to the program objectives.

Nursing BS

Students are expected to demonstrate competence in designing professional nursing care, integrating physical and behavior science knowledge into nursing practice, cultural competence, implementing health promotion and disease prevention plans, forming interdisciplinary collaborative relationships, demonstrating ethical and professional values, participating in political regulatory processes exhibiting effective communication skills, and implementing end-of-life plans.

Based on analysis of direct evidence from grades in classes aligned with student-learning outcomes, faculty concluded that standards are being met. Most students earn As and Bs in their classes. According to the Office of Institutional Research, the average GPA for students in the BSN program is 3.4 on a 4.0 scale.

Based on data analysis of actual outcomes compared with expected outcomes, the faculty has undertaken measures to "close the loop," including:

- developing a process for tracking graduates systematically and inculcating a "culture of accountability" for program outcomes and evidence-based improvements among faculty;
- monitoring the two BSN nursing courses designated as "intensive writing:" BSN 400 and BSN 410 to improve students' formal writing skills. Faculty will discuss the possibility of adding another writing intensive course;
- developing a senior-level course to teach competencies for gerontology nursing.

Nursing MSN, MEPN

Students are expected to show competency integrating of knowledge, theory, research and skills in the delivery of comprehensive care; designing culturally sensitive programs and systems of care and services; providing evidence-based, clinically proficient care and services using critical thinking skills; applying oral, written, and technological communication skills in clinical, educational, and professional contexts and systems; integrating ethical principles into theories, research and practice; advocating for healthcare policies and financing; providing leadership in collaborative efforts with other disciplines; and demonstrating a commitment to lifelong learning.

Student learning was assessed through an indirect measure, an employer satisfaction survey. Fifty one percent of the employers were very satisfied, and 48 percent were somewhat satisfied.

A strategic plan was drafted for the School of Nursing (SON) in 2013. The SON recognized a need to develop a process for tracking graduates systematically and inculcating a "culture of accountability" for program outcomes and evidence-based improvements among faculty.

Improvement actions will include adding courses as part of the recommendation by the Institute of Medicine: Future of Nursing model. Content will include topics to prepare and enable nurses to lead change to advance health, increase critical thinking skills in advance nursing roles and to expand opportunities to diffuse collaborative improvement efforts.

With regard to the Master's Entry Program in Nursing, (MEPN), student competency is assessed through an analysis of the pass rates on the licensing examination or NCLEX-RN. The pass rate for MEPN graduates ranges between 65.38-70 percent over a seven-year period. Since the BRN uses a minimum standard of 75 percent, the 65.38 percent pass rate was not acceptable and the program has taken steps to make improvements.

Actions taken to improve pass rates include:

- requiring a written agreement signed by the student indicating intent to take the exam within 3 months of graduation;
- modifying the curriculum and extending program length from 18 months to 24;
- requiring a B in all prerequisite science courses;

- requiring a Certified Nursing Assistant certificate for admission;
- revising courses and integrating Kaplan progression testing.

These changes were implemented effective fall 2011 for the admission group who graduated in spring 2013. The pass rate on the NCLEX-RN for this cohort was 50 percent in spring 2013, and steps were then taken to suspend admissions to the program effective fall 2014.

CALIFORNIA STATE UNIVERSITY, EAST BAY

English BA

Students are expected to demonstrate competence in analysis and interpretation of texts, expressing understandings and interpretations in clear and cogent prose, discussing a theoretical perspective, demonstrating knowledge of language texts, and conducting research.

In general, students showed satisfactory levels of achievement. In senior-level courses, between 88 percent and 100 percent of students received an acceptable-to-proficient score on assessment instruments. Student scores were higher when there was more focus on a single reading, rather than trying to cover many readings.

Improvement actions include adding a senior seminar as a capstone course, and (with student participation) developing a holistic rubric for evaluating in-class revisions. The student survey was revised to make it more useful and a student inventory was created to assess student engagement. Analytical courses will be modified to provide more in-depth study of fewer works in order for students to assimilate the material more comprehensively.

English MA

Students are expected to analyze and interpret texts, discuss theoretical perspectives, conduct research, demonstrate the ability to learn independently.

Information literacy of graduate students in seminar courses was assessed through an assignment requiring identification of possible publication avenues and conference presentations. The students showed acceptable levels of achievement. Research ability was assessed via an annotated bibliography assignment. Students showed familiarity with research tools, but there was room for improvement in analysis.

The information literacy assignment for graduate students is recommended for inclusion in future class sessions. This will provide instruction that will be useful preparation for careers that include research and publication. Graduate seminar assignments in research ability will be modified to emphasize the analysis of data. Future bibliography assignments will include small group and whole class discussions focusing on analysis.

Philosophy BA

Students are expected to write clear, academically rigorous, argumentative essays; read, analyze and critique arguments; demonstrate knowledge of traditions, concepts, theories, methods, and historical contexts; develop ethical decision making, Socratic humility, openness to the ideas of others, reflective self-awareness, and a life-long curiosity about big questions; and cultivate an appreciation for a diversity of ideas and values.

The faculty is developing rubrics for evaluation of all student-learning outcomes and recently used the written communication rubric to assess student work. The area with the lowest scores was the use of sources and evidence. Faculty determined there is room for growth. Another area assessed with less than desirable scores was content and substance within the disciplines of philosophy and religious studies.

Improvement actions include faculty discussion on collaborating on writing guidelines to improve student performance, consideration of a portfolio requirement, and incorporating the tutoring services available through the SCAA (Student Center for Academic Achievement).

Sociology BA

Students are expected to read, understand and analyze cultural representation of subordinated populations; critically examine the veracity of "truth claims;" identify and apply appropriate quantitative research methods; work collaboratively with community partners through internship placements; and read, interpret, integrate and synthesize abstract sociological arguments and theories.

Students in methods and theory did significantly better than introductory students on some goals; however, student achievement was not as high as desired.

Faculty discussed a range of ideas to improve student learning. These ideas include using more frequent quizzes to encourage reading and implementing everyday examples and applied assignments. Shorter attention spans may require breaking up class time with the use of more in-class, hands-on practice in methods and theory courses. While a useful start, these ideas may be limited given the resistance to reading and the large number of students who do not read or write at a college level. There may also be an implication for faculty to embrace more technology enhanced learning techniques which mimic student patterns of daily interaction with digital information.

Department faculty believes a senior seminar would be an effective course to reinforce learning goals.

Sociology MA

Students are expected to write an original sociological analysis, understand and apply the role of theory in social analysis, and use quantitative and qualitative research methods.

*Note: The MA in Sociology is currently suspended.

Speech Pathology and Audiology BS

Students will complete foundational academic coursework, integrate knowledge from basic and behavioral sciences and humanities, describe typical and atypical communicative development and behavior, work collaboratively, and explain the importance of cultural competence, social justice, ethics and advocacy.

The department undertook a major curriculum revision that was approved (2008-2009) and implemented (fall 2010), with all new courses in place by fall 2013. An indirect assessment of student use of advising tools was conducted in 2012-2013. Areas for improvement include inter-advisor consistency, availability of advising and development of academic road maps.

The department will publish two-year roadmaps and revise advising sessions. These changes will be in place effective fall 2013, and the same survey instrument will be deployed at the end of 2013-2014 to analyze the effectiveness of actions taken.

Speech-Language Pathology MS

Students will screen, assess and treat individuals with a variety of communicative disorders; communicate and collaborate effectively with clients, families, and other professionals; evaluate and apply clinical research; consistently apply ethical professional standards; work effectively with other professionals; and demonstrate cultural competence and commitment to advocacy.

Results from a comprehensive exam reflect a strong understanding of the curriculum; results from the Praxis exam show an average pass rate of 94 percent over time.

Indirect assessment of student experience showed that more than 90 percent of students were satisfied with the program but also offered ideas for improvement of course offerings. Indirect assessment of program alumni also showed areas where course design and scheduling could be improved.

Based on student and alumni satisfaction surveys, course revisions have been implemented. SPPA 6000, Research Methods in Communicative Sciences and Disorders, was redesigned and first offered in 2011 and will be re-evaluated. In addition, redundancies between the

undergraduate and graduate program were reduced by offering some courses only at the graduate level.

Chemistry and Biochemistry BA/BS

Students are expected to demonstrate knowledge of various areas of chemistry, work effectively and safely in a laboratory environment, use quantitative reasoning to analyze chemical problems and evaluate chemical data, write and speak clearly, and work collaboratively in teams to solve chemical problems.

Using embedded exam questions, biochemistry faculty concluded majors were doing well, but there is room for improvement. As a general goal, faculty aim for a 75 percent pass rate for all outcomes. Students are not far from achieving this goal for all the outcomes for all years except 2010-2011.

Biochemistry faculty plan to continue efforts to improve student learning using a variety of teaching tools such as clicker questions to monitor student understanding of concepts, occasional student discussion sessions during the lecture periods, and the use of problems relevant to real life medical situations to illustrate biochemical principles.

Through administration of a standardized American Chemical Society exam, faculty found that chemistry majors' academic performance was erratic. Some students performed well above the national average, but in general, results were not satisfactory. An increase in number of majors correlated to a decrease in scores, and faculty are very concerned. An additional assessment of a capstone laboratory assignment to be accomplished over several periods asked students to identify two unknown chemicals using various reactions and techniques learned during the year. Between 84 percent and 90 percent of students could identify at least one chemical, but this number, as well as the number of students able to identify both unknowns has decreased over time.

Instructors will continue to work with students on critical thinking skills as they relate to use of laboratory techniques to solve problems. It will require further assessment to identify the reasons for decreasing student scores; the department will monitor and analyze future results to determine the best intervention strategies.

Chemistry MS

Students will demonstrate specialized knowledge in the chemical sciences; work effectively and safely in a laboratory environment to test hypotheses or design solutions to problems; understand, organize, and critically assess information from the chemical literature; present

complex chemical information via oral and written reports; work collaboratively in teams to solve chemical problems[CB1].

CALIFORNIA STATE UNIVERSITY, FRESNO

Criminology BS

Students are expected to demonstrate basic discipline-related knowledge, basic writing skills, and professional values and ethics applicable in discipline-related agencies.

Students were able to differentiate and discuss the nature, structure, missions and functions of criminal justice organizations. Faculty determined improvements were needed in mechanics of writing and that there was a student need for a different variety of law enforcement elective courses, depending on their internship assignment.

Faculty created a new law enforcement elective course, CRIM 110 Police in America. Faculty are considering the completion of the upper-division writing skills requirement as a prerequisite to upper-division criminology courses and plan to modify the Student Outcomes Assessment Plan (SOAP) to include high-validity measures and instruments.

Criminology MS

Students will demonstrate discipline knowledge conveyed in written form, apply discipline-related knowledge, demonstrate professionalism, and communicate effectively.

Students were, for the most part, gaining the desired knowledge. Those taking the comprehensive examination seemed to be gaining more. Students' abilities to convey this knowledge in written form were less than desired.

Based on the findings, the department increased the number of comprehensive examination offerings, encouraged more students to select the comprehensive option as their culminating experience, and provided more activities for successful completion of the comprehensive examination (CRIM 295). In the future, students will be provided a copy of the evaluation rubric for graduate writing skills their first semester of graduate work. Faculty assignments and workloads will allow adequate time to provide effective instruction, mentoring and evaluation of students so that a project or thesis will meet faculty and student agreed-upon timelines and quality. New students will be required to complete 12 graduate writing studio sessions if they have an undergraduate GPA below 3.5. Finally the program will increase internship opportunities that merge research with fieldwork.

Rehabilitation Counseling MS

Students will demonstrate counseling skills that are reflective, empathic, grounded in counseling theory/philosophy, and developmentally appropriate; demonstrate writing that is grammatically correct, concise, clear, organized, comprehensive, and when applicable, meets the APA style and format of writing; demonstrate ethical conduct and professional identity; communicate the impact that cultural identity and multicultural sensitivity have on the rehabilitation process; conceptualize individual consumers' cases, manage service delivery and referral needs; and monitor a consumer caseload.

Program faculty found students are meeting most of the learning outcomes. One area of concern was the Graduate Writing Examination process. A second area is performance on the comprehensive examination.

Faculty addressed the findings by clarifying how pass rates are determined. They determined that a tracking system is needed to document how students are performing. Faculty initiated a revision of the comprehensive examination (completed spring 2013) and the Student Outcome Assessment Plan was revised in 2012.

Overall, program faculty plan to increase recruiting efforts, modify course (268) to emphasize the importance of professional development, increase student involvement in the student association, emphasize assessing, evaluating, and strengthening student competencies in counseling courses, adjust courses to strengthen student skills in writing and case management, and consider how to improve ethical conduct and multicultural sensitivity of students.

CALIFORNIA STATE UNIVERSITY, FULLERTON

Public Health MPH

Students in the internship program are expected to apply learned concepts and skills to a practical setting; accept responsibility, assess situations, make or recommend decisions based on the assessment, and evaluate the effectiveness of his/her work; adapt well to work in difficult situations, manage time effectively and use the agency resources, procedures and structure effectively; communicate effectively both orally and in writing; present ideas, negotiate and resolve conflicts in a professional manner; work effectively in diversified task-oriented groups as well as with clients; and adhere to commitments made to the agency, colleagues, and clients, with professional integrity and impartiality.

The MPH program has a w ell-developed plan for assessing the knowledge competencies delivered in the core curriculum, individual student meeting thesis or project requirements, and individual learning of the internship SLOs. The MPH final self-study indicates goals were met.

History BA

Students will demonstrate historical knowledge and understanding, *demonstrate intellectual inquiry, critical thinking, and historical analysis*; *and communicate historical knowledge and understanding orally and in writing*.

Faculty found students were weak in analysis of historical scholarship.

Faculty implemented a new assessment process spring 2012 that employed "direct, absolute, calibrated assessment of a random, anonymous sample of student papers" from the capstone course. Faculty strengthened the prerequisites for the senior capstone seminar, piloted an intensive tutorial "Student Mentorship in History," and developed methodology workshops for undergraduate students.

History MA

Students are expected to demonstrate historical knowledge and understanding in one or more subfields of the discipline; critically analyze historical scholarship and theoretical approaches; complete original, historical research projects; and communicate historical knowledge and understanding orally.

Overall, the history department has identified, and partially implemented, a series of structural changes to improve advisement, increase retention and graduation rates for the BA and MA, and to shorten the time to degree for MA students.

Philosophy BA

Students are expected to demonstrate critical thinking and critical writing, knowledge about specific periods of historical philosophy, twentieth century philosophical investigation, and specific methodologies employed by philosophers, and social and global awareness.

The program met the department goal of 75 percent of the students scoring proficient or exemplary in three areas, and 73 percent scoring proficient or exemplary in critical thinking.

The program faculty has re-aligned the upper-division writing course with the capstone seminar to improve writing outcomes. In addition, in 2012, the Department of Philosophy completed a strategic plan, and developed new assessment tools for measuring student performance on the SLOs; the assessment plan is now in place. The program has begun to revisit pedagogical approaches to key introductory courses with the aim of establishing a common set of core skills and SLOs across all sections.

Women's and Gender Studies BA

Students are expected to articulate, analyze, critique, and integrate multiple feminist theories; understand and apply feminist epistemology using independent, feminist research methods; develop and apply critical thinking skills to gender issues; understand, analyze, and articulate an issue using feminist theory; write clear, concise, and literate English; demonstrate basic understanding and usage of computer and other electronic technology; use technical skills to organize and share information; and demonstrate leadership skills in order to organize and implement projects.
Faculty describe the results from the 2011-2012 assessment process as "very encouraging," with 80 percent of graduating students demonstrating "competency in or exemplary mastery of" the program's learning goals. No improvement actions are described in the program review. However, faculty note the program has grown significantly since its last review and needs to restructure its curriculum in response.

HUMBOLDT STATE UNIVERSITY

Education MA/MS

Students are expected to demonstrate an informed sensitivity to the social concerns in the field; develop teaching practice and/or policy reflecting an integrated understanding of the psychology and process of learning; assess student learning using both formal and informal methods; present sound theoretical arguments; write effectively with authority and clarity; and develop, validate, and implement research protocols.

Faculty reviewed more than 50 theses or projects to determine student competency on each student learning outcome. Data demonstrated little variance across all outcomes with a mean range of 2.50 to 2.77.

Faculty determined outcome means are balanced across all SLOs. The program is currently creating an outcomes map.

English BA

Students will use close reading techniques, apply rhetorical, literary and linguistic theories, draw connections between text and context, and construct texts with attention to audience and purpose.

The English Department faculty learned a great deal, in particular about the scaffolding of courses and their content as they constructed the curriculum map in fall 2013. The faculty clarified roles of courses in supporting the program and reduced redundancy. The linguistics faculty from this exercise in clarifying the outcomes desired. The program is now examining its

teaching pathway more carefully to see if outcomes in the pedagogy courses in particular can be scaffolded more precisely so that course rotation can help the student succeed and be better prepared for upper division courses.

English MA

Students are expected to produce professional quality, research-based writing; use various interpretive strategies to analyze texts; use theories related to language and the representation of culture; demonstrate knowledge of the intersections of rhetoric/composition studies and critical pedagogies; demonstrate critical reading and writing skills that engage theory and locate text in its cultural and historical contexts.

Environmental Management and Protection BS

Students are expected to understand essential biological, chemical and physical processes and the policy, social and economic implications of environmental issues; develop analytical skills to understand and predict the consequences of human actions the physical, biological and cultural world; develop writing, speaking and electronic communication skills; and develop critical thinking skills.

The program employed rubrics to assess written and oral communication skills in two EMP upper-level courses. For oral communication, the assessment team reviewed randomly selected video-taped student presentations (n= 15 of 49 enrolled). Eighty-seven percent of students sampled met minimum expectations for this assessment. Only two students consistently failed to meet minimum expectations. The team reviewed assigned grant proposals in response to an existing request for proposals (RFP) of interest to the student. The assessment team reviewed 10 randomly selected proposals for each of three sections (n=30 of 85 enrolled). A large majority of students met most of components of this learning outcome, and all of the students met the goal of following formatting and referencing guidelines. Nearly a third exceeded minimum expectations and did very well. Among this high performance group were several graduate students. However, 14 percent of students did not meet expectations for standard English usage in this assessment.

Liberal Studies Elementary Education BA

Students are expected to demonstrate fluency in written and spoken language, demonstrate competency in relevant subject matter areas of K-8 elementary education and student content standards, understanding of foundational theory and practice and understanding of issues affecting decision making related to teaching.

From spring semester 2009 through the end of spring semester 2012, the pass rates of all LSEE students on the CSET were tracked. A total of 55 CSET scores were recorded in this analysis.

Not all students attempted all of the subtests; therefore, the number of student scores on each subtest is lower than 55. At the end of the data collection window, 10 students had taken only one or two of the subtests. For some students who failed a subtest at the first attempt, a subsequent score is included when available.

On subtest one, 39 of 46 students passed on their first attempt (85 percent). On subtest two, 44 of 51 students passed on their first attempt (86 percent). On subtest three, 46 of 52 students passed on their first attempt, (88 percent).

Actions for improvement include a CSET preparation seminar offered each year, faculty teaching specific courses in the program receiving the CSET content specifications to ensure alignment of courses with exam content, and sharing of results of the assessment with the faculty who teach courses in the LSEE program.

Mathematics BA

Using the revised program outcomes, students are expected to reason mathematically and statistically; solve complex problems using mathematics and statistics; communicate mathematical and statistical ideas; evaluate mathematical and statistical work; and demonstrate mathematical knowledge commensurate with national norms.

Prior to fall of 2013, t he mathematics program did not have existing course level student-learning outcomes, and it was necessary to draft the course level outcome for most courses from scratch.

Philosophy BA

Students are expected to define concepts and make relevant distinctions using the vocabulary of the philosophical traditions being studied; identify and articulate philosophical views, theories, and arguments; use logical methods of analysis to critically and constructively evaluate philosophical views, theories, and arguments; and apply methods of philosophy to specific issues and problems.

In 2012, the program assessed competency in *applying methods of philosophy to specific issues and problems.* They sampled 10 five-to-seven page essays from four courses. Forty-two students were assessed. Six exceeded expectations, 29 m et expectations and seven failed to meet expectations.

The expectation was that about 90 percent (38/42) of the students would meet or exceed expectations on this assignment. Faculty recognized a need to think more strategically about how to structure assignments, with the learning outcomes specifically in mind.

Physics and Astronomy BS

Students are expected to demonstrate scientific literacy, apply and interpret physical and mathematical models, develop breadth, depth and rigor in physics, design, perform and interpret laboratory experiments, and present technical information to a diverse audience in both written and oral formats.

Until recently, the program did not have course level student-learning outcomes, nor did it consider formal assessment in courses. Though the instructors that have been here for years know *what* it is that must be taught in their courses and *how* the students should be doing on this material, the actual learning outcomes were never previously articulated nor were assessments formalized so that a new person would know expectations. In light of recent dependence on temporary faculty, the recently completed map will be a useful tool for quickly explaining to new hires what it is expected in terms of course content and student performance.

