

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **2:30 p.m., Tuesday, March 19, 2019**
 Glenn S. Dumke Auditorium

Peter J. Taylor, Chair
Jane W. Carney, Vice Chair
Rebecca D. Eisen
Debra S. Farar
Wenda Fong
Emily Hinton
Lillian Kimbell
Thelma Meléndez de Santa Ana
John Nilon
J. Lawrence Norton
Romey Sabalius
Christopher Steinhauser

- Consent** 1. Approval of Minutes of the Meeting of January 22-23, 2019, *Action*
 2. Academic Planning, *Action*
- Discussion** 3. Academic Preparation, *Information*
 4. Student Financial Aid, *Information*
 5. External Partnerships, *Information*

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

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

January 22-23, 2019

Members Present

Peter Taylor, Chair
Jane W. Carney, Vice Chair
Rebecca D. Eisen
Debra S. Farar
Wenda Fong
Emily Hinton
Lillian Kimbell
Thelma Meléndez de Santa Ana
John Nilon
J. Lawrence Norton
Romey Sabalius
Adam Day, Chairman of the Board
Timothy P. White, Chancellor

Trustee Taylor called the meeting to order.

Approval of Minutes

The minutes of November 13, 2018, were approved as submitted.

Associate Degree for Transfer

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the information item. In the fall of 2017, just under half of all undergraduates entered the CSU as transfer students, primarily from community colleges. The Associate Degree for Transfer is an increasingly popular path that guarantees students receiving a baccalaureate degree in a timely manner.

Dr. Alison Wrynn, interim assistant vice chancellor for academic programs and faculty development, presented the item, explaining how the Associate Degree for Transfer (ADT) works. The ADT programs offer 40 distinct academic pathways among which psychology, business

administration and criminal justice are the most popular. Community colleges award ADTs to students who meet specific degree requirements. These students are then eligible to transfer to a CSU campus with a junior standing. As long as students choose one of the 40 academic pathways, or one that is designated as similar, they are guaranteed to graduate with a bachelor's degree with just 60 semester units. Faculty from the academic senates of the CSU and the California community colleges have collaborated to develop ADT curricular patterns that meet the goals of SB1440. In the six years since the introduction of ADT, the number of students has increased tenfold. While there has been modest growth of the number of overall new transfer students, the ADT program continues to grow popularity. In 2017-18 nearly 22,000 new transfer students enrolled at the CSU having earned an ADT, a 4 percent increase from the year before.

Dr. Wrynn introduced Tianna Gripper, a senior at CSU Dominguez Hills, to share her experience with the ADT program. Tianna explained that as a student at El Comino Compton College, she was inspired by a teacher to pursue a career as a psychology professor. Through the ADT program, she was accepted at all of the CSUs to which she applied. She is a veteran of the army, and is planning to go to graduate school. She credits the ADT program for making this path possible.

President Close Conoley provided an overview of the value of the ADT program to Cal State Long Beach and its feeder community colleges. With mathematics reforms in community colleges, she hopes more students will pursue STEM degrees through the ADT. In collaboration with community college partners, she continues to invest in outreach and marketing to emphasize the importance of selecting the right degree and staying on track once in a CSU to earn the bachelor's degree.

Following the presentation, trustees asked questions regarding increases in ADT students relative to other transfers and whether some community colleges offering a limited number of pathways was limited student options. Staff responded by saying the increase in transfer students has been incremental, but more transfer students are choosing the ADT pathway. Further, some community colleges do not have the sufficient faculty for to offer all pathways. Additional discussion focused on communications to prospective students about the ADT, and ADT student's ability to select minors after transfer and the partnership between community colleges and the CSU on this program.

Student Financial Aid

Loren J. Blanchard, executive vice chancellor for Academic and Student Affairs, introduced the information item by noting that CSU offers one of the most affordable undergraduate programs in the country and that financial aid plays a key role in students being able to afford a CSU education. The CSU takes a "grants and scholarships first" approach, making loans a last option.

Dean Kulju, director of student financial aid services and programs, provided an overview how students apply for financial aid, how each student's financial need is calculated and the kinds of financial aid programs that the CSU offers. He discussed the determination of cost of attendance and expected family contribution. Common aid programs include federal, state and institutional grants, the middle class scholarship, work-study and loans. Dean Kulju introduced San José State University student Blake Sorensen to talk about how financial aid has helped him.

Blake indicated he is a senior and wants to become a Certified Public Accountant. He also works in the financial aid office at San Jose State University. College would not have been an option without financial aid. He concluded by expressing gratitude for the aid, and mentioned that he has an internship with Price Waterhouse Coopers. He was joined by Coleetta Mcelroy, Director of the Financial Aid and Scholarship Office at San José State University.

Following the presentation, trustees asked detailed questions regarding the ease of completing of the financial aid application, the timing of notification of a financial aid package and what an expected family contribution of zero meant to families. Additional discussion included the topics of special circumstances, non-tuition expenses, the State University Grant, average student indebtedness and access to information regarding financial aid opportunities.

The Wang Family Excellence Awards

Chancellor White opened the ceremony by saying he was honored to recognize outstanding faculty and staff with these awards, and thanked Trustee Emeritus Stanley Wang's generosity and recent gift of \$2.5 million that ensures these awards for excellence will be given for many years. Trustee Emeritus Stanley Wang made brief remarks.

CSU Board of Trustees Chairman Adam Day also made remarks, noting that each recipient will receive \$20,000. He acknowledged the work of the selection committee in choosing the recipients.

Chancellor White read a brief biography of each 2019 Wang Family Excellence Award recipient before handing them the awards. The 2019 recipients are:

- **Stephen Mezyk, Ph.D.**, has taught chemistry at CSU Long Beach for 18 years, during which he has pioneered a program for his students that features early assessment, active learning, supplemental instruction, participation in research and publication, and continuous mentoring. Dr. Mezyk received the *Outstanding Faculty Innovator in Student Success Award*.
- **Guadalupe X. Ayala, Ph.D.** is Professor of Public Health in the Division of Health Promotion, and Director of the Institute for Behavioral and Community Health at San Diego State University. She received the *Outstanding Faculty Scholarship Award*.

- **Lori Beth Way, Ph.D.**, was selected in the category of *Outstanding Staff Performance*. As Dean of the Division of Undergraduate Education and Academic Planning at San Francisco State University, Dr. Way is recognized for her superior leadership, collaborative spirit and creative problem-solving.
- **Julia E. Curry Rodríguez, Ph.D.**, Associate Professor of Mexican American Studies at San José State University, received the *Outstanding Faculty Service Award*. For more than 20 years she has been dedicated to the success of immigrant students, including those who are undocumented.
- **Thomas Fowler IV** received the *Outstanding Faculty Teaching Award*. For more than 23 years Professor Fowler has helped shape the top-ranked architecture program at California Polytechnic State University, San Luis Obispo, where he is Director of the Graduate Architecture Program.

Trustee Taylor adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Alison M. Wrynn
Interim Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

In accordance with California State University (CSU) Board of Trustees policy established in 1963, this item summarizes the CSU academic planning process, including the long-range program planning activity that took place since January 2018. 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**)
 - Existing 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 Bachelor of Arts (BA) and Bachelor of Science (BS) degree programs
4. Summary of Western Association of Schools and Colleges (WASC) Senior College and University Commission accreditation visits (**Attachment B**)
5. Accredited academic programs and departments (**Attachment C**)
6. CSU degree proposal, review and approval process (**Attachment D**)

Offering traditional and emerging degree programs, the CSU is an engine of social mobility, educating many students who are the first in their families to attend college. According to data from the U.S. Department of Labor and the State of California Employment Development Department, the educational opportunities represented by CSU degree programs, provide our graduates with a mid-career salary that, on average, is more than \$8,000 higher than graduates from other public universities. As a result of ongoing degree program planning and development that responds to employment demands and student interest, the CSU awards nearly 100,000 bachelor's degrees every year, adding to the 3.4 million CSU alumni who keep California's economy vibrant and growing.

Degree planning is a critical first step in the development of educational programs designed to meet the needs of California's skilled and diverse workforce. The CSU delivers more job-ready graduates into the workforce than any other public or private university in the state. The CSU produces 50 percent or more of California's graduates in engineering, business, agriculture, public administration and criminal justice. Sixty percent of nursing degrees earned in California are CSU degrees, including 43 percent of all bachelor's nursing degrees conferred in the state.

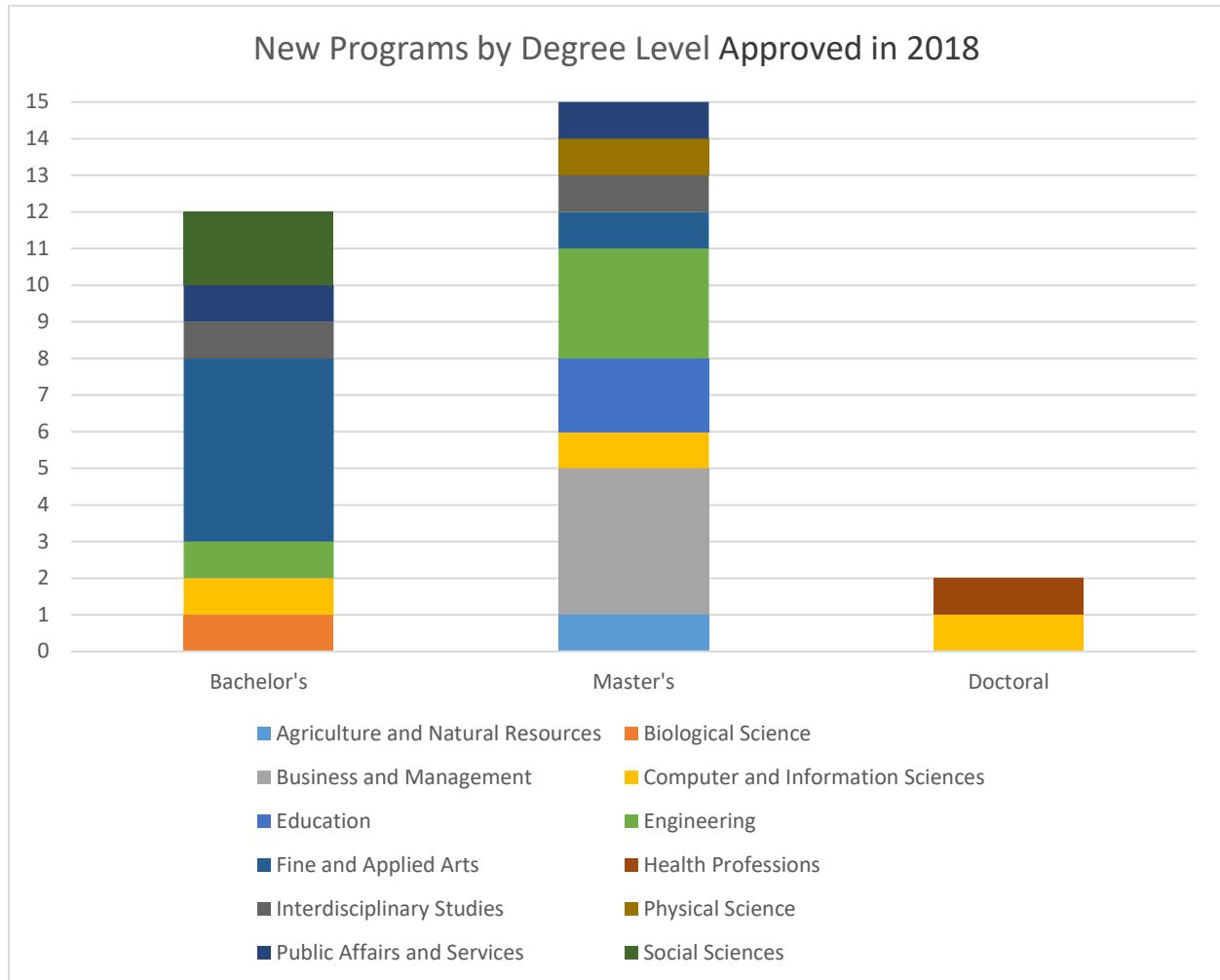
In the past year, the Office of the Chancellor received 26 proposals for new degree programs. A degree proposal may be developed only after trustees approve the preliminary step: a degree projection, which is a long-term plan to develop a degree program. As a result of trustee approval of projections in past years, in 2018 twenty-nine new degree programs were approved by the Office of the Chancellor.

