AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **2:30 p.m., Tuesday, March 8, 2016**
Glenn S. Dumke Auditorium

Debra S. Farar, Chair
Margaret Fortune, Vice Chair
Silas H. Abrego
Kelsey M. Brewer
Rebecca D. Eisen
Douglas Faigin
Lupe C. Garcia
Lillian Kimbell
J. Lawrence Norton
Steven G. Stepanek

Consent Item
Approval of Minutes of the Meeting of January 26, 2016

1. Academic Planning, *Action*

Discussion Items

2. Academic Preparation, *Information*
3. Commission on the Extended University, *Information*
4. Middle College High School, *Information*

Trustee Farar called the meeting to order.

Approval of Minutes

The minutes of November 17, 2015 were approved as submitted.

Recommended Addition to Title 5 Regarding AB2000

Dr. Loren Blanchard, executive vice chancellor for academic and student affairs introduced the item and Ray Murillo, director of student programs to present the action item. Mr. Murillo noted the proposed changes to Title 5 regarding Assembly Bill 2000 would modify existing requirements regarding exemption of nonresident tuition for students who graduate from a California high school but do not meet the definition of California residents. The amended section would expand the types of schooling which may be considered to meet the minimum three years of attendance requirement. Following questions posed during the public comment period, several trustees questioned whether attendance at an adult school could be considered in meeting the minimum three year requirement and whether text within Title 5 must match text in California Education Code regarding this matter. Mr. Murillo indicated that staff were currently researching the inclusion of adult school attendance and would provide clarifying guidance to campuses on the implementation of this amendment. Lastly, Fram Virjee, general counsel, indicated that staff would communicate the final guidance to be provided on the matter to trustees. The committee recommended approval of the proposed resolution. **(REP 01-16-01)**

Overview of Financial Aid and State University Grant

Dr. Loren Blanchard, executive vice chancellor for academic and student affairs introduced the item and Dean Kulju, director of financial aid programs and services to present the item. Mr. Kulju began by outlining the process by which students apply for financial aid via the Free Application for Federal Student Aid (FAFSA) and the methodology by which CSU campuses determine estimated financial contribution. Mr. Kulju then described the process by which CSU campuses establish an estimated average cost of attendance for students based upon the student's living situation.

CSU campuses provide financial aid in the forms of grants, scholarships, work study, and loans. Unlike most other institutions, CSU campuses prioritize grants first in the packaging of student aid, an approach that approach supports our mission of access and affordability within the financial aid process. Mr. Kulju then described the steps by which a campus develops a financial aid package for a student, using sample student scenarios based upon family income.

Finally, Mr. Kulju described recent increases in the CalGrant and State University Grant programs and outlined the profile of students receiving financial aid, and more specifically the State University Grant program. Trustees then discussed the importance of the CSU's financial aid programs as a critical component of the CSU's mission of access and affordability.

The CSU Graduation Initiative and Student Success Updates

Loren Blanchard, executive vice chancellor for academic and student affairs introduced the history of the graduation initiative which set graduation targets for the 2009 entering class of new freshmen. Summer 2015 marked the six year milestone which concluded the initial phase of the graduation initiative. The CSU embarked on this effort in collaboration with the National Association of System Heads (NASH) and the Education Trust using the single metric of six year graduation rates for first-time, full-time freshmen. Dr. Blanchard acknowledged the limitations of a single metric but reported the significant achievement made by the CSU in exceeding its 6-year graduation rate goal by graduating fifty-seven percent of freshmen students who entered in fall 2009 in six years or less.

Ed Sullivan, assistant vice chancellor for academic research and resources highlighted that because graduation rates for all students disaggregated by race and ethnicity improved, no change in the achievement gap which existed between underrepresented minority students and non-underrepresented minority students persisted. As announced in the *State of the CSU* address, eliminating this gap will be the primary focus of the second phase of the graduation initiative.

Dr. Blanchard introduced a video regarding the Cougar Care Network at CSU San Marcos as an example of the specific strategies undertaken by campuses to improve retention and graduation. Gerry Hanley, assistant vice chancellor for academic technology, described efforts to improve student success and graduation through the expanded use of technology to support course redesign

and growth in the number of online courses offered. Finally, Dr. Blanchard outlined the goals for Graduation Initiative 2025, including the focal areas of six-year graduation rates, four-year graduation rates, transfer student graduation rates, and the elimination of achievement gaps by race/ethnicity and Pell-recipient status.

Trustee Eisen inquired about the outcomes for students who leave the university and encouraged staff to study these outcomes. Trustee Brewer requested an update on the academic preparation of entering students while Trustee Fortune recognized the goal of eliminating achievement gaps as a bold and critical endeavor for the CSU. Finally, several trustees commented on the use of multiple measures of student success beyond a simple six-year or four-year metric.

The Wang Family Excellence Award

Chancellor Timothy P. White began the award ceremony by thanking Trustee Emeritus Stanley T. Wang for his family's generous gift to reinstate the Wang Family Excellence Award. Board of Trustee Chair Lou Monville also provided brief remarks thanking Trustee Emeritus Wang and the award selection committee as well as commending all nominees considered for the award. Chancellor White said the Wang Family Excellence Award was created to honor four faculty and one staff member each with a $20,000 award for distinguishing themselves through ground-breaking achievements in their academic disciplines and having an enormous impact on students through superior teaching. The awards for faculty are given to members of four groups of academic disciplines – Visual and Performing Arts and Letters; Natural Sciences, Mathematical and Computer Science and Engineering; Social and Behavioral Sciences and Public Service; and Education and Professional Applied Sciences. The award also pays tribute to staff members whose contributions significantly exceed expectations in their appropriate areas at the university.

Chancellor White read a brief biography and introduced each 2016 Wang Family Excellence Award recipient. They included:

- Ms. Kristine Diekman, Professor of Arts and Technology in the School of Art, joined California State University San Marcos in 1997. A media artist and leader of collaborative vision and social change, Professor Diekman has more than 30 years of experience producing, directing and editing award-winning films and videos. In 2016, Professor Diekman and her colleague were awarded a W.M. Keck Foundation Undergraduate Education Program grant of $250,000 for the creation of the American Indian Digital Media and Culture Project, which incorporates American Indian epistemology in digital media projects that serve Southern California tribes and university students.
- Dr. Lynn R. Cominsky, Professor and Chair of the Department of Physics and Astronomy, joined the faculty at Sonoma State University in 1986 and became chair of the Physics and Astronomy Department in 2004. As the director of the Education and Public Outreach group, Dr. Cominsky's mission is to develop exciting educational materials that inspire students in grades five through 14 to pursue STEM careers, to train teachers nationwide in the use of these materials, and to enhance science literacy for the general public.

- Dr. Nancy L. Segal has been a professor in the Department of Psychology at California State University, Fullerton since 1991. As a Professor of Developmental Psychology, Dr. Segal's interests lie at the juncture of genetics, evolutionary psychology and twin studies. In addition to lecturing, mentoring, publishing and presenting, she uses her research to inform twin-based legal cases, to provide input to the media, and to assist authors and artists in creative endeavors. Dr. Segal was awarded the 2013 William James Book Award for her work, Born Together-Reared Apart: The Landmark Minnesota Twin Study, which summarized the origins, methods, findings and controversies of a pivotal project on separated twins.
- Dr. Kamal Hamdan joined California State University, Dominguez Hills in 2000 as a full-time lecturer in the College of Education. He has been serving as the Principal Investigator and Director for multiple grants-funded projects for 11 years, the director of the California STEM Institute for Innovation and Improvement (CSI3) for three years, and the Annenberg Endowed Professor and Director of the Center for Innovation in STEM Education (CISE) for one year. Dr. Hamdan has been instrumental in securing grants exceeding $47 million to develop much needed teaching staff in high-need schools in urban and rural areas.
- Ms. Debra L. Hammond has been serving as Executive Director of the University Student Union at California State University, Northridge for 22 years. As Executive Director of the University Student Union, Ms. Hammond manages the strategic direction and vision for the $14.3 million non-profit corporation, and serves as executive secretary of the Board of Directors. She supports student development by providing inclusive activities, meaningful employment opportunities, leadership experiences and innovative technologies, facilities and services. Ms. Hammond also serves as a part-time faculty member in the Michael D. Eisner College of Education, teaching in the student services and college counseling program.

Trustee Farar adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning

Presentation By

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

In accordance with Board of Trustees policy established in 1963, this item summarizes the California State University (CSU) academic planning process, including the long-range program planning activity that took place over 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 CSU Academic Master Plan is presented. The academic planning topics include:

1. Changes to program projections:

   - New projections proposed for addition to ten-year campus Academic Plans and to the CSU Academic Master Plan (**Attachment A**)

   - Projections that will be removed from the CSU Academic Master Plan and campus Academic Plans

2. Changes to existing degree programs:

   - Degree programs suspending new admissions

   - Discontinuance of existing degree programs

3. Total units required for a bachelor of arts and bachelor of science degree programs

4. Summaries of WASC Senior College and University Commission (WSCUC) accreditation visits (**Attachment B**)

5. Student-Learning Assessment conducted through program review (**Attachment C**)

6. Accredited academic programs and departments (**Attachment D**)

1. **Changes to Program Projections**

   New projections proposed for addition to ten-year campus academic plans and to the CSU Academic Master Plan

   The office of Academic Programs and Faculty Development at the Chancellor's Office maintains the CSU Academic Master Plan, a comprehensive list of projected programs, existing degree 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 adopted by the board at the March 8-9, 2016 meeting. Subsequently the CSU Academic Master Plan and each campus academic plan will be posted online as resources 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 authorized degree programs and concentrations. The Degrees Database informs the public CSU Search Degrees website (http://degrees.calstate.edu), a tool for exploring the bachelor's and graduate degree programs and concentrations currently offered at CSU campuses.

   The projections listed below and in **Attachment A** indicate campus intention to develop degree programs within the coming decade. Across the system, 31 new projections are proposed, 15 at the undergraduate level and 16 at the graduate level. When considering proposed degree projections, attention is paid to the "declared policy of the Board to encourage broadly based degrees of high academic quality and to avoid unnecessary proliferation of degrees and terminologies" (REP-91-03). Projected programs will be removed from campus academic plans if a full degree proposal is not submitted to the Chancellor's Office within five years of the date originally projected for implementation. This time limitation does not apply to "foundation" liberal arts and science programs.

   After the trustees approve a projection, the campus may begin developing a full degree implementation proposal, which is submitted to the Chancellor's Office for review and final action before students may be enrolled. With approval from the Chancellor's Office, a pilot degree program may enroll students for five years. Pilot programs may be proposed for conversion to permanent status, which requires the chancellor's approval. **Attachment A** presents a ten-year overview of projected degree programs, by campus.

Newly proposed program projections include:

Channel Islands

BS	Mechatronic Engineering	2016

East Bay

MS	Nursing	2018

Fresno

BA	Dance	2016
BA	Liberal Arts	2017
BS	City and Regional Planning	2016
MS	Athletic Training	2018

Fullerton

BS	Environmental Engineering	2017
MS	Athletic Training	2018

Humboldt

MA	Spanish	2017

Long Beach

BA	American Sign Language and Deaf Cultures	2016
BA	Biochemistry	2016
BS	Biomedical Engineering	2016
MS	International Affairs	2016
MS	Marketing	2016

Los Angeles

MPH	Public Health	2017

Monterey Bay

BS	Public Safety	2018
MS	Physician Assistant	2018
MA	Teaching English to Speakers Of Other Languages	2018

Northridge

BA	Earth and Environmental Sciences	2017

Northridge (continued)

MA	Higher Education Leadership	2017
MA	Sustainability Practices	2021
MS	Human Nutrition	2021
PhD	Complex Systems	2021

Pomona

BM	Music	2018

San Bernardino

EdS	School Psychology	2017
MA	World Histories and Comparative Civilizations	2017
MS	Finance	2017

San José

BA	Mexican American Studies	2017

San Marcos

BA	American Indian Studies	2016
BA	Chicano/a Studies	2016
BS	Wildfire Science	2017

Projections Removed from the Academic Master Plan
The following projections will not be developed into degree programs.

Channel Islands

BS	Kinesiology and Athletic Training
BS	Nutrition and Dietetics
MA	Digitally Integrated Media Arts
MA	English

Channel Islands (continued)

MS	Biology

Dominguez Hills

BS	Environmental Engineering
BS	Exercise Science

Fullerton

MA	Japanese
MA	Liberal Studies

Humboldt
    BS   Marine Biology

Maritime Academy
    BS   Electronic and Computer Engineering

Northridge
    BA, BS Geoscience
    BFA   Art
    MS   Market Analytics
    MS   Nursing

San Diego
    EdD   Special Education

Stanislaus
    MS   Digital Media and Visual Anthropology

2. **Changes to Existing Degree Programs**

Programs Suspending New Admissions
Campuses have reported admission suspensions for the following degree programs, which remain on the Academic Master Plan because admission may be reinstated during a future academic term. While no new matriculations will be allowed, continuously enrolled students already admitted into these programs will be allowed to complete degree objectives within a reasonable time frame.

Bakersfield
    MA   Sociology

Chico
    BA   Linguistics
    BA   Special Major
    BS   Special Major
    MA   Accountancy
    MA   Geography
    MS   Botany

Dominguez Hills
    BS   Quality Assurance

East Bay
MA   Anthropology
MA   Geography
MA   Sociology

Fresno
BA   German
BA   Russian

Fullerton
MA   Interdisciplinary Studies
MBt   Biotechnology
MS   Engineering
MS   Physics

Long Beach
MA   Family and Consumer Science

Los Angeles
BS   Graphic Communication*

Northridge
MA   Interdisciplinary Studies
MS   Interdisciplinary Studies
MKM Knowledge Management

Pomona
BS   Social Sciences
MBt   Biotechnology

San Diego
DNP   Nursing Practice

San Francisco
DPTSc Physical Therapy Science
        (offered jointly with University of California, San Francisco)

San Luis Obispo
BA   Liberal Studies

Sonoma
    BA   Special Major: Interdisciplinary Studies
    BS   Special Major: Interdisciplinary Studies

Stanislaus
    BA   French

Discontinuance of Existing Degree Programs
The following degree programs will no longer be offered at the reporting campus after currently enrolled students have completed degree requirements. These programs will be removed from the CSU Academic Master Plan and campus academic plans. Discontinuances are expected to be carried out according to each campus' discontinuation policy, in accordance with Coded Memorandum AAP-91-14.

Bakersfield
    BA   Global Intelligence and National Security
    MS   Administration Health Care Management
    MS   Science Education

Dominguez Hills
    BA   Recreation and Leisure Studies

East Bay
    MA   Anthropology
    MA   Geography
    MA   Sociology

Long Beach
    BA   Engineering Systems
    BA   Kinesiology
    MS   Global Logistics
    MS   Health Science

Los Angeles
    BA   Chemistry

San Francisco
    BS   Atmospheric and Oceanic Sciences

San José
    BA   Life Science

Sonoma
    EdD   Educational Leadership (offered jointly with University of California, Davis)

3. **Total Units Required for a Bachelor of Arts and Bachelor of Science Degree Programs**

Ninety-four percent of all CSU bachelor of arts (BA) and bachelor of science (BS) degree programs require no more than 120 units for degree completion. Only bachelor of fine arts, bachelor of music, bachelor of architecture and bachelor of landscape architecture are allowed higher unit totals. As new BA and BS degree proposals are reviewed at the Chancellor's Office, the 120-unit limit remains a central consideration in evaluating curricular coherence and quality, student-learning outcomes, quality assurance, access, fiscal responsibility, and service to students and employers. Since the last annual report to the board, no new BA or BS degree proposals were approved to require more than 120 units. Exceptions to the 120-unit limit may be granted exclusively by a chancellor's action, and 59 such exceptions have been granted, accounting for 2 just percent of all BA and BS programs. The large majority of exceptions were granted for engineering degree programs. Chancellor White in November 2014 requested that campuses continue working to reduce units in programs for which exception requests were denied. The Los Angeles and Pomona campuses were granted additional time to reduce units as part of the curriculum redesign taking place during the quarter-to-semester conversion process. Follow-up reports will be gathered this year.

4. **Summaries of WASC Senior College and University Commission (WSCUC) Accreditation Visits**

The CSU Board of Trustees adopted a resolution in January 1991 that requires an annual agenda item on academic planning and program review, including information on recent campus accreditation visits from the regional accreditor we have known as the Western Association of Schools and Colleges (WASC). The agency has changed its name to the WASC Senior College and University Commission (WSCUC). Summaries of WSCUC accreditation visits are presented in **Attachment B**.

5. **Student-Learning 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 to 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, and it is not used to evaluate faculty performance. The Division of Academic Affairs 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 some programs reviewed in the past year. Included are summary findings of analyses of

student achievement and brief descriptions of the faculty's improvement actions taken or planned. **Attachment C** contains a sample of the assessment activities carried out in conjunction with the previous year's program review cycle.

6. **Accredited Academic 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 is recommended for adoption and refers to changes in the CSU Academic Master Plan and campus Academic Plans described in this agenda item.

> **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 identified in Agenda Item 1 of the March 7-9, 2016 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 be authorized for implementation only as pilot or fast-track programs or as modifications of existing degree programs, subject in each instance to Chancellor's Office approval and CSU policy and procedures.

CSU Academic Master Plan
Ten-Year Overview of Planned Programs

Projections Proposed to the Board of Trustees
Planned for Implementation between 2016-17 and 2026-27

Planned ("projected") degree programs appearing in bold red font are proposed for trustee approval at this meeting. Projected degree programs may remain on the CSU Academic Master Plan for five years after the originally approved implementation date, which appears in the far right column. Within that five-year window, planned launch years may be adjusted in response to societal need or campus schedules and resources. Current planned implementation years appear in the column to the left of the degree program. Subsequent to approval of a projection, the campus may develop a full degree implementation proposal, which requires the Chancellor's approval in order for a program to enroll students.

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Bakersfield	**2017**	MS	Computer Science	2017

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Channel Islands	**2016**	**BS**	**Mechatronic Engineering**	**2016**
		MA	Psychology	2016
	2017	MA	History	2012
		MPA	Public Administration	2012
		MS	Coastal Sustainability	2012
	2018	BA	Freedom and Justice Studies	2013
		MS	Applied Sociology	2013
	2019	BA	Philosophy	2014
		MS	Nursing	2014

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Chico	**2016**	BA	Environmental Policy and Planning	2011
		MA	Teaching	2015
		MS	Mechatronic Engineering	2013

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Dominguez Hills	**2016**	BS	Information Technology	2015
		MA	Communication Disorders	2014
		MA	Kinesiology	2014
		MA	Spanish	2016
		MHA	Healthcare Administration	2016
		MS	Cybersecurity	2015
	2018	MA	International Peace and Security	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
East Bay	**2018**	**MS**	**Nursing**	**2018**

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Fresno	**2016**	**BA**	**Dance**	**2016**
		BS	**City and Regional Planning**	**2016**
		BS	Emergency Management and Homeland Security	2014
	2017	**BA**	**Liberal Arts**	**2017**
	2018	**MS**	**Athletic Training**	**2018**

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Fullerton	**2015**	BA	Chinese Studies	2012
		BA	Vietnamese	2014
		MA	Criminal Justice	2011
		MS	Accounting and Finance	2013
		MS	Financial and Risk Engineering	2015
	2016	BS	Software Engineering	2016
		MS	Engineering Management	2016
		MS	Human Services	2016
	2017	**BS**	**Environmental Engineering**	**2017**
	2018	**MS**	**Athletic Training**	**2018**

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Humboldt	**2017**	BA	Child Development	2015
		BFA	Art	2015
		MA	**Spanish**	**2017**

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Long Beach	**2016**	**BS**	**Biomedical Engineering**	**2016**
		BFA	Theatre Arts	2011
		MA	Languages and Cultures	2015
		MS	Engineering Management	2015
		MS	Hospitality Management	2015
		MS	Information Systems	2014
	2017	**BA**	**American Sign Language and Deaf Cultures**	**2016**
		BA	**Biochemistry**	**2016**
		MS	**International Affairs**	**2016**
		MS	**Marketing**	**2016**
		MS	Sustainability	2016

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Los Angeles	**2016**	AuD	Audiology (joint degree with Western University of Health Sciences)	2011
		BA	Computer Science	2012
		BA	Urban Studies	2012
		BA	Women's, Gender, and Sexuality Studies	2015
		MA	Liberal Studies	2013
		MS	Aerospace Engineering	2011
		MS	Systems Engineering	2012
		PhD	Complex Systems	2011
		PhD	Forensic Sciences (joint Doctoral partner to be determined)	2012
	2017	**MPH**	**Public Health**	**2017**

Maritime Academy
No future programs are projected at this time.