Sociology BA

Students are expected to make oral presentations.

Two faculty employed a rubric to assess oral presentations of 33 senior projects presented during the 2012-2013 academic year. They rated all projects as meeting standard or above standard requirements. Thirty-two students received above average evaluations; 27 received cumulative scores of 16 and above, while five students received scores of 14-15, which was still above average. One student received a score of average.

Faculty discussed other ways to have students do oral reports in more of their core courses in the department, though the faculty was quite pleased overall with the students' oral communication abilities.

Sociology MA

Students are expected to apply appropriate sociological theories to understanding social phenomena, use appropriate research methods to answer sociological questions, act professionally and ethically, and engage in informed social action.

All three graduating students met the skills related learning outcomes, but not all students demonstrated desired proficiency in grant writing skills. The faculty was satisfied with the overall performance on this learning outcome. However, curricular changes are planned to address the lack of grant writing and program evaluation exposure in graduate coursework.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Asian and Asian American Studies BA/MA

Bachelor of Arts students in Asian Studies are expected to identify basic facts about Asian history, social institutions and religions; identify the modern countries of Asia, the different geographical boundaries in the ancient period; explain boundary changes and the significance of geography; outline the basic socio-religious contours of traditional Asian society and their relationship to the development of political forms; compare and contrast the major belief systems; discuss the significance of gender and class in the socioeconomic and political contexts; explain the different modes of social and cultural analysis of major events in Asia; analyze the importance of trade; demonstrate a rudimentary ability to engage in the written and conversational forms of one Asian language.

Master of Arts students in Asian Studies are expected to apply appropriate research methods when studying a chosen discipline or concentration, and demonstrate conversational ability in an Asian or other appropriate language with enough proficiency for research purposes.

Bachelor of Arts students in Chinese Studies are expected to explain various aspects of Chinese culture and civilization; demonstrate fundamental knowledge of the Chinese language; outline and illustrate the Chinese writing system; explain the complexities of Chinese literary writing and its narrative discourse; describe and explain cultural, literary, and linguistic issues in the Chinese historical context; analyze cultural, literary, and linguistic issues, and evaluate the significance of findings; use primary literature to design and conduct research using traditional and electronic sources; and use the synthetic critical armamentarium of the discipline to write well-structured and error-free papers.

Bachelor of Arts students in the Japanese program are expected to verbally communicate proficiently in Japanese both formally and informally; write competently in Japanese; identify, while listening or reading, main ideas and some details on many topics in extended passages through recognition of key words, phrases, and sentence structures in familiar and unfamiliar contexts; identify, examine, and discuss connections among cultural perspectives, socially approved behavioral patterns and material culture; have a positive attitude toward intercultural communication in general and toward Japan and Japanese culture in particular; and demonstrate the ability to continue learning independently.

Faculty reports the results of learning outcomes assessments have been varied across the many majors in AAAS. Asian American Studies faculty determined that students' ability to analyze specific theories and compare them to Asian Studies generally has been a bit lacking. Japanese faculty discovered that heritage speakers taking advanced upper-division courses lacked the

nuanced language skills to fully engage academically. Students in Asian Studies lack the specific ability to link Asian countries to larger global frameworks.

Actions taken, based on the results of outcome assessments, range from discussions among affiliated faculty, to standardizing assignments, to reworking the curriculum. For example, faculty in the Japanese option created a "beginners" course for heritage speakers while keeping the traditional introductory course. In Asian Studies, faculty created and framed new questions from the adopted textbook in order to better highlight global connections of Asian countries within the curriculum. They also adopted "game theory" to aid in critical thinking of reading material as well.

Chemistry and Biochemistry BS/MS

Bachelor of Science students in the chemistry and biochemistry programs are expected to compare and contrast the basic concepts of analytical, inorganic, organic and physical chemistry and biochemistry; set up and operate various scientific apparatus; obtain and interpret data from various scientific instruments; critically evaluate experimental data and scientific literature and articulate thoughts in a logical and clear manner.

Chemistry and Biochemistry research problems contribute to the advancement of knowledge in the chemical sciences through formulation, interpretation, and analysis of experiments; make use of the chemical literature to acquire up-to-date information about current problems in the chemical sciences and to critically analyze current work.

Department faculty discovered through its learning outcomes assessment that its introductory-level course is a high-fail as well as bottleneck course. Since the department is wedded to the ACS (American Chemical Society) standardized examination for determining subject-level proficiency, it has focused some degree of assessment on exploring the strengths and weaknesses of this test. It has discovered some deficiencies, both in the test and also across the curriculum.

Faculty have restructured CHEM 451 based on results of the ACS exam, improved laboratory sections, restructured CHEM 111, and established an advising system to reduce attrition in organic chemistry.

Communication Studies BA/MA

Bachelor's students are expected to describe the breadth and depth of the communication studies discipline; effectively deliver oral presentations for various audiences and contexts; demonstrate research skills including the ability to formulate research questions, express original arguments using theory, and interpret various types of evidence; communicate competently in various settings; engage in critical thinking with regard to message analysis; deliver effective messages

based on audience and context; and explain the role of communication in the formation of individual and cultural identities and how those identities influence communication.

Master's students are expected to summarize the history and diversity of the communication discipline; juxtapose the major theories at the foundation of the communication discipline; construct arguments using critical reading and writing skills; collect, analyze, interpret, and present data; design pedagogical material as instructors in higher education; and use key communication skills to participate and provide leadership in diverse communication settings

Department faculty revised the program learning outcomes and are in the process of developing assessment measures based on the new PLOs. Results from the most recent assessments suggest students have difficulty summarizing the results of empirical research. In addition, students have difficulty distinguishing and applying deductive and inductive reasoning skills to their work.

Based on the findings, the department modified the curriculum of the GE courses (central for oral communication GE requirement) in order to achieve consistency of instruction and student skills sets. At the upper-division level, the department is revising the curriculum to address the problems with empirical research skills and ensure that students are introduced to them and then have opportunities to practice those skills. At the MA level, the department's most recent assessment resulted in a determination by the department to redesign the comprehensive examination based on uneven performance by students.

Communicative Disorders BA

Students are expected to implement accurate and appropriate listening and oral communication skills with clients, clients' families, clinical supervisors, and with the use of an interpreter; write professional clinical reports, research papers, and create documentation using organized structure and accurate content; counsel clients with different backgrounds and needs demonstrating respect, privacy, and the client's best interests; administer and interpret appropriate measures to diagnose communication disorders; and write and implement clear and effective intervention plans, with measurable and achievable goals.

Since the BA and MA in communicative disorders are so closely aligned, the department discovered in an assessment of its graduate program that writing skills at the undergraduate level were insufficiently developed. As a result, the department reviewed its undergraduate curriculum and standardized writing assignment, aligning them with accreditation norms. In addition, the department instituted rubrics to be used across the curriculum to reflect the development of written communication skills over time.

Construction Engineering Management MS

Students are expected to use the techniques, skills and construction knowledge to develop appropriate levels of cost estimates, schedules, and other plans necessary for project planning and control; communicate effectively using oral, written, and graphic communication skills; engage economic analysis, including sustainable design approaches; explain and utilize material science and construction methods (including selections of a mechanical/electrical/structural system in compliance with building codes and standards); engage in emerging technologies (computer applications) and principles of construction management; discuss ethical issues and explain the impact of construction solutions within the context of a culturally diverse global society; engage in self-reflection and pursue continuous professional development consistent with life-long learning; and function on and contribute to multi-disciplinary teams with culturally diverse members.

To date, the department has been focused primarily on indirect assessment, relying on a variety of surveys to determine student proficiency. For example, employer surveys noted that CEM graduates were not as proficient as they could be in project planning and control (including safety and cost estimates). While these surveys have been helpful for the department to improve its curriculum, the department was encouraged, through the program review process, to develop direct assessment.

As a result of its assessment of student proficiencies in project planning, the department revised three courses to better cover the requisite content knowledge. This redesign has served a twofold purpose; it has provided a mechanism to monitor student proficiency and the department's actions created a multi-layered direct assessment model. For example, the faculty created rubrics to evaluate student proficiency in project planning and control. The department has now established rubrics for all of their course offerings and has in place a method of direct assessment of their program learning outcomes.

Criminal Justice BS/MS

Students are expected to assess the philosophy, theories, policies, practices, processes and reforms of the major institutions of social control; explain the inter-dependent operations of the major components of the criminal justice system (i.e., police, courts, correctional agencies) and the political, legal, ethical, and socioeconomic environments in which they operate, as well as the implications of these relationships for victims, offenders, justice professionals, and society; analyze the major historical and contemporary issues facing the criminal justice system; evaluate the nature, extent, causation, and prevention of crime, including the ability to apply and critique the major theories relevant to those causes; apply the skills and methods in criminal justice research, including the acquisition, analysis, interpretation, dissemination, and policy implications of both quantitative and qualitative data; apply the philosophy, theories, and

principles of substantive, procedural, and evidentiary criminal law that regulate and guide the criminal justice system and its primary actors; communicate effectively, both orally and in writing; and demonstrate basic knowledge of information technology as applied to criminal justice research and practice.

The department noted that students still struggle with some aspects of research and written communication though they are achieving high standards in other SLO areas. In particular, assessment rubrics noted consistent problems with writing the "methods" section of a research paper, with using proper APA citation, and with demonstrating a command of written English.

At the graduate level, the faculty noted that students enrolled in the (now defunct) off-campus program overwhelmingly were unable to satisfy the proficiencies of the program. These results contributed to the departmental decision to suspend that program. Seventy percent of students pass the comprehensive examination upon first sitting and 90 percent of students pass the examination on the second sitting.

The department made curricular modifications to address student deficiencies in form and style.

Emergency Services MS

Students are expected to synthesize the use of the principles of emergency management; distinguish how the historical background of emergency management can be relevant for current and future real world decision-making; explain the context of disasters; describe the global interdependence and effects of a disaster; demonstrate effective written and oral communication skills; identify, select and summarize relevant literature to support academic investigations; critique peer writing projects and provide feedback for improvement; evaluate existing emergency plans; analyze real world emergency situations and apply theoretical concepts to these evolving, complex conditions; design a collaborative project that advances the application of theoretical concepts in a practical form; integrate strategies that will enhance the resiliency of communities and organizations; assume responsibility as an organizational leader to translate theoretical concepts into practice; support ethical leadership behavior as a professional emergency manager; and act consistently as a life-long learner.

The program relies on focus group sessions for indirect assessment. One such focus group stated that program objectives were not clear through the core courses, resulting in uncertainty about the goals of the capstone project.

The program maintains open communication among faculty and has made adaptions to the core curriculum. Specifically, the department has scaffolded skills as students move through the program so that by the time they begin their capstone project, students could demonstrate specific program goals. In addition, the program is developing a "capstone project handbook" to

better communicate the role of the capstone project. The external reviewer commended the department for developing a sequence for developing and assessing student competence in written communication and critical thinking.

Health Sciences BS

Students are expected to explain how the focus of public health is on the population as opposed to the individual; describe how epidemiologic principles and techniques are applied to the measurement of health and disease; evaluate the strengths and weaknesses of data, information, and study designs; describe the seven areas of responsibility of the health educator; describe the interface between community health education and other health professions; formulate an evidence-based health education curriculum and test its effectiveness via an experimental or quasi-experimental design; conduct an empirical needs assessment in the community and analyze resulting data; describe alternative modes of program planning, implementation, and evaluation within specific health education settings such as the community; state how the distribution and determinants of health conditions vary in subgroups of the population; identify socio-cultural and behavioral influences in health outcomes and discuss their similarities to and differences from biologic agents of disease; describe alternative methods that are used internationally for the delivery and provision of health care services; demonstrate the ability to communicate effectively and persuasively, both orally and in writing; define the term "health disparities" and apply fundamental models and theories of public health to health education approaches for addressing such disparities; write a fundable research proposal; and demonstrate public health advocacy in the community and professional settings by sharing and educating those around them in the principles of public health.

The Department of Health Science discovered its outcomes were too numerous and had not been assessed systematically. Thus, the department had difficulty closing the loop.

The department is undergoing significant curricular restructuring. Current actions include the following: new standard course outlines are being developed along with a curriculum map to ensure proper coverage of stated program learning outcomes, redundant or outdated courses are being removed from the curriculum, and an assessment schedule for the revised PLOs is being instituted. This revision is designed to align with the core competencies established by the Council on Education for Public Health as well as institutional outcomes.

Learning Assistance Center, Academic Support Unit

After using resources at the Learning Assistance Center, students are expected to approach, discuss, and explain challenging material; manage their time; articulate important information from a textbook or lecture; manage stress and anxiety; solve poor study habits to produce better quality work; plan research projects and papers.

At the time of review, the Learning Assistance Center (LAC) was under new directorship and engaged in a systematic assessment of its mission. The result suggested that the LAC lacked a cohesive assessment framework for each of its programs. The LAC's summative assessments of students enrolled in supplemental instruction courses suggest that students are outperforming their peers who are not enrolled in such sections.

The LAC has brought in campus experts to review the center's mission, redesign learning outcomes to be measurable, and establish an assessment schedule for each of its programs. It is developing a rubric for each of its programs, particularly for second-language learners, to monitor student mastery of skills.

Nursing BS/MS

Students in the nursing BS program are expected to integrate knowledge, skills and values from the liberal arts, sciences, humanities and nursing theories to provide holistic, competent and safe care; serve as advocates for individuals, families, communities within a multicultural society; promote social justice; accurately assess, diagnose, plan, intervene and evaluate evidence-based, ethical nursing practice; integrate and apply knowledge related to wellness, health promotion, acute and chronic illnesses, disease management, end-of-life care management; incorporate current and future psychomotor and technical skills into other nursing responsibilities and apply them in diverse context of health care delivery; conduct self in a professional manner; use effective organizational and systems leadership skills, quality improvement skills, patient and safety measures and communication skills; implement scholarship for evidence based practice; use information management and patient care technology; articulate the broader context of health care delivery, including how patient care services are organized, financed and how reimbursement is structured; develop collaborative relationships with other members of the healthcare team by working dependently, independently and interdependently to deliver evidence-based patient-centered care; provide health promotion, disease and injury prevention across the life span.

Students in the nursing MS program are expected to integrate and apply the scientific theories from nursing, biopsychosocial fields, physical sciences, genetics, public health, quality improvement, organizational sciences for the delivery of evidence-based nursing care, to diverse groups of individuals, families, communities, and populations; synthesize knowledge from the leadership, management, finance and organizational sciences in planning, implementing and evaluating the efficacy of delivery of advanced nursing care at the patient care level, inter-professional, and systemwide system level; implement quality improvement and safety measures using appropriate methods, tools, performance measures, culture of safety principles, and standards related to patient outcome quality measures; translate current evidence into practice by demonstrating competence and the knowledge base for research methodology and the research process, to design and implement evidence- based research, evaluate the merits of

evidences found in the literature to guide practice, to participate in conducting original research on a multidisciplinary or nursing research team, to make decisions about the protection of human subject in a research study, and to model and teach the staff on translational research; integrate current and emerging technologies to deliver timely, accurate and coordinated patient care across all settings, demonstrate an understanding of the relationship between legal and political determinants of delivery of health care at the local, state, national and global levels; take an active role in promoting health, shaping health care delivery systems and advancing values such as social justice, accessibility and affordability of health care to all; implement high level inter-professional collaboration, communication, and coordination to achieve health promotion, disease prevention; implement clinical prevention and promotion of health strategies to improve the health status of the population in United States and globally; assess, diagnose, plan, intervene, evaluate and revise patient care to positively using advanced knowledge in physical assessment, pharmacology, pathophysiology, patient safety, quality improvement, healthcare economics, environmental sciences, cultural competence, epidemiology, global perspectives, informatics, organization and systems theories, informatics, communication, healthcare policy, advocacy and inter-professional practice.

The School of Nursing engages in consistent data collection and assessment of that data. However, at both the undergraduate and graduate level, assessment is focused on the individual student rather than the program as a whole.

The School of Nursing has developed new indirect assessment tools including a student exit survey, an alumni survey, and an employer survey. In addition, the department is implementing assessment tools to directly quantify progress towards the degree and will report these findings yearly to the Vice Provost for Academic Affairs.

Political Science BA/MA

Bachelor of Arts and Master of Arts students in the political science program are expected to demonstrate basic knowledge of the political world, including the ideas, institutions, processes, and policies of the United States and selected other societies, discuss the most important political theorists in the western tradition and the ideas associated with them; describe basic political and governmental structures, processes, and policies in the U.S. and in several other western and non-western countries; describe the history, structure and operation of the international system; describe the role and impact of the U.S. in the international system; identify the principal arguments for and against alternative forms of government; discriminate between normative and empirical theories; explain the role of political ideas, value conflicts, and ideology in human societies; evaluate alternative political ideas and ideologies; explain the structural context within which politics takes place; conduct research into political questions using both traditional library, documentary, and interview sources and newer electronic modalities; acquire information from class lectures, discussions, and readings; collect, describe

and interpret qualitative data; collect, describe and interpret quantitative data; write clearly and cogently about political questions; and take positions on, and argue (orally and in writing) for different political and issue positions.

In POSC 100, faculty instituted pre- and post-tests in both multiple choice and essay forms. The department noted problems with the multiple choice version of the test, but the results of the essay version showed that 80percent of students improved in a number of areas including critical thinking skills, written communication, and global competencies.

The department decided on a qualitative assessment of student learning in POSC 100 and will be instituting the same framework for its gateway POSC 300 course.

The reviewers were impressed with the variety of assessment used by the department including pre- and post-test in its gateway course, student surveys of perceptions of learning, and a qualitative assessment at the senior capstone level. The department has also established a standing assessment committee to discuss best practices, and the reviewers encouraged the department to use this committee to analyze assessment results and implement action plans.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Economics BA

Economics students are expected to understand major economic concepts in a wide-range of areas and apply them; conceptualize and analyze economic problems, and communicate analyses orally or in written form; evaluate summary numerical data and make decisions based on such information; understand fundamental concepts in statistics; and acquire knowledge on how computer technology can assist in generating and analyzing statistical information.

Economics MA

Master's students are expected to demonstrate an advanced understanding of micro- and macro-economic concepts and theories which form a basis for further research; basic mathematical and econometric tools; think critically, conceptualize and analyze problems, and communicate these analyses effectively; possess the quantitative-reasoning, data-processing, and model-building skills, and technological skills to identify, to evaluate, and perhaps to propose solutions to the issues facing a diverse national and global community; either essential analytical and technical skills in both economics and financial analyses desired by consulting firms, securities companies, or current knowledge of the global economy, together with investigative and technical skills, for business economic analysis

The department had much information on course-level assessment; however, there was very little information on program assessment. Also, the department did not have an assessment plan.

The department was asked to develop plans for the assessment of program-level learning objectives for the BA Economics and MA Economics programs, and begin implementation in AY 2014-2015. It was recommended that the College of Business and Economics provide assistance in the development and implementation of the Economics assessment plans, and include Economics in College-wide assurance of learning activities and projects. In spring 2013, the department approved assessment plans for (a) the BA Economics degree program, (b) the MA Economics degree program, and (c) the Minor in Economics; the plans were implemented in Fall 2013.

Geography BA

Students are expected to use of maps to present and interpret patterns of human and physical characteristics of the Earth's surface; display an awareness of the distinctiveness of places and regions with respect to the integration of physical and human characteristics; people's perceptions of places and regions; and the use of regional generalization in description and analysis; describe and explain physical processes and their spatial distribution on the Earth's surface; describe and explain human characteristics and their spatial distribution on the Earth's surface, including composition of population, cultural complexes, economic interdependence, settlement, and political patterns; understand human-environment interactions, including the perception, distribution, and use of natural resources.

Geography MA

Students are expected to critically read and interpret published geographic literature; identify an original research project, and design and implement the methodology necessary to complete the project; synthesize and analyze data collected and incorporate data retrieved from the geographic literature; present research results, both orally and in writing; know and practice academic ethics; employ and evaluate various analytical techniques; be familiar with the scope of the discipline and become knowledgeable about its history and development; have in-depth knowledge of the student's area of specialization.

The results from the survey and course evaluations were used to improve the content and scheduling of courses. The 300- and 400-level courses are now scheduled for late afternoons and evenings, since most students work. Survey feedback was used to improve the applied nature of the program since most graduates are new to the workforce.

Geology BS

Students are expected to use and construct geologic maps, stratigraphic columns, and structural cross-sections; to interpret the geologic history of an area; have knowledge of the composition and origin of igneous, metamorphic, and sedimentary rocks; understand the foundational geologic principles and theories and realize their impact on earth systems; understand the

dynamics of the earth and the processes involved; have familiarity with technologies and their application used in solving geologic problems; summarize, in writing and orally, scientific lab or field observations and related interpretations; apply math and physics principles to solving field-based geologic problems; have knowledge of the human-environment interactions; and write a correctly formatted geologic report.