Degrees that were developed and approved during this time frame include four new Doctor of Audiology degrees at CSUs Los Angeles, Northridge, and Sacramento as well as at San José State University. Additional newly approved allied health degree programs included the MS in Athletic Training at two campuses as well as an MS in Speech-Language Pathology at another.

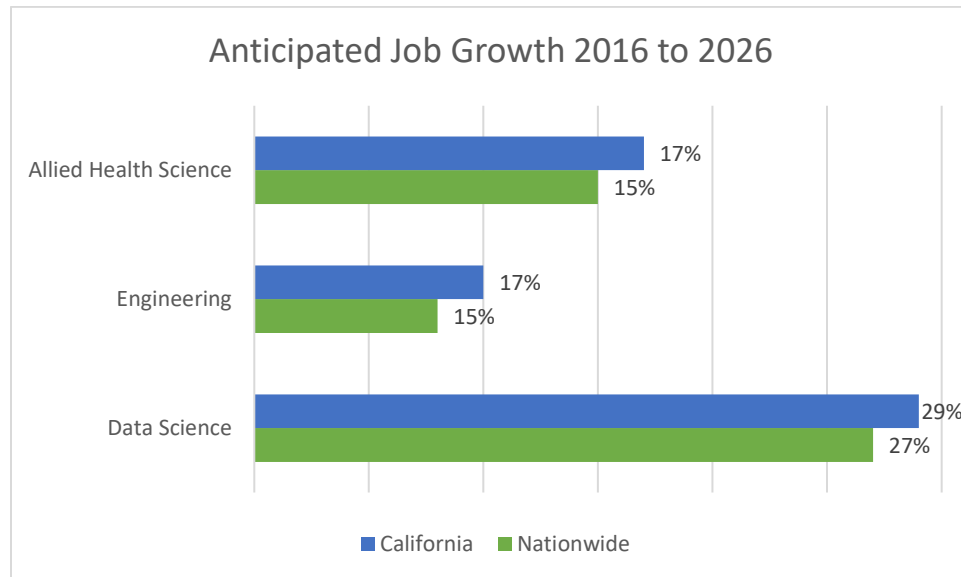
In the STEM disciplines, a new joint-PhD program between San Diego State University and the University of California, Irvine in computational science was approved as were an MS in chemical engineering, and a BS in electrical engineering. Additionally, a number of new business degrees, including masters' degrees in data analytics, business analytics, as well as informatics received final approval this past year.

Finally, several new fine arts degrees were approved as campuses worked towards developing degree programs that met national accreditation standards in the arts as well as emerging trends in the disciplines.

Please see the chart below for a breakdown of the disciplines where new degrees were approved.



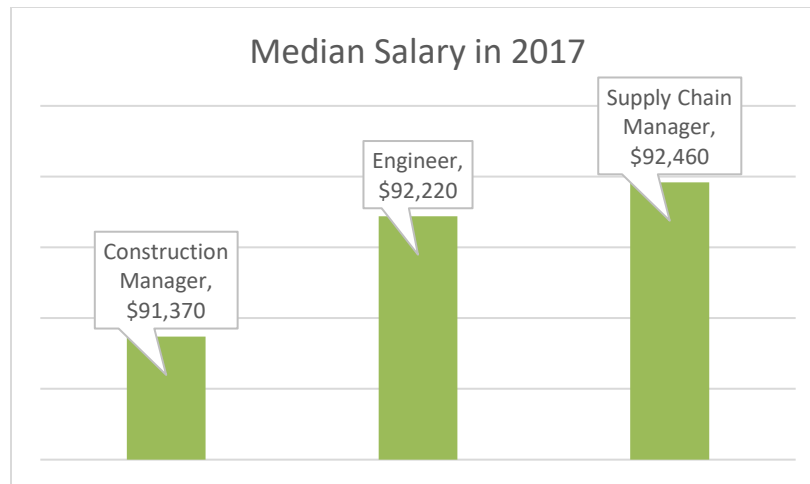
To ensure that proposed CSU degree programs are relevant and responsive to state needs, campuses consider local and statewide ongoing and emerging workforce needs. This year, new program projections continue to reflect workforce needs in the allied health sector, engineering and data science. As you can see on the chart below, these areas are among the fastest growing professional areas in California and across the nation. We see anticipated job growth in allied health of 17% in California. Engineering careers will expand by 10% in the state while data science jobs will increase in California by 29%.



(United States Department of Labor, 2019)
(State of California Employment Development Department, 2019)

To educate students in these areas, five campuses are seeking trustee authorization to develop allied health degree programs including: Dominguez Hills (BS Orthotics and Prosthetics), MS Radiologic and Imaging Science), Fullerton (BS Public Health), Northridge (MS Nursing), and Sacramento (MPH Public Health). These new allied health programs would join the many similar programs currently offered across the CSU.

Engineering continues to be an area of programmatic interest on CSU campuses. Fullerton (MS Construction Engineering and Management), Long Beach (BS Environmental Engineering), Los Angeles (BS Engineering Technology), Pomona (MS Digital Supply Chain Management), and Sacramento (MS Power Engineering) are proposing to develop new degree programs to provide CSU students with state-of-the-art degree programs that will, as indicated in the median salary chart below, allow them to move directly into rewarding careers.



(United States Department of Labor, 2019)

As we have seen over the past few years, there continues to be interest in data science and data-driven decision making, with projection proposals submitted by Fullerton (MS Applied Computer Science) and San Francisco (MS Data Science and Artificial Intelligence; MS Statistical Data Science). Data scientists are experts who interpret data and give it practical significance and application. These professionals use statistics, calculus and algebra, software programming, software engineering, data-driven problem solving and data analysis and visualization skills. *Forbes* reports that 39 percent of data science and analytics positions are expected to require advanced degrees. Computer and information research scientists with a master's degree had a median annual wage in 2017 of \$114,250. (United States Department of Labor, 2019)

1. Changes to Program Projections

New Projections Proposed for Addition to Ten-Year Campus Academic Plans and to the CSU Academic Master Plan

The Academic Programs and Faculty Development Department at the Office of the Chancellor 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 2019 meeting. The CSU Academic Master Plan and each campus academic plan will thereafter be posted online as resources for university planning.

In addition to the CSU Academic Master Plan, the Office of the Chancellor maintains the CSU Degrees Database, an online inventory of all authorized degree programs and associated concentrations (focused areas of study within the degree program). The CSU 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, 26 new projections are proposed, 10 at the undergraduate level and 16 at the graduate level. New programs are planned in response to student demand, employer need, faculty interest, and licensure and accreditation requirements.

Campuses have also removed ten existing program projections from their academic plans for a variety of reasons, including shifting priorities or resources. These projections will therefore not be developed into degree proposals. The number of existing degree programs enrolling students has also decreased this year, with 38 degree programs having been changed to “suspended admission” status—meaning that additional students will not be admitted to those programs until further notice. Campuses suspend admission to degree programs for a variety of reasons—for example, enrollment might have fallen and the program faculty would like to undertake a comprehensive review of the program to bring it up to date. Programs suspended for reasons such as this will likely remove the suspended status after the review and update to the program and begin to admit students once again. Other programs suspend admission due to new certification requirements. For example, BS in Athletic Training degree programs are currently suspending admission to their programs. This is due to new certification requirements that have established the master’s degree as the new entry-level degree in Athletic Training. Additionally, 15 degree programs have been “discontinued,” meaning the campus will no longer offer the programs after all currently enrolled majors have completed their degree requirements. In all cases, students already matriculated into a degree program are allowed to complete their degrees, even though the program has been discontinued or is not allowing new students to enroll.

Recommendations for board approval of campus academic plans (including proposed projected programs) follow Office of the Chancellor review of campus projection proposals. Review includes consideration of “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 are removed from campus academic plans if a full degree proposal is not submitted to the Office of the Chancellor within five years of the date originally projected for implementation.

After the board approves a projection, the campus may begin developing a full degree implementation proposal, which is submitted to the Office of the Chancellor for review and final approval as a program. With confirmation from the Office of the Chancellor, a pilot degree program may enroll students for five years. Pilot programs subsequently may be proposed for conversion to permanent status, which requires the chancellor’s approval. Traditional, fast track, and pilot degree-proposal processes are described in **Attachment D**. In **Attachment A**, a ten-year overview of projected degree programs – by campus – is presented.

New Projections

Dominguez Hills

BM	Music
BS	Orthotics and Prosthetics
MA	Teaching of the Spanish Language
MS	Radiologic and Imaging Sciences

Fullerton

BS	Public Health
MS	Applied Computer Science
MS	Construction Engineering and Management

Long Beach

BS	Environmental Engineering
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Los Angeles

BS	Engineering Technology
MS	Marketing

Northridge

MS	Nursing
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Pomona

MS	Digital Supply Chain Management
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Sacramento

MA	Special Education with Education Specialist Credential
MA	Teaching with Multiple or Single Subject Credential
MPH	Public Health
MS	Power Engineering

San Bernardino

BFA	Art
BFA	Design

San Diego

BA	Language, Culture, and Society
MS	Cybersecurity Management
MS	Meeting and Event Management

San Francisco

BA	Human Services
MS	Data Science and Artificial Intelligence
MS	Statistical Data Science

San Marcos

BS	Cybersecurity
MA	Multilingual and Multicultural Education

Removed Projections

The following existing program projections have exceeded the five-year limit beyond their originally projected implementation date. As they have not resulted in a submitted degree proposal and have not been re-proposed as a projection with a later implementation date, these projections will be removed from the CSU Academic Master Plan and campus academic plans.

Dominguez Hills

MA	Spanish
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Fresno

BA	Dance
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Fullerton

BS	Environmental Engineering
BS	Software Engineering
MS	Human Services

Northridge

BS	Neuroscience
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MS	Entrepreneurship
MS	Finance
MS	Management

Sacramento

MS	Finance
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2. Changes to Existing Degree Programs

Programs Suspending New Admissions

Campuses have reported admission suspensions for the following degree programs, which remain on the CSU Academic Master Plan because admission may be reinstated during a future academic term. While no new matriculations will be allowed, continuously enrolled students in these programs will be allowed to complete their degrees within a reasonable timeframe.

Fullerton

BA	European Studies
BS	Athletic Training
MA	French
MA	Interdisciplinary Studies
MAT	Science
MS	Engineering
EdD	Educational Administration and Leadership

Long Beach

MA	Applied Sociology
MA	Education, Option in mathematics Education

Los Angeles

MA	Industrial and Technical Studies
MS	Criminal Justice

Monterey Bay

BA	Integrated Studies
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Northridge

BA	French
BS	Athletic Training
MA	Interdisciplinary Studies
MS	Interdisciplinary Studies
MA	Music

MS	Engineering
MA	Theatre Arts

San Bernardino

MA	Art
MA	Mathematics Teaching
MA	Theatre
MFA	English
MS	Stem Education

San José

BS	Nutritional Science
MA	Quality Assurance
MS	Recreation

San Luis Obispo

BS	Environmental Soil Science
MA	Agribusiness
MA	Biological Sciences
MA	Education
MS	Business and Technology
MS	Engineering
MS	Forestry Sciences
MS	Kinesiology
MS	Printed Electronics and Functional Imaging
MBA/MS	Engineering Management

Sonoma

BS	Special Major (Interdisciplinary Studies)
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Discontinuance of Existing Degree Programs

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

Dominguez Hills

BA	Communications
BA	Digital Media Arts

Monterey Bay

MA Interdisciplinary Studies

Pomona

MS Agriculture, Integration Science

Sacramento

BS Athletic Training

San José

BA Social Science

BS Athletic Training

MA French

MA Theatre Arts

San Luis Obispo

BA Liberal Studies

EdD Educational Leadership

Sonoma

BA Environmental Studies

BA Geography

MA Kinesiology

Stanislaus

BA French

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

During Office of the Chancellor review of BA and BS degree proposals, 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. Ninety-eight percent of undergraduate programs require no more than the allowable number of units, whether through Title 5 allowances, or Chancellor-authorized exceptions. Title 5 allows for more than a 120-unit total for Bachelor of Fine Arts, Bachelor of Music, Bachelor of Architecture, Bachelor of Landscape Architecture and integrated teacher education preparation (ITEP) programs.