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Monterey Bay	**2016**	BA	Human Development and Family Studies	2015
	2017	BS	Computer Engineering	2016
		EdD	Educational Leadership	2012
		MPA	Public Administration	2013
		MS	Accounting	2015
	2018	**BS**	**Public Safety**	**2018**
		MA	**Teaching English to Speakers of Other Languages**	**2018**
		MS	**Physician Assistant**	**2018**

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Northridge	**2017**	BA	Criminology and Justice Studies	2017
		BA	**Earth and Environmental Sciences**	**2017**
		MA	**Higher Education Leadership**	**2017**
		MA	Instructional Design	2019
		MS	Entrepreneurship	2018
		MS	Finance	2017
		MS	Management	2019
		MS	Real Estate	2017
	2020	MS	Information Systems Management	2020
	2021	BS	Neuroscience	2021
		MA	**Sustainability Practices**	**2021**
		MS	**Human Nutrition**	**2021**
		PhD	**Complex Systems**	**2021**

Campus	Currently Planned Implementation Year	Degree Type	Title	Year Originally Approved for Implementation
Pomona	**2016**	BA	Physics	2016
		MS	Architecture	2016
	2017	BS	Regenerative and Sustainable Studies	2017
		MS	International Apparel Management	2014
		MS	Mechatronics and Robotics Engineering	2017
	2018	**BM**	**Music**	**2018**
		MS	Dietetics	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Sacramento	**2016**	MS	Finance	2013

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Bernardino	**2015**	MA	Music	2011
		MS	Kinesiology	2015
	2016	MS	Information Systems and Technology	2016
	2017	**MA**	**World History and Comparative Civilizations**	**2017**
		MS	**Finance**	**2017**
		EdS	**School Psychology**	**2017**

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Diego	**2016**	MFA	Television, Film, and New Media Production	2012
	2017	BFA	Graphic Design	2012
		PhD	Communication (with Fielding Graduate Institute)	2012
		PhD	Hearing Science (with UC San Diego)	2014

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Francisco	**2016**	MA	East Asian Languages and Literatures	2016
		MA	Modern European Languages and Literatures	2016

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San José	**2017**	BA	Design Studies	2016
		BA	**Mexican American Studies**	**2017**

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Luis Obispo	**2016**	BS	Health Science	2016
		MS	Food Science	2014
	2017	BS	Environmental Product Design	2016
		BS	Sustainable Designed and Built Environments	2016
		MEng	Civil and Environmental Engineering	2015
		MPS	Forage and Feed Science	2015
		MS	Architectural Engineering	2013
	2018	MA	Disaster Management and Homeland Security	2011

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Marcos	**2016**	**BA**	**American Indian Studies**	**2016**
		BA	Arts, Media, and Design	2016
		BA	**Chicano/a Studies**	**2016**
		BA	Philosophy	2016
	2017	**BS**	**Wildfire Science**	**2017**
		BA	Ethnic Studies	2015
		BA	Theatre	2015
		MS	Chemistry	2017
	2019	BS	Computer Engineering	2019
		BS	Software Engineering	2019
	2024	BS	Electrical Engineering	2024

Sonoma State
No future programs are projected at this time.

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Stanislaus	**2017**	MFA	Theatre Production	2017

**Summaries of WASC Senior College and University Commission (WSCUC)
Accreditation Visits**

California State University Channel Islands

This year the campus underwent its first reaffirmation process following initial accreditation in 2007. The WASC Senior College and University Commission (WSCUC) team visit on April 7-10, 2015 was part of the institutional review process, and the campus received its accreditation letter on July 15, 2015. The letter reaffirmed accreditation for nine years, with the offsite review scheduled for fall 2023, the accreditation visit in spring 2024, a mid-cycle review in spring 2020, and an interim report in fall 2020 to review progress on the following issues cited in the team report:

- Updates on implementation of the 2014-2019 strategic plan, the aligned academic plan, and divisional planning, including faculty hiring; and

- A plan for the growth in graduate programs aligned with the strategic objectives of the university, and results accomplished from the implementation of that plan by the time of the report.

Commendations were made in seven areas: the campus mission-centered design that keeps students and their success as the focus of planning and decision-making; a passion for the mission of the university, expressed through the four pillars that informs institutional ethos and culture; commitment to diversity, realized through the demographic composition of the student body; pedagogical design that puts multidisciplinary understanding at the core of student learning; commitment to student success, exemplified by many support systems and evidenced by nearly identical retention and graduation rates for underserved and better served students; focus on regional issues and the entrepreneurial spirit that together fuel creative thinking about public and private partnerships; and recent improvements to institutional research and data.

The team made six recommendations to the institution: continue to develop its strategic plan to include detailed steps for implementation; develop a plan to increase its proportion of tenure-track faculty; use its program review process as the primary vehicle for assessing educational effectiveness and thereby continue to increase the collection and use of institutional data; regularize collection of evidence from student learning outcomes assessment and increase reliance on an electronic repository as a resource for providing continuity for program review; streamline administrative processes to serve better the needs of the campus as it grows; develop a strategic and integrated plan for the growth of its graduate programs as educational offerings are expanded in response to regional needs; and give careful attention to leadership development and transition.

California State University, East Bay

California State University, East Bay hosted a WSCUC accreditation visit from April 8-10, 2015. The commission acted to reaffirm accreditation for 10 years; the next accreditation visit is scheduled for spring 2025. In addition to supporting all commendations in the visiting team report, the commission specifically mentioned as areas of strength: collaboration and shared governance, commitment to diversity, development of assessment of core competencies, and financial management during a time of fiscal challenges. The institution has been asked to submit a progress report in spring 2019, addressing the impact of semester conversion, improvements to data collection and analysis, the achievement gap for African American and Latino student, and the results of "Planning for Distinction," a comprehensive review of all campus programs and activities

California State University, San Bernardino

The California State University, San Bernardino accreditation visit took place on September 29-October 2, 2014. The related WSCUC action letter (dated March 15, 2015) specified:

- CSUSB received reaccreditation for seven years;

- A progress report was due by October 1, 2015;

- An interim report is due October 1, 2017;

- Mid-cycle review is scheduled in spring 2019; and

- The next offsite review is scheduled in spring 2021 and the accreditation visit in fall 2021.

San José State University

WSCUC visited San José State University (SJSU) during April 13-16, 2015. The commission action letter (July 15, 2015) reaffirmed accreditation for seven years and requested a special visit in spring 2017 to monitor progress with respect to leadership, organizational climate, shared governance, and campus climate. The letter included numerous commendations about the high quality of preparation for the WSCUC visit, the care SJSU took in addressing new components of the accreditation self-study related to meaning, quality, and integrity of degree, and assessment of core competencies. WSCUC also commended effective management of funds, elimination of a structural budget deficit, and investment of surpluses in Academic Affairs.

Based on the findings and recommendations of the visiting team, the commission identified the following two areas for continued attention and development. These will be the focus of the 2017 special visit.

Leadership, Organizational Climate and Shared Governance
The commission identified the high turnover of top administration between 2007 and 2015 and the rapid development of a strategic plan under President Qayoumi as contributing to the perception of a lack of shared governance. The commission called for a plan to stabilize leadership at the cabinet level; to improve the process of shared governance between the president, cabinet and senate; and to address university-wide issues of isolated decision making in silos. In particular, the visiting team and the commission recommend improving and refining the *Vision 2017* strategic plan so that the entire campus could share ownership.

Campus Climate
The commission noted diversity as well as growth in Latino enrollments, and noted the gap in retention and graduation rates between minority and majority populations. Citing the 2013 racial bullying incident, the commission indicated that the lesser success of underrepresented students may be linked to the campus climate. It was recommended that SJSU proactively develop academic and co-curricular programs to support the needs of underrepresented students. The commission recommended institutionalizing the successful pilot programs that resulted from the African American and Latino/a Chicano/a Student Success task forces. The commission also recommended development of a strong student affairs division and strategic plan, and a student-centered approach to assessing campus climate.

Student-Learning Assessment Conducted Through Program Review

This report includes a sampling of assessment carried out in conjunction with programs reviews conducted in 2014-15. Selected student-learning outcomes and outcome assessments are presented, and improvement strategies are described. Programs may not assess all expected student-learning outcomes each year.

The abbreviations "SLO" and "PLO" refer to student-learning outcome and program-learning outcome respectively. Program-learning outcomes tend to be broadly stated goals, while student-learning outcomes identify more specific objectives for student performance.

California State University, Bakersfield

Business Administration, MBA
Students were assessed on their competency demonstrating the team skills required of a successful organizational leader.

Students conducted a group project. At end of the project, students rated their own performance and their teammates' performance regarding the ability to work in teams. The average score was 100. An above average performance would receive a rating of more than 100 and a below average performance would receive a rating of less than 100. A highly cohesive group would have individual ratings clustered around 100, whereas a non-cohesive group would have high and low ratings. Therefore, the standard deviation of ratings of a cohesive group should be low and the standard deviation of ratings of a non-cohesive group should be high. Assessment findings indicated the target of eighty percent was exceeded. Eighty-five percent or 41 out of 48 students received a rating of 90 or above.

History, BA
Students were assessed on their competence to analyze historical evidence (primary and secondary sources) and incorporate it into an interpretation of the past.

Students in all upper-division history major courses taught fall 2013 participated in this assessment. All seven instructors have submitted their results. Of the 139 students who participated in the assessment, 119 either met expectations (a score of 7 or 8) or demonstrated strong competency (a score of 9 or 10) in the skills of document analysis and interpretation. Thus, 86 percent of the students who participated in the assessment met or exceeded expectations. Based on these results, it is clear the department is doing an excellent job helping students learn how to analyze and interpret historical evidence. The department was encouraged by these results to continue to include document analysis and interpretation as an integral part of the History major, and repeat the assessment in the second five-year assessment cycle.

Human Biological Sciences, BS
One SLO was assessed: Students will demonstrate sophomore-level biological literacy of the principles of human organization, form, and function at the levels of the (a) atom, molecule, organelle, cell, tissue, (b) nutrition, (c) organ, organ system, organism, and (d) human population and the impact of humans on ecosystems and the environment.

Students completed a comprehensive exam covering the material presented in the lower-division required biology courses. The Department of Biology faculty created their own multiple choice exam that represents key concepts to be learned in the lower-division curriculum. The department utilized the results of this exam to determine if their lower-division courses were providing the foundation in biology for students to progress to more specialized courses. The exam was divided into separate subject matter areas to identify areas of strength and weakness depending on student results. The findings strongly suggested the assessment tool needed reworking. The faculty worked diligently to complete a new and updated exam for students to take in a course required of all majors. The department assessment results indicated the program's willingness to undertake assessment as a cycle of continuous improvement.

Philosophy, BA
One SLO was assessed by program faculty: students will critically respond to written texts and other media to understand and assess ideas, norms, and cultural practices.

During a three-year period, philosophy assessment focused on students' argument recognition, analysis, and evaluation skills. Most students were able to correctly distinguish argumentative discourse from other types of discourse. Ninety-three percent of students were able to correctly identify a passage as a non-argument, and 87 percent of students were able to correctly identify a passage as an argument. Assessment also focused on students' argument analysis skills. Results indicated most students were able to correctly analyze arguments. Eighty five percent of students were able to correctly identify the conclusion of the argument, 80 percent of students were able to correctly identify the premises of the argument, and 68 percent of students were able to correctly identify the structure of the argument.

Assessment of students' argument evaluation skills indicated most students were able to correctly distinguish deductive and inductive reasoning and most met expectations for identifying the appropriate criteria for evaluating deductive and inductive arguments. Seventy-one percent of students were able to correctly distinguish deductive and inductive reasoning, 86 percent of students were able to recognize the appropriate criteria for evaluating deductive arguments, and 79 percent of students were able to recognize the appropriate criteria for evaluating inductive arguments.

California State University, Channel Islands

Nursing, BS
Nursing assesses all program learning outcomes as part of the Commission on Collegiate Nursing Education (CCNE) accreditation process. The self-study and external review components are conducted as part of that process. The program MOU and action plan for the campus are developed from the most recent report and visit, which culminated with an action letter on May 28, 2015.

Examples of student-learning outcomes assessed include completion of a liberal education; demonstration of knowledge; skills and attitudes in leadership; quality improvement and patient safety; integration of evidence of current best practices in the professional nurse as a care provider; identification and participation in change techniques in healthcare policy, finance and regulatory environments; application of effective inter-professional communication and collaboration with health professionals to provide high quality and care; identification and evaluation of population health issues; practice of core values within an ethical and legal framework; planning and providing culturally competent nursing care; and demonstration of effective communication.

Assessment data and analysis methods used to make improvements can be found in the required 2009 self-study and 2012 self-study update for CCNE accreditation.

Based on the data, 15 program modifications were implemented. For example, one course increased from two to three units to cover the volume of content required. Another course includes endocrine and respiratory content, since many of the clients in the agencies had diabetes and respiratory disorders. A course in nutrition for therapeutics in health changed both its delivery mode and pedagogy. The course is now offered online to enable students to have more flexibility with their general studies course offerings.

Performing Arts, BA
Students were assessed on three student-learning outcomes: (1) performance in one or more of the performing arts emphases; (2) demonstration of critical thinking through analysis, interpretation, and evaluation of written, visual, and audio texts in an interdisciplinary context; and (3) effective self-expression in written, physical, and spoken forms in response to a variety of personal, local, global, and historical events.

Assessment data on SLOs were collected in the program's capstone course. Student work was rated as "excellent," "very good," "good," "poor," or "unacceptable." Out of the 20 students in the spring 2014 course, seven were rated as excellent, three very good, five good, and three poor. Based on these results, it was decided faculty would develop an assessment plan for all program-learning outcomes after outcome and curricular modifications have been approved. Additionally, faculty would fine tune learning outcomes; implement an assessment plan across emphases including studio courses; and collect, analyze, and use learning-outcome data on a more systematic

basis. Faculty also decided to engage in a complete curriculum overhaul by requiring fewer core courses and adding units to the major.

Library

The library assessed students on: (1) accessing needed information effectively and efficiently; (2) evaluating information and its sources critically; and (3) explaining the economic, legal, social, and ethical issues surrounding the use of information.

Based on their analysis, the library proposed program modifications such as: (1) engaging in systemic curriculum mapping to inform and help sustain the library's information literacy instruction program; (2) establishing a dedicated library program seat on the General Education Committee to enhance instructional services and research support to distance and online students; and (3) conducting an evaluation of the library's digital presence in order to provide better services to students online and at distance sites.

California State University, Chico

Anthropology, BA

Anthropology reported on one of five student-learning outcomes during the review period: Students will document, interpret, and analyze human cultural and biological diversity.

The outcome was assessed using multiple choice pre- and post-tests in Anthropology 301 and Anthropology 303, and essays in Anthropology 496, the capstone course. Success was reported as 29.4 percent for Anthropology 301 (mean post-test score 70 percent), 48 percent for Anthropology 303 (mean post-test score 69 percent), and 92.9 percent in Anthropology 498 (mean post-test score 98.6 percent). Overall, students in the 300 series classes did not perform well on either the pre- or post-tests, although there was significant improvement. Upper division students performed very well in Anthropology 496. Future assessment of this SLO will evaluate student understanding of diversity derived from a wider variety of courses that are representative of the different subfields of anthropology.

Asian Studies, BA

Asian Studies reported on one of four student-learning outcomes: Students will identify factual knowledge of Asia in the following realms: cultural, religious, economic, and political.

The SLO was assessed utilizing a three-question quiz with three possible points. Thirty-eight students out of 42, including eight Asian Studies majors, successfully completed the assessment. The benchmark score was set at 2.5. Both majors and non-majors achieved the benchmark, with majors outscoring non-majors by a margin of about 10 percent. Results were highly satisfactory. No corrective action is needed at this time.

French, BA
Program faculty reported on SLO 3 from four overall SLOs: Students will demonstrate reading comprehension through the development of ideas by following the organization of ideas, accuracy of understanding, knowledge of vocabulary expressions and socio-linguistic awareness.

SLO 3 assessment required students to read a novel and produce an original analysis of the text based on themes, style or symbols. The result showed great improvement in the ability of all students to write and talk about abstract subject matter, adopt a point of view, and explain how and why they developed their understanding. All students achieved mastery in reading comprehension and are reading at the expected proficiency level. No specific action was taken. Future assessment will be conducted with different pieces of reading and the department will continue to promote reading proficiency in French.

Mathematics, BS
Within the mathematics program, six student-learning outcomes are assessed. The program reported on SLO 1: Students will perform basic operations on fundamental mathematical objects and have a working knowledge of the mathematical ideas and theories behind these operations.

Assessment consisted of four items embedded in the final exam in a linear algebra course. One hundred percent of the students tested proficient on item 1, 60 percent tested proficient on items 2 and 3, and 80 percent tested proficient on item 4. The relatively small numbers of mathematics majors provide too little data to carry any statistical significance. No statistically supportable recommendations could be generated, and the department is considering assessing SLOs in additional ways that utilize significant amounts of data to paint a comprehensive picture of the success students achieve.

Sociology, BA
Within the sociology program, two of ten SLOs were reported: Students will demonstrate critical thinking through verbal and written communication (SLO 1), and students will design and evaluate quantitative and qualitative research (SLO 2).
SLO 1 was assessed with two activities, a self-reported exit survey of graduating seniors and a paper in the capstone course. Results of the exit survey indicated 86.8 percent believe their skill level in critical thinking through verbal and written communication is "excellent" (44.7 percent), or "good" (42.1 percent). The department will continue to assess students' self-reported level of skill in critical thinking through verbal and written communication to see if levels remain high, as well as the value they attribute to critical thinking. Results of the paper assignment revealed 3 of 12 students, (25 percent), demonstrated competency "well." Seven of 12 students (21 percent) demonstrated competency. Two students did not demonstrate competency. The benchmark was met. The department will continue to broaden assessment beyond this course assignment and will discuss opportunities to engage students in critical thinking in monthly faculty meetings.

SLO 2 was assessed with two activities: an exit survey of graduating seniors and a paper in the capstone course. Self-reported data from the exit survey indicated 89.4 percent believe their skill in designing research is "excellent," and 44.7 percent rated themselves as "good." Ninety-two percent believe their skill in evaluating research is "excellent," with 42 percent rating themselves as "good." The department will reassess students' self-reported level of skill in designing and evaluating research to see if self-reports are consistent with desires for more technological research skills training. Results of the paper revealed 17 of 34 (50 percent), demonstrated their competency "well," and 7 of 34 students (21 percent) demonstrated competency. Ten of 34 students (29 percent), did not demonstrate competency. The benchmark was not met. Future assessment of SLO 2 should be conducted in the statistical analysis course or in an advanced methods course. The department will continue coordination of the sociological methods sequence to see that students acquire skill in designing and evaluating quantitative and qualitative research.

California State University, Dominguez Hills

Art, BA
The art department faculty assessed two of eight student-learning outcomes during this assessment cycle: Students will demonstrate written comprehension of the diverse historical art traditions (SLO 5), and students will exhibit a selection of representative works in a public gallery or other cultural venue (SLO 8).

For SLO 5, 65.5 percent of the students exceeded the minimum standard. For SLO 8, 77.5 percent exceeded the minimum performance standard. The department is investigating establishing a standard research paper rubric for all art history courses and also requiring at least one formative writing paper in all upper division art history courses.

Digital Media Arts, BA
Faculty assessed all five of their SLOs: (1) Students will demonstrate application of the basic software and hardware tools used in digital media production; (2) students will produce a product that reflects professional level production value and standards relative to student producer time and budget constraints; (3) students will demonstrate ability to create and produce a capstone digital media product that meets the objective of its target audience; (4) students will work effectively and cooperatively with others as co-producers on team projects; and (5) students will perform in a manner that is consistent with the professional image and demeanor of the digital media industries.

For SLO 1, 96.7 percent of the students achieved at a higher level than the minimum. For SLO 2, 96.1 percent achieved higher than minimum performance. For SLO 3, the percentage was 89.5 percent higher than minimum achievement. For SLO 4, 88.7 percent achieved above the minimum, and 83 percent achieved above minimum for SLO 5. No departmental actions were indicated.

Labor Studies, BA
The labor studies program assessed two of their eight SLOs: SLO 3, students will read, analyze and interpret varied sources of information drawn from several disciplines, such as Sociology, History, Women's and Chicana/o Studies, and demonstrate how the information and concepts are relevant to labor issues. For SLO 5, students will explain the significance of labor history.