For undergraduate students, the main assessment of their ability to integrate their knowledge of geology and to show critical and independent thinking is developed from the summer field course. All 20 students successfully completed this capstone course.

Geology MS

Students are expected to read and critically interpret published scientific literature; identify an original research project, design and implement methodology necessary to complete project; synthesize and analyze data collection and incorporate data retrieved from the geologic literature; present research results, both orally and in writing; know and practice scientific ethics; recognize and evaluate uncertainties with respect to observations and measurements; have knowledge of standard geologic tools and resources; and have in-depth knowledge of the student's area of specialization.

No formal use of assessment results have been utilized for program improvement since the last review. Instead, much of the department's focus has been on larger issues including new hiring, program modification including adding a new undergraduate option and suspension of the geology MS option, the merging of the Geology Department and Geography Department and the physical relocation of the department.

Philosophy BA

Students are expected to demonstrate knowledge of philosophy and display the interpretive, analytic and critical skills of philosophical inquiry, including the ability to construct and evaluate arguments.

The *portfolio essay*, in which students write about their philosophical development, provides a measure of students' prospects for development. Students who receive high grades are thoughtful and self-reflective individuals who are adept at integrating their philosophical development with their personal lives.

Philosophy MA

Students are expected to demonstrate a deeper knowledge of philosophical texts and methods of inquiry; more advanced knowledge of and facility in logic; explain philosophical ideas at an

appropriate level to students in introductory philosophy courses; and complete a thesis or comprehensive examination.

The quality of philosophy student journal articles is consistently higher than before.

In 2011, the GPA required to write a thesis was changed from 3.5 in the first 24 units to 3.7 in the first 36 units. With the raised GPA requirement, students are completing their degrees more quickly.

It was determined that the current structure for comprehensive examinations was too difficult for students, so the option was overhauled.

CALIFORNIA MARITIME ACADEMY

Marine Engineering Technology BA

Students will demonstrate mastery of the knowledge, techniques, skills and modern tools of marine engineering technology; apply current knowledge and adapt to emerging application of mathematics, science, engineering and technology to problems associated with marine equipment, systems and vehicles; use proper laboratory practices, use instrumentation for measuring physical phenomena, analyze and interpret experiments and apply experimental results to improve processes and design; apply creativity in the design of systems, components or processes in the marine environment; function effectively on teams; apply the principles of fluid mechanics, hydrostatic stability, solid mechanics, materials, dynamics and energy systems to technical problems related to marine equipment, systems and vehicles; ability to communicate effectively in a technical environment; engage in lifelong learning including the need for updating technical knowledge and skills; apply concepts of professional, ethical and social responsibilities; demonstrate respect for diversity and a knowledge of contemporary professional, societal and global issues; show commitment to quality, safety, timeliness and continuous improvement; receive a USCG license as a third assistant engineer; and engage in the operation, maintenance, analysis and management of modern marine power plants, associated equipment and systems.

Program review was conducted in conjunction with an ABET accreditation visit. The preliminary report indicated there are no concerns, discrepancies or warnings with any part of the program. All indications demonstrate desired levels of learning are being achieved. Accreditors formally indicated all programs are nominal (the highest rating they can provide).

No recommendations were made for improvement; however, the department plans to improve the execution of the current plan as outlined in ABET documentation.

Facilities Engineering Technology BA

Students will demonstrate mastery of the knowledge, techniques, skills and modern tools of facilities engineering technology; apply current knowledge and adapt to emerging application of mathematics, science, engineering and technology to problems associated with facilities equipment and systems; use proper laboratory practices; use instrumentation for measuring physical phenomena, analyze and interpret experiments and apply experimental results to improve processes and design; apply creativity in the design of systems, components or processes in the facilities environment; function effectively on teams; apply the principles of fluid mechanics, hydrostatic stability, solid mechanics, materials, dynamics and energy systems to technical problems related to facilities equipment, systems and structures; communicate effectively in a technical environment; recognize the need for and an ability to engage in lifelong learning including the need for updating technical knowledge and skills; apply concepts of professional, ethical and social responsibilities; demonstrate respect for diversity and a knowledge of contemporary professional, societal and global issues; demonstrate commitment to quality, safety, timeliness and continuous improvement; receive the certification as Certified Plant Engineer in Training; engage in the operation, maintenance, analysis and management of modern facilities including power plants, HVAC and energy conservation; perform economic analyses and industrial operations planning including managing technical projects involving scheduling and cost analysis; and manage technical projects involving manufacturing for schedules, costs and quality assurance

Program review was conducted in conjunction with an ABET accreditation visit. The preliminary report indicated there are no weaknesses, deficiencies, or concerns with any part of the program. All indications demonstrate desired levels of learning are being achieved. There were no negative outcomes indicated from the review. Accreditors formally indicated all programs are nominal (the highest rating they can provide).

No recommendations were made for improvement, however the department plans to improve the execution of the current plan as outlined in ABET documentation.

Mechanical Engineering BA

Students will apply knowledge of mathematics, science, and engineering; design and conduct experiments, as well as analyze and interpret data; design a system, component, or process to meet desired needs within realistic constraints such as economics, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; function on multi-disciplinary teams; identify, formulate, and solve engineering problems; demonstrate an understanding of professional and ethical responsibility; communicate effectively; demonstrate understanding of the impact of engineering solutions in a global, economic, environmental, and societal context; engage in life-long learning; demonstrate knowledge of contemporary issues;

use the techniques, skills, and modern engineering tools necessary for engineering practice; apply principles of engineering, basic science, and mathematics (including multivariate calculus and differential equations) to model, analyze, design, and realize physical systems, components or processes; work professionally in both thermal and mechanical systems areas; apply "hands-on" knowledge to solve/understand engineering design problems/systems; demonstrate leadership roles; and comprehend and convey technical information.

Students were assessed using quantitative rubric-based assessments. The department met its benchmark in 97 percent of the assessments, meaning classes achieved both an average rubric score of 3.0/5.0 and at least 70 percent of the responses measuring 3.0 or higher.

A small number of individual classes will be updated by the instructor wherever benchmarks are not met, but there are no data supporting the need for systematic changes. There is a future goal to streamline the assessment process to make it more sustainable.

The ABET review team reviewed the program, including a site visit in October 2013. T he statement did not suggest any changes be made; reported that there are no weaknesses, deficiencies, or concerns with any part of the program; and the department is expecting to be accredited in full after the summer 2014 ABET meeting. As a result of this statement, the ME department plans to make no major changes to the program.

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

Kinesiology BA

Students are expected to demonstrate knowledge of kinesiology; research methods; multicultural competency; personal and professional ethics and communication; collaboration; leadership; service learning; subject matter competency in a concentration.

Faculty in Kinesiology is aware, supported by evaluation provided by an external reviewer, that they need to become more cyclical and systematic in their assessment of student learning at the program level.

Mathematics BA

Students are expected to be competent in mathematics content; service to the community; problem solving; mathematics as communication; mathematical reasoning; mathematical reasoning; mathematical connections, and technology.

In 2011-2012, the faculty assessed the Mathematics as Communication course, specifically "how students articulate mathematical ideas verbally and in writing." Faculty found math majors were

producing more sophisticated writing as they progressed through the curriculum. However, planned improvements in response to this finding include the development of better rubrics to assess student work so as to create clear expectations about what kind of communication skills are expected of math majors.

One additional lesson from the math program review was actually seeing the effect of assessment work conducted in connection to the prior program review in 2007. As a result of that review, faculty focused close attention on developmental math classes; as a result of changes made in their approach to these classes, students made significant improvement in their learning. These classes, offered in large-classroom format with technology-infused curriculum, group activities, supported with instructional student assistants, and enhanced with more rigorous curriculum, led to an increase in the pass rate for these developmental classes to around 90 percent, a 25 percent increase since the last program review in 2007. Significantly, their program review suggests that increasing success in these developmental courses is a major factor in greater retention rates.

Music BA

Students are expected to perform historical and theoretical analyses, analyze community issues, perform comparative analyses, analyze moral and ethical issues, demonstrate performance skills, and demonstrate technological skills.

Faculty discovered greater clarity was needed in terms of the criteria and standards being used to assess student learning. As such, faculty redesigned those criteria and standards.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Asian American Studies BA

Students will develop a core competency in the history, culture and experience of Asian Pacific American communities; apply their critical thinking skills as demonstrated through written assignments, oral presentations, class discussion and examinations; acquire and develop effective communication skills; develop and demonstrate basic research skills; and demonstrate an applied knowledge and practical application of their acquired skills.

Indirect assessments revealed students rated the department high on all SLOs except for one. Students pointed out that the department has not offered a sufficient number of internship or community service-related courses that could provide students with opportunities to build practical experiences that help prepare them for post-graduation career.

Assessment results were presented to the faculty in a department meeting. Major revisions of the curriculum, in consideration of students' evaluation of departmental SLOs and their suggestions

for the future, were discussed.

Child and Adolescent Development BA

Students will demonstrate knowledge of the theories, concepts, and methodology that underlie the study of the physical, cognitive, and social development of children and adolescents and the multiple contexts in which they live; apply developmental theories in community settings; write critically about theories and constructs of child and adolescent development; orally deliver information in a manner that engages an audience; facilitate the development of humans from birth through adolescence in a culturally pluralistic society; gain knowledge of culture, race and ethnicity while increasing their personal self-awareness and discovering strategies for implementing social justice within the larger community; demonstrate technological literacy that allows both access to and dissemination of information electronically; demonstrate effective management of information by utilizing media sources, and complying with the ethics of manipulating and presenting information; describe, critique, and practice various empirical methodologies used to study child and adolescent development including design, data analysis, and interpretation; and articulate and participate in the importance of developing professionalism including the areas of career exploration, ethical issues of direct services to youth, and service learning in the community.

Seventy-four students were surveyed (pre- and post-learning data were available for 63 students). Percentages, means, and difference scores were computed. A key finding was that student scores improved during the 2012-2013 academic year. Out of 21 possible points, the average student score increased from 9.5 to 15.03. In addition, student scores significantly increased on four of the seven theories/theorists (i.e., content knowledge) that were tested. The maximum score possible for a given theory/theorists was three points. Scores on items related to (1) Erikson/Psychoanalytic theories, (2) Information Processing, (3) Bronfenbrenner, and (4) Vygotsky increased significantly from fall 2012 to spring 2013 (i.e., an average 1.35 increase in scores). At time two, most students had 2.55 correct items (out of three possible) on the theories for which there were significant gains. Scores on (1) Piaget, (2) Kohlberg, and (3) Behaviorism did not change significantly from Fall 2012 to Spring 2013. The average score on Piaget, Kohlberg, and Behaviorism was 1.6 correct (out of 3 possible). At time two, scores on Piaget and Behaviorism theories had non-significant increases (i.e., a .15 non-significant increase). Scores on Kohlberg items had a negative, non-significant trend (a .13, non-significant decrease).

Upon discussion of the results, faculty want to close the loop by having individual faculty make changes in content (e.g., on Piaget, Kohlberg, Behaviorism) and digging deeper to understand students' understanding of theory by creating another instrument that emphasizes application of theory. In prior years, faculty suggested developing linked assignments for sequence-based courses (e.g., CADV 350 assignment is further developed in CADV 470).

English BA/MA

Students will demonstrate critical reading skills, effective writing skills, knowledge of creative, literary, linguistic, and/or rhetorical theories, analyze British and American cultural, historical and literary texts, and analyze culturally diverse texts.

Creative Writing Option

Students will create and revise original writing by practicing techniques and strategies employed by experienced writers, analyze drama, narrative and/or poetry to identify writing strategies; assess their own creative writing in relation to relevant literary and theoretical traditions; demonstrate advanced creative writing skills by applying contemporary methods in at least one genre in a final portfolio for a capstone course.

Honors Undergraduate Option

Students will articulate clear interpretations of cultural texts, conduct independent research and scholarship, and present their research as a scholarly paper in a colloquium or conference setting.

Subject Matter Option

Students will demonstrate their knowledge of the nature and structure of the English language and of its relationship to other human languages; apply rhetorical and composition theory; demonstrate fluency in the discourses pertaining to the disciplines of English.

Four Year-Integrated and Junior-Year Integrated Undergraduate Option

Students will develop the ability to engage and support all secondary students (grades 6-12) in learning; create and maintain effective environments for secondary student learning; make subject matter comprehensible for student learning; plan instruction and design learning experiences for all secondary students; assess secondary students' learning; give evidence of the ability to develop as a professional educator.

Common Graduate Program

Students will demonstrate knowledge of creative, cultural, linguistic, literary, performative, and/or rhetorical theories; conduct research and/or produce creative work appropriate to their option; produce advanced analyses that take into account current schools of aesthetic, critical and historical methodology; and are informed by disciplinary standards appropriate to their option.

At the undergraduate level, a sampling of data from the programs revealed the average score on the creative writing assessment was 3.2 ("Satisfactory"). The honors program assessment indicated a satisfactory but uneven level of achievement, with an average numeric result of 2.95. The subject matter option faculty assessed student essays revealing a range of scores from 16 percent in the excellent category to six percent as unsatisfactory. Graduate program essay scores ranged from 25 percent rated as excellent to five percent as less than satisfactory.

In response to assessments, faculty is proposing the addition of a senior narrative writing seminar and returning advising responsibilities to the department where course sequencing can be followed ore closely. The results of the rhetoric and composition assessment suggest the need for additional discussion among composition committee members about the nature of course assignments and the criteria used to evaluate student work in particular courses. Evaluation of student work also focused attention on how evaluation of new media texts might differ from that used for traditional print texts. This is a difference future assessment needs to consider and adjust for. The 42 pe rcent of assessed papers in the subject matter option falling in the "less than satisfactory" and "unsatisfactory" categories require further analysis as to why such a l arge percentage of students continue having writing issues in their senior year.

At the graduate level, the positive results from the assessment affirmed the program should continue to promote advanced analyses and/or creative work that take into account current schools of aesthetic, rhetorical, literary, critical, and historical methodology and are informed by disciplinary standards appropriate to their option.

History BA

Students will analyze and explain problems of historical interpretation, comprehend, articulate, and apply the various approaches to historical analysis; learn to read and interpret historical sources critically and analytically; express orally and exchange historical ideas; select a research problem and search for relevant primary and secondary sources; write a research essay using a scholarly format that includes footnotes and bibliography; demonstrate a complex understanding of the history of the United States, Europe, and one other region or culture over a period of time; and understand historical subjects that transcend regional boundaries.

The majority of the students were able to identify and understand primary source texts. A steady number of 25 p ercent, performed below average, demonstrating difficulties in judging the credibility of sources. They also struggled with organizing a research paper, including the formal requirements of footnotes, and so forth.

The department has had ongoing concerns about students' poor writing abilities and about the need for special attention to transfer students from junior colleges who lack the experience of writing more substantial papers. We have responded by establishing several new support

resources for our majors, including the Writing Center. Faculty hopes to grow mentoring and tutoring efforts in the future.

Modern and Classical Languages and Literature BA

Students will demonstrate fluency in listening, speaking, reading and writing in the target language; reason and present sound arguments in both oral and written discourse; demonstrate critical thinking in the analysis of traditions, cultures, and civilizations; understand the nature of language, its function, structure, and interactional (social) purposes; and analyze and clearly articulate interpretations of literary texts.

Across all outcomes assessed, 85 pe rcent of the students scored at the "C average" level or higher. This assessment data suggested good improvement in conversation skills, use of vocabulary, and proper use of grammatical structures in both oral and writing discourse. To improve students' writing skills, the instructor believes that it is very important to give students, especially freshmen, step-by-step exercises of analytical writing. It would be very good and productive to rethink a new course that prepares students how to write an academic essay.

Physics and Astronomy BS/MS

Student will demonstrate knowledge of physical principles used to model natural phenomena; convey physical concepts with mathematical expressions, and effectively derive quantitative predictions from a model through mathematical analysis; demonstrate understanding of scientific methodology; analyze data; use computer tools; demonstrate special knowledge of their subprogram; communicate clearly and articulately physical concepts, findings, and interpretations in oral presentations; and acquire ability to write clear, organized and illustrated technical reports with proper references to previous work in the area.

The test scores of both of the juniors' entrance test and the exit ETS majors comprehensive test scores were not satisfactory. The reason for this could be that they were not part of the class grade. The juniors' test scores showed that one of the basic problems is deficiency in mathematical skills absolutely required for success in physics. The ability to convey physical concepts with mathematical expressions, and effectively derive quantitative predictions from a model through mathematical analysis, requires mastery of mathematical tools. The assessment committee and department chair believe that a required capstone course and making the ETS test scores part of the grade in the course would improve preparation and seriousness toward the test.

At the graduate level, the assessment of the graduate thesis defense was started only this year. Only three evaluations were examined. These results are satisfactory. Faculty will continue evaluation of the MS thesis.

Political Science BA

Students will demonstrate professional interaction and effective communication, develop a global perspective, demonstrate active citizenship and civic engagement, critical thinking, political decision making, and political analytical skills.

Overall, the evidence collected in 2012-2013 suggests the majority of students are proficient in most all areas with many scoring at the exemplary levels.

Faculty are discussing adding course sequencing to allow students to progress through the major in a way that will build critical thinking skills by helping students to understand the connections between the courses they take and the concepts they learn in those courses. In 2013-2014 the curriculum committee is working on developing these proposals for these changes so they may begin moving through the curricular review process.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Theatre BA

Students are expected to develop basic skills/training in the theatre art, specialized skills/training in the theatre art, knowledge of theatre history and dramatic literature, skills in script analysis and production skills.

Findings revealed students involved in productions did not agree that outcomes related to communication were accomplished. It was also found that students in the acting option felt that the acting classes were too condensed and that they were not well-prepared for stage performance.

These findings have led the department to increase the introduction and reinforcement of work ethic basics including responsibility, accountability, punctuality, and collaboration. The acting option classes will be restructured, including the addition of a first-year course.

Geology BS

Students will understand and implement various facets of the scientific method; effectively communicate results of scientific investigations in written and oral format; recognize common dearth materials, structures, and landforms, describe their properties, and determine their age relationships; acquire geologic data in the laboratory or field using standard observational procedures and scientific equipment; describe the interrelated processes operating in Earth's lithosphere, hydrosphere, atmosphere, and biosphere over different geologic time scales; use maps, cross sections, and other imagery to analyze and interpret spatial and temporal

relationships displayed by earth features or geologic data sets; and utilize quantitative reasoning, experiential judgment, and computer technology to assess data, draw conclusions, and solve problems.

The department found students had significant difficulty reading topographic maps in the field and that the previous instructional methods were not successful in improving this skill. However, students' skills using standard scientific equipment were strong. Particular topics in specific courses were not being mastered. Students need improvement on written and presentation skills.

As a result of the finding with respect to topographic maps, the students are now given a lecture and the opportunity to practice the skills explained in the lecture before being asked to perform these skills in the field. Individual courses were revised to improve student understanding of particular topics. A new senior-level class was designed to provide students the opportunity to prepare and critique oral presentations for an academic or professional setting. Similarly, the senior thesis sequence was redesigned to allow more time in the last class to prepare the written document.

General Education

Students are expected to acquire foundational skills and capacities; develop an understanding of the various branches of knowledge and their interrelationships; develop social and global knowledge; describe the historical development of diverse cultures and analyze the role that cultural diversity plays in shaping the core institutions and practices of individuals and societies; apply the principles, methods, value systems, and ethics to social issues confronting local and global communities; and develop capacities for integration and lifelong learning.

The Collegiate Learning Assessment test (CLA) was given to first-generation and other students to determine if there was a difference in performance between the two groups, either at entrance or at graduation. No significant differences were found. For all students, writing skills improved when students were responding to a specific response, an observation that may be applied to the evaluation of the writing skills of our graduating students. The Graduate Writing Test (GWT) results demonstrated that students who have difficulty writing perform better after completing an upper-division GE class. At this time, no changes have been made to the GE program based on the results of the assessment.

In addition to CLA and GWT results, other significant results include instituting a periodic review of all general education courses, publicizing the importance of general education to students, including a new presentation to students during freshmen orientation, improving instructors' attention to student writing skills through faculty development workshops on managing and evaluating writing assignments.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Public Policy and Administration MA

Students are expected to learn the tools of analysis used for public policy and administration; learn the appropriate knowledge and skills of economics, political science, research methods; and understand the influence of policy development and decision making.

Outcomes are assessed via a research memo assignment along a common rubric. Faculty found the memo assignment reflects course-level assessment much more than program assessment; more needs to be done to assess other components of the entire program experience. Even so, the analysis revealed that several minor learning gains were reported.

The department plans to improve delivery of some course content and possibly broaden one of the measures in the exit survey and has opted to revise its learning outcomes as a result of earlier assessment findings.

Sociology BA/MA

The department uses a WASC Rubric for assessing student learning. Based on the rubric, the undergraduate and graduate programs are in the "emerging" to "developed" stages. The department does have a set of learning outcomes that focus on the key knowledge, skills, and values taught in the undergraduate program and the graduate program. National disciplinary standards have been considered and relevant institution-wide skills have also been included for both programs. Faculty plans to clarify and develop explicit criteria statements, such as rubrics, for the other learning outcomes.