4. Summaries of WASC Senior College and University Commission 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 WASC Senior College and University Commission

during the 2017-18 academic year. The accreditor granted full 10-year accreditation approval to CSU Dominguez Hills, as well as 8-year accreditation to Humboldt State and Sonoma State Universities. A summary of the WASC accreditation visits appears in **Attachment B**.

5. Accredited Academic Programs and Departments

In 1968, the CSU Board of Trustees resolved that “each State College be encouraged, in cooperation with the Office of the Chancellor, to seek accreditation of appropriate instructional programs by national professional accrediting agencies.” Campuses are therefore expected, as reasonable, to seek professional accreditation for degree programs and academic departments, schools and colleges. **Attachment C** contains the list of all reported accredited units and degree programs.

6. CSU Degree Proposal, Review and Approval Process

Attachment D details the descriptions and illustrations of procedures and policies guiding degree proposal development, review and approval.

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 2 of the March 18-20, 2019 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 projected degree programs proposed to be included in campus academic plans be authorized for implementation, at approximately the dates indicated on Attachment A, subject in each instance to the chancellor's review, 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 CSU Board of Trustees
Planned for Implementation between 2019-20 and 2028-29

Planned degree programs (“program projections”) appear in bold red font and are proposed for board approval at the March 2019 meeting. Existing, previously approved program projections appear in black font. 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	2019	BA	Latina/o Latin American Studies	2019
		BS	Public Health	2019
		MS	Applied Economics and Analytics	2019
		MS	Computer Science	2017
	2020	MS	Accounting	2020
		MS	Finance	2020
		MS	Kinesiology	2020
	2021	MS	Technology Management	2021
		MS	Logistics and Supply Chain Management	2022

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Channel Islands	2020	MA	History	2012
		MA	Psychology	2016
		MPA	Public Administration	2012
		MS	Coastal Sustainability	2012
	2021	BA	Freedom and Justice Studies	2013
		MS	Applied Sociology	2013
	2022	BA	Philosophy	2014
		MS	Nursing	2014

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Chico	2020	BA	European Studies	2020
		BA	Intersectional Chicanx/Latinx Studies	2020
		BS	Geography	2020
		MA	Teaching	2015

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Dominguez Hills	2019	BA	Asian Pacific Studies	2019
		BA	Women's Studies	2019
		MS	Accounting	2019
		MS	Business Analytics	2019
	2020	BM	Music	2019
		BS	Orthotics and Prosthetics	2019
		MA	International Peace and Security	2018
		MA	Kinesiology	2014
		MA	Teaching of the Spanish Language	2019
		MS	Radiologic and Imaging Sciences	2019
		MS	Systems Engineering	2016
		MHA	Healthcare Administration	2016
	2021	MA	Communication Disorders	2014

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
East Bay	2021	BS	Civil Engineering	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Fresno	2019	BA	Liberal Arts	2017
		BS	Emergency Management and Homeland Security	2014
	2020	MS	Athletic Training	2018
		MS	Construction Management	2019

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Fullerton	2019	BS	Public Health	2019
		MS	Athletic Training	2018
		MS	Human Resource Management	2019
	2020	MS	Accounting and Finance	2013
		MS	Applied Computer Science	2019
		MS	Construction Engineering & Management	2019
		MS	Engineering Management	2016

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Humboldt	2019	BA	Child Development	2015
		BS	Nursing	2017
	2020	MA	Spanish	2017

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Long Beach	2019	BA	Biochemistry	2018
		BS	Geographical Science	2017
		MA	Curriculum and Instruction in Physical Education	2019
		MA	Languages and Cultures	2015
		MS	Construction Management	2019
		MS	Finance	2017
		MS	Hospitality Management	2015
		MS	International Affairs	2016
		MS	Marketing	2016
		MS	Sustainability	2016
	2020	BS	Computational Mathematics	2018
		BS	Environmental Engineering	2020
		MA	Languages and Cultures	2015

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Los Angeles	2019	MS	Business Analytics	2018
	2020	BS	Hospitality	2018
		MA	Pan-African Studies	2018
		MS	Marketing	2020
	2021	BS	Engineering Technology	2021

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
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Maritime Academy	2020	BS	Oceanography	2019
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Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Monterey Bay	2019	BS	Plant and Soil Science	2018
		BS	Public Safety	2018
		MS	Speech Language Pathology	2019
	2020	MPH	Public Health	2018
		MS	Accounting	2015
	2021	BS	Computer Engineering	2016
	2023	BA	Interdisciplinary Studies	2018
		MA	Teaching English to Speakers of Other Languages	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Northridge	2019	BA	Earth and Environmental Sciences	2017
		MA	Educational Therapy	2018
		MS	Assistive Technology Engineering	2019
		MS	Athletic Training	2019
		AuD	Audiology	2019
	2020	BFA	Visual Art	2018
		MA	Diverse Community Development Leadership	2019
		MS	Information Systems Management	2020
		MS	Nursing	2020
	2021	MA	Sustainability	2021
		PhD	Complex Systems	2021

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Pomona	2020	BS	Materials Engineering	2020
		BS	Regenerative and Sustainable Studies	2017
		MS	Architecture	2016
		MS	Bioengineering	2020
		MS	Business Analytics	2020
		MS	Dietetics	2018
		MS	Digital Supply Chain Management	2020
		MS	International Apparel Management	2014
		MS	Mechatronics and Robotics Engineering	2017
		MUD	Urban Design	2020

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Sacramento	2019	BA	Design Studies	2019
		BS	Health Services	2017
		BFA	Graphic Design	2019
		BFA	Interior Architecture	2019
		BFA	Photography	2019
		MS	Applied Behavior Analysis	2019
		MS	Business Analytics	2019
		MAT	Special Education with Credential	2019
		MAT	Teaching with Credential	2019
		MFA	Studio Art	2019
	2020	MA	Biotechnology	2020
		MS	Power Engineering	2020
		MPH	Public Health	2020
		AuD	Audiology	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Bernardino	2019	MS	Finance	2017
		MS	Information Systems and Technology	2016
		MS	Kinesiology	2015
	2020	BFA	Studio Art	2020
		BFA	Design	2020
		MA	History	2017
		MS	Entrepreneurship and Innovation	2018
		DNP	Nursing Practice	2019

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Diego	2019	BA	Language, Culture, and Society	2019
		BS	Construction Management	2019
		MS	Athletic Training	2019
		MS	Cybersecurity Management	2019
		MS	Meeting and Event Management	2019
		PhD	Hearing Science (with UC San Diego)	2014

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Francisco	2020	BA	Human Services	2020
		BA	Race and Resistance Studies	2018
		MA	East Asian Languages and Literatures	2016
		MA	Modern European Languages and Literatures	2016
		MS	Data Science and Artificial Intelligence	2020
		MS	Statistical Data Science	2020
		MFA	Broadcast and Electronic Communication Arts	2018

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San José	2019	MS	Informatics	2019
	2020	MS	Athletic Training	2019
		MS	Finance	2019
		MS	Hospitality, Tourism and Meeting Management	2018
		AuD	Audiology	2019

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Luis Obispo	2020	BS	Built Environments	2016
		BS	Environmental Product Design	2016
		MEng	Civil and Environmental Engineering	2015

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
San Marcos	2020	BA	Chicano/a Studies	2016
		BA	Geography	2019
		BA	Philosophy	2016
		BS	Cybersecurity	2020
		MA	Multilingual and Multicultural Education	2020
		MS	Applied Behavior Analysis	2019
		MS	Clinical Counseling	2019
	2024	BS	Computer Engineering	2019

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Sonoma	2017	MA	Film Studies	2017

Campus	Currently Planned Implementation Year	Degree Designation	Title	Year Originally Approved for Implementation
Stanislaus	2021	MFA	Theatre Production	2017

**Report on Senior College and University Commission (WSCUC aka WASC)
Accreditation Activities Conducted in 2017-2018**

This report includes only those campuses that engaged in WSCUC site visit accreditation activities in the past year.

California State University, Dominguez Hills

In July 2018, the Senior College and University Commission (WSCUC) acted to reaffirm accreditation for CSU Dominguez Hills (CSUDH) for the maximum possible period of ten years.

The Commission commended the institution in particular for President Hagan's visionary leadership and strong administrative ability along with his development of a clear vision and path forward for the university. The institution's strong sense of community, commitment to students, and optimism about the future were particularly noted. Also noted were remarkable improvements in student retention and graduation rates and a focus on student success and achievement.

The Commission asked for an update in March 2022 on the strategic planning process and its implementation, including progress on the physical development of the campus. The Commission recommended building institutional capacity for collecting, integrating, analyzing, and disseminating data among key stakeholders for decision-making purposes. It also encouraged developing financially sustainable models for faculty hiring, optimized staffing, and pedagogical and scholarly professional development.

Humboldt State University

In March 2018, the Senior College and University Commission (WSCUC) acted to reaffirm accreditation for Humboldt State University (HSU) for eight years.

The Commission commended the institution for widely recognized and consistent educational objectives that are demonstrably achieved; active involvement of students in academic programs; co-curricular programs aligned and integrated with the institution's academic goals; and a robust institutional research capacity.

Based on the WSCUC site visit findings, the team recommended implementing and sustaining appropriate responses to the increased diversity of the university's students; ensuring admissions efforts accurately represent HSU's academic programs, campus climate, support services, and costs to prospective students and to the public at large; and fair and equitable treatment of all students through established policies and procedures addressing student conduct, grievances, complaints, safety, financial aid, and life in the Arcata community. The team also recommended

that all levels of HSU's leadership demonstrate high levels of performance and accountability to strengthen communication across campus and to continue transparency about budget challenges; adopt a comprehensive student learning and success outcomes assessment program including the General Education All-University Requirements program (GEAR) as well as degree program assessment; prioritize efforts to diversify the faculty and staff; and continue to take appropriate steps to address the structural deficit by engaging in realistic budgeting, enrollment management, and diversification of revenue sources.

Sonoma State University

In February 2018, the Senior College and University Commission (WSCUC) acted to reaffirm accreditation for Sonoma State University (SSU) for eight years.

The Commission commended the institution for its strong sense of community manifested through connecting students to services after the October 2017 fires; its collaborative cross-institutional assessment committee; tangible results integrating the Green Music Center (GMC) into the campus and community and leveraging the GMC to advance SSU's public liberal arts mission; its commitment to institution-wide strategic planning processes and financial resource alignment; realignment of IT resources to support the instructional mission; robust first- and second- year experience programs and other high-impact practices; President Sakaki's development of a climate of collaboration and engagement; and the Academic Senate's willingness to work actively with new leadership to advance SSU's mission.

The team recommended assuring every degree program has measurable learning outcomes and an assessment plan adhering to the recently approved Program Review Policy; fully implementing a comprehensive strategic planning process that identifies measurable goals and aligns financial resources with those goals; effectively using newly implemented data tools to enhance student learning and success; developing an IT strategic plan to improve the student experience and advance the institution's vision and mission; creating and implementing a comprehensive diversity plan; and formally articulating what it means to be a SSU undergraduate or graduate student.