All students achieved at a level higher than minimum for each of the SLOs assessed. Regarding SLO 3, the program is considering adding consistency in the assignments so students can draw clearer connections among the readings; no action was considered in response to SLO 5.

Liberal Studies, BA
The department assessed two of seven SLOs: Students will demonstrate the ability to communicate effectively in oral and written forms in a variety of contexts (SLO 3); and students will demonstrate professional commitments and dispositions (SLO 6).

Students achieved a higher than minimum standard at a rate of 78 percent for SLO 3 and 88 percent for SLO 6. Actions anticipated are to give students more explicit definitions and a clearer discussion of the writing topic, devote more time to the papers, and provide more feedback for SLO 3. For SLO 6, the department plans to revise the standards of success.

Spanish, BA
Department faculty assessed four of six SLOs: Students will read and write in Spanish at the beginning, intermediate and advanced levels (SLO 1); students will understand Spanish language literatures and linguistics as they relate to Latin America, Spain and other Spanish-speaking countries (SLO 2); students will interpret, analyze and evaluate textual and linguistic productions within their specific historical and sociocultural context (SLO 3); and students will utilize literary and linguistic research methodologies and skills in using traditional and electronic sources for both oral and written projects (SLO 4).

For SLOs 1 through 3, students achieved at the program's desired standard of higher than minimum; however, no specific percentages were indicated. It is unclear whether students achieved the minimum standard for SLO 4. No actions were recommended for SLOs 1 and 2. In response to the outcome for SLO 3, the department is considering adding a course requirement to attend a library orientation session. For SLO 4, the department is exploring adding a research method course to their established curriculum.

Theatre Arts, BA
The department assessed four of its SLOs, two for each of its options: Students will demonstrate technical knowledge for directing a play (SLO 1); and students will create actor blocking and directorial composition for a stage performance (SLO 2). For dance, students will demonstrate

technical knowledge of a dance concert (SLO 3); and students will create movement and set it upon another dancer (SLO 4).

All students achieved above a minimum standard set for each SLO. Actions derived from the data include continuing to express and reinforce the significance of technical requirements needed to direct a play for a stage performance; pursuing a full-time faculty member to teach scenic, lighting, and sound design to work with student directors, and continuing to reinforce the importance of understanding the choreographic process and the technical requirements necessary to produce a dance concert.

California State University, East Bay

Biochemistry, BS

Student laboratory skills were assessed by conducting a review of the students' laboratory notebooks as well as answers to essay questions. While results showed roughly 80 percent of the students demonstrated the desired level of laboratory analytical skills, there was room for improvement in data analysis. Improvement strategies include devoting more teaching time to data analyses in which sample data are provided to students by the instructor, and breaking down the analysis into a series of questions that lead to appropriate conclusions.

Hospitality, Recreation and Tourism, BS

The program assessed all of its program learning outcomes over the five-year review period, and reported on two: For PLO 3, students will articulate ethical, philosophical, historical and current practices and administrative foundations of the profession; and for PLO 4, students will conduct research in the profession, analyze data, draw conclusions based on evidence, and provide accurate referencing for all sources.

For PLO 3, a rubric-based assessment of student papers found 77 percent demonstrated extensive or adequate professional knowledge, whereas 23 percent demonstrated limited or inadequate professional knowledge. The program has modified the curriculum to require additional research regarding the discipline's professional organizations and visits to at least one professional meeting or conference. For PLO 4, an assessment of the literature reviews found 68 percent were able to correctly identify and cite a peer-reviewed journal in correct American Psychological Association (APA format). The program now requires APA-style citations in all term papers.

California State University, Fresno

Chemistry, BA, BS

The chemistry department assessed two out of six student-learning outcomes. For SLO 1, students will apply their understanding of terminology, concepts, theories, and skills to solve problems by defining problems and research questions clearly, formulating testable hypotheses, designing and

conducting experimental tests of hypotheses, analyzing and interpreting data, and drawing and conducting within professional ethical guidelines. For SLO 4, students will demonstrate the ability to clearly and effectively communicate scientific results and opinions using written formats and following professional style and format conventions as well as professional ethical guidelines.

On SLO 1, student understanding of terminology, concepts, theories, and skills, student presentations were evaluated in ten categories on a scale of 0 "poor" to 3 "excellent." For each assessment, six laboratory reports were selected. Two were considered excellent by the instructor, two were average, and two were weak. Four of the reports were scored and discussed by three faculty members to ensure consistency. On SLO 4, writing skills, in both the BA and BS chemistry programs, students met or exceeded the departmental standard of 1.5 out of 3 in all five categories. Using an experimental design, both degree programs fell below the expected levels in two categories. Students were generally weak in interpreting the significance of their experimental results.

Based on an analysis of the assessment data, the department will integrate several additional inquiry-based labs into general chemistry to facilitate the development of data processing and analysis skills at an earlier stage in the program.

Construction Management, BS
The department assessed the first of three student-learning outcomes. For SLO 1, students were directly assessed on skill competency in communication, problem solving and critical thinking, business management, procurement and pre-constructions, and legal and ethical responsibilities. Students were expected to achieve the required average minimum of 70 percent average in all cases. All students assessed met the standard.

History, BA
The history department assessed these two of seven student-learning outcomes: SLO (4) students will demonstrate critical thinking skills by analyzing sources, evaluating information and sources for accuracy; and SLO (5) students will identify and analyze appropriate and inappropriate interpretations and conclusions based on specific sources or information.

Regarding SLO 4, out of a total of 35 students assessed, 77 percent met the criteria of a 3 or 4 in the area of making connections. On SLO 5, of the 110 students at a point near graduation who completed the assignment, 68 percent of the students were able to assess claims; 64 percent of students were able to analyze evidence; and 53 percent of students were able to evaluate strengths and weaknesses accurately, including recognizing fallacies. Further evaluation of the critical thinking skills of history majors and their ability to analyze arguments is warranted, given the results of this assessment.

Psychology, BA
The psychology department assessed these two of three student-learning outcomes during this assessment cycle: SLO (2) students will write an APA style empirical research report, and demonstrate an understanding of the various sections; and SLO (3) students will demonstrate effective written communication and oral presentation skills, and numerical literacy.

On SLO 2, the results indicated four of the five components did not differ significantly from a score of 3, suggesting the mean rating was not very different from an adequate rating. The overall average grade did not differ significantly from a passing grade. The results indicated one component of the paper was significant with the average rating for mechanics being significantly lower than 3, with a mean rating of 2.64. This indicates on average, that faculty rated the papers as being below adequate on this component. For SLO 3, the results of the tests on all three questions indicated that student responses on average were significantly higher than this criteria, with a mean response for these questions approximately equal to a mean rating of 3, corresponding to a response of *somewhat proficient* on the four point scale.

History, MA
The history program assessed one SLO: Students will demonstrate application and effective communication of knowledge as measured by a presentation.

Fourteen students were assessed using a holistic rubric. Overall, 79 percent met the benchmark. This was just slightly below the desired level of performance of 90 percent of the students demonstrating proficiency, with a score of 2 out of 3 on the rubric. A revised SLO will state the skill level that students must demonstrate more clearly. The department will also review the timeline of planned assessment activities to ensure that all outcomes are measured more than once in a five- to seven-year period and in future assessment reports will note any patterns in student performances.

Psychology, EdS
The program assessed SLO (3): Students will write clearly and effectively and display effective oral communication skills; and SLO (4) students will demonstrate appreciation of diverse perspectives.

For SLO 3, the program uses a rubric to evaluate completed theses. The rubric incorporates a scale of 0 (minimally acceptable), 1 (average), 2 (good), and 3 (excellent) with a departmental standard of 2.0.

Twenty-one raters evaluated eight school psychology theses. Ratings were lower than in past years. Areas of concern include statistical methodology, reporting results effectively, and discussion sections. Consequently, the department is enhancing their statistics lab and encouraging students—even requiring some—to take advantage of the University Graduate Writing Studio.

For SLO 4, the program uses field evaluations to rate practicum skills, internship skills and student dispositions. Ratings are on a scale of 1 to 4 with 3.0 as the departmental standard. The average rating for first year students was 3.83 and for the second year was 3.84, with interns scoring 3.53. While average ratings were well above the departmental standard, the program faculty will be revising the field evaluation instrument to align with new professional organization training standards.

Teaching, MAT
The program assessed two outcomes using a four point rubric: Students will search, navigate, and critically consume educational research (SLO 2); and students will use technology critically to access information and to communicate as a means of curricular and pedagogical support for higher-level thinking (SLO 6).

For SLO 2, data indicated nearly all students scored at the exemplary level with many choosing the action research project as their culminating experience.

For SLO 6, data from the assessment of signature assignments indicated that nearly all students scored at the exemplary level. However, after careful analysis it was determined that the scoring rubric was assessing students' effective use of technology as a learner, not as a teacher of students. Consequently, the faculty are re-evaluating and refining the signature assignments and corresponding scoring rubrics to better assess the effective use of technology as a teacher.

Educational Leadership, EdD
Faculty assessed four SLOs, including students ability to: (1) employ critical and systems thinking to identify root causes of complex educational problems and develop meaningful solutions to address educational inequities; (2) collaborate with others to generate and apply a professional knowledge base that integrates both experiential and research knowledge to inform leadership decisions; (3) undertake appropriate critical inquiry and research studies to inform leadership decisions; and (4) formulate administrative and instructionally effective approaches and best practices to improve the quality of instruction and learning environments for all students.

The outcomes were assessed through embedded fieldwork, through which students work in small groups to address problems of practice. The students are evaluated through a qualitative fieldwork survey. Data from the survey indicate clients highly valued the contributions of the doctoral students and that the work completed by the students resulted in tangible change within their institutions.

These outcomes are also assessed through the qualifying exam. Results from the most recent exam indicate a majority of all doctoral students passed on their first attempt. Two students were required

to retake a portion of the exam, with one passing on the second attempt and the other being dismissed from the program for academic dishonesty.

California State University, Fullerton

All engineering programs reported in this review cycle are accredited by the Accreditation Board for Engineering and Technology (ABET). The 2014 accreditation report was accepted in lieu of a program performance review.

Civil Engineering, BS
Outcome data from this SLO were reported: Students will identify, formulate, and solve engineering problems. Course surveys were conducted in four courses. Results in all four courses exceeded the 3.5 criterion for success.

Based on the responses obtained from the course surveys, several core courses previously offered only once a year during the past ABET visit have been offered in both fall and spring semesters. That was helpful in reducing the class size. Multiple sections have been offered for the high-enrollment classes and the majority of the lab classes.

Computer Engineering, BS
Faculty developed a comprehensive assessment program to evaluate program objectives and student-learning outcomes to improve the program on a continuous basis. The continuous improvement committee outlined a process that will utilize assessment, evaluation, and comparison to targeted levels of performance, as well as feedback from various constituents to propose and implement changes in the curriculum. Continuous evaluation and improvement actions are triggered by various constituents, which assess, evaluate, improve, and monitor outcomes and curriculum.

Computer Science, BS
Outcome data from this SLO were reported: Students will apply knowledge of computing and mathematics appropriate to the discipline. About 80 percent of students seem to have proper knowledge of the subject matter but lack application ability, particularly the application of mathematical approaches.

The undergraduate committee met with the assessment coordinator to discuss possible ways to improve student performance of application skills. The consensus was to recommend that instructors spend more time on designing and providing application-oriented examples focusing on mathematical thinking and problem solving.
The new assessment process, when fully implemented, will involve all full-time and part-time faculty members who teach core courses. Use of the revamped assessment process needs to be demonstrated on a sustained basis.

Electrical Engineering, BS
Outcome data from this SLO were reported: Students will apply knowledge of computing and mathematics appropriate to the discipline. Results indicate 70 percent or more of enrolled students achieve the student outcome. However, looking at each course individually, the data also suggest significant gains in the achievement of these outcomes would emerge if programmatic improvements were made to the following courses: Engineering Probability and Statistics, which did not meet three of its intended student outcomes; Introduction to Microprocessors and Microcomputers, which did not meet four of its intended student outcomes; Digital Computer Architecture and Design II, which did not meet four of its intended student outcomes; and Network Analysis which did not meet five of its intended student outcomes.

Faculty critically reviewed the findings and determined that low scores in some courses were attributable to a misunderstanding about evaluating the outcome.

Mechanical Engineering, BS
Outcome data from one SLO were reported; students will design and conduct experiments, and analyze data. The assessment results are somewhat mixed with low ratings from graduating seniors and on the direct assessment of student work. This suggests students are not reaching the expected level of achievement with respect to their ability to design experiments.

Based on students' written comments and on faculty input, the continuous improvement committee recommends that additional emphasis or homework assignments on designing experiments be added to the various lab classes and that an updating of experimental equipment is needed in five courses.

Counseling, MS
The program has multiple SLOs organized around personal identity; diversity awareness and sensitivity; clinical skills; conceptualization and treatment planning; research, critical thinking, and problem solving; and professional writing skills.

Results for all SLOs, assessed through coursework, indicate outcomes were met.

Humboldt State University

Business Administration, BA
Program faculty assessed all six of their main student-learning outcomes for each of their five concentration areas: accounting, finance, marketing, management and international business, as required by their accrediting body, the International Assembly for Collegiate Business Education: (1) knowledge of core subjects; (2) effective writing skills; (3) effective presentation skills; (4)

ethical reasoning skills; (5) sustainability understanding; and (6) knowledge integration, strategy development.

For SLO 1, knowledge of core subjects, students scored lowest in the areas of finance and accounting. In response, faculty members are making pedagogical, curricular, and student support changes to improve student comprehension and performance in these areas in particular. Although a large majority of business administration students exceeded the minimum standards for SLO 2, 4, 5, and 6, program faculty are building strategies for strengthening these five SLOs into the curriculum at a deeper level. For example, faculty members are emphasizing issues related to stakeholder identification and practical application of ethical theories across the curriculum to improve SLOs 4 and 6.

Computer Science, BS
Faculty assessed computational thinking. Seventy-six percent showed evidence of meeting the outcome and 16 percent showed evidence of partially meeting the outcome. Eight percent did not show evidence of meeting the outcome. Given that 92 percent of students met or partially met the outcome, the program did not find it necessary to make a specific change to the program.

Critical Race, Gender and Sexuality Studies, BA
Program faculty assessed one SLO: Students can link theory to practice. It was assessed through an oral communication embedded assignment.

Students demonstrated competency through a three-minute oral presentation discussing the ways their curricular and co-curricular activities have prepared them for their post-graduation plans for work or graduate study. Overall, at least 75 percent of students met or exceeded expectations in all areas. A quarter of the students did not meet expectations for the core skills of organization, delivery, supporting material and central message. As a result, program faculty discussed more effective pedagogical strategies and are now sharing the oral communication rubric with students in multiple courses in the major. They also modified the embedded assignment used for the assessment to make it clearer and more focused.

Environmental Management and Protection, BS
Program faculty assessed these two out of five SLOs during this assessment cycle: Students will demonstrate knowledge and skills to manage human use of environmental resources (SLO 4), and students will demonstrate spoken and written communication with a variety of audiences (SLO 5).

On SLO 4, faculty found that 86 to 100 percent of students in each of the classes assessed met or exceeded the minimum expectations. The program plans to improve the assessment process and the rubrics used for the assessment. On SLO 5, 87 percent of students sampled met minimum expectations for oral communication. Nearly one third exceeded minimum expectations. Fourteen percent did not meet expectations for standard English usage on the assignment. While generally

satisfied with student performance on SLO 5, faculty are encouraged to continue emphasizing written and oral communication skills in multiple courses throughout the program.

Political Science, BA
The political science program assessed this SLO: Students will demonstrate proficiency in written and oral communication. Assessment was conducted through video-recorded presentations in the capstone course. The vast majority of students met or exceeded expectations in all categories of the standardized oral communication rubric. Findings generally indicated program majors tend to present material more effectively in an oral rather than written format. One major weakness in their oral presentation skills centered on the students' inability to articulate the assumptions and reasons for their beliefs. Many gave in rather than argue a point forcefully and with evidence. As a result, the department has emphasized the need for faculty to provide clear guidelines regarding expectations for oral presentations throughout the curriculum.

Rangeland Resource Science, BS
The program assessed this one of five SLOs during this assessment cycle: Students will communicate effectively—using oral and written means—the factual basis, interconnectedness, and interpretation of rangeland or wildland soil science and management.

Rubric assessment scores ranged from 86.5 to 87.9 percent. The discussion and conclusions sections of the papers were the weakest areas overall (average 2.9 and 3.4 out of 4 points). Accordingly, program faculty will assign practice scientific writing assignments in which discussion and conclusions sections have been omitted from simple, yet actual published papers; and students will write mock discussion and conclusions sections for comparison to those of the peer-reviewed authors.

Recreation Administration, BA
Faculty assessed one SLO during this cycle; students will apply effective professional communication, leadership, and management to the leisure industry. Faculty used three separate projects from two sections of the senior capstone as assessment tools. From this, the faculty identified two criteria as focus points for improvement: (1) students' ability to evaluate information and its sources critically, and (2) students' ability to use information effectively to accomplish a specific purpose.

Program faculty identified three courses students should take earlier in their career to introduce methods of evaluation of information, sources, and ways to use information effectively. To strengthen students' ability to use information effectively, program faculty will host information literacy workshops taught by the discipline-specific librarian in three additional required courses, including the capstone. Program faculty met with the librarian to initiate a web-based discipline-specific search guide through the library website, which will help students gather information effectively and guide their understanding of how to use the information more effectively.

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California State University, Long Beach

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Economics, BA, MA, MS
The department has three learning skills sets, with several subsets of learning outcomes for its bachelor's degree programs. A sample of these learning outcomes include: (1) Students should use quantitative reasoning skills to analyze economic theory; (2) students should use written and oral skills to explain and apply economic theory; (3) students should be able to use library and other resources to write a literature review that reflects higher-order critical thinking skills; and (4) students should be able to independently identify and analyze economic data, using statistical software to compile data, and develop and interpret econometric models.

The department embedded multiple-choice questions in examinations in five classes, as well as written responses to gauge student ability to explain and apply macroeconomic theory. Results of assessment were mixed, with some scores showing a slide in student achievement over three semesters, particularly at the lower division level. Students performed better in written analysis, when describing and interpreting the relationships of variables. To address concerns regarding these results, the department implemented a walk-in tutoring program for students to receive one-on-one help for concepts they struggled to grasp. The department's assessment coordinator is currently reviewing assessment results in relation to standard course outlines to ensure that students receive reinforcement of skills introduced early in their career as majors.

At the graduate level, the department completed an assessment of written and oral communication of economic concepts and theories. Students performed overwhelmingly well on these assessments, though the department will focus extra attention on reinforcing critical thinking skills and the ability to identify a research question. The department's faculty will work together to define critical thinking for the program and develop a rubric so faculty members are consistent in expectation of skills. The department is engaging in similar strategies for research methods by reviewing the curriculum and syllabi to ensure that research methods are introduced at the appropriate time and reinforced throughout the curriculum.

Psychology, BA, MA, MS
A sample of the psychology learning outcomes for the BA program include: (1) critically evaluate psychological research as well as the popular notions of human behavior; (2) design and implement research, analyze data appropriately, and judge the significance of the findings; (3) work effectively with a diversity of individuals and groups; 4) explain biological processes underlying behavior; (5) explain how internal, environmental, and social factors influence behavior; and (6) explain and analyze individual differences in behavior, including those related to gender, ethnicity, and culture.

The department engaged in a department-wide assessment of its majors' quantitative reasoning skills. The results showed strong skills amongst the upper-division students, but a discrepancy in the skills between native students and transfer students. Since many majors receive their foundational major-specific quantitative course at the community college, the department is working on ways to ensure that all students in the major receive the same statistical training both in the department and at the campus. It is consequently redesigning the curriculum of two of its "gateway" courses that first-semester upper-division students take to ensure that students receive appropriate foundational training in psychology specific statistics. Further, the department is revising its curriculum map to ensure concepts that are introduced are then reinforced in subsequent courses before the demonstration of mastery at the capstone level.

At the graduate level, the department has engaged in multiple direct assessments of student learning of its master's programs. For the MA in Psychological Research, the department determined that its mentoring program has been successful and is expanding it. For the MS in Industrial and Organizational Psychology, the department tightened its curriculum by weeding out extraneous courses, reassessed, and determined that students are more successfully meeting the outcomes established by department and the field's professional society.

California State University, Los Angeles

Aviation Administration, BS
Faculty assessed this outcome: Students will analyze and interpret data.