For the graduate program, data appears to be valid and reliable.

The data collected so far for assessment appears to be discussed by faculty at regular intervals and have been utilized to revise and streamline elements of the curriculum. Department faculty are working together to examine the findings and make refinements as needed. One example is that two new courses are being developed to strengthen one of the learning outcomes in the undergraduate program. This practice is expected to continue.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Chemistry BS

Students will compare and contrast physical properties and chemical reactivity from molecular structure and perform standard stoichiometric, solution, kinetic and thermodynamic calculations; perform retro-synthetic analysis, propose multistep syntheses, and evaluate

synthetic schemes; plan and execute basic chemical experiments; perform accurate quantitative measurements, interpret experimental results, perform calculations on these results, and draw a reasonably accurate conclusion; prepare compounds using common functional group conversions and multi-step syntheses; anticipate, recognize, and respond properly to the hazards of handling chemicals; demonstrate proficiency using computer technology to learn, gather, display and analyze chemical information; communicate scientific information effectively through written reports; and communicate scientific information effectively through oral presentations.

Faculty determined an increasingly poor preparation level of general chemistry students, performance on embedded stoichiometry final exam questions decreased from 50 percent correct to 40 percent correct. The quality of Chem 590A papers in 2005-2006 was disappointing and similar to that observed in 2004-2005. On the ACS exam, 11 percent of the students met the 50th percentile goal. In 2011-2012, five out of 29 students attempting the exams (17 percent) failed to pass all four subject exams.

As a result of these findings, the diagnostic exam is no longer administered at the beginning of Chem 215. Instructors are currently contemplating instituting mandatory quizzes to improve attendance in the discussion sessions of classes, but no consensus has been achieved yet. After observing the poor 2004-2005 results, a peer review system was implemented in 2005-2006 for further feedback and motivation to write better papers; the results did not show improvement. Currently some instructors use the peer review and others do not. With a larger data set, stronger conclusions as to the efficacy of peer review can be made.

Results reveal students have poor long-term recall skills. The department is currently revisiting the entire set of program student-learning outcomes on a course by course basis.

Social Sciences MA

Students will demonstrate proficiency in methods and knowledge of social sciences, and knowledge of globalization and social sciences.

In the spring of 2013, an assessment plan for the MA program was proposed and is currently being implemented in the form of a portfolio course. Data are being collected and monitored, however it is too early to draw any specific conclusions.

During the academic years 2009 to 2011, the MA program was thoroughly revised based on an internal review and recommendations of the graduate faculty. The program review concluded these revisions were positive. A key revision was to unify the program thematically by focusing on globalization. The program is currently being rebranded as Master of Arts in the Social Sciences and Globalization.

SAN DIEGO STATE UNIVERSITY

Civil Engineering MS, MS with concentration in Environmental Engineering

Undergraduate students are expected to demonstrate technical knowledge and skills; an understanding of the ethical, social, legal, and professional issues faced in civil engineering practice; and a solid foundation for graduate studies, continuing education, and life-long professional development.

Graduate students are expected to demonstrate advanced technical knowledge and skills required to practice civil engineering, a deep understanding of the ethical, social, legal, and professional issues faced in civil engineering practice, and significant research experience in concert with and supported by faculty efforts to develop new knowledge.

The department focused on fulfilling accreditation requirements. The meta-finding of this process was the subsequent reaccreditation of the program by ABET.

Based on the above, the main action recommended and underway is to extend the level of assessment, mentoring, etc. at the undergraduate level to the graduate level.

Electrical and Computer Engineering MS

Students are expected to demonstrate advanced technical knowledge in a chosen field of concentration, breadth of knowledge and skills, communication skills, and intellectual skills necessary to continue learning and to stay current with the profession as it changes.

The department focused on fulfilling accreditation requirements. The meta-finding of this process was the subsequent reaccreditation of the program by ABET. In addition, the academic program review (APR) included anecdotal discussion of some specific course-level assessment efforts.

Based on the above, no related actions were proposed.

Bioengineering and Mechanical Engineering MS

Students are expected to demonstrate preparation for successful careers in industry, government, or non-profit establishments; capacity to use advanced analytical and experimental methods needed to continue graduate study at the doctoral level, or to thrive in a research and development environment in a private, public, or governmental setting; demonstrate breadth of knowledge that fosters an awareness of interdisciplinary approaches to problem solving; and

demonstrate a keen sense of professionalism and a commitment to work toward the betterment of society.

The department focused on f ulfilling accreditation requirements. The meta-finding of this process was the subsequent reaccreditation of the program by ABET. In addition, the APR included anecdotal discussion of some specific course-level assessment efforts.

Based on the above, no related actions were proposed.

Athletic Training BS

Students are expected to use effective, non-discriminatory interpersonal skills to develop positive professional relationships with patients, administrators, coaches, other professionals, and the public; use the internet and email to communicate with others and find valid information; critically evaluate the stage of healing and/or elements of tissue response and repair; evaluate and interpret subjective data derived from patient population; apply subjective data to plan and execute objective phase of evaluation plan; design, implement and monitor an injury/illness management plan in the classroom and clinical setting; monitor and modify a treatment plan based upon data findings; articulate the strengths and limitations of various techniques based upon scientific evidence; and use various technology instruments to manage illness/injury and rehabilitation.

Using preceptor evaluation forms and rubric-based scoring tools, students met or exceeded expectations on a bility to work with others, communication skills, ethical practice, professionalism and preparing an annotated bibliography. An action plan was developed to continue to improve interpersonal skills.

Scores on a case-study assignment were marginally lower than benchmark expectations. Based on the scoring distribution, a rehabilitation-focused action plan was developed.

Using embedded exam questions to measure mastery of the evaluation of intrinsic and extrinsic factors related to mechanisms of injury/illness, benchmarks were partially met. A targeted action plan is to be developed.

Food and Nutrition BS

Students are expected to develop practical use of current information technologies to locate and apply protocols, develop outcome measures, use informatics and technology to collect and analyze data), and demonstrate effective and professional oral and written communication.

Using rubric scoring of collaborative student reports based on a course activity, benchmark expectations were partially met as evidenced by findings over multiple semesters and among different instructors.

Based on t he above, a subsequent action plan is promoting net improvement toward the established benchmarks.

Exercise Physiology MS

Students are expected to critically evaluate research, analyze data using the appropriate statistical techniques to test research hypotheses, demonstrate an ability to analyze and interpret metabolic, thermoregulatory, and cardiovascular data, and accurately communicate findings of germane literature, both orally and in writing.

Outcomes were all measured through subsections of a scoring rubric for the paper and presentation of their programmatic capstone experience. Benchmarks were met for two outcomes and partially met for two others. Implementation of an action plan addressing literature review proficiency was initiated.

Based on achievement of benchmarks, no related action plan was implemented.

Kinesiology Fitness Specialist BS

Students are expected to orally present fitness and exercise-related information to peers and other professionals, demonstrate effective technical writing skills, develop, describe, and communicate appropriate exercise assessment outcomes and exercise programming goals with exercise participants, identify and interpret risk factor thresholds, apply principles of fitness assessment across a variety of populations and interpret their outcomes, perform various techniques assessing body morphology, administer, analyze, and interpret information obtained through several physical assessments, design individual and group exercise programs across a variety of age groups with various pre-existing conditions or diseases), implement and evaluate individual and group exercise programs in a variety of age groups, and identify and develop interventions to promote favorable exercise adherence and/or rehabilitation outcomes.

Using subsections of scoring rubrics for projects, case studies, and exams, benchmarks were variably met in the spring 2009 assessment cycle (leading to implementation of an action plan addressing fitness evaluation and programming) and were all met in the fall 2011 assessment cycle.

Based on achievement of benchmarks, no action plan was implemented.

Kinesiology Physical Education Specialist BS

Students are expected to identify appropriate movement skills and sequences, create or select age-appropriate lesson plans for physical activity experiences, and implement age-appropriate lesson plans in field settings.

Assessment findings related to students' identification of movement skills and sequences revealed only 50 pe rcent met benchmark expectations. An action plan for improving identification of movement skills and analysis was developed. Using random-selection and rubric based scoring of student lesson plans, benchmarks were not met. An action plan for creating effective lessons plans was collaboratively developed. Finally, through independent evaluation by two instructors of student effectiveness within a field experience at a local elementary school, a complex suite of benchmarks was partially met by findings and incorporated into the action plan.

Linguistics BA/MA

Students are expected to master between six to ten Program Learning Outcomes within the BA (Linguistics, Japanese) and MA (Applied Linguistics, Computational Linguistics, General Linguistics) programs, and all PLOs are associated with a mix of internal/external and direct/indirect measures. However, the programmatic assessment efforts presented within the department's Academic Program Review can best be described as emerging, with a pragmatic focus not on the PLOs themselves, but on ensuring that course structures and outcomes (and the variance of these implemented within multiple sections) reinforce and articulate with these programmatic outcomes. Thus, this summary diverges from typical reporting on specific programmatic outcomes to summarize the presented self-assessment of the department's course-level assessment efforts, measures, findings, and actions plans at three course levels.

Philosophy BA/MA

Students are expected to demonstrate knowledge of, and an appreciation of the importance of, the history of philosophy; understand and apply logical principles in oral and written venues; demonstrate familiarity with at least one major thematic area within the discipline; demonstrate the ability to explicate, analyze, and defend a philosophic position; and demonstrate a capacity to apply philosophical theories to ecological, political, scientific, and other "real world" contexts.

The department's Academic Program Review provided no specific measures or findings related to these PLOs, but did document extensive indirect measures of programmatic assessment in the form of consistently strong "overrepresentation" in both presentations and awards at the annual SDSU Student Research Symposium, consistently impressive acceptances into PhD programs

(i.e., nine MA students in 2007, t wo in 2008, one in 2009), awarding of three Fulbright scholarships to department members over the last three years, and a variety of student-authored publications in various student-focused to peer-reviewed venues.

Based on the above, the department has been encouraged to take action to renew its commitment to programmatic assessment.

Sociology BA/MA

Students are expected to view the world around us as a social structure and to think critically and analytically about how the social world works and the place of American society in the world; understand the scientific method as it is used in the social sciences; understand basic sociological concepts, such as culture, socialization, stratification, institutions, self, deviance, power, etc., and how these concepts underpin a sociological perspective; understand the fundamental micro-sociological processes underlying the development of the self, processes of social interaction, and the production of social structure through the acts of individuals; understand the dynamics of large-scale macro-sociological structures, including such institutions as family, education, politics, and the economy, and the integrated structures of world systems, the principles underlying the operation of large-scale formal organizations, and the processes through which they change; understand the social causes and personal and social consequences of different forms of social inequality and social stratifications systems, such as those based on race, ethnicity, gender, age, and socioeconomic status; to think critically about social phenomena and to compare and contrast opposing viewpoints and alternative hypotheses on various social issues; use appropriate computational skills and software to analyze and evaluate sociological information and sociological theory; understand cultures and subcultures that are different from our own; understand how social problems are products of social structures and the power relations within these structures, how they have differential effects on different groups of people in society, and how knowledge of their institutional roots can be used as a basis for designing solutions for them.

The department's Academic Program Review contains no explicit measures, findings, or actions regarding these PLOs.

Based on t he above, the department's general plan of action moving forward is to commit themselves to meaningful assessment of learning through these now established programmatic outcomes.

SAN FRANCISCO STATE UNIVERSITY

Anthropology BA

Students are expected to demonstrate an awareness and knowledge of a culturally and biologically diverse world and use theoretical knowledge to critically analyze and interpret anthropological evidence.

On a multiple choice test, the benchmark for program success was 75 percent of anthropology majors answering each question correctly in the second test. In cases where the benchmark was not met, the results were used to initiate discussions of pedagogy in the introductory courses.

From an analysis of a sampling of student papers, 75 percent of students achieved the 80 percent benchmark across the program. As a result, faculty will complete a shared departmental writing and academic research skills rubric. The department is finalizing where specific skills will be addressed in the curriculum. The department will reinstate evaluations of final products in the methods courses.

Anthropology MA

Students are expected to possess advanced knowledge and understanding of the concepts and theories of the three sub-disciplines covered by the department; analyze and evaluate complex data about human biological and cultural systems; employ a comparative approach and make meaningful cross-cultural comparisons; perform all phases of anthropological field work in one of the three sub-disciplines at an advanced level; have skills at levels sufficiently high to allow them access to PhD programs in their subfield, or move directly into a professional employment in their sub-discipline.

The department revised its MA assessment in spring 2013. The first draw and analysis of data will occur at the end of fall 2013. Findings will be used to revise curriculum and improve pedagogy.

Broadcast and Electronic Communications Arts BA

Students are expected to relate mass communication and aesthetic theory to the practice of media production, research information and present it in clear written form, use fundamental electronic media production methods, analyze the social effects and role of the electronic media, identify the structure, governance and trends in the electronic media; analyze media content; practice ethical standards in a media context; and communicate effectively using the electronic media.

Faculty reported students met or exceeded expectations at all levels. Mean scores on external internship site supervisors' evaluations indicated students were well-prepared.

Faculty developed more curricular exercises that challenge students to engage in mastery-level analyses of media content. Advanced undergraduate ethics courses will be offered.

Broadcast and Electronic Communication Arts MA

Students are expected to understand, compare, and apply multiple theories and approaches from the body of research on mediated communication; understand and demonstrate basic skills in audio, video, or multi-media production; understand and apply ethical standards and principles in analysis or creation of media content; understand theories and methods of media and cultural criticism, social scientific research methods, or studies in media aesthetics; apply these theories in research or production; demonstrate skills in effective research and writing as appropriate for project proposals, media scripts, research essays, and other media related written work; understand the skills necessary for advanced level work in media research and criticism, or media projection; and complete a project of significant length to demonstrate this proficiency.

Students completed projects or examinations related to these SLOs. The average on all objectives ranged from 4.61 to 4.82 on a 5.0 scale. The department was satisfied with the findings. They will continue to emphasize writing in the program.

Cinema BA

Students are expected to acquire basic skills in the critical analysis of films and analyze representative film texts from a range of periods and cultures; produce sustained arguments placing particular films or groups of films in significant historic, generic and cultural contexts; critically engage with secondary resources and use methods appropriate to the analysis of visual/aural media; pursue new technologies to acquire the knowledge, skills and experience needed to adopt new cinematic tools, process, forms and venues; and use the art, techniques and craft in their respective fields to convey an artistic vision.

Overall, faculty found that students could not formulate a defensible thesis, nor could many muster evidence in support of a written thesis. Ninety percent of students master the techniques/craft of directing, using those techniques to realize an artistic vision. Seventy percent of cinematography students achieve excellence in the mastery of the techniques and 90 percent achieve at least a satisfactory rating. Eighty-two percent of editing students attain at least satisfactory mastery, and 90 percent of students report an average or better improvement. Ninety-five percent of advanced animation students exhibit excellence in mastering animation techniques; 100 percent of students achieve excellence in their ability to use those techniques to realize their artistic vision. Eighty percent of sound students attain at least satisfactory mastery of

this outcome. At least 88 percent of students report an improvement. Seventy-five percent of screenwriting students achieve a satisfactory level of knowledge and ability. Ninety percent show improvement.

Cinema MFA

Students are expected to produce individual creative film works utilizing techniques that span a range of genres, master the technical skills necessary to express themselves cinematically, realize a personal creative vision in the medium of film, locate their personal creative practice in the context of the history and traditions of cinema, produce coherent critical essays using appropriate source materials, and demonstrate skill in teaching undergraduate film courses.

Faculty report student success ranged between 70 and 100 percent across all SLOs with most scores reported above the 80 percent levels. Outcomes generally have been met. Nonetheless, faculty continues to explore strategies to promote more structure in supervising thesis films, and the department reorganized the second year MFA.

Cinema MA

Students are expected to acquire broad knowledge in the areas of film theory, narrative filmmaking practices, and non-narrative filmmaking practices; conduct close textual analysis of written and cinematic texts; produce salient critical essays that utilize appropriate source materials; acquire skills teaching undergraduate film studies courses; and conduct independent research that leads to written thesis.

One hundred percent of instructor evaluations of student performance in the program's five core courses report 80 percent or more of students achieving at least a satisfactory mastery of relevant areas of film history and theory. MA thesis committees reflect a consistently strong 4.5 out 5 rating and committee members report 20 percent of students achieve excellence and 80 percent at the satisfactory level.

Consumer and Family Studies, Apparel Design and Merchandising BS

Students are expected to understand apparel industry processes and exhibit technical and professional garment design and merchandising skills; apply theories of appearance and human behavior to societal problems and well-being across the lifespan and in diverse communities; apply knowledge of historical, socio-cultural, and ecological factors in aesthetic expression of dress and quality of life; gain foundational knowledge in the area of textiles and apparel both historically, culturally and scientifically; identify and evaluate issues of social responsibility, professional behavior, and ethics; exhibit the ability to research, investigate, synthesize and apply findings to the study of textiles and apparel; develop an appreciation for, and be

responsive to, individual and community needs through participation in service learning opportunities.

The department uses portfolios for assessment of each outcome. Results on the portfolio analysis varied from a high of 85 percent excellent rating to 10 percent below average. The department plans to review and update the assessment rubric for the critique of online versus notebook (paper) portfolios. They also plan to spend more time on the chemistry of fiber and the role of chemistry in innovations. They will allot more time for group discussions and individual research of global apparel and textile trade.

Consumer and Family Studies, Dietetics BS

Students are expected to gain knowledge in food and food systems, physical, biological, and behavioral social science as applied to f nutrition and dietetics; enhance the vitality, well-being and global needs of diverse populations within communities; develop attitudes, values and behaviors for entry into a pre-professional practice; use scientific research to support evidence-based practices in the field of nutrition and dietetics; engage in professional communication skills; use methods to assess, diagnose and implement interventions to enhance nutritional status; develop an understanding of management and business theories as they apply to food service systems; and identify and evaluate issues of social responsibility, professional behavior and ethics.

One hundred percent of students received a grade of "B-" or better on the community research project. This project was aligned with three of the seven SLOs. There were very high ratings on the analysis of the remaining SLOs.

The department will add a w riting analysis exercise on sustainable energy, waste and food management.

Consumer and Family Studies BA

Students are expected to explain and relate the synergistic and integrative nature of family and consumer sciences (FCS) to the three critical components of its body of knowledge; understand life course development for diverse individuals and families; apply sustainable management of resources, problem solving, decision making, and technical strategies, for capacity building; research, evaluate, synthesize and apply their findings to issues and problems that affect the quality of life for individuals, children, families and communities; analyze and evaluate how individual, family and national decisions may impact other countries of the world; apply an integrative, synergistic focus to address critical societal issues; identify and evaluate issues of social responsibility, professional behavior, and ethics.

All students met the benchmark of 85 percent earning a "C" or better on each of the assignments aligned with the outcome.

The department plans to incorporate more learning opportunities regarding the impact of people on the world and the effects of their actions on others.

Consumer and Family Studies/ Dietetics/Interior Design BS

Students will exhibit technical and professional interior design graphic communication skill sets and abilities; plan interior design solutions considering individual and family needs including health, wellness, and lifecycle changes; plan interiors considering cost analysis and construction methods and approaches; develop design process methods which include application of theory, current methods and technologies, and understanding of diversity and global needs; consider sustainability and eco-sensitivity within interior design study and solutions; exhibit the ability to research, investigate, synthesize and apply findings to the interior design solutions; identify and evaluate issues of social responsibility, professional behavior and ethics.

Faculty determined that students struggle with keeping up with their work and with the textbook in some of the courses. Portfolios were submitted without some of the required materials. In the course ID343: Housing People with Special Needs, the projects were outstanding in their design and implementation, but students had difficulty working together in groups.

As a result of these findings, the size of projects will be revised. Faculty will have students move to an online portfolio. Faculty will begin to implement a mid-semester intra-group evaluation for group projects. Faculty will place more emphasis on writing conventions.

Consumer and Family Studies/ Dietetics, Family and Consumer Sciences MA

Graduates are expected to exhibit professional skills and knowledge associated with their sub-discipline; appreciate a socially conscious approach to sub-disciplines; contribute to the community through service; design and conduct research; exhibit professional presentation and writing skills; link theory and practice; and understand the interdisciplinary nature of family and consumer sciences.

Eight seven percent of students met the benchmark on the case study. All 16 students met the university requirement for the service-learning course. Ninety three percent of students received a "B" or better on the research paper. Ninety-three percent of interns received satisfactory evaluations from all preceptors. Students, in general, are having problems with writing skills in preparing their thesis. This problem is creating extraordinary time on the part of faculty to assist students in completing their culminating experiences.

In the summer, the faculty plans to meet to explore options to the time-consuming culminating experience that they have used in the past.

Educational Leadership Ed.D

Students are expected to demonstrate competency in leadership and systemic reform; learning, curriculum, and assessment; equity, diversity, and structural inequality; educational program administration; and research activities.