California State University Accredited Program, by Campus

California State University, Bakersfield

Program	First Granted	Renewal Date
Business Administration BS, MBA	not specified	2017-2018
Biochemistry BS	not specified	2018-2019
Chemistry BS	not specified	2018-2019
Computer Engineering BS	10/1/2016	2023-2024
Counseling MS	not specified	2021-2022
Education MA	not specified	2021-2022
Electrical Engineering BS	10/1/2016	2023-2024
Engineering Sciences BS	10/1/2016	2023-2024
Nursing BS, MS	not specified	2021-2022
Public Administration MPA	not specified	2015-2016
Social Work MSW	not specified	2022-2023

California State University Channel Islands

Program	First Granted	Renewal Date
Biotechnology MS/MBA Dual Degree Program	2017	2027
Business BS, MBA	2017	2027
Education MA	2009	2019
Education – Administrative Services Preliminary Credential	2009	2019
Education – Mild/Moderate Disabilities Credential	2009	2019
Education – Mild/Moderate Disabilities Intern Credential	2009	2019
Education – Multiple Subject Credential	2009	2019
Education – Multiple Subject Intern Credential	2009	2019
Education – Single Subject Credential	2009	2019
Education – Single Subject Intern Credential	2009	2019
Nursing BS	2006	2025

California State University, Chico

Program	First Granted	Renewal Date
Art BA, BFA, MA, MFA	not specified	2026
Business Administration BS, MBA	1997	2023
Business Information Systems BS	1997	2023
Chemistry BS	not specified	2019
Civil Engineering BS	1968	2020
Communication Design BA–Graphic Design Option	not specified	2026
Communication Sciences and Disorders MA	2003	2019
Computer Engineering BS	1989	2022
Computer Information Systems BS	2007	2020
Computer Science BS	1987	2022
Construction Management BS	1987	2022
Education MA	not specified	2022
Electrical and Electronic Engineering BS	1971	2022
Health Services Administration BS	2004	2023
Didactic Program in Dietetics (Nutrition and Food Sciences BS)	1999	2021
Dietetic Internship	2001	2021
Journalism BA	1997	2022
Mechanical Engineering BS	1971	2020
Mechatronic Engineering BS	1998	2020
Music BA	1995	2019
Musical Theatre BA	2009	2019
Nursing BS	1995	2028
Nursing MS	1995	2028
Psychology: Applied/School Psychology Option MA	1998	2020
Public Administration MPA	1996	2024
Public Health BS		2019
Recreation, Hospitality, and Parks Management BS	1986	2019
Recreation Administration MA	1986	2019
Social Work BA, MSW	not specified	2025
Sustainable Manufacturing BS	1980	2020
Theatre Arts BA	2009	2019

California State University, Dominguez Hills

Program	First Granted	Renewal Date
Clinical Science BS	1995	2026
Computer Science BS	1996	2022-23
Education MA	not specified	2019
Health Science MS	2015	2020
Music BA	1976	2018-19
Nursing BS, MS	2004	2018
Occupational Therapy MS	2007	2023
Public Administration MPA	2005	2022-23
Social Work MSW	2007	2022
Theatre Arts BA	1987	2025-26
Chemistry BS	not specified	2018

California State University, East Bay

Program	First Granted	Renewal Date
Accountancy MS	2013	2018-19
Business Administration BS	1973-1974	2018-19
Business Analytics MS	1982-1983	2018-19
Business Administration MBA	1982-1983	2018-19
Chemistry BS	1970-1971	2018-19
Computer Engineering BS	2013-2014	2020-21
Counseling MS, Option in School Psychology	1982-1983	2022-23
Economics BS, MS	1973-1974	2018-19
Industrial Engineering BS	2006-2007	2021-22
Music BA, MA	1973-1974	2019-20
Nursing BS	1974-1975	2025-26
Nursing MS	2018	2025-26
Social Work MSW	2006-2007	2019-20
Speech-Language Pathology MS	1992-1993	2019-20

California State University, Fresno

Program	First Granted	Renewal Date
Agricultural Education BS	1967	2020
Agricultural Specialist Credential	2003	2021
Athletic Training BS	1997	2022-23
Business Administration BS	1963	2018-19
Business Administration MBA	1974	2018-19
Civil Engineering BS	1968	2019
Clinical Rehabilitation and Mental Health Counseling MS	1976	2019
Communicative Disorders MA – Deaf Education Option	1982	2024
Computer Engineering BS	1999	2019
Construction Management BS	1992	2019
Counseling and Guidance MS	1995	2019
Didactic Program in Dietetics	2005	2021
Dietetic Internship Program	2005	2021
Education MA	1967	2021
Education–Early Childhood Education Specialist (NAEYC Accredited, currently under review)	not specified	2023
Education–Multiple Subject Internship	2002	2021
Education–Multiple Subject Bilingual Authorization, Spanish and Hmong	not specified	2021
Education–Preliminary Administrative Services	not specified	2021
Education–Preliminary Administrative Services Internship	not specified	2021
Education–Preliminary Multiple Subject	2002	2021
Education–Preliminary Single Subject	2003	2021
Education–Pupil Personnel Services, School Counseling	not specified	2021
Education–Reading/Language Arts Specialist	not specified	2021
Education–Single Subject Internship	not specified	2021
Education Specialist, Mild/Moderate and Moderate/Severe	not specified	2021
Education Specialist, Deaf and Hard of Hearing -Education Specialist Clear, Mild/Moderate and Moderate/Severe -Education Specialist Level II, Mild/Moderate and Moderate/Severe	not specified	2021

Fresno (continued)

Program	First Granted	Renewal Date
Educational Leadership EdD		
Independent DPELFS program	2007	2021
Channel Island Joint Program	2016	2021-22
Electrical Engineering BS	1965	2019
Geomatics Engineering BS	1979	2019
Industrial Technology BS	2016	2020
Interior Design BA	1986	2024
Kinesiology – Physical Education Option BS	2008	2020
Mechanical Engineering BS	1965	2019
Music BA, MA	1979	2019-20
Nursing BS	2005	2021
Nursing DNP	2012	2019
Nursing MS	2005	2019
Physical Therapy DPT	2015	2025
Public Administration MPA	1991	2020
Public Health MPH	1996	2020
Pupil Personnel Services, School Psychology	not specified	2021
Recreation Administration BS	1986	2021
School Nursing Advanced Credential (Clear)	not specified	2021
School Psychology EdS	1994	2021-2022
Social Work BA, MSW	1967	2023-2024
Theatre Arts, BA	1989	2024

California State University, Fullerton

Program	First Granted	Renewal Date
Accounting MS	1966	2018
Art BA, MA	1974	2024
Art BFA, MFA	1994	2024
Business Administration BA	1965	2018
Business Administration MBA	1972	2018
Chemistry BS	1970	2022
Civil Engineering BS	1985	2022
Communications BA, MA	1971	2021
Communicative Disorders BA, MA	1969	2018
Computer Engineering BS	2007	2022
Computer Science BS	1988	2018
Counseling MS	2007	2023
Dance BA	1993	2024
Education Credentials	1960	2022
Education MS	1970	2022
Electrical Engineering BS	1985	2018
Human Services BS	1982	2021
International Business BA	1984	2018
Kinesiology BS (Athletic Training Program)	2001	2027
Mechanical Engineering BS	1985	2022
Music BA, MA	1966	2024
Music BM, MM	1975	2024
Nursing BS		
NLN accreditation	1981-2007	2026
Commission on Collegiate Nursing Education (CCNE)	2007	2026
Nursing DNP	2013	2019
Nursing MS	2002	2026
Public Administration MPA	1989	2018
Public Health MPH	2008	2020
Social Work MSW	2011	2023
Taxation MS	1996	2018
Theatre Arts BA	1974	2026
Theatre Arts BFA	2005	2026
Theatre Arts MFA	1985	2026

Humboldt State University

Program	First Granted	Renewal Date
Art BA	1978	2024-25
Chemistry BS	prior to 1976	2019
Child Development Laboratory, Child Development	1989	2022
School of Education–Administrative Services Credential	2002	2022
School of Education–Multiple Subjects Credential	2002	2022
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 Credential	2002	2022
Environmental Resources Engineering BS	1981	2023
Fine Art BFA	2018	2024-25
Forestry BS	1979	2025-26
Registered Professional Foresters (RPF) License	not specified	periodic
Music BA	1979	2021
Social Work BA, MSW	2004	2019

California State University, Long Beach

Programs	First Granted	Renewal Date
Accountancy MS	2015	2019
Aerospace Engineering BS	2001	2018
American Language Institute	2007	2027
Art BA, BFA, MA, MFA	1974	2018
Athletic Training BS	2006	2018
Biochemistry BS	2015	2018
Business Administration BS, MBA	1972	2019
Chemical Engineering BS	1980	2018
Chemistry BS	1958	2018
Civil Engineering BS	1963	2018
Computer Engineering BS	1974	2018
Computer Science BS	1995	2018
Construction Management BS	2012	2023
Dance BA, BFA, MA, MFA	1982	2022
Design BA	2007	2018
Didactic Program in Dietetics	1975	2021
Dietetic Internship	1975	2021
College of Education: Teaching Credentials and School Professionals	2001	2023 CAEP and CTC Review
Electrical Engineering BS	1963	2018
Family and Consumer Sciences BA	1977	2017
Health Care Administration BS	1992	2021
Health Care Administration MS	2002	2019
Hospitality Management BS	2010	2024
Industrial Design BS	1974	2018
Interior Design BFA	1974	2018
Journalism BA	1978, 2014	2020
Mechanical Engineering BS	1963	2018
Music BA, BM, MA	1968	2023
Nursing BS	1967	2021
Nursing MS	1978	2021
Nursing DNP (with Fullerton and LA)	2012	2018
Physical Therapy DPT	2012	2022
Psychology MS, Human Factors Option	2012	2024
Public Health MPH	1990	2022
Public Policy and Administration MPA	1990	2023

Long Beach (continued)

Programs	First Granted	Renewal Date
Recreation Administration MS	1976	2021
Social Work BA	1975	2025
Social Work MSW	1985	2025
Speech-Language Pathology MA	1970	2019
Supply Chain Management MS	2015	2019
Theatre Arts BA, MFA	1973	2018

California State University, Los Angeles

Program	First Granted	Renewal Date
Art BA, MA, MFA	1974	2019-20
Accountancy MS	1964	2021-22
Business Administration BS	1960	2021-22
Business Administration MBA, MS	1964	2021-22
Communicative Disorders MA Speech-Language Pathology option	1987	2023-2024
Computer Information Systems BS	1964	2021-22
Computer Science BS	2005	2019-20
Counseling MS	1994	2019-2020
Counseling MS, Rehabilitation Counseling Option	1956	2019-2020
Counseling MS, School-Based Family Counseling Option	1978	2020-21 CTC and CAEP; CACREP
Counseling MS, School Psychology Option	1993	2022-23
Criminalistics MS	2011	2017-18
Education Credentials	1959	2020-21
Education MA	1959	2020-21
Educational Administration MA	1959	2020-21
Educational Leadership EdD	2011	2020-21
Engineering, Civil BS	1965	2019-20
Engineering, Electrical BS	1965	2019-20
Engineering, Mechanical BS	1965	2019-20
Health Care Management, MS		2021-22
Industrial Technology BS	2013	2019-20
Music BA, BM, MA	1970	2019-20
Music MM	1995	2019-20
Nursing BS, MS	2007	2019-20
Nursing DNP	2011	2019-20
Nutritional Science MS–Coordinated Dietetics Program	1974	2020-21
Nutritional Science MS – Coordinated Dietetics Program and Didactic Program in Dietetics	1976	2020-21
Public Administration MPA	1984	2021-22

Los Angeles (continued)

Program	First Granted	Renewal Date
Social Work BA, MSW	1979	2020-21
Special Education MA	1959	2020-21
Special Education PhD	1971	2020-21
Teaching English to Speakers of Other Languages MA	1989	2020-21

California State University 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
College of Business	2017 (candidacy)	2021
Nursing	2016	2019
Physician Assistant MS	2019 (provisional)	2024
Social Work MSW	2014	2018
Preliminary Multiple Subject Teaching Credential	1994	2020
Preliminary Single Subject Teaching Credential	1994	2020
Preliminary Education Specialist Teaching Credential	2001	2020
Pupil Personnel Services Credential: School Psychology	2016	2020