At the junior level, students created a chart of annual airline profits from 1970 to the present and embedded the chart into a paper discussing the impact of deregulation on airline profits. At the senior level, students calculated airport landing fees using two different methodologies. Then, a recommendation was made to the airport on what methodology to use. Results indicated a significant decline in students' ability to perform the tasks. Faculty members are reviewing the introductory curriculum (as well as assignments at the junior and senior levels), to ensure that students receive clear and consistent instruction and to ensure the assessment process is valid.

Fire Protection Administration and Technology, BS
Program faculty rewrote the previous twenty-one SLOs into seven SLOs addressing knowledge, skills and attitudes. Faculty assessed students' ability to communicate effectively, orally and in writing, to diverse audiences. Collaboration as members of multi-disciplinary project teams was also assessed.

Direct assessment results indicated students were satisfactory in oral communication. Alumni surveys indicated a majority of alumni believed their preparation in oral communication was not

sufficient for the industry. As a result, instructors will modify their courses to include additional student oral presentations.

California Maritime Academy

No programs were reviewed this year.

California State University, Monterey Bay

Biology, BS
The program focuses on biological foundations through which students (1) understand and describe the role of evolution and its application to the diversity of life and life processes; and (2) apply basic scientific principles and methods to these biological processes.

Faculty identified an overall increase in the knowledge of core concepts in all three introductory biology courses. Specifically, students increased their post-test scores 30-35 percent in each of the three courses. Through assessment, faculty reported students increased their knowledge over the semester by about 31 percent in molecular biology and by about 62 percent in biodiversity.

As a result, faculty modified the introductory biology series from a three-semester to two-semester series and is currently conducting pre- and post-assessments in those courses. Faculty implemented a supplemental instruction program within the introductory biology courses, and in the spring 2016 biology series, an additional 55 formative assessments will be added to increase student engagement throughout the semester.

Computer Science, BS
Faculty assessed students' understanding of the fundamentals of computer architecture, operating systems and networks.

Faculty identified a gap of about 15-18 percent coverage between the program outcomes and the recommended Association for Computer Machinery, computer science curriculum. They found 20 percent of the students exceeded the standard, and about 15 percent of the students fell below required standards. The remaining students satisfied the required standard. Faculty also looked at the senior-year capstone project. Fifty percent of the projects had clearly identifiable relevance to the concepts and knowledge gained in the capstone. Due to the diversity of projects developed, faculty decided that a clear indication of relevance in 50 percent of the projects is a good result and no further action is necessary.

Modifications to the course have been made to reduce this gap in topics covered to about 5 percent. More active learning techniques are being introduced in this course to strengthen students' learning and retention of material.

Human Communication, BA
Faculty assessed students' ability to communicate critically and empathetically in both oral and written contexts, including reading, writing, listening and speaking.

Findings revealed: (1) inconsistent student performance in terms of proficiency in this learning outcome; (2) clear and well-developed assignments to assess this learning outcome were critical; and (3) the rubric created facilitated the assessment clearly.

Of the three scoring categories in the assessment rubric, capstone, milestone, and needs improvement, the majority of student work assessed fell into the lower range of the milestone category. Since the senior capstone represents an exit-level of achievement in the degree program and many students complete this outcome during their junior year, faculty found this level of performance to be appropriately aligned to students' progress through the major as a whole.

Psychology, BA
Faculty assessed the application of basic research methods, including research design, data analysis and interpretation. Skills measured include differentiating research methods, evaluating aptness of research conclusions, designing and conducting basic studies and generalizing research conclusions appropriately.

Faculty examined final papers from the upper-division research methods. Papers were assessed using an adapted rubric for assessing inquiry and analysis. Each paper was given six scores from 1 (benchmark or basic) to 3 (capstone level or advanced) on each of the following elements: 1) topic selection (2.55); 2) existing knowledge (2.36); 3) design process (2.08); 4) analysis (1.86); 5) conclusions (2.08); and 6) limitations and implications (1.86).

The results suggest students seem relatively strong in choosing a topic, integrating existing literature, and using the appropriate methodology to answer their question. However, their skills in analyzing the data, drawing conclusions, and identifying the limitations and implications of their work are weak.

Corrective action includes having research methods courses plan more assignments and practice with activities that guide students in the later stages of the research process.

California State University, Northridge

Assistive Technology Engineering, MS
The program identified six program objectives, defined as overall, post-graduate goals; and seven learning outcomes, defined as goals to be attained by graduation. The program self-study notes that no assessment rubrics have been designed to guide assessment, and that existing results from

assessments are subjective per course instructors. Results with respect to unspecified learning outcomes assessed in Assistive Technology Engineering 605 are described as somewhat low, due to the wide variety of academic background among students.

Assistive Technology and Human Services, MS
The program identified eight SLOs, six of which have been assessed through portfolio assessment of written assignments in one course. Results indicate that students have demonstrated strength in six out of eight student learning objectives, with the exception of SLO 4, which is that students will explain and illustrate relevant concepts, orally, in writing, and via multimedia tools. Students are described as having met the expectations, but have not always demonstrated strength in their abilities to present their knowledge.

Communication Studies, BA, MA
The program assessed one SLO: Students will identify effective and ethical communication. A sample of 50 program majors completed an electronic assignment that was scored according to a rubric on a twelve point scale. Thirty percent of undergraduate students are reported as having met or exceeded expectations; 52 percent approached the expectation, and 18 percent failed to meet the expectation. Analysis shows that these results are much lower than last year's assessment.

Analysis of the assessment information reveals problems in student learning with respect to the SLO assessed, as well as with the wording of the SLO itself. The program plans to revise the SLO, reconstitute the faculty teams that conduct SLO assessment, and include part-time faculty more fully in the process.

The graduate program assessed one SLO: Students will analyze and critically interpret and evaluate communication practices and research. Fourteen graduate students from two courses were assessed via a 1,000-word electronic assignment that was scored according to a twelve-point scale. Seventy percent met or exceeded expectations, and thirty percent approached expectations, an improvement over the assessment of graduate student learning in the past. The average score of 65 percent is observed to be "fairly low," however.

California State Polytechnic University, Pomona

Anthropology, BS
Anthropology has five comprehensive learning goals, each supported by a set of skills and performance indicators. Student evidence includes exams, oral presentations, reports, research projects, and exit interviews.

In the latest program review cycle, the program focused on the first two goals: (1) Apply scientific methodology either by descriptive, qualitative or quantitative means, and (2) use holistic

perspectives. The assessment focused on summative findings, using the senior portfolios to extrapolate an understanding of students' progression through the various learning objectives. Student feedback indicates that this progression is less clear to them. More attention will be devoted to formative assessment, measuring achievement in earlier milestones.

Geography, BS
Geography has three learning outcomes, each supported by a set of skills and performance indicators. Evidence of learning is collected in the senior colloquium, student-faculty meetings and surveys, and through evaluation of senior portfolios.

In the latest program review cycle, all of the outcomes were reviewed, and adjustments were made to the program as a result. SLO 1 specifies that students will use various methods and devices to identify and describe spatial characteristics, patterns, and processes at a variety of scales. Students were judged as competent with some concern over their breadth of knowledge. As a result, changes were made to the content of lower-division courses and scheduling of upper-division courses. For SLO 3, students will be able to communicate their understanding and analysis results through maps, research papers and technical reports, and oral and multimedia presentations, students were judged to be strong in mapping but not as competent in writing. Witing assignments were developed to strengthen the students' skills. For SLO 4, students will demonstrate readiness to pursue employment or a graduate program in a geography-related field, alumni feedback was strong; the department used this response to develop more job exploration activities for the student clubs.

Psychology, BS
Psychology has four goals with two-to-four corresponding outcomes for each. Final project papers are collected to evaluate writing proficiency, conceptual comprehension, critical thinking, application, and ability to design, implement and report a research project. Focus groups allow the measurement of student awareness of the effects of psychological and sociological forces on their own lives and on other individuals and groups, and evaluation of the program as a whole.

In the latest program review cycle, conclusions from the focus groups show that students were able to demonstrate a basic understanding of psychodynamic theory and principles of conditioning, developmental stage theories and other basic concepts in psychology. The students requested more actual studies and applied experiences. As a result, the department has increased the number of applied research experiences available. A review of the final projects shows a repeated failure to use previous literature to create a perceived need for the studies, and nonsensical explanations of tests and effects. Original analysis and interpretation was also rated comparatively lower. Faculty will review their pedagogical methods and the content of experimental psychology and sociology survey research courses.

Regenerative Studies, MS
Program faculty identified eight learning outcomes. The cornerstone of their assessment is a group interview with the students. An online survey is also administered, and the master's thesis and its defense are evaluated.

In the latest program review cycle, four outcomes were assessed and the results used to improve the program. An evaluation of SLO 1, appreciation for the complexities in defining sustainability and regeneration, found that students had difficulty early in their studies to define regeneration. A seminar is now facilitated in the first term to discuss these topics and a course was revised to more specifically address this issue. With respect to SLO 2, complex awareness of contemporary environmental issues, students had insufficient exposure to environmental problem solving. As a result, two courses were redesigned to include a case-study approach. Finally, on SLO 8, ability to design and implement research or investigative methods, students had challenges with effective literature review and linking the literature to research design. The curriculum of the culminating experience was revised to emphasize the role of the literature review.

California State University, Sacramento

Criminal Justice, BS
The department reported on assessment of one of four student-learning outcomes: personal and social awareness, with specific emphasis on student capacity for ethical reasoning, life-long learning, cultural and global awareness, sensitivity and respect for diversity, civic-mindedness and social responsibility. Faculty focused on intellectual and practical skills by using the Value rubric created by the Association of American Colleges and Universities. This rubric was used to assess the signature assignment in two sections of the senior capstone class. Students were evaluated on a range from "benchmark" level (emerging competency) to "milestone" level (average competency) and "capstone" level (mastery). Data collected suggest that students are meeting the milestone level of performance for critical thinking, which was determined to be an average level of performance. In fact, in all previous assessment efforts, students performed at an average level.

The program will refine its long-term assessment plan including the development of stronger processes for data collection and aligning the signature assignment with the critical thinking Value rubric to match the two more coherently. The program is developing a new data analysis plan and will communicate roles and expectations of each faculty member clearly.

Criminal Justice, MS
By the time of the program review, the graduate program had just developed the following graduate learning outcomes. Students will: (1) independently apply critical and original analysis to issues and research in the field of criminal justice; (2) integrate knowledge to understand and apply research methodology to criminal justice problems and decision making; (3) conduct original independent and critical research and evaluations; (4) demonstrate competency, originality, and

critical analysis in writing; and (5) demonstrate the capacity to critically assess and develop innovative approaches in pursuit of a just and effective criminal justice system. As the department works to implement these goals, they will use their findings to make plans for improvement. No assessment results were reported.

Geography, BA

Faculty identified four learning outcomes. Students will: (1) demonstrate competency in one or more of the basic geographic tools and techniques for data collection, display and analysis; (2) demonstrate graphic literacy in the use and analysis of maps, graphs, and spatial data sets; (3) synthesize geographic models, data and methodologies in research design; and (4) acquire the overall competencies necessary to succeed in graduate school and post-graduation careers. The first three were assessed through student performance on the senior project, and the fourth through a survey of graduating seniors and alumni.

The geography department's assessment process, aimed at assessing program learning outcomes, was designed to evaluate the degree to which students in the BA program achieve its specified goals and outcomes, and to identify potential areas for improvement. This assessment was centered on two courses, a gateway course taken by all students during their first semester in the major, and the senior research seminar, a capstone course taken during the student's final semester before graduation.

For SLOs 1 and 2, students had difficulty mapping data and interpreting mapped data. For SLO 3, students needed a more solid grounding in the fundamentals of research design. For SLO 4, survey respondents reported internships offered the best way to prepare for both career readiness and graduate school, and that internship information was not effectively available. The geography department has taken measures to address the needs in each of these areas.

Kinesiology, BS

Kinesiology has four distinct degree options: health science, athletic training, exercise science, and physical education. The department does not have an integrated plan of student-learning outcomes; rather, each of the four programs has its own SLOs, some mandated by their accrediting agencies. Each program reported a list of extensive student-learning outcomes. Given the diversity and range of degree programs in the department, each program undertook its own review process. They modified the Value rubric as a tool to assess learning outcomes. Findings for these outcomes were not reported. The program review report observed that the department needs to develop effective tools for measuring outcomes, giving specific recommendations to create and implement an assessment plan. Based upon these recommendations, the department has created a road map for implementation in the next five years.

Kinesiology, MS
In 2008, the MS in kinesiology curriculum was redesigned and degree programs renamed to comply with current titles within the field. Courses were generated to comply with the accrediting body in sports psychology. The program is presently considering applying for recognition by the National Strength and Conditioning Association. The exercise science concentration is also considering accreditation by the American College of Sports Medicine. No assessment was reported. The program review team recommended that the MS program develop a holistic plan to assess the program utilizing both direct and indirect measures employing appropriate sample sizes.

California State University, San Bernardino

Year 2014-15 was the second year program reviews at CSUSB were conducted based on learning outcomes. The department self-study reports are noticeably more related to learning assessment than the previous year.

Biology, BA, BS
Student-learning outcomes included that students will access and critically evaluate subject matter information, will communicate the findings of laboratory research and incorporate these findings into the existing body of knowledge in that area of biology, and will undertake careers in the biological sciences.

The department provided an analysis of student artifacts in relation to the learning outcomes of the programs. Strengths and areas for improvement were identified in the self-study report. The department made a more robust future assessment plan, focusing on further revising its student-learning outcomes and on identifying better mechanisms for data collection and analysis.

Geology, BA, BS
Students will conduct scientific research, particularly in the geological sciences; develop effective communication skills; become familiar with the use of modern scientific instruments; and develop intellectual independence and skills that will assist them in continuing to learn after graduating.

Department faculty had been collecting data each year since 1997 with the most updated information in 2012, using various instruments and tools for its student-learning outcome assessment: embedded questions, accreditation agency exam, field camp grades, and student placement data. The assessment is comprehensive, consistent and informative. They were able to identify the strengths and weaknesses of their program each year. Close-the-loop actions include the creation of a series of courses.

Kinesiology, BA
Students will develop a sound understanding of the scientific foundations of physical activity, and will ground kinesiology in cultural, historical, and philosophical contexts.

The outcomes listed above are aligned with the American Kinesiology Association's required competencies. The department's assessment plan links courses with these outcomes, with additional information obtained from alumni surveys. The department plans to design more robust plans for data collection and analysis, leading to more meaningful assessment of its programs.

Mathematics, BA
Students will demonstrate a conceptual understanding of mathematics; attain procedural fluency; demonstrate adaptive reasoning and problem solving skills; demonstrate mathematical communication skills; understand and produce correct mathematical proofs; and reflect on their mathematical experiences.

The department revises the learning outcomes for math students and identifies strengths and areas of improvement of its programs based on assessment on a rotational basis. The faculty have decided, in an effort to further refine their assessment plans, to revisit the assessment map and minimize the number of times these courses are involved in the assessment of the program due to the finding that the current assessment plan is too complicated to implement.

Mathematics, MA
Students will analyze and critique secondary school mathematics from an advanced viewpoint, at levels ranging from teaching and understanding specific concepts to broader, programmatic levels; present mathematics clearly and coherently in writing and orally; analyze K-12 student understanding of mathematical topics; apply a variety of methods to enhance K-12 student understanding of mathematics and to correct their misunderstanding; and find, critique, and use outside sources to enhance their mathematics teaching.

The department faculty had been using a single portfolio assessment system until 2014 and were able to revise their curriculum accordingly. In 2013-2014, they revised this single portfolio system to include a more varied set of data collecting methods.

The department faculty found they should improve the written communication skills for their MA candidates. They set a long term goal to develop a specific course in writing mathematics.

Political Science, BA
Students will actively participate in politics or academic organizations within the discipline of political science; evaluate the *institutions* of politics; evaluate the *theories* of politics; evaluate the *policies* of politics; and obtain effective written communication skills.

The department reported its assessment of the first SLO. Indirect evidence suggests students are meeting the goal, as a significant number of them are engaging in extracurricular activities such as internships, student clubs, independent study, Pi Sigma Alpha, or attendance at professional meetings. The department plans to evaluate one goal per year over a five-year period.

Psychology, BA
Students will acquire knowledge of major concepts and empirical findings to: describe, understand, predict, and control behavior and mental processes; understand and apply data analysis, and interpretation; apply psychological principles in problem solving in different sub-disciplines within psychology, as well as applying these principles to personal, social, and organizational issues; respect and use critical and creative thinking, skeptical inquiry, and when applicable, the scientific approach to solve problems related to behavior and mental processes; use information and technology for research and professional activities including the identification and evaluation of scholarly material, data analysis, written reports, presentations, and communications; understand and apply high ethical standards across academic and professional settings; emerge from the psychology major with realistic ideas about how to implement their knowledge, skills, and values in occupational pursuits in a variety of settings; develop their interpersonal skills so that they can participate effectively in social interactions; develop an appreciation and respect for individual uniqueness and diversity and individual differences in human behavior; and be committed to life-long learning.

The department engaged in the revision of program learning outcomes in accordance with the assessment requirements of WASC and outcomes guidelines by American Psychological Association, adding, for example, the career planning and development component to the outcomes. Faculty used an array of methods for data collection, including exit exam, graduation rates, and time to completion rates. They identified strengths and areas for improvement for the program.

Department faculty members are also planning on refining their assessment plans, focusing on adopting more direct methods for data collection. These methods include senior exit exam, measurement of professional development experiences, and course assignments tailor-made for specific outcomes.

San Diego State University

Dance, BA
Students will: actively and consistently give complete attention to suggestions and movement concepts and principles introduced; demonstrate ability to grasp and retain nuances of rhythm, phrasing, and qualitative dimension of exercises and combinations; demonstrate ability to move quickly from learning to performing; and apply technique with a sense of self.

These outcomes are all related to dance technique, and were assessed through individual performances in two courses using specific four-level rubrics for freshman, sophomores, and juniors and seniors. The program aimed for a target of 75 percent of each student population performing at a level of 3 (proficient) or 4 (advanced). Scorings were highly variable within and

among the student populations—a finding that has sparked discussion of an action plan to transition to an incoming skill-based placement model versus a regimented sequence. In addition, Pilates and hip hop were identified as contributing factors to high achievement in dance technique, and greater integration of these techniques is planned.

Communication, BA
Students will demonstrate the ability to orally express ideas, thoughts, claims, propositions, arguments, and evidence in a competent verbal and nonverbal communication.

The School of Communication has developed an integrated and holistic approach to assessment based on department-wide rubrics for each outcome which can then be used to assess any major assignment within any course across the curriculum. This approach also affords a means to demonstrate how student achievement with respect to these outcomes increases as students progress through the curriculum. While some lower-division courses produce rubric scores below the universal target, all upper-division courses are consistently above this universal target.

History, BA
Students will interrogate primary and secondary sources within their historical contexts; argue, both in writing and speaking, in a style used by professional historians, using appropriate evidence and critical thinking; and use interpretive tools such as historical empathy, interdisciplinary discourse, and comparative models in order to "do history" as an evidence-based interpretation of past human events, not a mere listing of names and events.

At the end of their undergraduate program, majors complete a final paper in their capstone course used to assess student achievement on the degree learning outcomes. Drawing upon the research and analytical skills developed in previous major courses, this final paper presents original research in primary source material and contextualizes this research in the scholarship of the subfield of history to which it relates. Papers are assessed through specific four-level rubrics for each outcome with the target that 75 percent of students score a 3 (competent), or 4 (accomplished). The targets were partially met and led to faculty collaborations to improve course scaffolding and integration along with the development of a new course to provide more practice and reinforcement of skill and capacities.

Music, BA
Students will: (1) demonstrate functional proficiency on piano; (2) demonstrate sight reading on piano or their primary instrument and sight singing of melodies of varying complexity; and (3) improvise in an appropriate style on a primary instrument of voice and provide an accompaniment in an appropriate style on the piano.

These outcomes were assessed through individual piano-based performances using specific four-level rubrics, each with a target that 75 percent of the students would perform at a level of 3

(proficient) or 4 (advanced). This target was met for the first outcome, but not the second or third outcome. These findings, in concert with input from an independent consultant and piano faculty, have led to an action plan focused on the priority hire of a piano-focused faculty member who will work with program faculty to: (1) integrate keyboard skill across the broader curriculum to promote greater student mastery of this foundational instrument and skill; (2) develop opportunities for an instructor-referral-based "near-peer piano" tutoring; (3) develop more opportunities for formative assessment within the curriculum; and (4) acquire a Yamaha MLC-100 lab controller system, which would allow the students to hear only their own performance and that of the instructor.

Spanish, BA
Students will: (1) recognize similarities and differences among Hispanic cultures: and (2) produce Spanish orally and in writing to communicate and exchange points of view with peoples of Spanish-speaking worlds in both formal and informal situations using conventional and electronic means.