Based on findings from extensive evaluation using a variety of assessment tools, the department decided to revise its curriculum. They will give more emphasis to research methods. In addition, they will try to bridge the tension between theory and practice, providing more approaches for applying theory in the students' own context.

Kinesiology BS Concentration in Exercise and Movement Sciences

Students are expected to demonstrate knowledge of and skill in a broad variety of motor skill and fitness activities; understand the biological, physical, behavioral, and psychological bases of movement; discuss sociocultural, historical, and philosophical perspectives on kinesiology; understand how motor skills are acquired and refined and how fitness is achieved and maintained in relation to various contextual, morphological, and developmental factors; understand the limits of human performance and demonstrate knowledge of ways to enhance performance; assess, analyze, and evaluate movement, fitness, and skill; demonstrate knowledge of the conditions of safe practice in physical activity contexts; find, organize, critically analyze, and effectively communicate information relevant to kinesiology; integrate knowledge and skills from the sub-disciplines within kinesiology to address contemporary problems in the field; and be familiar with the standards, ethics, and expectations of kinesiology professionals.

Eight five percent to ninety six percent of students were able to meet the benchmark on a ll objectives.

The department plans to refine assignments so that they can assign a quantitative score that will permit a better comparison of student performance at the beginning and end of their program of study.

Kinesiology BS Concentration in Physical Education

Students are expected to demonstrate the philosophical, historical and ethical/legal foundations of physical education as a profession; an understanding of human growth and development processes; a broad and deep knowledge of the sciences related to human movement, analyzing motion and applying this knowledge considering individual differences, including individuals with disabilities; a broad and deep understanding of the sociology and psychology of human

movement behavior; expertise in concepts and forms of movements and relate the human motor development curriculum to physical education design; knowledge of assessment principles and procedures in order to evaluate the effectiveness of physical education strategies and activities; understanding of the integration of themes and concepts in physical education and the interrelationships between physical education and other subject areas.

Ninety five percent of students met the benchmark on the objectives that were assessed in this cycle.

Faculty will continue updating course content demonstrating the influences of classical and contemporaneous thinkers upon the educational field, increase research interests on physical education as a rising need in school curricula, and create strategies to stimulate students' awareness on liability and protective measures as well as respecting ethical codes of collegiality and professional responsibility.

Kinesiology MS

Students will apply multiple perspectives to the study of various forms of physical activity; gain an in-depth understanding of the body of knowledge related to one or more of the sub-disciplines; identify and search for information associated with problems or topics; use appropriate methodologies and technologies to address specific problems or topics; exit the program with an understanding of dominant theories, models, and systems; become critical consumers of the literature in kinesiology and will have the skills and knowledge to make contributions to that literature.

Students were well versed in the various perspectives that dominate the study of physical activity and they were adept at identifying contextual factors that influence the forms of activity. However, students did less well at applying their knowledge across the lifespan. On the research paper assignment, 99 percent of students showed an ability to identify and search for information relevant to their topic. One hundred percent of students successfully defended their project or thesis.

Faculty will spend more time addressing developmental issues in the introductory classes in the hopes that students will carry a deeper appreciation for these issues into their subsequent classes, and spend more time on the culminating research methods class in the hopes of helping those students who seem to be having problems. They will also monitor students in the thesis course more closely and recommend additional classes if necessary. Finally, they plan to work on the rubric for assessing theses.

Nursing BSN and MSN

Through program review, program quality is assessed on mission and governance, institutional commitment and resources and curriculum and teaching-learning practices. Program effectiveness is assessed by aggregate student and faculty outcomes where expected outcomes are compared to actual outcomes.

In addition to program review, these programs undergo exceedingly rigorous external accreditation through the American Association of Colleges of Nursing (AACN). The pass rate for the last accreditation review for the NCLEX exam for BSN first-time test takers was 90.38 percent. This result compares favorably with the national average of 88 percent. The pass rate for the NCLEX exam for the MSN for first-time test takers was 93.02 percent, which compares with a national average of 88 percent. Both programs were reaccredited by AACN for the full 10 years.

The department will continue its current rigorous assessment processes, responding to individual standards as needed.

Physical Therapy DPT

Students are expected to promote health and wellness, examine, evaluate, diagnose, provide intervention, and manage physical therapy services for individuals with movement dysfunction; function in a highly professional, ethical, legal, and culturally competent manner, demonstrating commitment to society and the profession; communicate and educate the individual, family, community, and other professionals about rehabilitation, positive health, prevention, and wellness; critically evaluate and apply evidence as a basis for physical therapy practice; determine the effectiveness of intervention, and contribute to the body of knowledge in physical therapy.

One hundred percent of the students met all required standards of the American Association of Physical Therapy. The department will continue to monitor the program as required by AAPT.

Recreation, Parks and Tourism BS

Students are expected to demonstrate competency in delivery systems, conceptual foundations, program and event planning, administration and management, legislative and legal systems, and directed field and management experience.

Data revealed students can articulate each accreditation standard and its connection with the profession. Using ePortfolios, the students were better prepared for their internship due to the technical writing assignments linked to professional issues, professionalism, résumés, cover

letters and reflection exercises. All students demonstrated significant application of academic coursework with internship experience. All assessments demonstrated significant competency building during internship experiences. Internship projects demonstrated significant reflection and application of knowledge, skill, ability and experience.

Faculty will use the results to strengthen applicability and relevancy of writing assignments, strengthen students' ability to articulate connections between accreditation standards and professional competencies, and strengthen the assessment rubric of electronic portfolios to allow for self-evaluation as well as peer and faculty feedback.

Recreation, Parks and Tourism MS

Students are expected to demonstrate and develop collaborative and entrepreneurial leadership behaviors; apply fiscal, budgetary, marketing, and human resource knowledge and skills; explain the past, present and future of leisure using theories, models, and paradigms and translate and apply these to recreation, parks, and tourism programs and services; design and conduct research, analyze and interpret data, apply findings to advancing knowledge through linking theory and practice; and appraise and promote the importance and benefits of leisure, recreation, parks and tourism to enhance the well-being of individuals, community and the environment.

Faculty found that students who had difficulty on a mock exam also had difficulty with the actual comprehensive exams. In a follow-up assessment of the exam content, the department found that depth of understanding needed to be strengthened. Faculty also determined learning outcomes for each class need to be evaluated. Through indirect assessments, students were unprepared for writing in APA style format and their exposure to seminal articles in each of the five subject areas was limited.

Faculty extended the exam time from three to four hours. The faculty will meet to discuss and evaluate the learning outcomes in each course with focus on redundancy in RPT 850 and 862, and qualitative research design in RPT 810. The department has increased its orientation course (RPT 700) from one unit to three units. The extra two units will provide more time to prepare students for the rigor of the program (technical and research writing, APA style format, library and other research gathering techniques, exposure to research topic areas, and readings in each of the five subject areas.

SAN JOSÉ STATE UNIVERSITY

Meteorology and Climate Science BS

Students are expected to develop short- to medium-term forecasts, to explain meteorological phenomena at various scales, the design and use of meteorological instruments, explain mechanisms responsible for climate change, and explain ideas and results through written, statistical, graphical, oral and computer-based forms of communication.

The program is very small with typically less than 10 seniors per year; hence, it is hard to draw meaningful conclusions on student learning based on very small sample sizes. Nevertheless, updates to introductory meteorology courses were made to better prepare their students for upper division courses, and some upper division courses were moved to the lower division to expose students to important concepts in multiple places within the curriculum.

Meteorology and Climate Science MS

Students are expected to conduct an independent research project, explain meteorological phenomena in terms of advanced physical and dynamic concepts, and apply advanced numerical methods to solve atmospheric and climate science problems.

The graduate program typically has about five students per cohort, and again it is difficult to draw meaningful conclusions on student learning. There is no assessment of the new SLOs reported in the program plan other than to say that many graduate theses are published in peer-reviewed journals and that a number of students continue on to Ph.D. programs.

Urban Planning MA

Students are expected to apply theory of planning in relation to social and economic structures; understand the ethics of professional practice and behavior; understand the role of government and citizen participation; interpret urban and regional planning case laws; understand contexts in which planning takes place; conceptualize real world problems that are meaningful to clients and research-worthy; apply statistical and other analytic techniques; communicate effectively; work effectively as team members and leaders; and synthesize and apply planning knowledge.

The percentage of students meeting the standard on all SLOs has increased from about 65 percent to more than 90 percent from 2005 to 2011. In addition, an exit survey of the students indicated that 88 percent of respondents feel the program prepared them very well or somewhat well for a career in city planning. Future changes include responding to changes in accreditation requirements, if any.

Chemistry BA/BS

Students are expected to demonstrate knowledge of the content and concepts of, and to solve problems inorganic chemistry, organic chemistry, analytical chemistry, physical chemistry and biochemistry; understand and apply the practice of safe laboratory work; communicate science effectively, both orally and in writing.

Using the American Chemical Society's national exam and the Diagnostic for Undergraduate Chemistry Knowledge, seniors score slightly higher than the national averages.

Chemistry MA/MS

Students are expected to demonstrate an advanced understanding of selected topics in chemistry; information literacy skills; experimentation, observation and data analysis, and their application to defined questions in chemistry; familiarity with available instrumentation for conducting specific scientific research; communicate effectively, verbally and written, for the purposes of conveying chemical information to both professional scientists and to the public.

Assessment of student learning is assessed using internally developed rubrics applied to the preliminary seminar, final seminar and thesis defense. However, neither the percentage of students meeting the standards nor program improvements made were indicated.

Kinesiology BA

Students are expected to obtain a critical understanding and ability to apply theoretical and scientific knowledge from the sub-disciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation; effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology; apply scholarship and practice of different movement forms to enhance movement competence in kinesiology; recognize and apply sustainable approaches as they relate to kinesiology; identify social justice and equity issues related to kinesiology for various populations.

The undergraduate SLOs are assessed using student exit surveys. Additionally, the AAC&U VALUE rubric for critical thinking was used to compare freshmen and seniors in the program, with no difference in the two found. An improved assessment plan and methodology is required for these programs moving forward.

Kinesiology MA

Students are expected to synthesize information in Kinesiology and communicate it clearly and concisely in an oral and written manner utilizing appropriate APA style; demonstrate the acquisition of knowledge and strength in an area of study within Kinesiology through the graduate culminating experience.

Faculty indicated these newly revised SLOs were assessed for the first time in spring 2012, but results/findings were not provided.

Marine Science MS
Moss Landing Marine Laboratory

Students are expected to demonstrate an understanding of a particular category of oceanography and marine science, and synthesize and integrate across all fields; critically analyze scientific research; pose relevant scientific hypotheses or questions; demonstrate proficiency in design and implementation of experiments; master the skills and tools of data collection and analysis; demonstrate the ability to place one's own research within the larger context of relevant field of scientific study; and demonstrate proficiency in oral and written communication.

Faculty will standardize expectations.

Nursing BS

Students are expected to conduct comprehensive and focused bio-psychosocial and environmental assessments of health and illness parameters in clients, using culturally appropriate approaches; plan, implement, and evaluate client-centered care that demonstrates the safe application of the pathophysiological, medical, and nursing management of common acute and chronic illnesses, and health promotion; use the nursing process to provide appropriate evidence-based nursing care to manage the client's experience and promote health; deliver client-centered education that impacts the health literacy of individuals, groups, and communities; act as a client advocate to develop strategies for managing client-centered care and addressing client's rights; demonstrate accountability for safe administration and evaluation of pharmacologic agents and complementary modalities used in health promotion as well as acute and chronic illnesses; use relevant technology to provide nursing care that contributes to safe and high quality client outcomes; communicate effectively with clients and members of the inter-professional healthcare team to improve client outcomes; demonstrate beginning levels of clinical judgment, systems thinking, and accountability for client outcomes when delegating to and supervising other members of the healthcare team; assume responsibility for and evaluate own professional nursing practice according to the ethical standards of the

ANA Code for Nurses, standards of nursing practice, and legal mandates; coordinate and manage healthcare for a group of individuals across the lifespan in order to maximize health, independence, and quality of life.

Assessment of SLOs relies heavily on standardized tests by the Assessment Technologies Institute, on which students must score at a specified level before enrolling in the capstone course. Changes made based on the results of assessment include: changing course sequence to better prepare students for the capstone course; mapping geriatric content across the curriculum, and adding a unit to key fundamental courses. As a result, the percentage of students passing the licensing exam on the first try has increased over the years and is currently above 90 percent.

Nursing MS

Students are expected to apply critical thinking and ethical decision-making including the use of the nursing and research processes; provide theory and research-based culturally competent, safe therapeutic nursing interventions for clients in advanced nursing practice; employ advanced interpersonal skills in professional relationships with clients, families/caregivers, and multidisciplinary health care team members; support health promotion and disease prevention activities in developing and monitoring holistic plans of care for well and at-risk clients, considering access, quality and cost; demonstrate the collaborative and leadership skills required in advanced nursing practice within a multidisciplinary and multicultural (community) health care context; plan, implement, and evaluate advanced nursing practice that promotes and preserves health and healthy lifestyles of individual clients and aggregates; plan, implement, and evaluate advanced therapeutic nursing practice in a rapidly changing, multicultural health care environment; implement care management, including but not limited to case management, resource management, advocacy, and outcome evaluation; employ information technology in advanced nursing practice to evaluate and improve health care delivery and outcomes; actualize the advanced nursing practice role by incorporating professional standards, ethical guidelines, legal mandates, and professional activities.

Assessment activities are in the emerging category. The department plans to revise the SLOs for the program and commence program assessment in spring 2011. Future changes planned include adding advance pharmacology, pathophysiology, and physical assessment courses to the nurse educator track.

Anthropology BA

Students are expected to demonstrate understanding of culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution; awareness of human diversity and the ways humans have categorized diversity; knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the

important issues in each sub-discipline; knowledge of the history of anthropological thought and its place in modern intellectual history; comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society; access various forms of anthropological data and literature; awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues; knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline; ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences; knowledge of political and ethical implications of social research.

The major has been realigned away from emphases towards a broader integrative model as a result of assessment activities.

Behavioral Science BA

Students are expected to synthesize the perspectives of the disciplines of anthropology, psychology, and sociology; to apply perspectives from behavioral sciences to student's own career plans; and apply perspectives from behavioral sciences to social problems.

Assessment has resulted in elimination of the special double majors with psychology and sociology, which had been confusing to students and led to excessive advising requirements.

Applied Anthropology MA

Students are expected to understand a range of anthropological research methods and be able to conduct research relevant to problem solving in various settings and for different clients/partners; know basic models of applying anthropology in different settings and have the skills to be able to function as practitioners of several; be knowledgeable about the discipline of anthropology in general and how it contributes to understanding and improving contemporary society, and a particular field of anthropology in greater depth; function effectively in at least one content area or domain of application; understand personal, political and ethical issues inherent in research and application; develop professionally as practitioners with skills in contracting, project management, and budgeting, as well as the ability to communicate about project goals and findings and the discipline of anthropology to diverse audiences; to be knowledgeable about the region as a social and cultural system with complex state national and global interconnections.

Assessment results were not provided for this program.

Business Administration BS

Students are expected to understand the fundamental principles of essential business functions and the relationship of business to individuals, government, society, and other organizations; obtain specialized knowledge of a single business discipline or functional area; express ideas clearly, logically, and persuasively in oral and written communications; comprehend the challenges and opportunities of working effectively with other people in a diverse environment; demonstrate awareness of how ethical issues and responsibilities affect decisions and actions; comprehend and critically evaluate information presented in written and numeric form; analyze complex, unstructured qualitative and quantitative problems, using appropriate tools and technology.

Future actions by the college based on a ssessment include: redesigning courses and faculty collaboration to strengthen written and oral communication skills; introducing a Business Ethics course required for all undergraduates; exposing entering students to case analysis skills; and increased course time spent on five key business topics while simultaneously decreasing section sizes of these courses.

Business Administration MBA

Students are expected to demonstrate conceptual grounding in business theory and practice; analytic and decision-making skills; cultural and ethical awareness; ability to interact effectively with teams as both leader and member; an understanding of and adaptation to global market changes and industry dynamics; effective oral and written communication and presentation techniques.

Business Administration MSA

Students are expected to understand and apply accounting processes and principles in the preparation and interpretation of financial reports within the context of a complex business environment; understand and apply basic rules of federal income tax law; understand information technology and internal control processes and their roles in financial and managerial reporting; develop conceptual and analytical skills with real world examples as applicable to business valuation; use effective oral and written communication techniques as well as interact effectively with teams as both leader and member; understand the legal and ethical implications of accounting practice perspectives as well as the need to address legal disclosure and the particulars of legal requirements, restraints, and uncertainty.

Students were found to meet four outcomes exceptionally well. Moving forward, more applied material and hands-on practice sets will be incorporated in the E-Business course, and communication skills will continue to be addressed and improved.

Business Administration MST

Students will identify and understand complex tax issues within the context of the global business world; learn research skills that will assist in exploring both familiar and novel areas of the tax law and communicate the findings in clear terms; appreciate multi-jurisdictional tax issues; develop conceptual and analytic skills with real world applications; appreciate tax policy issues and foundations of the income tax law; and understand the ethical implications of tax practice.

Faculty will increase coverage on international financial reporting, hire a communications consultant to increase research skills, update textbook selections, add a one-unit course on Tax Practitioner Ethics. In general, some of the instructional content has been moved online to increase class time for more integrative and interactive activities.

Business Administration MSTM

Students will develop a system-level and global perspective on the management of transportation organizations; an awareness of the transportation policy environment, including fiscal mechanisms, legislative structures, and intergovernmental coordination; develop potential for leadership in transportation organizations; written and oral communication skills and techniques; ability to analyze management issues and situations using appropriate conceptual approaches.

Actions taken based on assessment results include strengthening guidance to the students during capstone and independent research projects, which have resulted in much improved projects.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

Liberal Studies BS

Students are expected to demonstrate an understanding of the physical, social and cognitive development of children; develop a strong understanding of the conceptual foundation of each of the following subjects as well as how knowledge is created and organized: reading, language and literacy, history and social science, mathematics, science, visual and performing arts, and physical education and health; develop knowledge of best teaching and learning practices specific to each discipline with a focus on metacognition; demonstrate effective oral, written and interpersonal communication skills in a variety of contexts including the use of appropriate technology; demonstrate the ability to integrate the content of one discipline into another through the development of projects across subject matter areas; synthesize and integrate information that promotes personal and professional growth in the field of education; demonstrate ability to engage in change, tolerance and inclusion; and advance principles of social justice, equity and ethical practice.

Signature courses were identified for each of the new fall 2013 student-learning outcomes that better reflect the program. After analyzing the senior project and credential program, the faculty report that a small percentage of students are substandard in their writing skills. Analysis of the progression of writing assignments will be done for all the courses. Three courses will add additional assignments to improve student-writing abilities. The rigor of some courses and pathways was increased.

Liberal Arts and Engineering Studies BA

Students will think critically and creatively in the process of solving techno-social problems considering philosophical, aesthetic and expressive concerns; communicate effectively through a variety of media in diverse, multi-cultural perspectives and facilitate communication between technical and non-technical collaborators; use mathematics, science, and engineering principles to produce solutions to problems within the student's liberal arts and engineering (LAES) concentrations; function effectively as a member of interdisciplinary or international teams, formulating sustainable solutions to problems at the intersection of technology and society; demonstrate ethical and professional responsibilities associated with the creation, use and integration of technology; and serve as informed and responsible citizens in a global culture and remain involved with learning and helping society improve.

On a scale of 0 to 4 (with 4 being superior attainment), six senior projects assessed scored a mean of 2.83 on the University Expository Writing Rubric. The mean was 2.53 for the six senior projects assessed using the Critical Thinking VALUE Rubric (scale 1 to 4). The LAES self-study documents raised questions about whether these two rubrics are appropriate for the evaluation of LAES senior projects, given the interdisciplinary nature and diversity of senior projects undertaken in the program.

The LAES Program faculty have implemented multiple changes to senior project development, advising, and assessment. Additionally, faculty are revisiting the rubrics that will be employed to evaluate these aspects of the senior project in order to improve understanding of student attainment of SLOs and preparation for completion of senior projects in LAES.

Efforts to improve courses include the continued integration of relevant literatures (e.g., materials on design processes, teamwork, and research on technological development) and the integration of processes for the timely review, reflection, and assessment of each class project and for the course as a whole.

General Engineering BS

Students will apply knowledge of mathematics, science, and engineering; design and conduct experiments, as well as analyze and interpret data; design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social,

political, ethical, health and safety, manufacturability, and sustainability; function on multidisciplinary teams; identify, formulate, and solve engineering problems; assume professional and ethical responsibility; communicate effectively; acquire broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context; recognize the need for, and an ability to engage in life-long learning; acquire knowledge of contemporary issues; and develop an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Reviewers confirmed that desired levels of learning were achieved.