California State University, Northridge

Program	First Granted	Renewal Date
Accountancy BS	1976	2019
Art BA, MA	1993	2020
Art MFA	2006	2020
Athletic Training BS	1995	2027
Biochemistry BS	1978	2019
Business Administration BS, MBA	1976	2019
Chemistry BS	1966	2019
Civil Engineering BS	1994	2019
Communicative Disorders MS	1976	2021
Computer Engineering BS	2006	2019
Computer Information Technology BS	2017	2019
Computer Science BS	1985	2019
Construction Management BS	2010	2019
Counseling MS	1997	2021
Counseling MS, Career Counseling Option	1996	2021
Didactic Program in Dietetics	1985	2019
Dietetic Internship	1985	2019
Education MA	1997	2021
Electrical Engineering BS	1994	2019
Engineering Management BS	2017	2019
Environmental and Occupational Health BS	1973	2019
Environmental and Occupational Health MS	1978	2020
Family and Consumer Sciences BS	1973	2023
Family and Consumer Sciences BS–Interior Design option	1998	2017
Finance BS	1976	2019
Health Administration BS	1971	2022
Health Administration MS	2017	2020
Information Systems BS	1976	2019
Journalism BA	1967	2021
Management BS	1976	2019
Manufacturing Systems Engineering BS	2001	2019
Marketing BS	1976	2019
Mechanical Engineering BS	1994	2019
Music BA, BM, MM	1968	2018
Music Industry Administration MA	2017	2018

Northridge (continued)

Program	First Granted	Renewal Date
Nursing BS	1999	2024
Physical Therapy DPT	1969	2025
Professional Accountancy MPAcc	1976	2019
Public Health BS	2016	2019
Public Health MPH	1980	2019
Radiologic Sciences BS	1977	2026
Social Work MSW	2004	2020
Special Education MA	1997	2021
Taxation MS	1976	2019
Theatre BA	1991	2025
Theatre Arts MA	1991	2025
Tourism, Hospitality, and Recreation Management BS	2014	2021

Northridge Credential Programs

Program	First Granted	Renewal Date
Autism Spectrum Disorder Added Authorization Credential	2010	2018
Counseling – Pupil Personnel Services Credential	1997	2018
Educational Administration – Preliminary Administrative Services Credential	1997	2018
Elementary Education – Multiple Subject Bilingual Authorization	2011	2018
Elementary Education – Multiple Subject Preliminary Teaching Credential	1974	2018
Elementary Education – Multiple Subject Preliminary Teaching Credential – Blended or Intern	2002	2018
Elementary Education – Multiple Subject Preliminary Teaching Credential – CLAD/CTEL	1997	2018
Elementary Education – Reading and Language Arts Specialist Credential	2002	2018
Resource Specialist Added Authorization Credential	2011	2018

Northridge Credential Programs (continued)

Program	First Granted	Renewal Date
Secondary Education – Single Subject Teaching Credential	1974	2018
Secondary Education – Single Subject Teaching Credential– Bilingual Authorization	2011	2018
Secondary Education – Single Subject Teaching Credential - Preliminary – Blended or Intern	2002	2018
Secondary Education – Single Subject Teaching Credential- Preliminary – CLAD	1997	2018
Special Education – Teach Induction Education Specialist (Clear) Teaching Credential – Early Childhood Special Education	2013	2018
Special Education – Teacher Induction Education Specialist (Clear) Teaching Credential – Deaf and Hard of Hearing	2013	2018
Special Education – Teacher Induction Education Specialist (Clear) Teaching Credential – Mild/Moderate	2013	2018
Special Education – Teacher Induction Education Specialist (Clear) Teaching Credential – Moderate/Severe	2013	2018
Special Education – Education Specialist Preliminary Teaching Credential – Deaf/Hard of Hearing	2013	2018
Special Education – Education Specialist Preliminary Teaching Credential Early Childhood Special Education Credential	2013	2018
Special Education – Education Specialist Preliminary Teaching Credential – Mild/Moderate	2013	2018
Special Education – Education Specialist Preliminary Teaching Credential – Moderate/Severe	2013	2018
Speech Language Pathology Services Credential	2011	2018

California State Polytechnic University, Pomona

Program	First Granted	Renewal Dates
Accountancy MS	2015	2019-20
Adapted Physical Education Added Authorization	1997	2021-22
Administrative Services Preliminary Traditional and Preliminary Intern Credentials	2002	2021-22
Aerospace Engineering BS	1970	2023-24
Agricultural Specialist Instruction Traditional Credential	1976	2021-22
Animal Health Science BS	1997	2023-24
Architecture BArch	1981	2022-23
Architecture MArch	1978	2022-23
Art History BA	1997	2018-19
Bilingual Authorization (Cantonese, Mandarin and Spanish)	2011	2021-22
Business Administration BS, MBA, MS	1995	2019-20
Chemical Engineering BS	1972	2023-24
Civil Engineering BS	1970	2023-24
Civil Engineering BS, Geospatial Engineering Option	1992	2023-24
Computer Engineering BS	2004	2023-24
Computer Science BS	1994	2020-21
Construction Engineering and Management BS	1976	2023-24
Didactic Program in Dietetics (Nutrition BS, Dietetics Option)	1993	2019-20
Dietetic Internship Program	1993	2019-20
Education Specialist Mild/Moderate Level II Traditional Credential	1997	2021-22
Education Specialist Mild/Moderate Preliminary Traditional and Preliminary Intern Credentials	2011	2021-22
Education Specialist Moderate/Severe Level II Traditional Credential	1997	2021-22
Education Specialist Moderate/Severe Preliminary Traditional and Preliminary Intern Credential	2011	2021-22
Electrical Engineering BS	1970	2023-24
Electronic Systems Engineering Technology BS	1976	2023-24
Electromechanical Systems Engineering Technology BS	1976	2023-24
Hospitality Management BS	1994	2018-19

Pomona (continued)

Industrial Engineering BS	1976	2023-24
Interior Architecture MIA	2010	2019-20
Landscape Architecture BS	1963	2022-23
Landscape Architecture MLA	1975	2022-23
Manufacturing Engineering BS	1988	2023-24
Mechanical Engineering BS	1970	2023-24
Multiple Subject Preliminary Intern Credential	1998, 2003	2021-22
Multiple Subject Preliminary Traditional Credential	1973, 2003	2021-22
Music BA	2013	2020-21
Public Administration MPA	2006	2019-20
Single Subject Preliminary Intern Credential	1998, 2003	2021-22
Single Subject Preliminary Traditional Credential	1973, 2003	2021-22
Urban and Regional Planning BS	1967	2021-22
Urban and Regional Planning MURP	1971	2021-22
Visual Communication Design BFA	1997	2018-19

California State University, Sacramento

Program	First Granted	Renewal Date
Accountancy MS	not specified	2017
Art BA, MA	1974	2025
Business Administration BS, MBA	1963	2022
Career and Technical Studies BS	2015	2019
Civil Engineering BS	1965	2022
Communication Sciences and Disorders MS	1985	2019
Computer Engineering BS	1987	2022
Computer Science BS	1986	2022
Construction Management BS	1989	2019
Didactic Program in Dietetics	1996	2024
Dietetic Internship	2003	2024
Electrical and Electronic Engineering BS	1969	2022
Graphic Design BS	2005	2025
Interior Design BA	2001	2018
Mechanical Engineering BS	1965	2022
Music BA, BM, MM	1964	2021
Nursing BS, MS	BS 1962 MS 1986	2019 (CCNE) 2022 (BRN)
Photography BA	2005	2025
Physical Therapy DPT	1997	2025
Recreation Administration BS, MS	1978	2021
School Psychology EDS	2001	2025
Social Work BA, MSW	1966	pending
Studio Art BFA	2018	2025
Theatre BA	Not specified	2020
Credentials		
Administrative Services Credential, Intern	1974	2019/2020
Administrative Services Credential, Level I, Preliminary	1984	2019/2020
Administrative Services Credential, Level II, Professional	1985	2019/2020
Education Specialist, Early Childhood Special Education Credential	1974	2018
Education Specialist, Mild/Moderate Credential	not specified	2020
Education Specialist, Mild/Moderate w/Multiple Subjects Credential	not specified	2020

Sacramento (continued)

Credentials	First Granted	Renewal Date
Education Specialist, Moderate/Severe and Moderate/Severe with Multiple Subjects Credential	not specified	2020
Multiple Subjects Teaching Credential	not specified	2019
Multiple Subjects Teaching Credential with Bilingual Authorization	1975	2019
Pupil Personnel Services Credential, School Counseling	1975	2019
Pupil Personnel Services, School Social Work	1996	2019
Pupil Personnel Services Credential, School Psychologist	1977	2019
Single Subject Teaching Credential	not specified	2018
Single Subject Teaching Credential with Bilingual Authorization	1975	2018

California State University, San Bernardino

Program	First Granted	Renewal Date
Accountancy MS	2009	2018-19
Administration BA, BS	1994	2018-19
Art BA	1983	2021-22
Business Administration MBA	1994	2018-19
Chemistry BS	1970	2019-20
Computer Engineering BS	2014	2020-21
Computer Science BS	1988	2020-21
Didactic Program in Dietetics (Nutrition and Food BS)	1989	2019-20
Health Science BS	2009	2019-20
Health Science BS, Environmental Health Option	2004	2018-19
Information Systems and Technology BS	2015	2018-19
Music BA	2003	2021-22
Nursing BS	1984	2022-23
Nursing MS	1984	2027-28
Public Administration MPA	1989	2023-24
Public Health MPH	2014	2022-23
Robert and Frances Fullerton Museum of Art	2008	2022-23
Rehabilitation Counseling MA	1988	2023-24
Social Work BA	2006	2025-26
Social Work MSW	1993	2021-22
Theatre Arts BA	2004	2020-21

San Diego State University

Program	First Granted	Renewal Date
Accountancy MS	1979	2022-2023
Aerospace Engineering BS	1964	2021-2022
Art BA, MA, MFA	1975	2022
Audiology AUD	2006	2019
Business Administration BA, BS, MBA, MS	1955	2022-2023
Chemistry BS	1950	2023
Civil Engineering BS	1964	2021-2022
Communicative Disorders MA	1979	2019
Computer Engineering BS	2004	2021-2022
Computer Science BS	1994	2022
Construction Engineering BS	2009	2021-2022
Counseling MS, option in Marriage and Family Therapy	2009	2022
Didactic Program in Dietetics	1980	2019
Electrical Engineering BS	1964	2021-2022
Environmental Engineering BS	2004	2021-2022
Journalism BA, concentrations in Advertising, General, Public Relations	2009	2021
Marriage and Family Therapy MS	2009	2022
Mechanical Engineering BS	1964	2021-2022
Nursing BS, MS	not specified	2020
Physical Therapy DPT	2000	2012-2022
Preventive Medicine Residency Certificate Program - SDSU/UCSD	1983	2021
Public Health BS, MPH, MS, PhD	1983, 1985	2021
Rehabilitation Counseling MS	1978	2022
School Psychology EdS	1989	2023
Social Work BA	1974	2026
Social Work MSW	1966	2026
Theatre BA, MA, MFA	1975	2024-2025

San Francisco State University

Program	First Granted	Renewal Date
Accountancy MS	1979	2019
Apparel Design and Merchandising BS	2003	2023
Art BA, MA, MFA	1983	2023
Art MFA	1983	2023
Business Administration BA, BS, MBA	1963	2019
Clinical Laboratory Science Graduate Internship Program	1977	2019
Clinical Mental Health Counseling MS	2017	2018
Communicative Disorders MS	1971	2025
Counseling MS	1978	2018
Didactic Program in Dietetics	1987	2019
Dietetics Internship	1991	2019
Engineering, Civil BS	1986	2024
Engineering, Computer BS	2016	2024
Engineering, Electrical BS	1986	2024
Engineering, Mechanical BS	1986	2024
Family and Consumer Sciences BA	2003	2023
Health Education BS	2009	2025
Hospitality and Tourism Management BS	1990	2019
Interior Design BS	2003	2023
Journalism BA	1985	2020
Music BA, BM, MA, MM	1963	2018
Nursing BS, MS	2003	2023
Physical Therapy DPT	2001	2021
Public Administration MPA	2000	2020
Public Health MPH	2003	2025
Recreation, Parks and Tourism Administration BS	1990	2022
Social Work BA, MSW	1975, 1971	2018, in progress
Teacher Education Credential Programs in Administrative Services, Bilingual Authorization, Clinical or Rehabilitative Services, Education Specialist, Multiple Subject Instruction, Pupil Personnel Services, Reading and Language Arts Specialist, Single Subject Instruction, Speech-Language Pathology Services	1900	2020
Theatre Arts BA, MA, and MFA: Concentration in Design and Technical Production	1982	2021