To assess both outcomes, students in three courses produced a 200 word essay that addressed a prompt written in Spanish during a 50 minute class session.
A total of 119 essays were assessed using a five-level rubric that addressed components of command of topic, argumentative development, language and style, and control of mechanics (spelling, punctuation), with the first component aligned with the first outcome and the remaining three components aligned with the second. The target for each component was that 75 percent of students would earn a 4 or 5. Findings revealed rubric scores of 4 or 5 for each component to be 55 percent, 67 percent, 68 percent, and 67 percent. These findings did not meet the program's targets, and revealed the opportunity for faculty to reinforce the nature of comparative analysis for student benefit within and beyond the program.

San Francisco State University

Classics, BA, MA
Faculty has identified four learning outcomes: (1) exhibit proficiency in either Latin or Greek; (2) understand the history of ancient Mediterranean cultures; (3) develop strong writing skills, including critical analysis; and (4) make connections between Mediterranean cultures and languages and their own. Assessment of these learning goals found students were weakest in using evidence to evaluate arguments. In order to address this deficiency, a new required course was added to the curriculum.

As part of the master's program review process, faculty evaluated the graduate student-learning outcomes and made some curricular changes, including instituting a new MA exam in classical archaeology for students who focused on cultural topics. They found improvement in students' learning around Greek and Roman literature after curricular changes were made.

Community Health Education, BS
The program learning outcomes include the competencies set by the National Commission for Health Education Credentialing as well as goals that are distinctive to the campus community health education program. One outcome assessed student development of interpersonal and professional skills in the fieldwork course. The results indicated that 80 percent of the students were meeting the learning goal, but written and oral communication needed closer attention from instructors. In response to that finding, a part-time position was created to assist in writing support. Department faculty has received additional training on how to teach writing skills and assist students in their development of those skills. Presentations were required in each course, but the faculty also identified the need to specifically teach students core presentation skills.

English BA, Concentration in English Education
This program uses electronic portfolios to assess whether students are meeting the competencies identified as the new Common Core Standards for English Language Arts. Students were not explicitly directed to address every listed competency. In future cycles, students will be clearly asked to provide evidence for each of the competencies.

To measure performance, faculty assessed a total of 23 portfolios for the extensive detailed competencies. Improvement measures will focus on the competencies in which fewer than 10 students demonstrated the competency. Faculty have identified some measures to address this, including working with individual instructors to see why the goals of that course are not met, embedding some competencies in additional courses, and revising certain courses to address the skills their graduates need to be successful in the job market more specifically.

International Relations, BA
The international relations bachelor's degree includes ten learning goals that range from the theory and history of international relations to specific skills such as data analysis and using graphics to illustrate arguments. Faculty assessed all learning objectives. Their findings indicated students were struggling with international relations theories and debates. To address this issue, the program strategically decreased enrollment in the course that specifically addresses this learning goal. They have also added an undergraduate methods course to address the weaknesses of students' ability to test hypotheses with empirical research. Finally, they identified two courses in which students would be required to use graphics in order to strengthen the outcomes of that learning objective.

Mathematics, BA, MA
Faculty conducted program assessments at the undergraduate as well as graduate levels in order to determine whether current prerequisites best serve to increase the success of undergraduate major students. Student-learning outcomes at the baccalaureate and post baccalaureate level include a variety of math related skills, but also the ability to write and orally present technical information. The faculty created a rubric to assess written papers and oral presentations. They used their assessment results to identify the student learning goals that need more attention and the courses

in which these goals are met. As a result of the review of their prerequisites, the department raised the required grade in two courses to a C in order to continue to the next course in the math curriculum. Although the program reported the process and plans, no actual assessment data were reported.

Psychology, BA

Psychology identified ten learning goals organized under six broad objectives including: acquiring psychological literacy, knowledge through research and scholarship, psychological knowledge and theory, skills in written and oral communication of psychological concepts, skills and competencies in applying psychology in a practical setting, and understanding various career opportunities post-graduation. Two specific outcomes were assessed: (1) psychological literacy, which was demonstrably achieved by ranges of 89 percent to 95 percent of students; and (2) specific career goals, which were met by 28 percent of graduating seniors who had a job lined up and by 36 percent starting a graduate education. The department is contacting alumni to evaluate their employment status in order to improve future placement options for their students.

Sexuality Studies, MA

The master's program in sexuality studies includes seven student learning objectives ranging from content matter (e.g., gender and sexuality identity) to achieving graduate-level research skills. One sample learning objective is to master the ability to write for a diverse audience of academics, non-academics, advocates and people in political positions. This learning goal is assessed largely in the culminating experience course. Most recently, the faculty decided to evaluate theses based on four domains of theory, method, writing, and advocacy. As a result of that analysis, common weaknesses were addressed in order to refine the teaching in the culminating course. The program also decided to move a required professional development course to the first year of the curriculum to assist students in identifying career opportunities early in their graduate program.

San José State University

Biology, BS

Students will demonstrate proficiency in scientific writing skills by writing an advanced scientific paper, such as a scientific literature review.

Assessment occurred in one course. One hundred fifty-nine students were assessed on their ability to write a review paper of scientific literature. Faculty used nine criteria: revision and drafting process; grammar; academic language; organization and development; explanation and expression of ideas; accuracy, relevance, or timeliness of content; critical evaluation of information and sources for a professional audience; synthesis of information from multiple sources; and use and citation of appropriate primary and secondary sources.

Results showed students performed better on some criteria than others. Eighty-five percent of students were evaluated as proficient or exemplary in the accuracy, relevance, or timeliness of

content. Eighty-three percent of students achieved proficiency in citation of primary and secondary sources, and 72 percent of students were proficient or exemplary in revision and drafting. Fewer students (between 62-67 percent) achieved proficiency in most of the other categories. Only 48 percent were evaluated as proficient or exemplary in grammar, 38 percent as developing, and 14 percent as inadequate in this category.

The sections of the class in which this outcome was assessed are taught by various instructors, who develop their own requirements for the literature review assignment. The assessment committee noted substantial variation in the scores assigned by different instructors. The department will revise the rubric for this outcome to reduce the potential for variation and to work with the course coordinator and instructors to improve consistency in evaluation.

Communication Studies, MA
Graduate faculty assessed six outcomes through comprehensive exam questions. Students will: (1) identify, explain, and critique the major paradigms and theories that have shaped the field of communication, including their historical development and current trends; (2) articulate the ethical and social responsibilities in communicating with others in different social contexts (i.e. interpersonal, organizational, intercultural, mediated, and public); (3) interpret and critique research methods used in published communication research studies; (4) design and conduct scholarly research using one or more methods of inquiry; (5) articulate in-depth understanding of conceptual foundations and research methods through advanced scholarly writing and oral communication; and (6) design, facilitate, and evaluate applied communication activities, such as presentations, workshops, forums, trainings, and group discussions in professional contexts utilizing conceptual foundations and research methods.

Results indicated 44 percent of students achieved a pass or high pass rating for theory, research methods, and research design. Fifty-six percent achieved a pass or high pass for communication competence and application of theory and research. The remaining students achieved ratings of low pass on these learning outcomes. This analysis also revealed that the comprehensive exam questions do not ask students to address ethics.

Based on this analysis, the department decided to ensure that every course in the graduate program addresses ethics, and faculty decided to focus the MA culminating exam more clearly on questions of ethics in communication studies research.

English, BA
Students will demonstrate the ability to articulate the relations among culture, history, and texts.

Achievement of this learning outcome was assessed using midterm essays and a final essay plus a PowerPoint presentation from American literature and British literature surveys. These assignments required students to analyze specific literary texts by placing them within a larger historical and cultural context. Rubrics containing outcome-specific criteria were used to assess

this outcome. Results showed that a majority of students in the major demonstrated satisfactory (or higher) achievement. Four out of a total of 83 students in three sections failed to achieve the outcome criteria. The department is currently restructuring the curriculum, including development of new courses. In this process, efforts will be made to preserve the strength of achievement of this outcome, as well as finding ways to streamline the assessment of all outcomes.

Library and Information Science, MA
Faculty assessed one outcome: Each graduate will articulate the ethics, values, and foundational principles of library and information professionals and their role in the promotion of intellectual freedom.

Student mastery of learning outcomes is assessed through e-portfolios through which students submit essays to demonstrate they understand and can meet each of the outcome expectancies. Program faculty use common rubrics and indicate the number of revisions necessary to meet or exceed expectations for each outcome. The results indicated that 82 percent met or exceeded expectations with zero revisions. Seven percent needed one revision to meet expectations; 10 percent needed two revisions to meet expectations, and one percent needed three or four revisions to meet expectations.

While a majority of students met outcome expectations with little or no revision, the faculty are working on clarifying the outcome statement and rubrics, and adding several one-unit classes to broaden awareness in areas of information privacy, information secrecy, and digital copyright, to further support student mastery.

Political Science, BA
Students will be able to: formulate research questions; engage in systematic literature searches using primary and secondary sources; have competence in systematic data gathering using library sources, government documents, and data available through electronic sources; evaluate research studies; and critically analyze and interpret influential political texts.

Three members of the assessment committee independently rated a randomly selected sample of 10 final research proposal papers from the required research methods course for a total of 30 rated papers collected from sections taught in spring 2014 and fall 2014 by different instructors, and anonymized before committee review. Committee members developed an assessment rubric and participated in a norming session using the rubric before engaging in the review process.

The committee's analysis revealed students are meeting only some aspects of this learning outcome. While 70 percent met or exceeded expectations for formulating research questions, only 62 percent met or exceeded expectations for systematic literature search and gathering data, and less than half, 45 percent met or exceeded expectations for evaluating research studies.

Based on the assessment results, faculty identified processes for incorporating additional training and practice in evaluating research studies. Faculty members who will teach this course next year will discuss further ways to address the observed weaknesses in evaluating research studies, literature search, and data gathering.

Sociology, BA
Students will be proficient in oral and written communication skills appropriate to the discipline. Assignments from the capstone course were evaluated to assess this learning outcome. These assignments included group oral presentations (critical argument, community engagement project report), and written work (professional resume, written report). Results indicate 60 percent of students achieved at least baseline competency in the critical argument oral presentations, and 90 percent achieved baseline competency or higher in the community engagement project oral reports. For the written assignments, 75 percent of students achieved at least baseline competency for the professional resume, and 85 percent achieved baseline competency or higher on the written report.

These results indicate the need for improvement above the baseline competencies, particularly in the areas of critical argument and critical writing assignments. The department is also developing a sociology writing webpage that will identify writing resources for students and faculty.

California Polytechnic State University, San Luis Obispo

Eleven ABET accreditation learning-outcomes were assessed by engineering programs. 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; understand professional and ethical responsibility; communicate effectively; understand the impact of engineering solutions in a global, economic, environmental, and societal context; engage in life-long learning; and use the techniques, skills, and modern engineering tools necessary for engineering practice.

Architectural Engineering, BS
Students will understand professional and ethical responsibility, communicate effectively, and know how the built environment is related to contemporary issues.

Based on findings from student, faculty, employer and alumni surveys, faculty created four sub-committees to look at the courses that support each learning outcome. The committees reexamined course objectives and content and implemented changes in the mode of instruction in several courses

to gain efficiencies and program improvement, for example by changing the mode of instruction from laboratory or activity to lecture mode. Many courses were added, modified or eliminated to achieve the desired results. All faculty members participate in the assessment process by maintaining comprehensive course notebooks containing a course outcome matrix, syllabus, homework, quizzes, projects, examinations, labs and supplemental handouts.

Civil Engineering, BS
All 11 ABET program learning outcomes were assessed. Data are currently under analysis.

Based on the forthcoming analysis, the program anticipates changes to the senior design curriculum, which will be discussed, evaluated and implemented as needed. Direct measures included the Fundamentals of Engineering Exam, senior project, quizzes, midterms and final exam results.

Computer Engineering, BS
All 11 ABET program learning outcomes were assessed with result data from senior surveys, employer surveys, online quizzes, junior prerequisite exam, project outcomes improvement, and control questions from two courses.

The program reported action plans for improvement efforts but did not report actual assessment data. Faculty members will implement program improvement initiatives based on the findings. The online quiz will be administered to seniors in parallel with senior surveys to improve retention of material. The discrete structures course will be moved to upper division standing. Data from faculty assignments and exams and employer and alumni surveys support the need to improve problem solving and rigorous thinking. These changes will be effective in the 2015-2017 catalog, and the department will monitor their effect using data from two courses. For the Writing Proficiency Examination (WPE), an improved lab report template may have contributed to improved pass rates. The junior-level exam revealed concerns with students' retention of fundamentals electrical engineering. This issue will be addressed as a program improvement project. New assessment efforts addressing professionalism and ethics are being implemented.

Computer Science and Software Engineering, BS
Faculty assessed this outcome: Students will communicate effectively with a range of audiences; apply mathematical foundations; design and conduct experiments; and analyze and interpret data.

The program-learning outcomes were investigated with rubric-scored student projects. Based on the assessment findings, faculty determined to address learning outcomes by introducing a term paper with rubric and a final project with rubrics in two courses. Additional data are still being gathered and this process will be repeated next fall.

Electrical Engineering, BS
These outcomes were assessed: Students will excel in the electrical engineering profession; embrace life-long learning as a necessary component to remain current in their profession; and pursue graduate degrees for enhanced skills and opportunities.

Program improvement plans were included, but no assessment data were reported. Key areas of program improvement action plans include the senior project design experience, student retention of information, variability of faculty teaching effectiveness, and ethics and professionalism improvement. The curriculum committee initiated definitions of a set of essential skills students will possess when each program outcome is achieved. These skills provide metrics used to determine the extent to which students have achieved the outcomes. Assessment tools include quizzes, exams, multidisciplinary project questions, senior project analysis, WPE, and surveys by employers, industrial advisory boards, seniors, and alumni.

General and Biomedical Engineering, BS
Faculty assessed these outcomes: Students will utilize a knowledge base with a core foundation in engineering, physical and biological sciences; demonstrate innovation, creativity, adaptability, and critical thinking to solve problems in disciplines related to biomedical engineering that are relevant to industry, academia, or medicine and health related fields; demonstrate leadership in their chosen fields, and make decisions that are socially and ethically responsible; function effectively in multidisciplinary team environments and communicate effectively to a variety of audiences; and engage in opportunities to extend their undergraduate education throughout their careers, as demonstrated by such things as pursuing graduate study, taking short courses, or attending conferences.

Based on responses from surveys by seniors, alumni, and industrial advisory boards, which indicated a lack in solid-modeling experience, the program added a required solid-modeling class to improve technical skills. The findings also revealed that students lack familiarity with topics in professionalism and ethics. The program will emphasize professionalism and ethics more deliberately in the contemporary issues in biomedical engineering class and require students to address ethics and professionalism in the capstone design course. The senior project was also identified as an area in need of improvement as the experience overlaps with the senior design experience and lack of completion was hindering graduation rates in the college of engineering.

Industrial Manufacturing Engineering, BS
All 11 ABET learning outcomes were assessed using a variety of direct and indirect measures.

Based on assessment results from employer surveys, the WPE, an online quiz for professionalism and ethics, senior project evaluations, senior exam, senior exit interviews, and alumni surveys, the faculty were able to identify ethics, manufacturing engineering programming skills, and large-scale enterprise information technology and information systems concepts as areas for targeted

improvement. An action framework utilizing background, current condition, goal or target condition, root-cause analysis, changes in the implementation plan, confirmation, and follow-up is being used to track the progress of improvement actions. The follow-up analyses will be performed over future cycles. Other areas for targeted improvement include instructional innovation and equipment and facilities updates.

Materials Engineering, BS
Students will: apply advanced science and engineering principles to material systems; understand the scientific and engineering principles underlying the four elements of the field: structure, processing, properties and performance related to material systems; apply and integrate knowledge from each of four elements of the field to solve materials selection and design problems; and utilize experimental, statistical, and computational methods consistent with the goals of the program.
Assessment results from the capstone senior project indicate that all learning outcomes were met at the expected level, with only five percent of rankings falling short. None of the reports fell below a 1.5 rating for insufficient (on a scale of 0-27 ratings), with 25 of 27 reports having a mean rating above 2 for sufficient to outstanding. These ratings reflect acceptable targets for the program. For senior project presentations assessed by external judges (practicing engineers), 95 percent of the ratings demonstrate the presentations were of equal or better quality than presentations by practicing engineers at technical conferences.
Computational proficiency revealed that the scope of senior projects was narrow, so a topical breadth representing a full arrangement of material systems has been identified. The external advisory board insisted on the need to grow the faculty base for the department. The program will do this through collaborations with other programs. Creative partnerships, negotiations and their results were to be studied in 2015.

Mechanical Engineering, BS
All 11 ABET learning outcomes were assessed using a variety of direct and indirect measures. Specific results were not reported.

Actions taken to improve the program include: (1) Dynamics and calculus will be reinforced in various classes in the senior year; (2) experimental design will be introduced in the freshman year and include more practice in other lab and design classes; (3) the freshman year design experience was changed in order to build expertise progressively; (4) the faculty will continue to work with the computer science department to make the changes; (5) the senior survey asked students to rate the quality of advising received; and (6) faculty are creating a handbook to prepare students for the senior project, industry sponsored projects, and for their career with concepts associated with the outcome on professionalism and ethics. Due to low ratings, enhanced advising was identified as an improvement area.

California State University San Marcos

Biotechnology, BS
All student-learning outcomes focus on the dual topics of biology and business, and are based on guidelines from the National Institute of Health. During the period under review, the program assessed one of four outcomes; students will apply fundamental knowledge of biology, biological processes, and the scientific method to solve problems in biotechnology. The activity was designed to identify and gauge the gains in content knowledge and problem-solving skills in one course with retention of that knowledge in a following course. The outcome was measured by examination. Findings demonstrated a decrease in student retention of material related to molecular content, however 71 percent of the students maintained knowledge in cellular content.

Programmatic changes made in response to annual assessments include developing a comprehensive assessment plan to systematically measure all outcomes in a two-year cycle to provide closing-the-loop opportunities- and revising the student-learning outcome course matrix to demonstrate how all courses in the major introduce, reinforce, or enable mastery of outcomes more effectively.

Economics, BA
Students will: (1) define, describe, interpret and apply the choice calculus of different economic entities; (2) describe, explain, and employ the economic way of thinking; (3) explain and analyze how markets work; (4) define, describe, and employ the scientific method to answering economic questions; (5) explain and analyze how the economy works; and (6) apply appropriate knowledge and methods to both formulate and answer economic questions.

The department assessed one outcome: Students will define, describe, interpret, and apply the choice calculus of different entities (individuals, firms, groups, government). Using questions on a common exam, the assessment evaluated student mastery by identifying (1) whether or not the students knew the content of the choice calculus, and (2) the students' ability to derive outcomes consistent with choice calculus. The expectation is that all students should obtain a 70 percent or better score; however an average of 56.53 percent scored above 70 percent. The results demonstrated that while most students understand what the choice calculus entails, how it is used, and which results are consistent with choice calculus, they sometimes have a difficult time applying the choice calculus in novel settings.

Program changes planned as a result of this assessment include adding specific applications-based instruction in courses to help students apply the choice calculus in various settings.

Nursing, MSN
Program outcomes are designed to measure advanced clinical practice guidelines from national accrediting agencies and to provide the foundation for concentrations, tracks, and specialties, as

well as the basis for course-level SLOs. The program assessed one of eleven outcomes in two separate activities. Students will synthesize theoretical and empirical knowledge from the discipline of nursing, the humanities, the natural, social, cultural, organizational and biological sciences, as well as knowledge applicable to the practice of professional nursing at the advanced level.

The first activity focused on the Graduate Writing Assessment Requirement measured by a campus-wide four-point rubric covering four areas: style and format, mechanics, content and organization, and integration and critical analysis. The minimal acceptable combined score from all of the four sections is ten points, with no scores of "one" on any section, resulting in a minimum of a 2.5 average for all sections. Students are allowed three attempts to pass, and only four students required a second attempt.

The second activity occurred two years later, using multiple questions on a final exam to measure students' knowledge of healthcare needs within specific social environments. The target of 70 percent was set from the Commission on Collegiate Nursing Education accreditation recommendations, and 96 percent of the students achieved an overall score of at least 70 percent, indicating students have a strong theoretical and empirical knowledge in the discipline.

Program-level changes based on assessment data included holding a retreat to review and revise the outcomes, developing criteria for assessing student mastery of each outcome, and clarifying outcomes so they may be assessed in more measureable terms. The graduate program committee worked to make certain all relevant outcomes are listed on course syllabi and that communication regarding the assessment process is communicated to all faculty.