Architecture BA

Students will think critically and creatively, communicate effectively, demonstrate expertise in the integration of building systems, demonstrate expertise in the development of a project design, demonstrate expertise in the maintenance of an architectural practice, understand architecture in relation to the larger world of knowledge, work productively in groups, use their knowledge and skills to make a positive contribution to society, make reasonable decisions informed by shared value, and engage in lifelong learning.

The National Architectural Accrediting Board, Inc. drew attention to deficiencies in several student outcomes related to "comprehensive design." Specific areas referenced in their report included life safety (representations of building egress as defined by building codes) and "accessibility" (adequate representations of how interior and exterior space is designed to accommodate differently able occupants/participants on s ites and in buildings), and "environmental systems" (adequate representation of heating, cooling, ventilating, and air conditioning systems). While these were noted as concerns and did not affect the 2011 approval, they must be addressed in future accreditation program review. The problem was identified and correction seen as a need to improve in only three components of the comprehensive building design criteria (building egress, accessibility and environmental controls systems) at the third-year level of the curriculum, and it will need to be reevaluated, based on resulting evidence.

The faculty implemented a curricular review process and identified most effective level in the design studio curriculum to achieve the proper evidence in student work to demonstrate proficiency in these outcomes.

Agricultural Science BS

Students will possess the well-rounded subject matter breadth and depth required to effectively teach and communicate about agriculture; professionally communicate and articulate their knowledge to others in multi modal, succinct and creative communication styles; lead and direct individuals and groups in thought and action; demonstrate critical thinking and problem solving

skills; and seamlessly, professionally integrate technology into their teaching and communication.

As it relates to the integration of technology in teaching and communication, a review of the assessment rubric for assignments completed in AGED 410 indicated that students consistently performed very well on the three major assignments that evaluated their proficiency with technology (PowerPoint, WebQuest, and Technical Proposal Presentations).

It has become evident that students need practical hands-on training to supplement their major specific coursework in order to be best prepared for the teaching profession. Most recently, students have been encouraged to become much more involved in enterprise projects, internships, and work experiences that give them the desired knowledge, skills, and attitudes for subject matter competency.

No improvements were deemed necessary as it related to student performance of integrating technology into their teaching and communication abilities.

Business Administration BS

Students will apply knowledge to identify opportunities and solve business problems, evaluate the social and ethical responsibilities of business organizations, exhibit the ability to work in a diverse environment, illustrate an understanding of business activities in a global environment, demonstrate effective written communication skills, demonstrate effective oral communication skills, and demonstrate effective participation in teams.

The college set a minimum threshold of 90 percent as an acceptable percentage for students who meet or exceed expectations for each learning objective. Overall, the desired levels of learning were achieved with a few exceptions in which the minimum threshold was not met. For example, 89 percent of students met or exceeded expectations for the second SLO; 87 percent of students met or exceeded expectations for the third SLO; 87 pe rcent of students met or exceeded expectations for the fourth SLO. For the remaining SLOs, more than 90 percent of the students assessed met or exceeded expectations.

Faculty calibrated the scoring rubric so that would understand what is being measured. This norming process is deemed necessary so that scores are accurate and consistent across the faculty teaching courses in which business ethics is a central theme. Faculty developed new intervention tools for multiple SLOs.

Industrial Technology BS

Students will demonstrate fundamental knowledge and skills to solve management, technology and applied engineering problems; recognize the ethical responsibilities as they apply to

applications of technology; demonstrate knowledge of sustainability practices in industry; act upon decision tools and methods and explain the action taken; demonstrate effective participation and leadership in teams; and demonstrate effective writing and speaking skills.

The college set a minimum threshold of 90 percent as an acceptable percentage for students who meet or exceed expectations for each learning outcome. Overall, the desired levels of learning were achieved with only one exception, namely the second SLO, where the minimum threshold was not met. The faculty think the current method of assessing this SLO is faulty and are currently exploring solutions for improving the assessment of this learning objective.

Economics BS

Students will be able to recall and interpret intermediate microeconomic theory; recall and interpret intermediate macroeconomic theory; recall and interpret international economic theory; recall and interpret the fundamental tools of data analysis; apply economic theory to analyze important business, economic or social issues; apply algebraic, graphical or statistical methods to analyze important business, economic or social issues; employ economic research methodology to analyze important business, economic or social issues; employ technical writing skills to analyze important business, economic or social issues; identify and examine diverse perspectives when explaining and comparing solutions to important business, economic or social problems whenever relevant and appropriate; and identify and examine the ethical implications of proposed solutions to important business, economic or social problems whenever relevant and appropriate.

Assessment is related to senior project report scores and an ETS major field test in economics. A mean score on the test at or below the mean score of all students taking the ETS exam was judged as "does not meet expectations." For all of the learning objectives except two, students did not meet learning objective expectations.

Based on a thorough analysis of assessment results, the Economics faculty has concluded that the vast majority of poor performers, students who performed below expectations on both the senior project report and the ETS exam, were non-economics concentration students. This is believed to be a consequence of non-economics concentration students not having taken a sufficient number of economics courses at Cal Poly by the time they complete the senior project and take the ETS exam.

To address this disparity, the Economics area has taken the following actions: (1) wrote a manual to be distributed by the OCOB advising center and the Economics area that contains detailed information and recommendations for students considering concentrating in Economics; (2) conduct an annual orientation meeting to promote the study of economics among technically minded majors in the university; (3) recommended Math 141 become a requirement for the major; and (4) recommended Econ 417 as a prerequisite for the Economics senior project class.

The intervention tools created for all faculty to use and customize, as need be, include tools to improve learning in writing, ethics, teamwork, and diversity. The college has decided to select one of the areas needing improvement to focus on each academic year. Written communication will be the college-wide focus area for curricular improvement during AY 2013-2014.

Business Administration MBA

Students are expected to demonstrate competency in management, quantitative methods, economics, accounting, finance, marketing, operations and strategy; demonstrate the ability to apply analytics to decision making; recognize issues and solutions using an approach that reflects ethical values; demonstrate knowledge of the issues involved in conducting business in a diverse, global environment; demonstrate professional written communication; demonstrate professional oral communication and presentation skills; recognize leadership skills and link to leadership theory; and demonstrate effective team behavior.

The college set a minimum threshold of 90 percent as an acceptable percentage for students who meet or exceed expectations for each learning objective of the MBA. There was quite a bit of variation in the achievement of desired levels of learning for the MBA. For certain learning objectives, the percentage of students meeting or exceeding expectations was quite high. For example, on the positive side, for the first LO the students scored in the 95th percentile; for the second LO, 97 percent of the students met or exceeded expectations; for the third LO, 100 percent of the students met or exceeded expectations; for the fifth LO, percent of the students met or exceeded expectations. For some learning objectives, the minimum threshold was not met. For example, for the third LO, 75 percent of the students met or exceeded expectations; for LO 2, 85 percent of the students met or exceeded expectations; for the fourth LO, 89 percent of the students met or exceeded expectations; for the fifth LO, 78 percent of the students met or exceeded expectations.

Faculty will place greater emphasis on multivariate analysis and internal rate of return in lecture and lab problems as well as develop an assignment that helps students relate numbers to business relevance. To address assessment data reporting issues, assessment instructions will be provided to faculty prior to the start of each quarter and reminders will be communicated toward the end of the quarter. Written communication will be the college-wide focal area for curricular improvement during academic year 2013-2014. A professional speaker was brought in to co-teach the graduate course in Effective Communication Skills for Managers. He served as a model for students, demonstrating what professional oral communication and presentation skills are required in business today.

Accounting MS Taxation Specialization

Students will demonstrate competency in tax research and identify potential solutions to tax issues; analyze and solve tax compliance issues through the application of analytic/critical thinking skills; apply substantive knowledge in a variety of experiential tax projects; recognize and apply ethical and professional responsibility requirements to tax practice; professionally communicate in writing; and professionally communicate information through oral presentations.

The college set a minimum threshold of 90 percent as an acceptable percentage for students who meet or exceed expectations for each learning objective of the MS Accounting, Taxation. The students met the minimum threshold for each learning objective except for one. For example, the percentage of students who met or exceeded expectations ranged between 91 and 100 percent; only one outcome scored at 87 percent.

For one outcome, instructors indicated that students tended to select single facts among many without looking at facts holistically, which resulted in students proposing incomplete or incorrect solutions. Thus, more problem solving opportunities will be provided to permit students to approach problems and solutions from an integrated, holistic perspective.

Accounting MS Concentration in Financial Accounting

Students will analyze financial statement data and conduct business valuations; research issues related to accounting standards including international financial reporting standards; demonstrate the ability to use databases to analyze financial and auditing information; demonstrate the ability to diagram data models and perform risk assessment of internal controls that apply to data/processes; recognize and apply ethical and fraud-related concepts in accounting and financial reporting; demonstrate effective writing communication skills; and demonstrate effective oral communication skills.

The college set a minimum threshold of 90 percent as an acceptable percentage for students who meet or exceed expectations for each learning objective of the MS Accounting, Financial Accounting. Two learning objectives were met at the minimum threshold at 96 and 100 percent, respectively. For the other learning objectives, except for one where no data were reported this year, students did not meet the minimum threshold of 90 percent.

Faculty think rubric scoring should be calibrated so that all faculty members understand what is being measured. This norming process is necessary so that scores are accurate and consistent across all faculty involved with this learning objective. Faculty will introduce cases in which problems are more complex than those in the textbook and that will provide students with the opportunity to use databases to search for data to solve problems. Faculty will modify

assignments to include a discussion of auditors' reporting choices and the consequences that reporting choices might have on various constituents.

CALIFORNIA STATE UNIVERSITY SAN MARCOS

Biological Sciences BS

Students will use the scientific method to ask testable questions and to design and conduct laboratory, field, or theoretical investigations to address these questions; apply knowledge of the major principles from fundamental biological areas; employ mathematical and computational skills to organize, analyze, and evaluate biological data; locate, determine the reliability of, critically evaluate and summarize scientific literature and other sources of biological information; and communicate biological information in an appropriate written and/or oral format to both scientific and general audiences.

The main accomplishment since the last program review was to streamline the SLOs (numbering 59 at the time) to the more measureable number listed above.

Since the previous review, faculty started a five-year program to increase quantitative and computational skills; made the evolution course with a writing component a requirement and dropped second semester of organic chemistry in order to increase communication skills; added physiology as a concentration; and increased the prerequisites of upper-division core courses for greater preparation for upper-division work.

Computer Science BS

Students will analyze the effects of different choices of algorithms and data structures; choose the right programming language and/or hardware system for the task at hand; design, implement and test systems to meet the requirements specified by the requester; design, implement and document software in a way that facilitates software maintenance activities; and independently acquire new computer-related skills based on previous knowledge.

Faculty reported that the results focused on pr ogramming and software development were encouraging, concluding that by the end of the semester, students showed significant improvement. No changes to the program were discussed in response to these assessment results. Findings related to analytical abilities and mathematical readiness in GE Area B4 courses indicated student mathematical background was weak. Data focused on increasing oral and written communication and working as a team to complete a project using a project management tool revealed some improvement, but the degree of improvement was not clear, thus no program changes based on assessment data were noted at that time.

Based on the finding related to mathematical readiness of students, course-level changes were initiated. In addition, faculty are working on designing a course to better prepare incoming students in mathematics as well as working with all faculty members to make sure Unix and other required knowledge is covered in CS 111 and CS 211.

Computer Science MS

Students will analyze the architectures of various communication protocols and emerging technologies in local and wide area networks; design, implement, test, and document software based on the object-oriented paradigm to meet the requirements specified by the requester; apply theoretical foundations that they have learned in developing software; evaluate and compare different algorithms given a task; conduct independent research in a specific topic in Computer Science, and document the results in appropriate formats; and independently acquire new computer-related skills based on previous knowledge.

Data from the 2007-2008 annual assessment revealed that students benefitted from involvement in individual and team projects. Assessment data showed that some students benefitted from continuous training as well as individual and team projects. Assessment revealed that writing a proposal for their culminating project assisted students in choosing a project related to the course, completing the project on time, determining resources, and communication with teammates in accomplishing their goals.

While no improvements have been finalized, the faculty is discussing a change in one of the courses and a program elective. They are also working on revisions necessary to make the curriculum more current with emerging trends in technology and industry.

Criminology and Justice Studies BA

Students will analyze and interpret the diversity of social experience associated with criminology and social justice issues, especially as they relate to race, class, gender, age, sexual preference, religion, and nationality; assess the merits of competing theoretical approaches to formulate empirically researchable questions about criminology and social justice concerns; locate, analyze, assess, and communicate criminology and social justice scholarship; understand and employ research strategies and their applicability to particular research questions, theoretical orientations, and social contexts; construct informed theories of social behavior associated with criminology and social justice from systematic observation of social life; understand the ethical and social justice implications of criminology and social justice inquiry; and apply criminology and justice studies theories and research to advocate for positive social change.

Data revealed students did better at locating scholarly literature than they did at understanding, summarizing, and synthesizing it; students demonstrated better than adequate competency in

writing mechanics. Student mastery of the SLO focusing on diversity of human experience, improved from the beginning to the end of the semester in both the lower- and upper-division courses; mastery improved as they moved through the major; students who had taken more CJS courses realized greater gains over the semester than those who taken fewer courses in the major; CJS majors experienced greater gains in mastery of the SLO than did non-majors; and students did not do as well in applying structural (vs. individualistic) concepts as they did in showing mastery of other dimensions of this SLO.

Faculty implemented a dedicated internship course; they reviewed and incorporated SLOs and assessment tools into courses; faculty analyzed their own syllabi and discussed how to incorporate SLOs, activities that would lead to their mastery, and assessment tools into their syllabi and courses and refined SLOs.

History BA

Students will develop historical research questions, formulate appropriate research strategies, and critically evaluate evidence about the past; develop and defend historical arguments, demonstrating an understanding of different theoretical approaches to historical interpretation; effectively communicate, in clear and convincing prose, an understanding of the causes of historical change; evaluate the influence of new digital and multimedia formats on the practice and presentation of history; and describe several varieties of experience found in the historical record and explain why diversity is a critical component of history.

Findings of one assessment revealed students were skeptical of internet sources, students at neither the introductory nor capstone levels could specify how they might use multi-media sources available on the internet, and students did not have an adequate sense of how the internet and multi-media sources could transform the presentation and practice of history. Findings from another assessment indicated students acquire web literacy as they progress through the program, and the program needs to further address how students present history on the Web and other forms of media as well as how multi-media presentations might affect historical content. Findings from an additional assessment showed student improvement in all categories, yet there was relatively little improvement with regard to historical interpretation.

Faculty shifted major requirements to a thematic, flexible structure; added courses to support the new SLO focused on digital practice and multi-media; established guidelines and standardized required and recommended content.

Liberal Studies BA

Students will identify the approaches of multiple disciplines including their different questions and methods; frame questions about social problems from different disciplinary perspectives;

identify the interdisciplinary approach, its questions and methods; frame questions about social problems from an interdisciplinary perspective; critically examine their role(s) in the communities with which they interact; demonstrate skills needed to collaborate to achieve a goal; collect, critically evaluate, and analyze primary and secondary data; and formulate an argument and present it effectively both orally and in writing.

The department notes one indicator of student success is student performance on the California Subject Examination for Teachers (CSET), which consistently shows LBST students scoring higher than other CSUSM students who take the test. Regarding other assessment findings, the faculty focused the recent program review on establishing a baseline for future program reviews by describing the program and identifying data needed for future assessments.

Faculty engaged in extensive curricular review which led to changes in several courses in fourteen departments and in the (then) College of Education (now School of Education).

Nursing BS

Students will apply the nursing process through critical thinking and professional nursing judgment; utilize the research process, its application to the discipline of nursing and its essential relationship to evidence-based nursing practice; function within the specific nursing roles as a provider of care, a coordinator of care, a health educator, an advocate for individuals, families, groups, and communities, and as a member of the nursing profession; demonstrate the knowledge and skills to holistically assess and evaluate client needs and implement and evaluate a plan of care; develop, implement and evaluate a comprehensive health education plan for a specific client; develop a plan of care in partnership with the client and their families and respect the right of the client to make decisions about health care; design, direct, organize and evaluate outcomes of care by other health care providers and secure appropriate community resources; incorporate practice standards and accountability within the legal and ethical standards of the profession of nursing; and advocate for the role of the professional nurse as a member of the interdisciplinary health care team.

Student assessments showed that 99 percent of students rated three or higher on a five-point scale on Level I assessments; 100 percent of students rated three or higher on Level II assessments.

Changes to the pre-nursing core were made to provide a broad foundation for educating nurses on human development across the lifespan along with introducing pharmacology to complement fundamentals of nursing courses.

Sociology BA

Students will analyze and interpret the diversity of social experience using a sociological perspective; assess the merits of competing theoretical approaches to formulate empirically researchable questions about social life; locate, analyze, assess, and communicate sociological scholarship; understand and employ a range of research strategies; understand the ethical and social justice implications of sociological inquiry; use sociological perspectives, concepts, and theories to understand and identify the societal problems; specify the underlying sources of social problems, propose and assess possible policies, interventions, and/or modes of advocacy to address them; and apply sociological theory and empirical research to advocate for positive social change.

In 2007-2008 faculty assessed mastery of SLOs related to students' abilities to engage scholarly discourses in sociology. Findings revealed that students did better at locating scholarly literature than they did at understanding, summarizing, and synthesizing it. They needed to improve their ability to discuss and apply what they learned from sociological literature to what occurred in their field placements. Students demonstrated better than adequate mastery of writing mechanics, and many papers reflected thoughtful sociological insights and cumulative sociological knowledge. Students did not do as well at critically assessing articles they found, and students needed to improve their ability to discuss and apply what they learn from the sociological literature to what occurs in their field placements.

In 2008-2009 faculty evaluated course syllabi to discover how comprehensively and where SLOs were being integrated into courses. Findings from this assessment revealed that SLOs were represented in 50 percent or more of the courses where they should be taught, faculty could more effectively use syllabi to communicate the links between specific SLOs, activities that would enable their mastery, and SLO assessment techniques.

In 2010-2011faculty determined mastery of the program SLO related to the diversity of human experience. Overall, assessment results reveal greater mastery of analytic and interpretive abilities as students progress through the major.

In response to the 2007-2008 annual assessment, faculty decided to require the incremental inclusion of skills in core courses that would result in mastery of the SLO related to completion of a literature review by the time they completed the capstone course. Sociology faculty agreed to work together to help students improve their wring skills. Faculty analyzed their own syllabi and discussed how to incorporate SLOs, activities that would lead to their mastery, and assessment tools into their syllabi and courses. Faculty decided to eliminate one of the program's SLOs. A new SLO focused on public sociology and potential social solutions or interventions for social problems.

SONOMA STATE UNIVERSITY

School of Education NCATE/CCTC Accreditation

SSU accepts accreditation reviews in lieu of program review. The following programs were reviewed: multiple subject; single subject with internship, preliminary education specialist; preliminary education specialist (mild/moderate); preliminary education specialist (moderate/severe); added authorization (autism spectrum disorder; added authorization (adaptive physical education); reading certificate; reading/language arts specialist; preliminary administrative services; professional administrative services; pupil personnel services school counseling. Using the sampling process of onsite interviews and document review, the site team made a finding that all standards had been met.

Kinesiology BS

Students will demonstrate knowledge of and skill in a broad variety of motor skill and fitness activities; understand the biological and physical bases of movement and the changes that occur across the life span; understand the behavioral and psychological bases of movement and the changes that occur across the life span; understand the sociocultural, historical, and philosophical perspectives of human movement within and across diverse cultures, historical periods, and social settings; understand how motor skills are acquired and refined, and how fitness is achieved and maintained; understand the relationships among movement, conditioning and training, well-being and skill across the life span and under a variety of environmental and personally unique conditions; know how to apply kinesiological knowledge to enhance motor skill and fitness in a variety of populations and conditions; apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis and information management skills to movement-related questions; demonstrate knowledge of the conditions of safe practice in movement-related contexts across the life span and within diverse populations, and respond appropriately to common injuries occurring during physical activity; be able to use the computer and other technology to support inquiry and professional practice in movement-related fields; be able to use and apply measurement instruments and principles for qualitative and quantitative assessment of human performance; understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement; demonstrate ability to integrate multidisciplinary knowledge bases of Kinesiology in an applied, problem-solving context; be familiar with standards, ethics, and expectations of professional communities related to human movement; be prepared to engage in professionally related community activities; be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiology principles and practices; and demonstrate additional in-depth knowledge and skills associated with study in any one of the concentrations within the Kinesiology major.

Kinesiology MA

Students will demonstrate knowledge of basic principles and an understanding of the current research in the field of kinesiology; apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions; understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement; develop a sense of responsibility to and for the profession and be professionally involved at the local, state, and/or regional levels; and be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiology principles and practices.

Regarding assessment, a review team recommended faculty find a way to systematically review a few student-learning outcomes (SLOs) each year to see what percentage of students are meeting specific SLOs for future reviews.