San José State University

Program	First Granted	Renewal Date
Accountancy MS	1964	2021
Advertising BS	1971	2021
Aerospace Engineering BS	1991	2024
Art BA, BFA, MA	1974	2020
Athletic Training BS	not specified	2019
Biomedical Engineering BS	2011	2024
Business Administration BS	1964	2021
Business Administration MBA	1973	2021
Chemical Engineering BS	1958	2020
Chemistry BS	not specified	2021
Civil Engineering BS	1958	2024
Communicative Disorders EDAU MA	1989	2026
Computer Engineering BS	1958	2024
Computer Science BS	1996, 2001	2023
Counselor Education Credential	1958	2020
Dance BA, BFA	1987	2019
Didactic Program in Dietetics	1986	2020
Dietetic Internship	1986	2020
Educational Leadership Credential	1958	2020
Electrical Engineering BS	1958	2024
Elementary Education Credential	1958	2020
Human Factors/Ergonomics MS	2014	2021
Industrial and Systems Engineering BS	1958	2024
Industrial Design BS	1974	2020
Industrial Technology BS	1980, 2010	2023
Journalism BS	1971	2021
Library Information Science MLIS	1969	2021
Materials Engineering BS	not specified	2020
Mechanical Engineering BS	1958	2024
Music BA, BM, MM	1958	2018
Music Education MA	2016	2018
Nursing BS	not specified	2022
Nursing MS	1959, 1998	2019
Occupational Therapy MS	1991	2026
Public Administration MPA	1988	2024

San José (continued)

Program	First Granted	Renewal Date
Public Health MPH	1974, 1976	2020
Public Relations BS	1971	2021
Pupil Personnel Services Credential	1958	2020
Recreation BS	1987	2020
Secondary Education Credential	1958	2020
Social Work BA, MSW	1977	2023
Software Engineering BS	2016	2024
Special Education Credential	1958	2020
Speech Pathology Credential	1958	2020
Taxation MS	1964	2021
Teacher/Librarian Services Credential	1958	2020
Theatre Arts BA	1982	2018
Transportation Management MS	1964	2021
Urban Planning MUP	1972, 1988	2025

California Polytechnic State University, San Luis Obispo

Program	First Granted	Renewal Date
Accounting MS	2014	2023
Administrative Services Credential	not specified	2020
Aerospace Engineering BS	1969	2021
Agriculture Specialist Credential	not specified	2020
Architectural Engineering BS	1975	2021
Architecture BArch	1980	2023
Art and Design BFA	1995	2026-27
Bilingual Authorization (Spanish)	not specified	2020
Biomedical Engineering BS	2012	2021
Bioresource and Agricultural Engineering BS	1973	2021
Business Administration BS, MBA	1981	2023
City and Regional Planning BS	1973	2019
City and Regional Planning MCRP	1993	2019
Civil Engineering BS	1973	2021
Computer Engineering BS	1997	2021
Computer Science BS	1986	2021
Construction Management BS	1978	2020
Didactic Program in Dietetics	2005	2023
Dietetic Internship	2005	2023
Economics BS	1981	2023
Education Specialist Mild/Moderate Credential	not specified	2020
Electrical Engineering BS	1969	2021
Engineering Management MBA/MS	2014	2023
Environmental Engineering BS	1971	2021
Forestry and Natural Resources BS	1994	2024
Graphic Communication BS	2003	2022
Industrial Engineering BS	1969	2021
Industrial Technology and Packaging BS	1974	2023
Landscape Architecture BLA	1975	2020
Manufacturing Engineering BS	1997	2021
Materials Engineering BS	1971	2021
Mechanical Engineering BS	1969	2021
Multiple Subject Teaching Credential	not specified	2020
Music BA	2003	2018-19

San Luis Obispo (continued)

Program	First Granted	Renewal Date
Quantitative Economics, MS	2018	2023
Recreation, Parks, and Tourism Administration BS	1986	2025
Single Subject Teaching Credential	not specified	2020
Software Engineering BS	2007	2021

California State University San Marcos

Program	First Granted	Renewal Date
Nursing BS	2008	2023
Nursing MS	2012	2027
Social Work MSW	2016	2020
Speech-Language Pathology MS	2015	2019
Credentials		
Administrative Services Credential – Preliminary	2007	2022
Education Specialist: Mild/Moderate Credential – Preliminary/Traditional	2010	2022
Education Specialist: Mild/Moderate Credential – Preliminary/Intern	2010	2022
Education Specialist: Mild/Moderate Credential – Level II/Traditional	2000	2022
Education Specialist: Moderate/Severe Credential – Preliminary/Traditional	2010	2022
Education Specialist: Moderate/Severe Credential – Preliminary/Intern	2010	2022
Education Specialist: Moderate/Severe Credential – Level II/Traditional	2000	2022
Education Specialist Added Authorization: Autism Spectrum Disorder	2010	2022
Multiple Subject – Preliminary/Traditional	1992	2022
Single Subject: English – Preliminary/Traditional	1995	2022
Single Subject: Mathematics – Preliminary/Traditional	1995	2022
Single Subject: Physical Education – Preliminary/Traditional	1995	2022
Single Subject: Science – Preliminary/Traditional	1995	2022
Single Subject: Social Science – Preliminary/Traditional	1995	2022
Single Subject: World Languages – Preliminary/Traditional	1995	2022
Bilingual Authorization: Spanish	2011	2022
Reading and Literacy Added Authorization	2012	2022
Reading and Literacy Specialist Credential	2012	2022

Sonoma State University

Program	First Granted	Renewal Date
Art BA, BFA	1982	2020-21
Art History BA	1982	2020-21
Business Administration BS, MBA	2007	2021-22
Counseling MA	1984	2021-22
Education MA	2005	2019-20
Music BA, BM	1972	2027-28
Nursing BS, MS	1974	2020-21

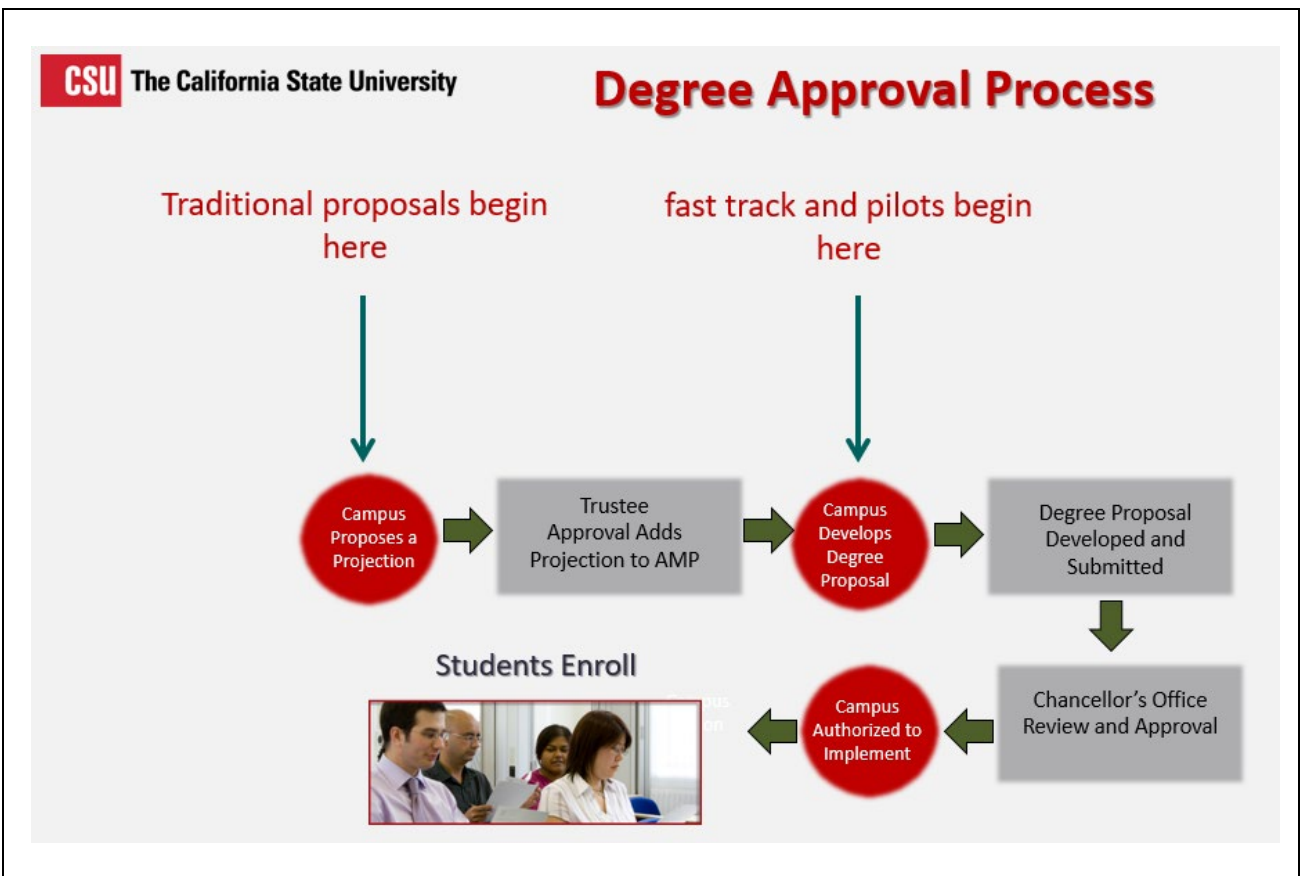
California State University, Stanislaus

Program	First Granted	Renewal Date
Art BA, BFA	1983	2020-21
Business BS, MBA	2003	2022-23
Education MA	1991	2017-18
Genetic Counseling MS	2008	2025-26
Music BA, BM	1981	2022-23
Nursing BS	1986	2019-20 2026-27
Nursing MS	2010	2026-27
Public Administration MPA	1982	2024-25
Social Work MSW	1996	2026-27
Theatre Arts BA	1983	2022-23

CSU Degree Proposal, Review and Approval Process

The CSU degree planning process begins with campus departmental plans and ends with a campus enrolling students in the program. Along the way, plans are subjected to review and approval by the campus, the board and the Chancellor's Office. Campuses may pursue one of three approaches to proposal review and approval, depending on the kind of program envisioned. The approaches are: (1) the traditional process; (2) the fast-track process; or (3) the pilot process. Each process will be explained in this review. The traditional process is shown in Illustration 1.

Illustration 1



The Traditional Process

Degree Projections

The traditional process begins with degree projections. Each January, campuses submit projection proposals, which are very general long-term plans to develop and implement a degree program, to the Chancellor's Office for preliminary review. Projection proposals must make a supportable case that the desired degree program will meet the following criteria in order to obtain a Chancellor's Office recommendation for board approval at the March trustees meeting.

Chancellor's Office Projection Review Criteria (All Degree Levels)

1. Degree designation and title (e.g., BS Biochemistry);
2. Date approved by the academic senate;
3. Projected implementation date;
4. Delivery mode: fully face-to-face, hybrid or fully online program;
5. A brief summary of the purpose and characteristics of the proposed degree program;
6. Support mode: state-support or self-support/extended education;
7. Anticipated student demand;
8. Workforce demands and employment opportunities for graduates;
9. Other relevant societal needs;
10. An assessment of the required resources and a campus commitment to allocating those resources; and
11. As applicable:
 - a. If the projection is a pilot program, campuses will list the academic years during which the program will operate in pilot status.
 - b. For new degree programs that are not already offered in the CSU, campuses include a compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree program that has potential value to students and meets CSU requirements for an academic program at the undergraduate or graduate level.