Sonoma State University

Chemistry, BA, BS

The program is guided by nine student-learning outcomes. Students will: (1) understand both the concepts and mathematics of the basic thermodynamic properties and the three laws of thermodynamics; (2) understand the difference between thermodynamics and kinetics as it pertains to the fate of a reaction; (3) understand the components of solutions, including physical knowledge of how to make a solution, and perform serial dilutions; (4) understand the concepts of acids and bases, neutralization and buffers; (5) have a good grasp of stoichiometry, writing chemical equations, predicting products and basic categorization of chemical reactions, and a fundamental understanding of chemical reactivity; (6) manipulate and interpret data; (7) maintain a good lab notebook, basic lab skills, scientific ethics in data collection, reporting and lab safety, trouble shooting and experimental design; (8) possess working skills and knowledge in instrumentation and computer literacy; and (9) understand basic chemical bonding theory including drawing Lewis dot structures, and recognizing hybrid orbitals and molecular orbital theory.

Graduating seniors were given an exit exam in two consecutive years. The exam covered nine of the program learning outcomes that are chemical based. The expectation was that two-thirds of the students would score above 65 percent on the exam. In the first year, 43 percent of students scored at or above the expected level. Further analysis revealed students scoring above 65 percent had strong participation in undergraduate research and presented their results at a scientific conference. Furthermore, all students who went on to pursue a PhD scored above 65 percent. Repeating the exam the following year gave similar outcomes. Between the two years, the average student score was 62.3 percent. Based on average scores, five learning outcomes (2, 4, 5, 6, and 9) were strongly met (score > 3.3 out of 5), two learning outcomes (7 and 8) were marginally met (score 2.8-3.3 out of 5), and 2 learning outcomes (1 and 3) were strongly not met (score <2.8 out of 5).

One response by the department to improve student-learning outcomes was to transform the introductory year-long chemistry sequence for the majors into a "freshmen experience." The course is combined with a transition-based course in chemistry. The two courses are blended together and co-taught by two chemistry faculty with the intent of building a learning cohort that is expected to last into the upper division. Majors are steeped in the scientific method evaluating data and undertake a culminating experience project.

Geography, BA
The department conducted a course-embedded assessment of how well students were meeting the program's key bio-physical learning objective: Students will understand the basic processes of the atmosphere, hydrosphere, lithosphere, and biosphere, and how those physical processes shape the pattern of the earth's surface.
Results of the assessment revealed 23 percent of the students were not meeting the expected achievement level of 70 percent or greater, with mastery of understanding of the lithosphere to be the most challenging to students (49 percent of students falling below 70 percent).

In response to the assessment results, the program plans to strengthen its curriculum by providing students with a deeper scientific understanding of ecosystem services, an analysis of socio-economic and ecological implications of policy approaches, and by modeling certain aspects of those policy approaches through the scientific method and statistical analysis of geospatial and other datasets.

Nursing, BS, MS
The core concept of the BS program is the concept of caring. The learning outcome for this core concept focuses on developing inter-subjective nurturing relationships that support the fulfillment of client and nurse health potential.

Using the Assessment Technology Institute (ATI) assessment instrument, the program's expected pass criteria is a score of level two or higher. In one course, nine students did not meet the standard in 2010, and seven did not meet the standard in 2011. In response, the program implemented

several improvements, including integration of more ATI concepts in focused readings, use of case studies following ATI concepts, and non-proctored practice tests being formally included in the course. Following implementation of these improvement strategies, the pass rate increased significantly, where in 2012, only one student did not reach the program standard.

California State University, Stanislaus

Criminal Justice, BA
Students will: (1) competently challenge theories, philosophies, values and methods associated with traditional criminal justice perspectives in oral and written discourse; (2) separate things into their constituent elements in order to study or examine them, see relationships, draw conclusions, or solve problems; (3) effectively articulate ideas orally and in writing, using appropriate language and writing styles as commonly practiced in legal and social environments; (4) identify and describe the nature and operation of the various components of the criminal justice system; (5) transform the pedagogical information from lectures, course materials, assignments and research into an integrated body of knowledge relevant to the criminal justice field; and (6) recognize and understand the roles that race, ethnicity, class, gender, disability, sexual orientation and other facets of diversity have in criminal justice in a global context.

The department developed a 64-item multiple choice instrument to assess student achievement in four areas: (1) criminal justice theory and philosophy, (2) methods, (3) general knowledge, and (4) application of criminal justice related knowledge. The assessment also included items to collect demographic information. The instrument was administered to 35 graduating students in spring 2014.

Although outcome data measuring student learning was not included in this report, results from the multiple choice instrument indicated a need to focus on methods and general criminal justice knowledge. Program faculty discussed the results and will review how PLOs one through six are addressed in several identified courses. The department plans to continue to use the instrument for future assessment and comparative review.

Criminal Justice, MA
Students will demonstrate: (1) advanced knowledge, skills, values, and adherence to standards of professional ethics associated with the discipline of criminal justice and characteristics of a learned individual possessing a master's degree; (2) ability to be analytical and integrative, capable of critical thought, and creative in the exploration of the discipline of criminal justice; (3) ability to work as individual researchers and scholars, but also in collaboration with others in contributing to the research of the field of criminal justice; (4) an advanced knowledge of the global world and intercultural competence as applied to the criminal justice professions; (5) an enhanced understanding of pedagogy for teaching and learning at a community college or university; (6) enhanced oral and written communication skills, complemented by the ability to access and analyze information for a myriad of print and mediated technology sources; and (7) a greater self-direction in regards to advancing their academic and professional skill set.

The department utilizes the comprehensive exam or thesis to assess student achievement of program learning outcomes. Although the program has a relatively high pass rate on comprehensive exams, the program director will continue to hold workshops with students in the months preceding the exam, as well as holding one-on-one meetings for students requiring individual attention. Moving forward, the program plans to further integrate written reports from field supervisors in the internship program into the department's assessment strategy. The graduate program committee will review the assessment procedures and develop additional indirect and direct assessment methods. The committee will also conduct a review and revision of the current learning outcomes and develop a curriculum map.

Social Sciences, BA
Students will: (1) effectively engage in critical thinking about methods, knowledge, and theories associated with specified social sciences concentration of study; (2) demonstrate technological skills for conducting studies in the social sciences; (3) demonstrate effective oral and communication skills of social sciences concepts, terminology, research analysis, and conclusive association with social sciences field of study; and (4) effectively use library resources and internet databases to formulate research questions and investigate topics in the social sciences.

In this interdisciplinary program, the four learning outcomes are assessed in the senior capstone course. Outcome data were not included in this report. A new program coordinator was recently appointed and will be working with the steering committee to improve the coherence of program delivery and to review and revise the current assessment plan.

California State University Accredited Program, by Campus

California State University, Bakersfield

Program	First Granted	Renewal Date
Business Administration BS	not specified	2017-2018
Business Administration MBA	not specified	2017-2018
Biochemistry	not specified	2018-2019
Chemistry BS	not specified	2018-2019
Counseling MS	not specified	2021-2022
Education MA	not specified	2021-2022
Nursing BS	not specified	2021-2022
Public Administration MPA	not specified	2015-2016

California State University Channel Islands

Program	First Granted	Renewal Date
Education–Administrative Services Preliminary Credential	2009	2017
Education–Bilingual Authorization Spanish	2011	2017
Education–Mild/Moderate Disabilities Credential	2009	2017
Education–Mild/Moderate Disabilities Intern Credential	2009	2017
Education–Multiple Subject Credential	2009	2017
Education–Multiple Subject Intern Credential	2009	2017
Education–Single Subject Credential	2009	2017
Education–Single Subject Intern Credential	2009	2017
Nursing BS	2006	2017

California State University, Chico

Program	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	2018
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	2022
Electrical and Electronic Engineering BS	1971	2016
Health Science BS	2004	2018
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	1998	2014
Public Administration MPA	1996	2017
Recreation Administration BS	1986	2019

Chico (continued)

Program	First Granted	Renewal Date
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, Dominguez Hills

Program	First Granted	Renewal Date
Clinical Science BS	1995	2016
Clinical Science BS–Cytotechnology	1993	2017
Computer Science BS	1996	2016-17
Computer Science MS	1996	2016-17
Education MA	not specified	2019
Education MA–Special Education	not specified	2019
Health Science MS–Orthotics and Prosthetics	2015	2020
Music BA	not specified	2017
Nursing BSN	2004	2018
Nursing MSN	2004	2018
Occupational Therapy MS	2007	2022
Public Administration BS	2005	2015-16
Public Administration MPA	2005	2015-16
Social Work MSW	2007	2014
Theatre Arts BA	1987	2014

California State University, East Bay

Program	First Granted	Renewal Date
Business Administration BS	1973-1974	2018-19
Business Administration MS	1982-1983	2018-19
Business Administration MBA	1982-1983	2018-19
Chemistry BS	1970-1971	2015-16
Counseling MS	1982-1983	2016-17
Education MS	1974-1975	2016-17
Economics BA	1973-74	2018-19
Economics MA	1973-74	2018-19
Educational Leadership MS	1994-1995	2016-17
Industrial Engineering BS	2006-2007	2015-16
Music BA	1973-1974	2019-20
Music MA	1973-1974	2019-20
Nursing BS	1974-1975	2015-16
Social Work MSW	2006-2007	2017-18
Special Education MS	1987-1988	2016-17
Speech Pathology and Audiology MS	1992-1993	2019-20

California State University, Fresno

Program	First Granted	Renewal Date
Accountancy MS	1967	Suspended 2011
Agricultural Education BS	1967	2015
Business Administration BS: Accountancy, Computer Information Systems, Entrepreneurship, Finance, Human Resource Management, International Business, Logistics and Supply Chain Strategies, Management, Marketing, Real Estate and Urban Land Economics, Special, and Sports Marketing	1957, 1963	2018-19
Business Administration MBA	1974	2018-19
Civil Engineering BS	1986	2019
Civil Engineering MS	1986	2019
Communicative Disorders BA	1979, 1994, 2004	2016, 2018-19
Communicative Disorders MA	1979, 1994, 2004	2016, 2018-19
Computer Engineering BS	not specified	2019
Construction Management BS	1992/2008	2019-20
Counseling MS–MFT	1995	2019
Dietetics–Didactic Program in Dietetics and Dietetic Internship	2005/1979	2013-14
Education MA	1967, 1988	2021
Educational Leadership EdD	UC Davis JDPEL, 1991; independent DPELFS program, 2007; Bakersfield Joint Program, 2011	2021
Education–Preliminary Multiple Subject	Not specified	2021
Education–Multiple Subject Internship	Not specified	2021
Education–Preliminary Single Subject	Not specified	2021
Education–Single Subject Internship	Not specified	2021
Education Specialist, Mild/Moderate and Moderate/Severe	Not specified	2021
Education–Preliminary Administrative Services	Not specified	2021

Fresno (continued)

Program	First Granted	Renewal Date
Education–Preliminary Administrative Services Internship	Not specified	2021
Education–Professional Clear Administrative Services	Not specified	2021
Education–Early Childhood Education Specialist (NAEYC Accredited, currently under review)	Not specified	
Education–Reading/language Arts Specialist	Not specified	2021
Education–Multiple Subject Bilingual Authorization, Spanish and Hmong	Not specified	2021
Education–Pupil Personnel Services, School Counseling	Not specified	2021
Education Specialist, Deaf and Hard of Hearing	Not specified	2021
Electrical Engineering BS	not specified	2019
Food and Nutritional Sciences BS–Dietetics and Food Administration Option	2005, 1979	2021
Food and Nutritional Sciences BS–Internship Program	2005, 1979	2021
Geomatics Engineering BS	not specified	2019
Interior Design BA	1988	2013
Kinesiology BS	2008	2017-18
Liberal Studies BA	not specified	2021
Mechanical Engineering BS	not specified	2019
Music BA	1979	2019-20
Music MA	1979	2019-20
Nursing BS	2005	2016, 2020
Nursing MS	2005	2016, 2018
Nursing DNP	2012	2019
Physical Therapy DPT	2012	2015
Public Administration MPA	1991	2019
Public Health MPH	1998	2020
Pupil Personnel Services, School Psychology		2021
Recreation Administration BS	1986	2014, 2020
Rehabilitation Counseling MS	1976	2017-18
School Nursing Advanced Credential	Not specified	2021
School Psychology EdS	1994	2015
Social Work MSW	1967	2016

CSU Fresno (continued)

Program	First Granted	Renewal Date
Social Work Options - Pupil Personnel Services - School Social Work and Child Welfare and Attendance		2021
Special Education MA	Not specified	2021
Speech Language Pathology Services	Not specified	2021
Teaching MAT	Not specified	2021
Theatre Arts BA	1989	2014

California State University, Fullerton

Program	First Granted	Renewal Date
Accounting MS	1966	2018
Art BA	1974	2024
Art MA	1974	2024
Art BFA	1994	2024
Art MFA	1994	2024
Business Administration BA	1965	2018
Business Administration MBA	1972	2018
Chemistry BS	1970	2017
Civil Engineering BS	1985	2022
Communications BA	1971	2015
Communications MA	1971	2015
Communicative Disorders BA	1969	2018
Communicative Disorders MA	1969	2018
Computer Engineering BS	2007	2022
Computer Science BS	1988	2018
Credentials	1960	2016
Counseling MS	2007	2023
Dance BA	1993	2024
Education MS	1970	2015
Electrical Engineering BS	1985	2018
Human Services BS	1982	2016
International Business BA	1984	2018
Kinesiology BS (Athletic Training Program)	2001	2016
Mechanical Engineering BS	1985	2022
Music BA	1966	2024
Music MA	1966	2024
Music BM	1975	2024
Music MM	1975	2024

Fullerton (continued)

Program	First Offered	Renewal Date
Nursing BS	NLN accreditation (1981-2007); Commission on Collegiate Nursing Education (CCNE) accreditation since 2007	2017
Nursing MS	2002	2017
Nursing DNP	2013	2019
Public Administration MPA	1989	2015
Public Health MPH	2008	2020
Social Work MSW	2011	2023
Taxation MS	1996	2018
Theatre Arts BA	1974	2015
Theatre Arts BFA	2005	2015
Theatre Arts MFA	1985	2015

Humboldt State University

Program	First Granted	Renewal Date
Art	1978	2014-15 pending
Chemistry	prior to 1976	2014 pending (next review: 2019)
Child Development Laboratory, Child Development	1989	2017
Environmental Resources Engineering (ERE) BS	1981	2017
Forestry and Wildland Resources Curricula–Federal Office Personnel Management (OPM)	pending	N/A
Forestry Curriculum–Society of American Foresters (SAF)	1979	2015
Music	1979	2021
Practicing Sociology—MA Remove	2004	2017
Psychology	2002	2015 pending
Public Sociology, Ecological Justice and Action MA remove	2004	2017
Registered Professional Foresters (RPF) License–State Board of Forestry (BOF)	not specified	periodic
School of Education–Administrative Services	2002	2022
School of Education–Multiple Subjects Credential	2002	2022
School of Education–Reading Certificate	2002	Certificate suspended
School of Education–Single Subjects Credential	2002	2022
School of Education–Special Education Credential	2002	2022
School of Education and Department of Kinesiology/ Recreation Administration–Adapted Physical Education	2002	2022
Social Work BA	2004	2019 reaffirmation
Social Work MSW	2004	2019 reaffirmation

California State University, Long Beach

Program	First Granted	Renewal Date
Aerospace Engineering BS	2001	2018
American Language Institute	2007	2017
Art BA	1974	2016
Art BFA	1974	2016
Art MA	1974	2016
Art MFA	1974	2016
Athletic Training BS	2006	2016
Biochemistry BS	2015	2018
Business Administration BS	1972	2019
Business Administration MBA	1972	2019
Chemical Engineering BS	1980	2018
Chemistry BS	1958	2013
Civil Engineering BS	1963	2018
Communicative Disorders BA	1970	2019
Computer Engineering BS	1974	2018
Computer Science BS	1995	2018
Construction Engineering Management BS	2012	2017
Dance BA	1982	2013
Dance BFA	1982	2013
Dance MA	1982	2013
Dance MFA	1982	2013
Design BA	2007	2016
Didactic Program in Dietetics	1975	2021
Dietetic Internship	1975	2021
College of Education: Teaching Credentials and School Professionals	2001	2015 NCATE and CTC Review (Spring)
Electrical Engineering BS	1963	2018
Family and Consumer Sciences BA	1977	2017
Family and Consumer Sciences MA	1977	2017
Health Care Administration BS	1992	2021

Long Beach (continued)

Program	First Granted	Renewal Date
Health Care Administration MS	2001	2016
Hospitality Foodservice and Hotel Management BS	2010	2017
Human Factors MS	2012	2018
Industrial Design BS	1974	2016
Interior Design BFA	1974	2016
Journalism and Mass Communication	1978, 2014	2020
Mechanical Engineering BS	1963	2018
Music BA	1968	2015
Music BM	1968	2015
Music MA	1968	2015
Physical Therapy DPT	2012	2022
Public Health MPH	1990	2015
Recreation Administration MS	1976	2021
Social Work BS	1975	2016
Social Work MSW	1985	2016
Theatre Arts BA	1973	2015
Theatre Arts MFA	1973	2015

California State University, Los Angeles

Program	First Granted	Renewal Date
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	2018-19
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	2018-19
Music BM	1970	2018-19
Music MA	1970	2018-19
Music MM	1995	2018-19
Nursing BS	2007	2019-20
Nursing MS	2007	2019-20
Nursing DNP	2011	2019-20

Los Angeles (continued)

Program	First Granted	Renewal Dates
Nutritional Science MS–Coordinated Dietetics Program	1974	2015-16
Nutritional Science BS - Didactic Program in Dietetics	1976	2015-16
Nutritional Science MS - Didactic Program in Dietetics	1976	2015-16
Public Administration MS	1984	2015-16
Rehabilitation Counseling MS	1956	2016-17
School Counseling and Student Personnel Services MS	1978	2015-16
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 BS	2013	2017-18

California Maritime Academy

Program	First Granted	Renewal Date
Business Administration BS–International Business and Logistics	2003	2019-20
Facilities Engineering Technology BS	1999	2019-20
Marine Engineering Technology BS	1978	2019-20
Mechanical Engineering BS	2002	2019-20

California State University, Monterey Bay

Program	First Granted	Renewal Dates
Nursing	Accepted 2014	Site visit in 2016
Social Work, MSW	2014	2018
Teacher Education	2009	Site visit in 2013

California State University, Northridge

Program	First Granted	Renewal Date
Accountancy BS	1976	2019
Accountancy MS	1976	2019
Art BA	1993	2020
Art MA	1993	2020
Art MFA	2006	2020
Athletic Training BS	1995	2016-17
Biochemistry BS	1978	2018
Business Administration BS	1976	2019
Business Administration MBA	1976	2019
Chemistry BS	1966	2018
Civil Engineering BS	1994	2019
Communicative Disorders MS	1976	2021
Computer Engineering BS	2006	2019
Computer Science BS	1985	2019
Construction Management Technology BS	2010	2016
Counseling MS	1997	2017
Counseling MS, Career Counseling Option	1996	2017
Education MA	1997	2017
Educational Administration MA	1997	2017
Electrical Engineering BS	1994	2019
Environmental and Occupational Health BS	1972 1973	2016 2019
Environmental and Occupational Health MS	1972 1978	2016 2019
Family and Consumer Sciences BS	1973	2014
Family and Consumer Sciences BS–Didactic Program in Dietetics	1985	2019
Family and Consumer Sciences BS–Interior Design option	1998	2017
Family and Consumer Sciences MS–Dietetic Internship	1985	2019

Northridge (continued)

Program	First Granted	Renewal Date
Finance BS	1976	2019
Health Administration BS	1971	2017
Information Systems BS	1976	2019
Journalism BA	1967	2016
Management BS	1976	2019
Manufacturing Systems Engineering BS	2001	2019
Marketing BS	1976	2019
Mechanical Engineering BS	1994	2019
Music BA	1968	2018
Music BM	1968	2018
Music MM	1968	2018
Nursing BS	1999	2024
Physical Therapy DPT	1969	2015
Public Health Education MPH	1980	2018
Radiologic Sciences BS	1977	2018
Social Work MSW	2008	2020
Special Education MA	1997	2017
Taxation MS	1976	2019
Theatre BA	1991	2015
Theatre MA	1991	2015
Tourism, Hospitality, and Recreation Management BS	2014	2021