French

Students are expected to understand spoken French; read a variety of texts written in French, and communicate effectively in French orally and in writing; demonstrate appreciation and knowledge of French culture, literature, and the francophone world, respond in culturally appropriate ways in a variety of common situation in the target cultures; use state of the art technology; display knowledge of phonology, morphology, syntax and semantics of the French language; think and read critically; develop the habit of intellectual inquiry; understand literature as a reflection of heterogeneous cultures and lives; communicate efficiently orally and in writing; demonstrate appreciation and knowledge of grammar and linguistic concepts; demonstrate appreciation of aesthetic dimensions and movements; use state of the art technology to access cultural documents and multimedia resources; make connections between the literature studied and their own lives, demonstrate awareness of global history; demonstrate appreciation of diversity and difference; demonstrate awareness of language as a living product of culture and vice versa; and apply the knowledge and skills learned to situations outside the academic setting.

Since 2006, t he French faculty have consistently found that course-embedded assessments demonstrate that students are indeed fulfilling the mission of the French program, attaining an advanced level of competency in speaking, listening, reading and writing, as well as acquiring a comprehensive knowledge of the historic and contemporary culture and institutions of France and the francophone world.

In terms of teaching methodologies, French faculty state they do not see the need for change in those areas.

Liberal Studies BA

Students are expected to demonstrate knowledge of human cultures and the physical and natural world; intellectual and practical skills including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving; personal and social responsibility including civic knowledge and engagement (local and global), intercultural knowledge and competence, ethical reasoning and action, and foundations for lifelong learning; *and integrative and applied learning including synthesis and advanced accomplishment across general and specialized studies*;

Faculty still needs to work on improving the content and delivery of natural sciences curriculum Based on student assessments, the Hutchins School could improve in the areas of quantitative literacy, information literacy, teamwork, and problem solving. Faculty will continue to work on how curriculum is delivered, the efficacy of individual seminar discussion, the fairness of grading, and other factors throughout the entire Hutchins curriculum.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

Agricultural Studies BA

Students will explain basic economic principles with respect to the production and distribution of agricultural resources; explain the principles of agricultural and environmental resource management; describe agricultural business and marketing practices; explain the physical, chemical, and biological principles of agro-ecosystems; summarize global perspectives on food issues; provide examples of restorative and sustainable agricultural practices; describe spatial and other quantitative techniques; explain the social context of agricultural production; understand public policy, regulatory, and land use issues; critically assess agricultural issues and trends; systematically develop communicative, analytical, quantitative, and critical thinking skills; be exposed to diverse teaching and learning strategies in a number of academic disciplines; gain applied experience through internships and service learning; experience a high quality academic program that prepares them for changing and emerging professional opportunities in the region; and be involved in an educational experience that helps prepare them for graduate studies and teaching.

Student work (via a required professional portfolio) is also assessed using an established rubric focusing on written communication achievement.

Business Administration BS

Students will have a basic understanding of the business disciplines, demonstrate a basic understanding of the body of knowledge common to the following business-related disciplines,

communicate clearly and effectively, be effective problem solvers, and demonstrate ethical decision-making.

Assessment data revealed deficiencies on the quantitative, written communication, and ethical decision-making objectives, with scores falling below the established performance standard threshold. In response, Business Administration faculty have developed assessments and modified curriculum to ensure coverage of the aforementioned learning outcomes. These changes have included the addition of a quantitative assessment test, seeking consultation on writing proficiency courses, and developing a course on business and social responsibility.

Business Administration MBA

Students will have advanced knowledge of the business disciplines and apply the knowledge in new and unfamiliar circumstances; demonstrate advanced oral and written communication skills; think critically by adapting and innovating to solve business problems; work collaboratively with others in group projects, and have the capacity to lead in an organizational setting; participate and contribute in a team-based environment; have awareness of global perspectives; analyze management issues from a global perspective; be ethically conscious decision makers; recognize and analyze ethical problem; and choose and defend solutions in business settings.

For the review period, students achieved at the performance standard of 80 percent, with the exception of one student outcome. In response, the program determined that a new case study will be developed that more closely aligns with the goal rubric.

Genetic Counseling MS

Students in the program will analyze and interpret laboratory results; demonstrate research methods and professional written and oral skills; demonstrate knowledge of ethical, legal, psychosocial, and cultural issues associated with patient care and health sciences information delivery; demonstrate counseling techniques and theories for effective communication; demonstrate knowledge of business issues related to the genetic counseling profession; integrate the above information in real world situations through internships.

Based on a review of results, the program is meeting established goals.

Geography BA

Students will demonstrate understanding of the interrelationships and interactions between culture and the environment; key concepts in the discipline and general awareness of the theories and philosophies underlying geographical inquiry; demonstrate understanding of the

natural and cultural processes that affect society and the environment in specific regions and locales; acquire awareness of the diversity of peoples, places, and environments within a specific region or around the world; demonstrate knowledge of qualitative and quantitative research methodologies that may be applied to help our communities, monitor natural areas, plan sensible urban developments, and observe human trends; and acquire skills in geographic information science and understand the interpretive capacity of geospatial technologies, and their place in society.

Survey results indicated a need for increased emphasis on communication skills, computer and mapping skills, service learning, fieldwork and laboratory activities. Based on findings, the program revised the curriculum, adding several courses to meet the needs of majors, minors, and liberal studies and social science students.

History BA

Students are expected to develop skills in critical thinking and analysis; locate primary sources and secondary sources in all forms; analyze and understand the main interpretations of secondary sources; analyze and understand the importance of the historical context for primary sources; communicate effectively orally and in writing; cite sources properly; and demonstrate the ability to perceive a given event from more than one cultural perspective.

The history program began formal assessment in fall 2006, exploring student skills regarding the location and analysis of primary and secondary sources. Direct assessment results revealed a need for more focused instruction in this area. In a review of findings, the program found that students' ability to enroll in a course on research and information literacy was positively correlated with student performance on information literacy-related goals.

History MA

Graduate students will demonstrate advanced skills in critical thinking and analysis, locate secondary and primary historical sources in all forms, analyze primary sources understanding the importance of historical context, use effective written and oral communications skills, cite sources properly, and perceive any given event from more than one cultural viewpoint.

An analysis of assessment results indicates that the majority of graduate students are meeting the graduate program goals and student learning objectives. Tracking of additional indicators (student publications, conference presentations, placement in doctoral programs and teaching positions, etc.) indicates that history students are distinguishing themselves while they are in the program as well as after graduation. Several changes have also been made as a result of assessment findings including the discontinuance of the international relations concentration, increasing the number of 4000-level courses offered through distance education sites, elimination

of the foreign language requirement due to student feedback, and an increase in the number of required graduate seminars. Assessment has also revealed the demand for graduate courses in the history of Middle East, Africa, and the ancient world.

Kinesiology BA

Students are expected to demonstrate knowledge and skill in a broad variety of movement and fitness activities; understand the biological/physical and behavioral bases of movement and the changes that occur across the life span; understand the socio cultural and humanistic bases of movement within diverse cultures, historical periods, and social settings; understand how motor skills are acquired, how fitness is achieved, and how to maintain this across the life span; understand the relationship between movement, conditioning/training, well-being and skill across the life span and within diverse populations; know how to apply kinesiology knowledge to enhance motor skills and fitness in a variety of populations and conditions; apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions; demonstrate the knowledge of the conditions for safety in movement-related contexts across the life span and within diverse populations, and respond appropriately to common injuries occurring during physical activity; use a computer and other technology to support inquiry and professional practice in a movement-related field; use and apply kinesiology data collection techniques and measurement theory to assess, analyze, and evaluate human performance; understand the scientific methods and other systematic ways of knowing relative to research and scholarship in human movement; demonstrate the ability to integrate multidisciplinary knowledge bases of kinesiology in an applied, problem-solving context; be familiar with standards, ethics, and expectations, of professional communities related to human movement; and be prepared to engage in professionally related community activities; demonstrate additional in-depth knowledge and skills associated with study in any one of the concentrations, specializations, and emphases that are associated with the Kinesiology (formerly Physical Education) degree.

The Kinesiology department collected program assessment data, focus group data, and data from embedded questions in the capstone course to assess the student-learning outcomes. The program found that the course-embedded questions in the capstone did not yield meaningful data for all outcomes. However, based on the assessment data collected, several areas emerged as primary concerns and have been addressed during the program review process: curricular and career advising, relevance of degree requirements, adequate library holdings, adequate lab facilities, and more student involvement on departmental issues.

Improvement actions include revising assessment plans to include more direct measures; developing an electronic survey to be given to students when applying for graduation; identifying assignments in senior courses that would be used for direct assessment measures to

address the student-learning outcomes; and discussing ways to encourage, evaluate, and reward high-quality teaching.

Music BA/BM

Students will perform on a principal instrument/voice at a level appropriate to their degree program or concentration and apply this skill in both large and small ensemble situations; demonstrate technology literacy throughout the curriculum; demonstrate understanding of theoretical and formal principles of music through coursework that emphasizes composition analysis, and improvisation; demonstrate proficiency in aural and keyboard skills; demonstrate understanding of the development of world music and the historical foundations of European and American styles; and show integration of curricular goals through a capstone recital or project.

The music program assesses student achievement through exams, class presentations, papers, projects and performances. This direct assessment takes place at various levels, such as semester juries, the junior qualifying jury that approves advancement to the junior level of applied study and determines whether the student is to follow a recital or project track, junior and senior recital hearings and recitals, and capstone and final projects. The program also administers several indirect methods including student surveys and exit interviews.

The Music program reviews curriculum on an ongoing basis based on both assessment results and standards established by their specialized accreditation through the National Association of Schools of Music (NASM). The Music program is in the process of implementing several of the recommendations made during their 2012-2013 accreditation visit that will include the establishment of a Student Advisory Board.

Political Science BA

Based on a review of median grades, the program has determined that political science majors are meeting relevant learning objectives. In the future, the program plans to develop a more direct tool of learning assessment and encourages faculty to continue discussions on grading standards and rubrics as they relate to mapping programmatic goals and student learning objectives.

Sociology BA

Students are expected to achieve knowledge competency in sociology; achieve an awareness of the diversity of social institutions, social forces, and structural forms found in contemporary societies both locally, regionally, nationally, and globally; understand the socio-historical and theoretical groundings of sociology as a field; understand the reasoning process involved in

theoretical construction; develop facility for critical thinking, with the ability to separate fact from fallacy, myth from reality; learn to methodologically analyze the complexity of society and social structure, particularly question of social control and power relationships; learn analytical skills and research methodologies, including statistical computer applications, appropriate to the practice of sociology methodology; develop and apply a sociological perspective professionally and as an active participant in society; develop the capacity to apply concepts and theories of sociology relevant to social policy; communicate effectively in both written and oral form; develop an increased appreciation for human diversity; develop the ability to apply a sociological imagination to one's personal life.

The program found that qualitative methods were of particular importance to address student-learning needs. An evaluation of current assessment methods has led a revision of the Assessment Plan. Future activities include developing more specificity in learning objectives, establish regular assessment meetings, prioritize time for data analysis, refine the data analysis process, and continue to assess one learning objective per year. The program plans to also establish a portfolio requirement in the senior seminar, a capstone course. The faculty will begin to track student honors, presentations, publication, and admission to graduate programs as indicators of student success.

Theatre BA

Students are expected to demonstrate knowledge of the history and traditions of theatre; knowledge of techniques of script and character analysis in the context of a theatrical production and activity; realizations of design and technical work, from both a traditional and contemporary perspective; understanding of shop equipment, safety and techniques through elaboration of production in the scene and costume shops of the department; the ability to perform in a variety of studio and/or stage settings; integration of learning goals through senior projects; a strong understanding of teamwork and collaboration.

Based on results of the student evaluations, the program identified several areas for revision and improvement including the need to provide some uniformity across syllabi. The program has since established syllabus templates for all courses that are shared with both part-time and full-time faculty. Theatre faculty also plan to make several curricular revisions based on results, including the creation of a course to prepare theatre majors for both professional prospects and academic realities of the program. The theatre faculty continue to discuss assessment practices, and they work to ensure compliance with the standards established by the National Association of Schools of Theatre, their specialized accreditation agency.

California State University Accredited Programs, by Campus

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	2018-2019
Counseling MS	not specified	2013-2014
Education MA	not specified	2013-2014
Nursing BS	not specified	2021-2022
Public Administration MPA	not specified	2015-2016
Social Work MSW	not specified	2014-2015

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
CSU Channel Islands		
Education – Administrative Services Preliminary Credential	2009	2016
Education – Mild/Moderate Disabilities Preliminary Credential	2009	2016
Education – Mild/Moderate Disabilities Intern Credential	2009	2016
Education – Multiple Subject Preliminary Credential	2009	2016
Education – Multiple Subject Intern Credential	2009	2016
Education – Single Subject Preliminary Credential	2009	2016
Education – Single Subject Intern Credential	2009	2016
Nursing BS	2006	2012
Education – Bilingual Authorization	2011	2016

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	2018
Business Administration MBA	1997	2018
Business Information Systems BS	1997	2018
Chemistry BS	not specified	2015
Civil Engineering BS	1968	2016
Communication Design BA – Graphic Design Option	not specified	2015
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	2016
Construction Management BS	1987	2016
Education MA	not specified	2015
Electrical / Electronic Engineering BS	1971	2016
Health Science BS	2004	2015
Journalism BA	1997	2016
Mechanical Engineering BS	1971	2016
Mechatronic Engineering BS	1998	2016
Music BA	1995	2019
Musical Theatre BA	2009	2015
Nursing BS	1995	2018
Nursing MS	1995	2018
Nutrition and Food Sciences BS	1999	2021
Nutritional Science MS	2001	2021
Psychology MA (PPSC)	1998	2014
Public Administration MPA	1996	2017
Recreation Administration BS	1986	2019

Chico (continued)

Recreation Administration MA	1986	2019
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, by Campus

Programs	First Granted	Renewal Date
CSU Dominguez Hills		
Clinical Science BS	1995	2016
Clinical Science BS – Cytotechnology	1993	2017
Computer Science BS	1996	2016-2017
Computer Science MS	1996	2016-2017
Education MA	not specified	2013
Education MA – Special Education	not specified	2013
Health Science MS – Orthotics and Prosthetics	2014 (anticipated)	
Music BA	not specified	2017
Nursing BSN	not specified	2018
Nursing MSN	not specified	2018
Occupational Therapy MS	2007	2022
Public Administration BS	2005	2015-2016
Public Administration MPA	2005	2015-2016
Social Work MSW	2007	2014
Theatre Arts BA	1987	2014

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
CSU East Bay		
Business Administration BS	1973-1974	2018-2019
Business Administration MS	1982-1983	2018-2019
Business Administration MBA	1982-1983	2018-2019
Chemistry BS	1970-1971	2015-2016
Counseling MS	1982-1983	2016-2017
Education MS	1974-1975	2016-2017
Educational Leadership MS	1994-1995	2016-2017
Industrial Engineering BS	2006-2007	2015-2016
Music BA	1973-1974	2016-2017
Music MA	1973-1974	2016-2017
Nursing BS	1974-1975	2016-2017
Social Work MSW	2006-2007	2017-2018
Special Education MS	1987-1988	2016-2017
Speech Pathology and Audiology MS	1992-1993	2019-2020

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
CSU Fresno		
Accountancy MS	1967	Suspended 2012
Agricultural Education MS	1967	2015
Animal Sciences BS	1967	2014
Animal Sciences MS	1967	2014
Business Administration BS – Accountancy, Information Systems and Decision Sciences, Management, and Marketing	1963	2018-19
Business Administration MBA	not specified	not specified
Civil Engineering BS	1986	2019
Civil Engineering MS	1986	2019
Communicative Disorders BA	1979, 1994, 2004	2014, 2015-16, 2018-19
Communicative Disorders MA	1979, 1994, 2004	2014, 2015-16, 2018-19
Computer Engineering BS		2019
Construction Management BS	1995	2013-2014
Counseling MS – MFT	1996	2015
Counseling and Student Services MA	not specified	2014
Counseling – Pupil Personnel Services Credential	not specified	2014
Dietetics – Certificate of Advanced Study	not specified	2013
Education MA – English Single Subject Credential	1967, 1988	2014
Education MA – Multiple Subject	not specified	2014
Education MA – Single Subject (all subject matters)	not specified	2014
Educational Leadership EdD	not specified	2014
Electrical Engineering BS	not specified	2019
Food and Nutritional Sciences BS – Dietetics and Food Administration Option	2005, 1979	2013
Food and Nutritional Sciences BS – Internship Program	2005, 1979	2013

Fresno (continued)

Geomatics Engineering BS	not specified	2019
Interior Design BA	1988	2013
Kinesiology BS	2008	2017-2018
Liberal Studies BA	not specified	2014
Mechanical Engineering BS	not specified	2015
Music BA	1979	2019-2020
Music MA	1979	2019-2020
Nursing BS	2005	2015
Nursing MS	2005	2015
Physical Therapy MPT	1979, 2003	2014
Public Administration MPA	1993	2012-2013/2019
Public Health MPH	1998	2015
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	2014

California State University Accredited Programs, by Campus

Fullerton

Programs	First Granted	Renewal Date
Accounting MS	1966	2009/10-2013/14
Art BA	1974	2003-2014
Art MA	1974	2003-2014
Art BFA	1994	2003-2014
Art MFA	1994	2003-2014
Business Administration BA	1965	2009/10-2013/14
Business Administration MBA	1972	2009/10-2013/14
Chemistry BS	1970	2004-present (under review)
Civil Engineering BS	1985	2009-2015
Communications BA	1971	2008-2015
Communications MA	1971	2008-2015
Communicative Disorders BA	1969	2011-2018
Communicative Disorders MA	1969	2011-2018
Computer Engineering BS	2007	2007-2015
Computer Science BS	1988	2009-2015
Credentials	1960	2007-2015/16
Counseling MS	2007	2007-2015
Dance BA	1993	2002-2014
Education MS	1970	2007-2014/15
Electrical Engineering BS	1985	2009-2015
General Business	1965	2009/10-2013/14
Human Services BS	1982	2010-2016
Information Systems MS	1981	2009/10-2013/14
International Business BA	1984	2009/10-2013/14
Kinesiology BS (Athletic Training Program)	2001	2017
Mechanical Engineering BS	1985	2009-2015
Music BA	1966	2002-2014
Music MA	1966	2002-2014
Music BM	1975	2002-2014
Music MM	1975	2002-2014

Fullerton (continued)

Nursing BS	NLN accreditation (1981-2007); Commission on Collegiate Nursing Education (CCNE) accreditation since 2007	2011-2021
Nursing MS	2002	2007-2017
Nursing DNP	Initial visit 11/13; accreditation pending	
Public Administration MPA	1989	2011-2015
Public Health MPH	2008	2013-2019/20
Social Work MSW	2011	2011-2015
Taxation MS	1996	2009/10-2013/14
Theatre Arts BA	1974	2005-2015
Theatre Arts BFA	2005	2005-2015
Theatre Arts MFA	1985	2005-2015

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
Humboldt State		
Art	1978	2014-2015
Chemistry	prior to 1976	2014
Child Development Laboratory, Child Development	1989	2017
Environmental Resources Engineering (ERE) BS	1979	9/30/17
Forestry and Wildland Resources Curricula – Federal Office Personnel Management (OPM)	pending	
Forestry Curriculum – Society of American Foresters (SAF)	1979	2015
Music	1979	2021
Practicing Sociology – MA	2004	2016
Psychology	2002	2014
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	2015
School of Education – Multiple Subjects Credential	2002	2015
School of Education – Reading Certificate	2002	certificate suspended
School of Education – Single Subjects Credential	2002	2015
School of Education – Special Education Credential	2002	2015
School of Education and Department of Kinesiology/ Recreation Administration – Adapted Physical Education	2002	2015
Social Work BA	2004	2019, reaffirmation
Social Work MSW	2004	2019, reaffirmation

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
CSU Long Beach		
Aerospace Engineering BS	2001	2013
Athletic Training BS	2006	2014
Art BA	1974	2016
Art BFA	1974	2016
Art MA	1974	2016
Art MFA	1974	2016
Business Administration BS	1972	2014
Business Administration MBA	1972	2014
Chemical Engineering BS	1980	2013
Chemistry BS	1958	2013
Civil Engineering BS	1963	2013
Communicative Disorders BA	1970	2011
Communicative Disorders MA	1970	2011
Computer Engineering BS	1974	2013
Computer Science BS	1995	2013
Construction Engineering Management BS	2012	2017
Dance BA	1982	2013
Dance BFA	1982	2013
Dance MA	1982	2013
Dance MFA	1982	2013
Didactic Program in Dietetics	1975	2011, in review
Dietetic Internship	1975	2011, in review
College of Education: Teaching Credentials and School Professionals	2001	2015 NCATE and CTC Review (Spring)
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
Health Science MS	1990	2015
Hospitality Foodservice & Hotel Management BS	2010	2017

Long Beach (continued)

Industrial Design BS	1974	2016
Interior Design BFA	1974	2016
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
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, by Campus