Additional Criteria for Projected Bachelor's Degree Programs

Projected bachelor's degrees are general, characterized by breadth and are as enduring as possible in content and title, whereas graduate programs are more appropriately specialized.

Resource: http://www.calstate.edu/APP/documents/Breadth_EPR85_13.pdf.

Additional Criteria for Projected Graduate Degree Programs

Master's degree programs should be projected only when the sponsoring department is well established and has achieved a level of quality that has been affirmed by a program review or in subjects for which national accreditation, including review by a visiting team, is available. Further requirements of new graduate programs include that:

1. There are at least five full-time faculty with the appropriate terminal degree;
2. The programs have enrollment sufficient to support offering at least four graduate-level courses each year;
3. Evidence is provided that the department can support the level of research required of a graduate program; and
4. Not less than one half of the units required for the degree shall be in courses organized primarily for graduate students.

Resources:

http://www.calstate.edu/APP/documents/Graduate_Level_EPR_82_39.pdf and

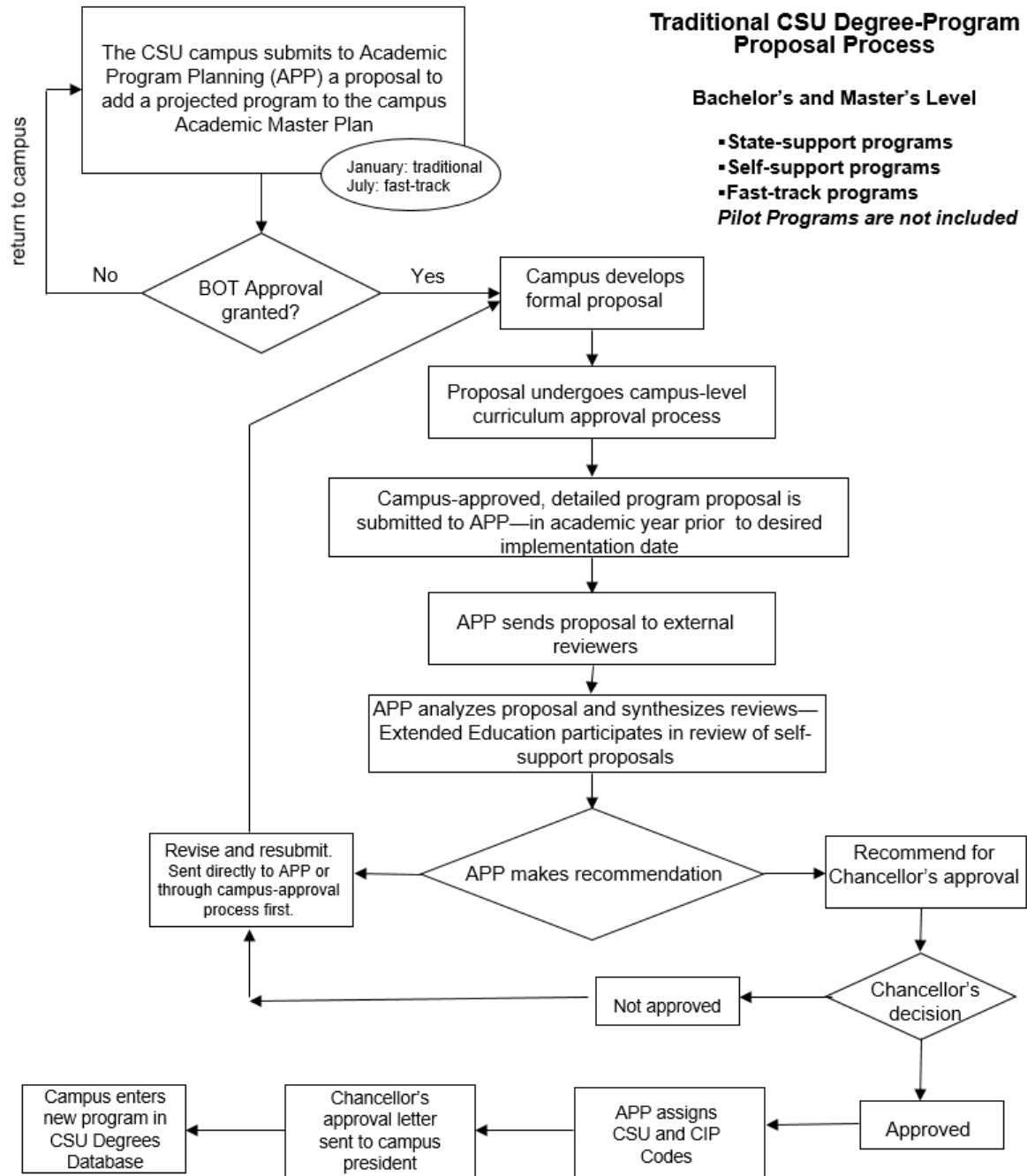
http://www.calstate.edu/APP/documents/AAP_91_04_Recommendations_Graduate_Education.pdf

Degree Program Proposal Development and Review Process

After obtaining board approval for a proposed projection, the campus may begin developing a full degree proposal, which must obtain campus approvals before being submitted for system-level review. Campus-approved degree proposals are reviewed by Chancellor's Office staff who have faculty experience and curriculum-development and review experience. Additionally, as needed, external experts review degree programs that have highly specialized curricular requirements. It is not unusual for the Chancellor's Office to request modifications to the degree requirements or the assessment plans during the review process. Proposals must obtain the chancellor's approval before the degree program can be implemented and enroll students. All degree program proposals are governed by California Education Code and systemwide policy, including Title 5 regulations, executive orders and coded memoranda.

Illustration 2 depicts the process for the "traditional degree program proposal." This process is used for bachelor's, and master's programs that will be run either through state-support or through self-support extended education as well as for doctoral programs that will be run through state-support. In this process, the full degree proposal is submitted to the Chancellor's Office a year ahead of planned implementation.

Illustration 2



Degree Proposal Review Criteria

During the proposal review process, reviewers evaluate proposed programs and resources according to these review criteria.

Faculty

Does the faculty appear qualified to offer this program and at this level? Does the faculty expertise span all appropriate specializations, and are there sufficient faculty members for the projected size of the program? Do they appear to have appropriate research or professional experience? Are the arrangements for administering the program sufficient to ensure that it will operate effectively?

Curriculum

Does the curriculum have appropriate breadth, depth and coherence for an undergraduate or a graduate program in this field? Is it up to date, incorporating the most recent developments in the field? Is it consistent with any pertinent recommendations of professional organizations? Is it responsive to employment opportunities for graduates? If it is a baccalaureate program, would it constitute desirable preparation for graduate or doctoral study in the fields indicated in the proposal? Does the proposed bachelor's degree meet the applicable Bachelor of Arts (BA) and Bachelor of Science (BS) requirements established in Title 5? If the proposal is for a BA or BS degree, does it require no more than 120 units, or does the proposal provide a well-defended rationale for exceeding the Title 5 limit of 120 units for BA and BS degrees? Does the graduate program meet Title 5 section 40510 master's degree requirements?

Resources

Does the description of facilities, equipment and information resources indicate that the campus has the resources (or reliable access to resources) that will be needed for a high-quality program? If not, what information would be minimally necessary to ensure that the resources are adequate? For self-support programs, does the budget contain three-to-five years of operation, showing multiple cohorts? Does it show full cost recovery, and are the student costs within market ranges for similar extension programs?

Assessment of Program Quality and Student Learning

Does the proposal provide an assessment plan that identifies program and student learning goals? Do the student learning outcomes match with the curriculum? Are goals measurable, and will the assessment process be manageable? Is the process meaningful, with assessment results used to influence changes in the curriculum or pedagogy?

State Need and Student Demand

Is a program of this kind needed in California? Is there convincing evidence provided in the proposal to demonstrate student interest in the program and employer demand for graduates? Are the sources of information on need current and credible? If the information on need for the program is not adequate, what other information might we suggest that the campus include in the proposal?

Multi-Year Cost-Recovery Budget (Self-Support Programs)

Does the budget include sufficient years to follow multiple cohorts? Is an appropriate level of student attrition built in? Are costs related to hybrid or online delivery and technical support included for programs not offered entirely in face-to-face mode?

The Fast-Track Process: Combined Projection and Proposal

To review, in the traditional proposal process, a campus requests trustee approval to include a projection on the campus Academic Plan. Subsequent to trustee approval of the projection, the campus may begin developing a degree proposal that will be submitted to the Chancellor's Office for system-level review and approval. In the traditional process, proposals are to be submitted in the academic year preceding planned implementation.

As adopted by the board in July 1997, a "fast-track" process shortens the time to implementation by allowing proposals to be submitted at the same time that the projection is proposed to the trustees. Fast-track proposals still undergo system-level review, and the fast track does not move the proposal through an expedited review process.

Fast-Track Criteria

To be proposed via fast track, a degree program must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project.
4. It is consistent with all existing state and federal law, trustee policy and executive orders.
5. It is either a bachelor's or master's degree program.
6. The proposed program has been subject to a thorough campus review and approval process.

Fast-Track Timelines

- The first Monday in January—for July approval
- The second Monday in June—for December approval

Fast-track proposals that are submitted to the Chancellor's Office by the first Monday in January, and that raise no major issues, can be acted on by the Board of Trustees in March, sent through system-level review and could receive Chancellor's Office approval in July.

Proposals that are submitted by the second Monday in June and raise no major issues can be acted on by the Board of Trustees in September, sent through system-level review and could receive Chancellor's Office approval in December.

Submitting Fast-Track Proposals

When submitting an update to the campus Academic Plan, the campus notes any fast-track degree proposals and includes a very brief description of the program and a rationale for offering it through the fast-track process.

Resource: http://www.calstate.edu/app/documents/Fast_Track_Pilot_Programs.pdf

The Pilot Degree Program Proposal Process

In support of the CSU tradition of experimentation in the planning and offering of degree programs, trustee policy established in July 1997 that a limited number of proposals meeting fast-track criteria might be implemented as five-year "pilot programs" without prior review and approval by the board. Instead, the Chancellor's Office conducts a review to confirm that all applicable policy requirements have been met. For self-support pilot programs, the Chancellor's Office also reviews proposed projected budgets to ensure all costs will be recovered through student fees and without relying on state funds.

Pilot-Program Criteria

Pilot degree programs must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.

3. The proposed program can be adequately housed without a major capital outlay project.
4. It is consistent with all existing state and federal law, trustee policy and executive orders.
5. It is either a bachelor's or master's degree program.
6. The proposed program has been subject to a thorough campus review and approval process.

Pilot Program Implementation Procedures

1. Prior to implementation, the campus is obligated to (1) notify the Chancellor's Office of plans to establish the program, (2) provide a program description and list of curricular requirements and (3) confirm that each of the six pilot criteria apply to the pilot program.
2. While Chancellor's Office approval is not required, a pilot program must be acknowledged by the Chancellor's Office before the program is implemented.
3. A campus may implement a pilot program without first proposing the projection on the campus Academic Plan. In such cases, the program will be identified as a pilot program in the next annual update of the campus Academic Plan.

Pilot Operational Policy

1. A pilot program is authorized to operate only for five years.
2. If no further action is taken by the end of the five years, no new students can be admitted to the pilot program.
3. The campus is obliged to make appropriate arrangements for students already enrolled to complete the program.

Pilot Conversion Procedures

For the program to continue beyond the five-year limit, the campus must propose to the Chancellor's Office converting the program from pilot to regular status. A pilot program could be converted to regular-program status and approved to continue to operate indefinitely if the following conditions are met:

1. The campus committed the resources necessary to maintain the program beyond five years;
2. A thorough program evaluation (including an on-site review by one or more experts in the field) showed the program to be of high quality; to be attractive to students; and to produce graduates attractive to prospective employers and/or graduate programs, as appropriate; and
3. Approval by the chancellor after review and comment by the Chancellor's Office.