Credential Program

Program	First Granted	Renewal Date
Counseling–Pupil Personnel Services Credential	1997	2017
Educational Administration–Preliminary Administrative Services Credential	1997	2017
Educational Administrative Services Credential–Tier 1 and Tier 2	1997	2017
Elementary Education–Multiple Subject Preliminary Teaching Credential	1974	2017
Elementary Education–Multiple Subject Preliminary Teaching Credential–Blended or Intern	2002	2017

Northridge (continued)

Program	First Granted	Renewal Date
Elementary Education–Multiple Subject Preliminary Teaching Credential–CLAD	1997	2017
Elementary Education–Multiple Subject Bilingual Authorization	2011	2017
Elementary Education–Reading and Language Arts Specialist Credential	2002	2017
Secondary Education–Single Subject Teaching Credential	1974	2017
Secondary Education–Single Subject Teaching Credential - Preliminary–Blended or Intern	2002	2017
Elementary Education–Multiple Subject Bilingual Authorization	2011	2017
Elementary Education–Reading and Language Arts Specialist Credential	2002	2017
Secondary Education–Single Subject Teaching Credential- Preliminary–CLAD	1997	2017
Secondary Education–Single Subject Teaching Credential– Bilingual Authorization	2011	2017
Special Education–Education Specialist Authorization Advanced Teaching Credential	2010	2017
Special Education–Education Specialist Teaching Credential–Deaf/Hard of Hearing– Lev I and Lev II	1997	2017
Special Education–Education Specialist Preliminary Teaching Credential–Deaf/Hard of Hearing	2013	2017
Special Education–Education Specialist Clear Teaching Credential–Deaf and Hard of Hearing	2013	2017
Special Education–Education Specialist Teaching Credential–Early Childhood–Lev I and Lev II	1997	2017
Special Education–Education Specialist Preliminary Teaching Credential Early Childhood Special Education Credential	2013	2017
Special Education–Education Specialist Clear Teaching Credential	2013	2017

Northridge (continued)

Program	First Granted	Renewal Date
Special Education–Education Specialist Teaching Credential–Mild/Moderate–Lev I and Lev II	1997	2017
Special Education–Education Specialist Preliminary Teaching Credential–Mild/Moderate	2013	2017
Special Education–Education Specialist Clear Teaching Credential–Mild/Moderate	2013	2017
Special Education–Education Specialist Teaching Credential–Moderate/Severe–Lev I and Lev II	1997	2017
Special Education–Education Specialist Preliminary Teaching Credential–Moderate/Severe	2013	2017
Special Education–Education Specialist Clear Teaching Credential–Moderate/Severe	2013	2017

California State Polytechnic University, Pomona

Program	First Granted	Renewal Dates
Adapted Physical Education Authorization	1997	2021-22
Administrative Services Preliminary (Tier 1) and Preliminary (Tier 1) Intern Credentials	2002	2021-22
Aerospace Engineering BS	1970	2018-19
Agricultural Specialist Authorization	1976	2021-22
Animal Health Science BS	1997	2017-18
Architecture BArch	1981	2022-23
Architecture March	1978	2022-23
Art (Art History, Fine Art) BA	1997	2018-19
Bilingual Authorization (Chinese and Mandarin Chinese)	2011	2021-22
Business Administration BS	1995	2018-19
Business Administration MBA	1995	2018-19
Business Administration MS	1995	2018-19
Chemical Engineering BS	1972	2018-19
Civil Engineering BS	1970	2018-19
Computer Engineering BS	2004	2018-19
Computer Science BS	1994	2018-19
Construction Engineering Technology BS	1976	2018-19
Didactic Program in Dietetics	1993	2019-20
Dietetic Internship Program	1993	2019-20
Education Specialist Mild/Moderate Level I and Level II Teaching and Intern Credentials	1997	2021-22
Education Specialist Mild/Moderate Preliminary and Preliminary Intern Credential	2011	2021-22
Education Specialist Moderate/Severe Level 1 and Level II Teaching and Intern Credentials	1997	2021-22
Education Specialist Moderate/Severe Preliminary and Preliminary Intern Credential	2011	2021-22
Electrical Engineering BS	1970	2018-19

Pomona (continued)

Program	First Granted	Renewal Date
Electronics and Computer Engineering Technology BS	1976	2018-19
Engineering Technology BS	1976	2018-19
Graphic Design BFA	1997	2018-19
Hospitality Management BS	1994	2018-19
Industrial Engineering BS	1976	2018-19
Interior Architecture MIA	2010	2019-20
Landscape Architecture BS	1963	2017-18
Landscape Architecture MLA	1975	2017-18
Manufacturing Engineering BS	1988	2018-19
Mechanical Engineering BS	1970	2018-19
Multiple Subject Intern Teaching Credentials	1998, 2003–2042	2021-22
Multiple Subject Preliminary Teaching Credentials	1973, 2003–2042	2021-22
Music	2013	2018-19
Public Administration MPA	2006	2019-20
Reading Certificate Authorization	2012	2021-22
Single Subject Intern Teaching Credentials	1998, 2003–2042	2021-22
Single Subject Preliminary Teaching Credentials	1973/, 2003–2042	2021-22
Urban and Regional Planning BS	1967	2021-22
Urban and Regional Planning MURP	1971	2021-22

California State University, Sacramento

Program	First Granted	Renewal Date
Administrative Services Credential, Level I, Preliminary, EDLP	1984	2016
Administrative Services Credential, Intern, EDLP	1974	2016
Administrative Services Credential, Level II, Professional, EDLP	1985	2016
Art, Art Studio, Art History	1974	2015
Art Education	~1984	2018
Athletic Training	1976	2023
Business Administration	1963	2017
Civil Engineering	1965	2016
Computer Engineering	1987	2016
Computer Science	1986	2016
Construction Management	1989	2019
Didactic Program in Dietetics	1996	2017
Dietetic Internship	2003	2017
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 and Electronic Engineering	1969	2016
English Education	<1980	2016
Graphic Design	2005	2015
Interior Design	2001	2018
Liberal Studies	2004	2018
Mechanical Engineering	1965	2016
Multiple Subjects, BMED	not specified	2018
Multiple Subjects BCLAD Emphasis (Bilingual Authorization), BMED	1975	2018

Sacramento (continued)

Program	First Granted	Renewal Date
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	2019
Physical Therapy	1997	2025
Pupil Personnel Services, School Counseling, EDC	1975	2018
Pupil Personnel Services, School Social Work	1996	2019
Pupil Personnel Services Credential, School Psychologist, EDS	1977	2018
Reading Specialist Certificate and Credential, EDTE	1974	2018
Recreation, Parks and Tourism Administration	1978	2021
Rehabilitation Counselor Education Program	not specified	2018
School Counseling; Career Counseling; Marital, Couple and Family Counseling, Therapy, EDC	2006	In progress
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 BA, MS	1966	2017
Speech Pathology	1985	2019

California State University, San Bernardino

Program	First Granted	Renewal Date
Administration BA	1994	2018-19
Administration BS	1994	2018-19
Administration MBA	1994	2018-19
Art BA	1983	2021-22
Chemistry BS	1970	2016-17
Computer Engineering BS	2014	2020-21
Computer Science BS	1988	2020-21
Counseling Services	2010	2022-23
Education Credential MA, MS	2002	2015-16
Art Museum	2008	2022-23
Health Science BS	2009	2014-15*
Health Science, Environmental Health BS	2004	2018-19
Music BA	2003	2021-22
Nursing BS	1984	2017-18
Nursing MS	1984	2017-18
Nutrition and Food Sciences BS	1989	2017-18
Public Administration MPA	1989	2017-18
RAFMA (Art Museum)	2008	2022-23
Rehabilitation Counseling MA	1988	2015-16
Social Work BA	2006	2017-18
Social Work MSW	1993	2021-22
Theatre Arts BA	2004	2016-17

*Currently under review.

San Diego State University

Program	First Granted	Renewal Date
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	2018
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
School Counseling, 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	2021
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

San Diego (continued)

Program	First Granted	Renewal Date
Nutrition	~1980	2019
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	2021
Recreation and Tourism Management	1981	2012, Not seeking reaccreditation
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

San Francisco State University

Program	First Granted	Renewal Date
Accountancy MS	1979	March 2016
Apparel Design and Merchandising BS	2003	2023
Art BA	1983	In Progress
Art MA	1983	In Progress
Art MFA	1983	In Progress
Business Administration BS	1963	March 2016
Business Administration MBA	1963	March 2016
Cinema BA	1983	In Progress
Cinema Studies MA	1983	In Progress
Cinema MFA	1983	In Progress
Civil Engineering BS	1988	2018
Clinical Laboratory Science Graduate Internship Program	1977	2019
Communicative Disorders MS	1971	2017
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	March 2016
Interior Design BS	2003	2023
Journalism BA	1985	2020
Mechanical Engineering BS	1988	2021

San Francisco (continued)

Program	First Granted	Renewal Date
Music BA	1963	2017-18
Music MA	1963	2017-18
Music BM	1963	2017-18
Music MM	1963	2017-18
Nursing BS	2003	2023
Nursing MS	2003	2023
Physical Therapy DPT	2001	2021
Public Administration MPA	2000	2021
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 Program	1900	2017
Theatre Arts MFA: Concentration in Design and Technical Production	1982	2021

San José State University

Program	First Granted	Renewal Date
Accountancy MSA	1964	2015-2016
Advertising BS	1971	2015-2016
Aerospace Engineering BS	1991	2018
Art BA	1974	2020
Art BFA	1974	2020
Art MA	1974	2020
Athletic Training BS	not specified	2019
Athletic Training MS	1989	2019
Biomedical Engineering	2011	2018
Business Administration BS	1964	2015-2016
Business Administration MBA	1973	2015-2016
Business Administration MSA	1964	2015-2016
Business Administration MST	1964	2015-2016
Business Administration MSTM	1964	2015-2016
Materials Engineering BS	not specified	2018
Chemical Engineering BS	1958	2018
Child and Adolescent Development Counselor Education Credential	1958	2018
Civil 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
Educational Leadership Credential	1958	2018
Elementary Education Credential	1958	2018
General Engineering BS	1958	2018
Industrial and Systems Engineering BS	1958	2018
Industrial Design BS	1974	2020
Industrial Technology BS	1980, 2010	2017
Journalism BS	1971	2015-2016
Kinesiology MS	1989	2019

San José (continued)

Program	First Granted	Renewal Date
Mechanical Engineering BS	1958	2018
Music BA	1958	2015-2016
Music BM	1958	2015-2016
Music MA	1958	2015-2016
Nursing BS	not specified	not specified
Nursing MS	1959, 1998	2017
Nutritional Science BS –Dietetics	1986	2017
Occupational Therapy MS	1991	2016
Organization and Management BS	not specified	not specified
Political Science MPA	1988	2017
Public Health MPH	1974, 1976	2020
Public Relations BS	1971	2015-2016
Pupil Personnel Services Credential	1958	2018
Recreation BS	1987	2020
Secondary Education Credential	1958	2018
Social Work BS	1977	2023
Social Work MS	1977	2023
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 Polytechnic State University, San Luis Obispo

Program	First Granted	Renewal Date
Aerospace Engineering BS	1969	2021
Art and Design BFA	1995	2016-17
Architectural Engineering BS	1975	2021
Architecture BArch	1980	2017
Biomedical Engineering BS	2015 retroactive to 2012	2021
Bioresource and Agricultural Engineering BS	1973	2021
Business Administration BS	1981	2018
Business Administration MBA	1981	2018
City and Regional Planning BS	1973	2019
City and Regional Planning MCRP	1993	2019
Civil Engineering BS	1973	2021
Computer Engineering BS	1997	2017
Computer Science BS	1986	2021
Construction Management BS	1978	2020
Economics BS	1981	2018
Electrical Engineering BS	1969	2021
Environmental Engineering BS	1971	2021
Forestry and Natural Resources BS	1994	2024
Graphic Communication BS	2003	2016
Industrial Engineering BS	1969	2021
Industrial Technology BS	1974	2020
Landscape Architecture BLA	1975	2020
Manufacturing Engineering BS	1997	2021
Materials Engineering BS	1971	2021
Mechanical Engineering BS	1969	2021
Music BA	2003	2018-19
Nutrition BS–Applied Nutrition Concentration	2005	2016
Recreation, Parks, and Tourism Administration BS	1986	2018
Software Engineering BS	2007	2021

California State University San Marcos

Program	First Granted	Renewal Date
Education MA	1995	2022
Nursing BS	2008	2023
Nursing MS	2012	2017
Speech Language Pathology MS	2015	2019

Sonoma State University

Program	First Granted	Renewal Date
Art/Art History	1982	2019-20
Business Administration	2007	2016-17
Counseling	1984	2016-17
Education	2005	2019-20
Music	1972	2016-17
Nursing	1974	2020-21

California State University, Stanislaus

Program	First Granted	Renewal Date
Art BA	1983	2019-20
Art BFA	1983	2019-20
Business BS	2003	2017-18
Business MBA	2003	2017-18
Education BA	1991	2017-18
Education MA	1991	2017-18
Genetic Counseling MS	2008	2016-17
Music BA	1981	2012-13*
Music BM	1981	2012-13*
Nursing BS	1986	2013-14 2016-17
Nursing MS	2010	2016-17
Public Administration MPA	1982	2016-17
Social Work MSW	1998, retroactive to class of 1996	2017-18
Theatre Arts BA	1983	2012-13*

*Renewal date pending final commission action letters from specialized accreditation agencies.

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COMMITTEE ON EDUCATIONAL POLICY

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Academic Preparation

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Ed Sullivan
Assistant Vice Chancellor
Academic Resources and Research

Carolina Cardenas
Director
Academic Outreach and Early Assessment

Background

The CSU has historically worked to improve academic preparation and readiness in mathematics and English of new students. Through the Early Assessment Program (EAP), Early Start Program (ESP) and other academic preparation efforts, the CSU continues to provide students an opportunity to begin their first term of enrollment better prepared for the academic challenge and rigor they will encounter.

This information item provides an annual progress update on academic preparation including an update on EAP efforts, data from the summer 2015 ESP, demonstrated proficiency of fall 2015 first-time freshmen, proficiency of the fall 2014 freshmen ESP cohort one year later, and overall academic preparation trends.

Early Assessment Program (EAP)

In 2001, the Early Assessment Program (EAP) was developed in collaboration with the State Board of Education (SBE), the California Department of Education (CDE) and the CSU in an effort to reduce the need for remediation of entering first year classes. The program established a mechanism for students to receive a measure of their readiness for college-level English and mathematics in their junior year of high school, and facilitate opportunities for them to improve their skills during their senior year.

The program utilized the 11th grade California Standards Tests for English and mathematics, with additional supplemental questions, and an English essay to provide students with an early indicator

of college preparedness, and the approach was three pronged: testing in the 11th grade; communication about the results and their meaning to students, families, and school personnel; and supplemental preparation programs/professional learning for math and English teachers.

Over a decade after the establishment of the EAP, the CSU can demonstrate that the program has resulted an improvement of preparation for college level coursework in English and math, has provided outreach and direction to students about how to use the senior year more proactively, and has trained over 14,000 high school educators to teach the Expository Reading and Writing Course (ERWC) and Strengthening Math Instruction through the professional development component.

Era of Transition

Over the last six years, the CDE has embarked on a historic transformation of its assessment system. In 2010, the SBE adopted the Common Core State Standards, joining forty-one other states, the District of Columbia, four territories, and the Department of Defense Education Activity. Following the adoption of the new California State Standards, the state joined the Smarter Balanced Assessment Consortia who was one of two federally funded organizations tasked with developing assessments for the new Common Core State Standards. The Smarter Balanced Assessment Consortia used the CSU's EAP as the model to measure college readiness in English and mathematics for grade eleven assessments. The CSU's EAP program is now a national model in providing students an early signal of their college readiness.

As the CDE began its transition to the new standards and assessments, the CSU has been a continuing partner in these efforts. Working collaboratively, the CSU and CDE worked tirelessly to ensure the transition was a smooth one for students, parents and school educators. Full implementation of the standards went into effect during the 2014-15 school year, making the spring of 2015 the first administration of the Smarter Balanced Assessments. Leading up to the 2015 test administration, the state participated in a field test of the assessment system during the spring of 2014. Because participation in the 2014 field test would have left a testing gap for that class of high school juniors, the CDE also agreed to administer the CSTs to grade eleven students in order to continue to provide students an early college readiness signal, while simultaneously preparing to launch the new assessment system. This made 2014, the last administration of the EAP as it was originally designed.

2015 EAP Results

During the spring of 2015, over 418,000 students participated in the Smarter Balanced assessments in English and math. Because the assessments are no longer voluntary as they were with the California Standards Test, the CSU has an unprecedented opportunity to provide even more students with appropriate messages about their preparation for college level English and math courses and the next steps. In preparation for this transition, the CSU has developed clearer messaging about the multiple pathways students have to prepare for college level course work in English and math, with the EAP being the first step.

Results of the first administration of the EAP using the new assessments are promising. In spring 2015 over 96,000 students demonstrated readiness, and an additional 138,000 students demonstrated conditional readiness in English Language Arts. Both of these figures are increases in the number of students being prepared compared to the previous two years. Significant in this data is that the number of students receiving a conditionally ready status more than doubled from the previous year, providing the CSU a greater opportunity to give students key messages about their continued preparation in the 12th grade.

The results for mathematics also demonstrate an increase in college readiness at the highest level of preparedness. About 46,000 students were deemed college ready in math, also double from the previous year, and an additional 75,400 students were conditionally ready. While there is a slight decrease in the number of conditionally ready students, the combined ready numbers are higher than the previous year.

While the results are encouraging, the CSU will use the 2015 results as the new baseline from which to develop continuous improvement efforts in collaboration with our CDE, K-12, and higher education partners.

Communication

To facilitate students understanding of their results, the CSU has worked with CDE by providing information regarding the EAP on the score report that students receive after participating on the Smarter Balanced Assessments. In addition, the CSU has created multiple communication pieces targeted at all students and families. These materials are sent to every public and charter school in the state of California. The CSU will continue to support schools in providing key important messages to students by providing additional information to school personnel in the coming year.

Supplemental Preparation/Professional Learning

The Expository Reading and Writing Course (ERWC) is available to seniors at the majority of high schools in California. The course is approved by the University of California (UC) and the CSU as fulfilling the Senior-level English course requirement and focuses on the use of nonfiction and fiction text, both short journalistic pieces as well as full-length works and novels. The course emphasizes close reading, argument, critical thinking, rhetoric, and analytical writing using materials and themes that interest and engage adolescents. Over 800 high schools have adopted the ERWC curriculum with over 14,000 educators trained and certified to teach the ERWC.
Similarly, the Strengthening Mathematics Instruction (SMI) initiative provides professional learning for teachers to identify instructional strategies that will help students prepare for the necessary quantitative reasoning and mathematics knowledge required for college-level work. The SMI components are aligned to the new California state standards. The CSU continues to support efforts to design a 12th grade math course similar to the ERWC in collaboration with high school teachers, community college faculty and CSU faculty.

Summer 2015 Early Start Program (ESP)

At its March 2010 meeting, the Board of Trustees adopted the Early Start Program (ESP) that officially began in summer 2012. Freshmen who do not demonstrate college-readiness in mathematics, English or both subjects are required to begin to address these deficiencies in the summer before their first term. ESP courses provide the targeted foundation necessary for increasing student preparation in mathematics and English. Students choose from a 1-unit introductory course at minimum or a 3- or 4-unit course that will provide more in-depth preparation.

In fall 2015, more than 65,000 freshmen enrolled in the CSU and more than 26,000 of these students were required to participate in Early Start English (ESE) and/or Early Start mathematics (ESM), with just over 12,700 participating in both. Eighty-six percent of ESP students enrolled at the campus that they matriculated at in the fall. The majority of students elected to take the 1-unit course (85 percent in English and 66 percent in math).

Ninety-four percent of ESE and ninety-two percent of ESM students satisfactorily met the Early Start Program participation requirement. In addition to meeting the participation standard, approximately 2,100 finished their developmental college-preparation in English, and nearly 4,500 their developmental college-preparation in mathematics as a result of summer 2015 ESP course completion.

Fall 2015 First-time Freshman Preparation at Entry

Entering CSU freshmen have the opportunity to demonstrate readiness for college level mathematics and English prior to freshman matriculation as early as the junior year of high school via EAP, through standardized tests while in high school, through senior experiences augmenting testing in the junior year, through Entry Level Mathematics (ELM) or English Placement Test (EPT) test at the end of the senior year, college level coursework, or ESP coursework.