Programs	First Granted	Renewal Date
Los Angeles		
Art BA	1974	2019-20
Art MA	1974	2019-20
Art MFA	1974	2019-20
Accountancy MS	1964	2015-16
Business Administration BS	1960	2015-16
Business Administration MBA	1964	2015-16
Business Administration MS	1964	2015-16
Communicative Disorders BA	1987	2016-17
Communicative Disorders MA	1987	2016-17
Computer Information Systems BS	1964	2015-16
Computer Information Systems MS	1964	2015-16
Computer Science BS	2005	2018-19
Counseling, Applied Behavioral Analysis Option, MS	1994	2013-14
Criminalistics MS	2011	2015-16
Education Credentials	1959	2018-19
Education MA	1959	2018-19
Educational Administration MA	1959	2018-19
Educational Leadership EdD	2011	2018-19
Engineering BS	1965	2018-19
Engineering, Civil BS	1965	2018-19
Engineering, Electrical BS	1965	2018-19
Engineering, Mechanical BS	1965	2018-19
Healthcare Management, MS		2015-16
Music BA	1970	2015-16
Music BM	1970	2015-16
Music MA	1970	2015-16
Music MM	1995	2015-16
Nursing BS	2007	2019-20
Nursing MS	2007	2019-20
Nursing DNP	2011	2019-20

Los Angeles (continued)

Nutritional Science MS - Coordinated Dietetics Program (CDP)	1974	2013-14
Nutritional Science BS - Didactic Program in Dietetics (DPD)	1976	2013-14
Nutritional Science MS - Didactic Program in Dietetics (DPD)	1976	2013-14
Public Administration MS	1984	2014-15
Rehabilitation Counseling MS	1956	2016-17
School Counseling and Student Personnel Services MS	1978	2013-14
Social Work BA	1979	2018-19
Social Work MSW	1979	2018-19
Special Education MA	1959	2018-19
Special Education PhD	1971	2018-19
Teaching English to Speakers of Other Languages MA	1989	2018-19
Technology, B.S.	2013	2017-18

California State University Accredited Programs, by Campus

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

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
CSU Monterey Bay		
Social Work, MSW	In progress, estimated approval in 2014	
Teacher Education	2009	Site visit in 2013

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
CSU Northridge		
Education M.A. Educational Leadership and Policy Studies – Pre-K - 12	1997	2016
Education M.A. Educational Leadership and Policy Studies – Community College	2012	2016
Educational Administrative Services Credential – Tier 1	1997	2016
Educational Administrative Services Credential – Tier 2	1997	2016
Ed.D. in Educational Leadership – Pre - K -12	2008	2013
Ed.D. in Educational Leadership – Community College	2008	2013
Athletic Training BS	1995	2016-17
Art BA	1992	2020
Art MA	1992	2020
Art MFA	2006	2020
Business BS	1976	2014
Business MS Accountancy	2009	2014
Business MBA	1976	2014
Business MS Tax	1976	2014
Civil Engineering BS	1996	2013
Communication Disorders and Sciences Speech Language MS	1976	2021
Computer Engineering BS	2007	2013
Computer Science BS	1987	2013
Construction Management BS	2010	2016
Counseling MS, School Psychology Option	1997	2016
Counseling MS, School Counseling Option	1997	2016
Counseling MS, Marriage and Family Therapy Option	1997	2016
Northridge (continued)		
Counseling MS, College Counseling Student Services Option	1997	2016
Counseling MS, Career Development Option	1996	2016
Deaf Studies B.A.	1975	2014

Northridge (continued)

Didactic Program in Dietetics BS	1985	2019
Dietetic Internship	1985	2019
Education MA, CLAD Option changed option title to Education MA Elementary Education Multilingual Multicultural Education option	1997 2013	2016 2016
Education MA, Secondary Education Computers and Education Technology Option	1997	2016
Education MA, Elementary Education Curriculum and Instruction Option	1997	2016
Education MA, Elementary Education Language and Literacy Option	1997	2916
Education MA, Educational Psychology - Development, Learning and Instruction Option changed to Education MA, Educational Psychology – Development, Learning, Instruction, and Evaluation Option	1997 2013	2016 2016
Education MA Educational Psychology Early Childhood Education	1997	2016

Northridge (continued)

Education MA Secondary Education English Education Option	1997	2016
Education MA Secondary Education, Mathematics Education Option	1997	2016
Education MA, Secondary Education Multilingual / Multicultural Option	1997	2016
Education MA, Secondary Education Reading Improvement	1997	2016
Education MA, Secondary Education Science Option	1997	2016
Education MA, Secondary Education Social Science Option	1997	2016
Education Specialist Authorization Advanced Teaching Credential – Autism Spectrum	2010	2016
Education Specialist Authorization Advanced Teaching Credential – Resource Specialist	2010	2016
Education Specialist Authorization Advanced Teaching Credential– Emotional Disturbance	2010	2016

Northridge (continued)

Special Education MA – Mild/Moderate	1997	2016 The program is accredited by the California Commission on Teacher Credentialing. Last review for all of these programs was 2009.
Special Education MA – moderate/severe	1997	2016
Special Education MA – Education Therapist	1997	2016
Special Education MA – Deaf and Hard of Hearing	1997	2016
Special Education MA – Early Childhood	1997	2016
Education Special Teaching – Deaf/Hard of Hearing – Lev I	1997	2016 The program is accredited by the California Commission on Teacher Credentialing. Last review for all of these programs was 2009.
Education Specialis Preliminary Teaching Credential – Deaf/Hard of Hearing	2013	2016
Education Special Teaching – Deaf/Hard of Hearing – Lev II	1997	2016 The program is accredited by the California Commission on Teacher Credentialing. Last review for all of these programs was 2009.
Education Specialist Clear Teaching Credential – Deaf and Hard of Hearing	2013	2016
Education Special Teaching – Early Childhood – Lev I	1997	2016 The program is accredited by the California Commission on Teacher Credentialing.

Northridge (continued)

Education Specialist Preliminary Teaching Credential Early Child Hood Special Education Credential	2013	2016
Education Special Teaching – Early Childhood – Lev II	1997	2016 The program is accredited by the California Commission on Teacher Credentialing. Last review for all of these programs was 2009.
Education Specialist Clear Teaching Credential	2013	2016
Education Special Teaching – Mild/ Moderate – Lev I	1997	2016 The program is accredited by the California Commission on Teacher Credentialing. Last review for all of these programs was 2009.
Education Specialist Preliminary Teaching Credential – Mild/Moderate	2013	2016
Education Special Teaching – Mild/ Moderate – Lev II	1997	2016 The program is accredited by the California Commission on Teacher Credentialing. Last review for all of these programs was 2009.
Education Specialist Clear Teaching Credential – Mild/Moderate	2013	2016

Northridge (continued)

Education Special Teaching – Mod/ Severe – Lev I	1997	2016 The program is accredited by the California Commission on Teacher Credentialing. Last review for all of these programs was 2009.
Education Specialist Preliminary Teaching Credential – Moderate/Severe	2013	2016
Education Special Teaching – Mod/ Severe – Lev II	1997	2016 The program is accredited by the California Commission on Teacher Credentialing. Last review for all of these programs was 2009.
Education Specialist Clear Teaching Credential – Moderate/Severe	2013	2016
Education Specialist Preliminary Teaching Credential Mild/Moderate + BA Liberal Studies	2002 2013	2016 The program is accredited by the California Commission on Teacher Credentialing. Last review for all of these programs was 2009.
Electrical Engineering BS	1996	2013
Environmental and Occupational Health BS	1973	2016
Environmental and Occupational Health MS	1978	2013
Environmental Health BS	1972	2018
Environmental Health MS	1972	2018
Family and Consumer Sciences BS	1992	2014
Health Administration BS – Health Science Option	1971	2017
Interior Design BS	1998	2017
Journalism BA	1967	2016

Northridge (continued)

Manufacturing Systems Engineering BS	2003	2013
Mechanical Engineering BS	1996	2013
Multiple Subject Preliminary Teaching Credential– Elementary Education	1974	2016
Multiple Subject reliminary Teaching Credential – Intern	2002	2016
Multiple Subject Preliminary Teaching Credential – CLAD	1997	2016
Multiple Subject Preliminary Credential – BCLAD	1997	Replaced by Bilingual Authorization
Multiple Subject Bilingual Authorization	2011	2016
Multiple Subject Preliminary Teaching Credential + 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 - Education	1997	2016
Public Health Education MPH	1980	2018
Pupil Personnel Services Credential– School Counseling	1997	2016
Pupil Personnel Service Credential – School Counseling Intern	1997	2016

Northridge (continued)

Pupil Personnel Services Credential – School Psychology	1997	2016
Pupil Person Services Credential – School Psychology Intern	1997	2016
Radiologic BS –	1977	2018
Reading and Language Arts Specialist Credential This was never an MA, only a credential	2002	2016
Reading Certificate Never an MA, only a certificate	2002	2016
Single Subject Teaching Credential - Secondary Education	1974	2016
Single Subject Teaching Credential- Preliminary + BA English or Math	2002	2016
Single Subject Teaching Credential - Preliminary – Intern	2002	2016
Single Subject Teaching Credential- Preliminary – CLAD	1997, 2008	2016, 2017
Single Subject Teaching Credential– Preliminary – BCLAD	1997	2016
Single Subject Teaching Credential– Bilingual Authorization	2011	2016 replaces BCLAD
Social Work MSW	2008	2012
Special Education MA, Early Childhood in Special Education Option	1997	2016

Northridge (continued)

Special Education MA, Deaf/Hard of Hearing Option	1997	2016
Special Education MA, Educational Therapy Option	1997	2016
Theatre BA	1991	2014
Theatre MA	1991	2014

California State University Accredited Programs, by Campus

Cal Poly Pomona

Programs	First Granted	Renewal Date
Adapted Physical Education Authorization	1997	2013-2014
Administrative Services Preliminary (Tier 1) and Preliminary (Tier 1) Intern Credentials	2002	2013-2014
Aerospace Engineering BS	1970	2018
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	2018
Civil Engineering BS	1970	2018
Computer Engineering BS	2004	2014
Computer Science BS	1994	2014-2015
Construction Engineering Technology BS	1976	2014
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	2014-2015
Education Specialist Mild/Moderate Preliminary and Preliminary Intern Credential	2011	2013-2014
Education Specialist Moderate/Severe Level 1 and Level II Teaching and Intern Credentials	1997	2014-2015
Education Specialist Moderate/Severe Preliminary and Preliminary Intern Credential	2011	2013-2014
Electrical Engineering BS	1970	2014
Electronics and Computer Engineering Technology BS	1976	2018
Engineering Technology BS	1976	2014
Graphic Design BFA	1997	2018-2019

Pomona (continued)

Hospitality Management BS	1994	2018
Industrial Engineering BS	1976	2018
Interior Architecture MIA	2010	2014
Landscape Architecture BS	1963	2016
Landscape Architecture MLA	1975	2016
Manufacturing Engineering BS	1988	2018
Mechanical Engineering BS	1970	2018
Multiple Subject Intern Teaching Credentials	1998, 2003 – SB 2042	2013-2014
Multiple Subject Preliminary Teaching Credentials	1973, 2003 – SB 2042	2013-2014
Music	2013	2018
Public Administration MPA	2006	2014
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	1967	2015-2016
Urban and Regional Planning MURP	1971	2015-2016

California State University Accredited Programs, by Campus

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	2018
Business Administration	1963	2017
Civil Engineering	1965	2015
Computer Engineering	1989	2015
Computer Science	1985	2015
Construction Management	1989	2019
Didactic Program in Dietetics	1996	2016
Dietetic Internship	1996	2016
Education Specialist, Mild/Moderate, EDS	not specified	2018
Education Specialist, Mild/Moderate w/Multiple Subjects, EDS	not specified	2018
Education Specialist, Moderate/Severe and Moderate/Severe with Multiple Subjects, EDS	not specified	2018
Education Specialist, Early Childhood Special Education, EDS	1974	2018
Education Specialist, Level II, EDS	not specified	2018
Electrical & Electronic Engineering	1969	2015
English Education	<1980	2016
Graphic Design	2005	2015
Interior Design	2001	2018
Liberal Studies	2004	2018
Mechanical Engineering	1965	2015
Multiple Subjects, BMED	not specified	2018
Multiple Subjects BCLAD Emphasis	1975	2018

(Bilingual Authorization), BMED		

Sacramento (continued)

Multiple Subjects, EDTE	not specified	2018
Music	1964	2021
Music Education	not specified	2019
Nursing-Pre Licensure	1962	2019(CCNE) BRN (2022)
Nursing-Post Licensure	1962	2019(CCNE) BRN (2022)
Nursing Graduate	1986	2019(CCNE) BRN (2022)
Photography	2005	2015
Physical Education	1952	2018
Physical Therapy	1997	2014
Pupil Personnel Services, School Counseling, EDC	1975	2018
Pupil Personnel Services, School Social Work	1999	2019
Pupil Personnel Services Credential, School Psychologist, EDS	1977	2018
Reading Specialist Certificate and Credential, EDTE	1974	2018
Recreation, Parks and Tourism Administration	1978	2014
Rehabilitation Counselor Education Program	not specified	2018
School Counseling; Career Counseling; Marital, Couple and Family Counseling/Therapy, EDC	2006	2014
School Psychology, EDS	2001	2018
Single Subject, BMED	not specified	2018
Single Subject BCLAD Emphasis (Bilingual Authorization, BMED	1975	2018
Single Subject, EDTE	not specified	2018
Social Science	not specified , ~ 1992	2018
Social Work	1966	2016
Speech Pathology	1950, 1998	2019

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
CSU San Bernardino		
Administration BA	not specified	2013-14
Administration BS	not specified	2013-14
Administration MBA	not specified	2013-14
Art BA	not specified	2012-13
Chemistry BS	not specified	2016
Computer Science BS	not specified	2014-15
Education	not specified	2015-16
Health Science, Environmental Health BS	not specified	2013-14
Music BA	not specified	2012-13
Nursing BS	not specified	2021-22
Nutrition and Food Sciences BS – Didactic Program in Dietetics	not specified	2018-19
Public Health	not specified	2013-14
Public Administration MPA	not specified	2017-18
Rehabilitation Counseling MA	not specified	2016-17
Social Work BA	not specified	2017-18
Social Work MSW	not specified	2012-13
Theatre Arts BA	not specified	2012-13

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
San Diego State		
School of Accountancy	1979	2017-2018
Administration, Rehabilitation and Postsecondary Education	1978	2017-2018
Aerospace Engineering	1964	2016
Art	1975	2022
Art – Interior Design	1984	2015
College of Business Administration	1955	2018
Chemistry	1950	2017
Civil Engineering	1964	2016
Computer Engineering	2004	2016
Computer Science	1994	2015-2016
Construction Engineering	2009	2016
Counseling and School Psychology	1998, 1989	2016-2017, 2015
Education	1998	2016-2017
Educational Leadership	1998	2016-2017
Educational Technology	2003	2017-2018
Electrical Engineering	1964	2016
Engineering	2004	2016
Environmental Engineering	2004	2016
Exercise and Nutritional Sciences	before 1961, 2000	2019, 2021-2022
Health Management and Policy division in the Graduates School of Public Health	1983	2019
Journalism and Media Studies	1971-1978 and 1985-1997	2014-2015
Marriage and Family Therapy	2009	2015
Mechanical Engineering	1964	2016
Nursing	not specified, 1998, 1953, 2001	2016, 2012, 2016, 2016
Nursing – School Nursing (admission currently suspended)	not specified	2016
Nursing – School Nursing (admission currently suspended)	not specified	2016

San Diego (continued)

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	2017
Public Health, Graduate School	1983, 1985	2014
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	2017
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	2015

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
San Francisco State		
Accountancy MS	1979	2014
Apparel Design & Merchandising BS	2003	2023
Art BA	1983	2015
Art MA	1983	2015
Art MFA	1983	2015
Business Administration BS	1963	2014
Business Administration MBA	1963	2014
Cinema BA	1983	2015
Cinema Studies MA	1983	2015
Cinema MFA	1983	2015
Civil Engineering BS	1988	2018
Clinical Laboratory Science Graduate Internship Program	1977	2019
Communicative Disorders MS	1971	2017
Computer Science BS	1992	2014 Computer science department has chosen not to renew accreditation.
Counseling MS	1978	2018
Didactic Program in Dietetics BS	1987	2019
Dietetics BS and Graduate Internship Program	1991	2019
Drama BA	1982	2021
Drama MA	1982	2021
Education MA	1954	2017
Electrical Engineering BS	1988	2018
Family and Consumer Sciences BA	2003	2023
Health Education BS	2009	2017
Hospitality and Tourism Management BS	1990	2014
Interior Design BS	2003	2023

San Francisco (continued)

Journalism BA	1985	2013-2014
Mechanical Engineering BS	1988	2021
Music BA	1963	2017-2018
Music MA	1963	2017-2018
Music BM	1963	2017-2018
Music MM	1963	2017-2018
Nursing BS	2003	2023
Nursing MS	2003	2023
Physical Therapy DPT	2001	2021
Public Administration MPA	2000	2013
Public Health MPH	2003	2017
Recreation, Parks, and Tourism Administration BS	1990	2017
Rehabilitation Counseling MS	1976	2020
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	2021

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
San José State		
Accountancy MSA	1964	2015
Advertising BS	1971	2014
Art BA	1974	2020
Art BFA	1974	2020
Art MA	1974	2020
Athletic Training	not specified	2019
Athletic Training MS	1989	2019
Biomedical Engineering	2011	2018
Business Administration BS	1964	2015
Business Administration MBA	1973	2015
Business Administration MSA	1964	2015
Business Administration MST	1964	2015
Business Administration MSTM	1964	2015
Chemistry and Materials Science BS	not specified	*2018*
Chemical Engineering BS	1958	2018
Child and Adolescent Development Counselor Education Credential	1958	2018
Civil and Environmental Engineering BS	1958	2018
Communicative Disorders EDAU BA	1974, 1989	2018
Communicative Disorders EDAU MA	1989	2018
Computer Engineering BS	1958	2018
Computer Science BS	1996, 2001	2018
Dance BA	1987	2019
Dance BFA	1987	2019
Dietetics	1986	2015
Educational Leadership Credential	1958	2018
Elementary Education Credential	1958	2018
General Engineering BS	1958	2018
Food Science	1988	2015
Industrial and Systems Engineering BS	1958	2018
Industrial Design BS	1974	2020
Industrial Technology BS	1980, 2010	2015

San José (continued)

Journalism BS	1971	2014
Kinesiology MS	1989	2019
Mechanical Engineering BS	1958	2018
Aerospace Engineering BS		2018
Music BA	1958	2015
Music BM	1958	2015
Music MA	1958	2015
Nursing BS	not specified	not specified
Nursing MS	1959, 1998	2013
Nutritional Science BS – Food Science Technology Conc.	1988	2015
Nutritional Science BS –Dietetics	1986	2015
Occupational Therapy MS	1991	2016
Organization and Management BS	not specified	not specified
Political Science MPA	1988	2017
Public Health MPH	1974, 1976	2014
Public Relations BS	1971	2014
Pupil Personnel Services Credential	1958	2018
Recreation BS	1987	2014
Secondary Education Credential	1958	2018
Social Work BS	1977	2015
Social Work MS	1977	2015
Special Education Credential	1958	2018
Speech Pathology Credential	1958	2018
Taxation MS	1964	2018
Teacher/Librarian Services Credential	1958	2018
Theatre Arts BA	1982	2018
Transportation Management MS	1964	2018
Urban Planning MUP	1972, 1988	2016

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
Cal Poly San Luis Obispo		
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	2018
Business Administration MBA	1981	2018
City and Regional Planning BS	1973	2017
City and Regional Planning MCRP	1993	2017
Civil Engineering BS	1973	2015
Computer Engineering BS	1997	2015
Computer Science BS	1986	2015
Construction Management BS	1978	2014
Economics BS	1981	2018
Electrical Engineering BS	1969	2015
Environmental Engineering BS	1971	2015
Forestry and Natural Resources BS	1994	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
Recreation, Parks, and Tourism Administration BS	1986	2017
Software Engineering BS	2007	2015

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
CSU San Marcos		
Biochemistry BS	2007-2008	2014
Education MA	1995	2014
Nursing BS	2008	2014
Nursing MS	2012	2017

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
Sonoma State		
Art/Art History	1982	2019-2020
Business Administration	2007	2012
Counseling	1984	2014
Education	2005	2020
Music	1972	2016-2017
Nursing	1974	2013

California State University Accredited Programs, by Campus

Programs	First Granted	Renewal Date
CSU Stanislaus		
Art BA	1983	2019-2020
Art BFA	1983	2019-2020
Business BS	2003	2017-18
Business MBA	2003	2017-18
Education BA	1991	2015-16
Education MA	1991	2017-18
Education EdD	2008	2014-15 (WASC)
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 Arts BA	1983	2012-2013*

*Renewal date pending final commission action letters from specialized accreditation agencies.