Fifty-five percent of the fall 2015 regularly admitted freshmen class of just over 64,000 students graduated from high school college-ready in both English and mathematics. The entering class of 2015 was the best prepared CSU class as it exited high school. Following summer 2015 Early Start, sixty-one percent of the class were prepared for both college-level mathematics and English when they began their fall term. At fall entry the class was the largest and best prepared entering fall freshman CSU class in CSU history. Differences in preparation were noted by ethnicity-race and are shown on the next page in Table 1.

Fall 2015 regularly admitted first-time Freshmen	Ethnicity - Race	Table 1: Preparation at Fall Entry				
		Prepared Both	Needs additional English preparation only	Needs additional Math preparation only	Needs additional preparation in both English and Math	Grand Total
Head Count	American Indian or Alaska Native	92	16	23	25	156
	Asian or Pacific Islander	7,444	1,391	635	995	10,465
	Black or African American	1,119	248	514	769	2,650
	Hispanic / Latino	14,151	3,848	4,190	6,389	28,578
	White	11,560	667	1,198	660	14,085
	Two or More Races	2,472	201	369	266	3,308
	Unknown Race / Ethnicity	1,429	169	218	213	2,029
	Non-Resident Alien (Intl)	993	789	256	1,090	3,128
Total		39,260	7,329	7,403	10,407	64,399
Row Percent	American Indian or Alaska Native	59%	10%	15%	16%	100%
	Asian or Pacific Islander	71%	13%	6%	10%	100%
	Black or African American	42%	9%	19%	29%	100%
	Hispanic / Latino	50%	13%	15%	22%	100%
	White	82%	5%	9%	5%	100%
	Two or More Races	75%	6%	11%	8%	100%
	Unknown Race / Ethnicity	70%	8%	11%	10%	100%
	Non-Resident Alien (Intl)	32%	25%	8%	35%	100%
Total		61%	11%	11%	16%	100%

Fall 2014 First Time Freshmen Cohort - Proficiency One Year Later

Of the regularly admitted freshmen entering in fall 2014 needing additional preparation in English and/or mathematics, after completing their ESP requirement, 82 percent (21,098 students) reached proficiency within one year, five percent (1,331 students) failed to achieve proficiency in one or both subjects after their first year but were permitted by the campus to enroll in fall 2015. Twelve percent (3,087 students) did not achieve proficiency in one or both subjects at the completion of their first year and were not allowed to re-enroll in fall 2015.

Academic Preparation Trends

The regularly admitted freshmen class has grown from just under 55,000 students in 2011 to just over 64,000 students in fall 2015. The percentage of the entering freshmen class determined to be college-ready in both English and mathematics at the point of graduation from high school has increased from 52 percent (fall 2011) to 55 percent (fall 2015).

The Early Start Program provides our campuses with a final opportunity prior to the fall term to increase the number of freshmen prepared for college-level mathematics and English. In summer 2011, existing CSU programs improved proficiency in both English and mathematics by one percentage point resulting in 53 percent of the 2011 freshmen class starting their first term at the CSU college-ready in English and mathematics. Comparatively, summer 2015 Early Start courses increased proficiency in both English and mathematics by six percentage points resulting in 61 percent of the entering freshmen class being prepared for college-level English and mathematics. Table 2 below depicts these trends.

Regularly admitted first-time freshmen	Cohort Entering	Table 2: Preparation at Fall Entry				
		Prepared Both	Needs additional English preparation only	Needs additional Math preparation only	Needs additional preparation in both English and Math	Grand Total
Students	fall 2011	28,968	7,094	6,891	11,525	54,478
	fall 2012	30,871	7,638	6,088	11,095	55,692
	fall 2013	34,589	8,201	6,488	11,314	60,592
	fall 2014	37,193	8,336	6,746	10,665	62,940
	fall 2015	39,260	7,329	7,403	10,407	64,399
Regularly admitted first-time freshmen	Cohort Entering	Preparation at Fall Entry				
		Prepared Both	Needs additional English preparation only	Needs additional Math preparation only	Needs additional preparation in both English and Math	Grand Total
Row Percent	fall 2011	53%	13%	13%	21%	100%
	fall 2012	55%	14%	11%	20%	100%
	fall 2013	57%	14%	11%	19%	100%
	fall 2014	59%	13%	11%	17%	100%
	fall 2015	61%	11%	11%	16%	100%

Percentages subject to rounding.

Summary

The data indicates that the Early Assessment Program and Early Start Program, in combination with other academic preparation efforts, continue to provide students with the opportunity to begin their first term better prepared for the academic rigor they will face in the CSU. While student readiness differ by campus, all CSU campuses and their faculty focus ongoing and collaborative efforts on improving student success from admission through graduation. As previously noted, continued improvement efforts related to student preparation remain an area of focus as the CSU focuses on achieving the goals of the 2025 Graduation Initiative.

COMMITTEE ON EDUCATIONAL POLICY

Commission on the Extended University

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Karen S. Haynes
President, California State University, San Marcos
Chair, Commission on the Extended University

Summary

The Commission on the Extended University is reporting on the major contributions of extended education through innovative, self-support programs that address state workforce needs. Extended education operates without General Fund support. Funding sources for these programs include tuition and fees, workforce development boards, civic and industry partnerships as well as the commission's innovation grant program.

Extended education brings the resources of the California State University (CSU) to the local community, region, nation and international audiences. Self-support degree and certificate programs, courses, professional development and personal enrichment opportunities are offered in face-to-face and online formats, through convenient scheduling in times and places not supported by General Fund appropriations. Student populations include working professionals, military and students in remote locations, students re-entering the workforce or university, international students, traditional and high school students and those who just love to learn. Extended education helps prepare students along the lifelong learning continuum, from Early Start and English as a Second Language programs to professional and advanced training to leisure learning.

Extended Education Historical Timeline and Commission Background

Extended education has an established history within the CSU system. A timeline representing milestones and achievements dating back to 1857 is included in the packet (Attachment A).

The commission serves as an advisory group to the chancellor about issues and opportunities facing extended education. In 1977, the commission was established through Executive Order 811 and carries forward the CSU's proud tradition of excellence in extended education. The

commission is chaired by a campus president and membership includes provosts, academic senate, extended education deans and online and international experts (Attachment B). The commission is particularly proud of the self-funded innovation grant program. Since 1993, the commission's grant program has funded over 157 proposals for new program development, distributing 7.1 million dollars to the campuses.

Meeting Workforce Needs Through Access and Innovation

Extended education serves a critical role supporting the CSU by increasing pathways and access to higher education. With over 200 degree programs and hundreds of certificates, extended education brings education where students need it, and helps to facilitate faster entry into new areas, with programs and courses offered at remote and urban off-site locations. Extended education has long been a leader in online education, currently offering 86 online programs, enrolling over 4,800 students and producing over 3,000 graduates in 2013-14. Additional access is provided to 35,700 state support students primarily in summer session, 16,300 self-support students, and 12,500 professional development certificate students annually.

Extended education units maintain strong workforce partnerships with public and private sector employers. Employers appreciate the quick response to training needs for new job trends, the ability to upskill existing workers to create entry-level vacancies, and targeting education for in-demand jobs, often beyond the regular university term. Systemwide, extended education works with over 130 employers delivering local and statewide training solutions. Employers increasingly need workers with industry-valued skills and knowledge. Between 2010 and 2014, extended education issued approximately 50,000 professional development certificates in areas such has business, IT, healthcare, trade and transportation, hospitality, leadership and management, criminal justice and communications. A summary of extended education program innovations is included in the packet (Attachment C).

Conclusion

Today's presentation is designed to help frame the story of extended education and highlight the important contributions in serving students and meeting workforce needs. Extended education helps the CSU increase service to the region and state, and adds value to the system's portfolio. Strong workforce partnerships help strengthen the ties between education and employers. Increasingly, there is a need for California workers with bachelor's degrees and advanced education, as well as industry-valued certification. CSU extended education will lead the way in expanding workforce education. This role will require new partnerships and working relationships, and new approaches to planning and delivering programs that provide career pathways to meet local, regional and statewide workforce needs.

lılılılıl CSU Extended Education Timeline

1857

Minns Normal School established in San Francisco, offering teacher-training courses. Later became one of the first state colleges in California.

1920s

Humboldt, San Jose and San Francisco offered courses through extension.

At San Francisco, extension classes were open to regularly enrolled students who enjoyed the diversity of training and faculty interactions.

1933

Fiscal guidelines developed to clearly establish extension as self-supporting.

Summer session established as a self-supporting, tuition/fee based program.

1960

Three new campuses opened (Stanislaus, Hayward, Sonoma), each developed from off-campus extension and summer session centers operated by San Francisco State College.

1971 Continuing Education Reserve Fund (CERF) Act required each CSU campus to create extended education units to meet emerging needs of a changing populace, featuring flexible delivery methods.

1972 Commission on External Degrees established as a basis for extending the programs of the CSU to a wider group of students, specifically adult professionals.

1970s Introduction of instructional television and video-taped courses.

1977 CSU Commission on Extended Education created.

1980s CSU allowed regular sessions, special sessions and extension to operate simultaneously throughout the academic year.

1991 Priorities outlined by the Commission on Extended Education.

2003 *Framework for Action*

2006 *Access to Excellence*

2010 *Innovations for Tomorrow*

2014-2015 *Survey of Innovations*
Report

The California State University
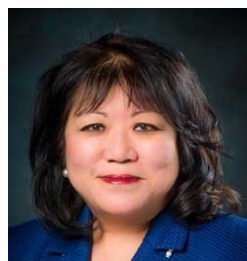## COMMISSION ON THE EXTENDED UNIVERSITY
2015-16

Attachment B
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Dr. Karen S. Haynes, Chair, Commissioner
President, CSU San Marcos

Dr. William Covino, Vice Chair, Commissioner
President, CSU Los Angeles

Dr. Ellen Junn, Commissioner
Provost/VP Academic Affairs
CSU Dominguez Hills

Dr. Lynnette Zelezny, Commissioner Chair, RFP
Provost/VP Academic Affairs Fresno State

Dr. Glen Brodowsky, Commissioner
Academic Senate,
CSU San Marcos

Dr. Praveen Soni, Commissioner
Academic Senate,
CSU Long Beach

Dr. Diana Wright Guerin, Commissioner/Chair, Policies & Procedures
Academic Senate,
CSU Fullerton

Dr. Thomas Norman, Commissioner/Chair McAleer
Academic Senate,
CSU Dominguez Hills

Dr. Eric Bullard, Chair, Budget & Resources
Dean, CSU Los Angeles

Dr. Tatiana Karmanova, Commissioner/Chair, Innovation Purpose, Scope and Values
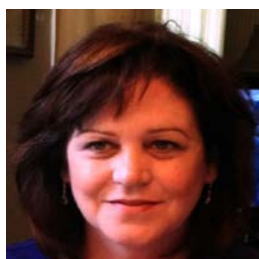Dean, CSU San Bernardino

Mr. Mike Schroder, Commissioner Chair, Strategic Communications
Dean, CSU San Marcos

Mr. Marc Oehlman, Commissioner Co-Chair, Budget & Resources
Associate Director, Academic Tech
CSU Monterey Bay

Dr. Yenbo Wu, Commissioner/ Co-Chair, RFP
Associate VP, International Ed.
San Francisco State

Dr. Christine Mallon, Commissioner
Assistant Vice Chancellor
Academic Programs & Faculty
Development
CSU Office of the Chancellor

Dr. Sheila A. Thomas, Commissioner
Assistant Vice Chancellor,
Extended & Continuing Ed.
Self-Support Strategy & Partnership
CSU Office of the Chancellor

Mr. Leo Van Cleve, Commissioner
Dean, International Programs
and Summer Arts
CSU Office of the Chancellor

Ms. Shannon C. Jackson,
Administrative Staff to the Commission on the Extended University
Extended & Continuing Ed.
Self-Support Strategy & Partnership Operations
CSU Office of the Chancellor

The California State University Commission on the Extended University
Summary of Recurrent Themes: 2014/2015 Survey of Innovation in the CSU Extended University

This survey of innovation covered all 23 California State University (CSU) campuses. The survey was based on two questions: 1. The most significant innovations in the campus extended learning unit in the last two years. 2. The challenges and opportunities ahead for CSU extended learning from the perspective of each campus. This document is a summary of some of the recurrent themes that emerged from the survey.

A significant number of campuses talked about innovations that were linked to external partnerships. These partnerships were often rather distinctive leading not only to innovations but also to additions to the resources and facilities in the CSU. Examples of these partnerships include the Maritime Academy's work with regional law enforcement, fire departments in the region, the Coast Guard, and Chevron to create a simulation facility (including a full size ship) with advanced technologies that simulate various emergencies providing the context for emergency response and safety training. These facilities are now leading to expanded collaboration with the broader petroleum industry. These facilities also provide a much enriched educational experience for the matriculated students at the Maritime Academy. There are similar accounts of collaborations that have expanded specialized facilities for the health sciences and other professional preparation programs.

External collaborations have also led to innovations in programs. At Chico, collaboration with the Ag Idea Consortium has led to a very distinctive agricultural education program that shares courses with other institutions in the consortium. Channel Islands has worked in partnership with Santa Barbara City College to create a BS-MBA program. CSULA is working with thirteen regional community colleges to create an innovative and carefully crafted accelerated program that leads from the Associate's Degree in nursing to the BSN. A number of campuses reported expanded work with community colleges. Long Beach has had a long and productive partnership with the ports which has led to a number of innovative credit and noncredit programs.

A number of these partnerships also included successfully seeking grants to support innovative initiatives. The partnerships were often seen as adding to the competitive advantage in the competition for grant funding. Overall grants (with or without external partners) were more a part of reports of innovation this time then when the Commission last did such a survey of innovations.

Many campuses also reported the creation of new degree programs. Some of these were among the first a given campus had developed for online or hybrid delivery. Some were in emerging fields such as those at San Jose in software engineering and battery technology and the cybersecurity master's degree at San Marcos.

Educational technologies also played a significant role in innovations over the last couple of years on many campuses as one might expect. There are innovations and challenges in ensuring excellence and distinction in program design and instructional strategies as well as in technology and student support. The survey shows that of the campuses beginning to develop online and hybrid programs there are some more inclined to work with external resources. In part, the appeal is that these professional external providers are seen as a pathway to ensuring that they will always be working with professionals focused on remaining current in the field and, in turn, keeping that campus's online and hybrid programs current from the perspective of the use of educational technologies. Some who see this value of remaining current also, in some cases, see the issues that can arise when an external provider, while current, is committed to the use of a particular LMS and/or selected educational technologies. For other campuses, the path forward is to create an internal campus-specific capacity. Those developing campus capacities seem to be more focused on the issues of instructional design expertise and having that expertise available to work with faculty to develop online instructional strategies and to make choices of technology strategies that are focused on achieving particular educational outcomes. These choices and the programs and capabilities that emerge should give the CSU a wide range of models that may afford different advantages for different campuses and those that they serve.

International programs, partnerships, and campus strategies are also a recurrent them among the innovations reported for the past two years. Many campuses talked about expanding international recruitment with responsibility both for recruiting for self-support programs and for state-funded degree programs often with the campus extended university unit. In some cases active international recruitment was relatively new for the campus in question so strategy and capacity development were at issue. A couple of campuses also reported renovating or adding space to create a hub for international students – and an international house/hall model.

A number of campuses also reported innovations in administration. In some cases a change or role on the campus and/or organizational structure, but in most cases it was the implementation of new technologies such as moving self-support operations into PeopleSoft, acquiring and developing strategies for using Customer Relationship Management (CRM) software and the like, and developing ways to gather and use data to analyze program/marketing performance and/or to inform managerial decisions.

For the future: Among the themes that recurred when campus extended university leaders were asked what the challenges and opportunities were for the future:

Challenges – Quarter campuses converting to semesters over the next three years noted that there were significant challenges in some cases impacting the ability to start new credit programs. A number of campuses from the recent audits were left feeling that there was very limited flexibility with the use of self-support funds which some felt could impact the incentives for some departments/colleges to work with the extended university unit to develop new programs, and there were many mentions of campus concerns about the definition of "supplanting" and that having a potentially chilling impact on starting new programs in self-support and/or fully using the capacities of self-support to serve the region. Limited resources were noted by some campuses as the challenges of increased competition. Online education and international opportunities were noted as both challenges and opportunities.

Opportunities – Many noted that if the CSU extended university units could develop a more robust and sustainable approach to innovative collaboration across institutional lines that the CSU extended university could more easily position the CSU for leadership in online teaching and learning, and international programs and partnerships. This kind of collaboration was also seen as an opportunity to work on new administrative technologies across institutional lines (rather than re-inventing on each campus) with the development and dissemination of the new application system (AAWS) being an example of that approach.

Changing and expanding the CSU's role in economic development (and workforce preparation) is another very important opportunity for the next few years. Again this might require a regional collaborative strategy and repositioning the CSU as an essential participant in broad regional economic and community development (one emerging model for this is the **CSU5** partnership among the five CSUs that service Greater LA).

Looking ahead for higher education overall, refined and sophisticated simulations are likely to play an increasingly important role in advanced professional education in many fields. Virtual labs will also grow in importance. CSU CE/EE units can take a lead role in developing such educational tools – collaboration, seeking major grant funding, developing partnerships with key industries, and the like are strategies that can allow CSU CE/EE to create forefront simulation and virtual lab models

Conversations in higher education are putting more emphasis on the importance of creating a link between an effective liberal education and professional preparation so that graduates have both the advanced conceptual skills and depth and breadth of understanding needed for success in the contemporary global economy/community along with the necessary knowledge and professional skills needed in the particular discipline/field in question.   CSU CE/EE offers an increasing number of programs at the graduate level for midcareer professionals. Going forward, as new programs are developed, CSU CE/EE is well positioned to create influential models of the effective integration of advanced professional education and the cultivation of advanced conceptual skills.

A number of campuses also noted that the CSU extended university has grown and matured over the past ten years and is now better positioned to support the evolution of the CSU overall and be a hub for innovation and agility in the CSU as state dollars continue to decline but the need for the educational and research strengths of CSU in California continues to expand, particularly in arenas such as economic and community development, support for the development of regional industry clusters, strengthening California's position in the global marketplace with increased international partnerships, and a global focus in the preparation of the university-prepared workforce, playing a growing role in applied research in collaboration with regional public and private sector employers, and more.

COMMITTEE ON EDUCATIONAL POLICY

Middle College High School

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Margaret Fortune
Trustee

Jeffrey Armstrong
President
California Polytechnic State University, San Luis Obispo

Summary

Since the first Middle College High School opened in New York in 1974, these collaborative ventures between secondary and postsecondary schools have provided a seamless educational continuum for students. With an objective of decreasing high school dropout rates while increasing college-going and persistence rates, such schools have expanded to sixteen states, including California.

California Education Code provides for the creation of "Middle College" or "Early College" high schools which allow students to graduate with a high school diploma and an associate's degree or transferable college credit through concurrent enrollment. These schools are specifically intended to focus on "at-risk" students by providing early immersion in college classes and campus culture. Middle College High Schools in California have been established in partnership with ten community colleges statewide. Since 2014, the California Community College Chancellor's Office has advocated for the expansion of Middle and Early College High Schools to additional regions of the state.

While programs have been available in other parts of California, there has never been a Middle College High School in the Sacramento region. On December 15, 2015, the Sacramento County Board of Education approved a charter petition submitted by Fortune School, a network of high performing charter schools based in Sacramento, for the first Middle College High School in Sacramento. The new Middle College High School will be the sixth public charter school opened by Fortune School in Sacramento County as a part of a larger regional initiative to close the African American achievement gap in the county. The Sacramento County Board of Education

has authorized Fortune School to open a total of nine public charter schools, five of which are already operating, including elementary and middle schools that will feed into the Middle College High School for a complete K-12 school system that prepares students for college starting in kindergarten. This High School is slated to open in fall 2017, in partnership with Cosumnes River College, with a focus on Science, Technology, Engineering, Arts, and Mathematics (STEAM). In addition, California Poly San Luis Obispo will offer science-themed summer camps, field trips, and college advising to this new partner high school.

California Poly San Luis Obispo's partnership with the new Middle College High School builds on its existing relationship with Fortune's elementary schools, cultivated over the past four years as a part of Cal Poly's focus on diversity. Currently, 5th grade students at Fortune School take an annual overnight trip to Cal Poly for a hands-on science class taught by Cal Poly faculty and students in the Learn by Doing Science Lab. The theory of action is that Cal Poly will diversify its applicant pool of competitively eligible African American students by building relationships early with families from a public school system designed to prepare students from diverse backgrounds for college.

This item will highlight the development of this new school in the Sacramento region, presenting it as a model for collaboration between post-secondary and secondary school systems in other regions throughout California.