COMMITTEE ON EDUCATIONAL POLICY

Academic Preparation

Presentation By

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Executive Vice Chancellor
Academic and Student Affairs

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Academic Success and Inclusive Excellence

This annual item provides a progress update on academic preparation including initial data showing results from the first term after implementation of Executive Order 1110.

Background

Improving degree completion and eliminating equity gaps among CSU students rely on improving the level of academic preparation of incoming students. Improvements also require fundamentally changing CSU's approach to serving students who arrive in need of additional academic support. What happens to students in the first year of college can determine if they are retained for their second year or whether they ultimately earn a college degree. This is, in large part, why the issue of academic preparation has been a top priority for Graduation Initiative 2025.

The collection of CSU data on student preparation began in 1995. Since then, the percentage of students considered "ready" at fall entry for college-level coursework in both math and/or written communication has more than doubled from 32 percent in 1995 to 69 percent in 2017. This is the result of developing stronger PK-12 partnerships, an increasing number of California high school students completing the "a-g" college preparatory requirements and improvements in cross-sector curriculum alignment. Still, many students successfully complete their high school graduation requirements, meet the eligibility criteria for CSU admission and may arrive to campuses underprepared academically for college-level math and/or written communication courses.

Compounding this challenge are economic and racial disparities that influence the academic resources available to students, whether they have access to advanced high school courses, or college counselors to help identify the best classes to take in preparation for college. Traditionally underserved students of color and those from low-income families are disproportionately identified as underprepared academically. To achieve the Graduation Initiative 2025 goals, addressing the issue of academic preparation head on is critical. Improving the level of academic preparation of students upon entry and fundamentally changing the approach to serving those who arrive in need of additional support are two key areas of focus.

The CSU is committed to strengthening on-going PK-12 partnerships to ensure students have an opportunity to complete four years of mathematics or quantitative reasoning to improve college-readiness. This effort is supported through the CSU's Center for the Advancement of Instruction in Quantitative Reasoning that provides support to educators to help students prepare for the quantitative reasoning and mathematics knowledge required for college-level work. The CSU is also engaging broad and diverse groups of constituents to develop a proposal to potentially change the first-year admission eligibility requirements ("a-g") to a minimum of four years/eight semesters of coursework in mathematics or quantitative reasoning for incoming first year students. Any potential policy change to admission requirements would provide sufficient time for schools and students to prepare. With careful attention to issues of equity, access and PK-12 capacity, the Office of the Chancellor will present a proposal to CSU Trustees at a future board meeting.

In August 2017, Chancellor White issued Executive Order 1110 to effectively address three issues related to academic preparation among admitted students. The policy changes were designed to:

1. Revise the way the CSU assesses college readiness and places students in first-year courses;
2. Strengthen the CSU Early Start Program to offer students college credit in the summer before their first term; and
3. Discontinue stand-alone developmental education courses.

Assessment and Placement

Prior to Executive Order 1110, incoming first year students were placed into two broad categories—ready or not ready—based largely on standardized exams. Results from these exams were used to place students into first-year math and written communication courses. Students identified as “ready” enrolled in college-level courses immediately. Students identified as “not ready” were assigned to stand-alone developmental education courses that did not earn them college credit. Prior to the policy change, roughly 30 percent of first-time students (approximately 20,000 fall 2017) were informed that they were admitted but not ready for college-level coursework. Students from historically underserved communities were far more likely to be required to complete developmental education courses. For example in fall 2017, 52 percent of African American and 40 percent of Latino first year students were informed that they were not prepared for college coursework after being admitted.

Executive Order 1110 discontinued the use of the Entry-Level Mathematics (ELM) and English Placement Test (EPT) administered by the CSU, exams to determine college readiness for students not exempted by other measures prior to entry. The new policy broadens the incorporation of information used to assess student readiness for college-level courses (i.e. the use of multiple measures). In addition to the traditional measures used to determine readiness such as the ACT, SAT, Advanced Placement (AP), International Baccalaureate (IB) or Smarter Balanced Assessment, the CSU now incorporates high school English and mathematics courses completed, the grades earned in those courses and high school grade point averages (GPA).

High school grades, when used as one of multiple measures, are shown to be a stronger predictor of how likely students are to achieve course outcomes over an academic term if given the opportunity. Placing a greater emphasis on previous classroom performance is expected to improve student assessment and help customize academic support. Today, rather than being placed into two broad categories, students are placed across four categories to better address their academic needs upon entry.

Category I: Student has fulfilled the GE Subarea A2 or B4 requirement upon arrival

Student has met the CSU GE Breadth Subarea A2 and/or B4 requirement via Advanced Placement (AP) examination, International Baccalaureate (IB) examination or transferable college course.

Category II: Student placed directly into a GE Subarea A2 or B4 course

Student has met the readiness standards via one or several of the multiple measures-informed standards.

Category III: Student placed into a supported college-level course

Based on new multiple measures, students demonstrate a need for additional academic support in math and/or written communication. These students are placed directly into college-level courses that embed or attach additional academic support. Participation in the CSU Early Start Program is recommended but not required.

Category IV: Student required to attend the CSU Early Start Program

Based on new multiple measures, students demonstrate a need for intense academic support. Participation in the Early Start Program is required and designed to provide students intense and focused support while allowing them an opportunity to earn college-credit in the summer before their first term.

The CSU Early Start Program

In June 2010, Executive Order 1048 established the CSU Early Start Program. This program was designed for CSU students who did not demonstrate college-ready proficiency in mathematics and/or written communication by the time of high school graduation. Taking effect in the summer of 2012, incoming students were required to begin remediation in the summer prior to the fall term. As a systemwide policy, the minimum requirement was a one-unit remedial experience that could be fulfilled online, at a community college or on a CSU campus. After careful examination, the previous Early Start Program policy and approach was found to be administered with significant variation across campuses and generally ineffective at advancing students academically. Most students who completed a CSU Early Start Program experience enrolled in developmental education courses the following term.

Executive Order 1110 supersedes the previous policy governing the CSU Early Start Program. Effective summer 2019, students required to attend the Early Start Program will have an opportunity to earn college credit the summer before beginning their first term. The Early Start Program will offer credit-bearing courses in mathematics and written communication systemwide. Instructional content considered pre-baccalaureate (or remedial) will carry a maximum of two units and can only be offered concurrently with a college-level course. The CSU provides financial support to cover Early Start Program fees for students based on standard financial aid practices including expected family contribution calculations.

Developmental Education Reform

Beginning fall 2018, no CSU student was required to enroll in a stand-alone developmental education course for no credit. Students placed in Categories III and IV referenced above were offered college-level math and written communication courses with support embedded or attached to the course. Supportive course models may include, among others, co-requisite approaches, coordinated supplemental instruction modules or “stretch” formats that could extend a course beyond one academic term. For example, a student might be enrolled in a four-unit course—three units for the college-level math course and one-unit of support that could meet an extra day per week or an extended hour before or after the main course.

It is important to note that these new course models are not intended to compromise academic quality or rigor. The objective is not to change learning outcomes of the course, rather it is to change the way campuses support students to meet those outcomes. CSU faculty worked diligently to redesign courses and to develop complementary support modules. Given the scale of the policy change and stakes for the students, there is significant interest in the earliest indication of how students are performing following implementation.

The data presented are preliminary, representing one semester of outcomes. Tracking the fall 2018 cohort through their second year will provide a more comprehensive assessment of their performance following implementation. Still, the first term results provide important information to help understand differences in course-taking and academic progress. The systemwide data provided here are derived from grade files submitted by campuses. The data are presented in the aggregate representing all 23 CSU campuses.

During the fall 2018 term the CSU enrolled 19,662 students who required additional academic support. Among these students, 17,734 attempted a lower division mathematics and/or written communication course in the fall 2018 term (11,719 math/6,014 written communication).

Math/Quantitative Reasoning Outcomes

When comparing fall 2017 outcomes to fall 2018, for students requiring additional academic support, the number of those passing a lower-division math course increased eightfold from 950 (fall 2017) to 7,952 (fall 2018). Approximately 5% of the fall 2017 cohort needing additional academic preparation passed a lower-division math course in their first term compared to 46% of the fall 2018 cohort.

CSU Math/QR Preliminary Outcomes Following EO1110 Implementation*	2017 Math	2018 Math
Students in Need of Additional Academic Support	17,371	17,417
Attempted a Developmental Math/QR Course	14,164	*
Completed a Developmental Math/QR Course with "C-" or better	9,941	*
Attempted a Lower Division Math/QR Course	1,438	11,719
Cohort Completion in a Lower Division Math/QR Course with "C-" or better	950 (5%)	7,952 (46%)

*Fall 2017 represents students entering deemed not ready for college-level math. Fall 2018 represents students placed in supported baccalaureate courses (Category III and IV).

After just one term, the percent and number of students in the fall 2018 cohort completing the B4 general education requirement in mathematics/quantitative reasoning (31 percent; 5,374 students) surpassed the percentage and number of similar students in the previous cohort who completed the same requirement (27 percent; 4,719 students) during the entire 2017-18 academic year.

Written Communication

Traditionally, fewer students arrive underprepared in written communication. This is, in part, due to the Expository Reading and Writing Course (ERWC) available to seniors at the majority of California high schools. The course focuses on the use of nonfiction and fiction text, journalistic pieces and novels, emphasizing close reading, argument, critical thinking, rhetoric, and analytical writing. The course is approved by both the University of California and the CSU as fulfilling the senior-level English course requirement. Approximately 14,000 incoming first-year students demonstrate proficiency through completion of ERWC.

More than 80 percent of students in need of additional academic preparation who attempted a college-level written communication course in fall 2018 passed with a C- or better during the fall 2018 term. The majority of these courses represented the first part of what are commonly referred to as "stretch courses" in written communication that extend course expectations and learning

goals over a full year rather than a single semester—a two course sequence. Students who complete the stretch course typically earn six units of credit (three units each semester), all of which count toward the 120 units needed to graduate.

CSU Written Communication Preliminary Outcomes Following EO1110 Implementation*	2017 Written Comm	2018 Written Comm
Entering Class	11,138	7,535
Attempted a Developmental Written Communication Course	1,682	*
Completed a Developmental Written Communication Course with "C-" or better	1,369	*
Attempted a Lower Division Written Communication Course	7,974	6,014
Cohort Completion in a Lower Division Written Communication Course with "C-" or better	6,795 (61%)	4,947 (66%)

*Fall 2017 represents students entering deemed not ready for college-level written communication. Fall 2018 represents students placed in supported baccalaureate courses (Category III and IV).

Early Interpretations

Although the early results are positive, there are a number of outstanding questions that must be pursued. For example, some raise questions about the ability of students to perform in subsequent higher-level math courses. Others, for instance, express concern about the composition of STEM majors becoming less diverse as a result of non-algebraic math pathways. Still, these numbers provide an opportunity to relinquish major concerns that policy changes associated with Executive Order 1110 are categorically detrimental for students. Students in the fall 2018 cohort are already experiencing better initial outcomes in first-year math and written communication courses compared to previous cohorts. For CSU's underserved students, these outcomes can have a significant impact on closing equity gaps.

There are opportunities for improvement. The Office of the Chancellor will continue to support campus improvement efforts with the expectation that the program models will have an even greater benefit to students over time. These data provide an opportunity to examine structural variation across campuses, to learn from common implementation challenges, and to ask better questions going forward about how to more effectively serve students.

Systemwide Evaluation

The Office of the Chancellor is partnering with WestEd, a nonprofit research agency that works with education and other communities to promote excellence, improve learning and achieve equity for all learners. Consultation with CSU stakeholders about the study began in 2017 to inform the

design of the Implementation Studies Project (ISP). The project covers a three-year period consisting of formative and summative studies that will inform the CSU system about the pathways students take and the progress they make immediately after the implementation of Executive Order 1110.

To the extent possible, the implementation studies will explore what trends have occurred and why. Equally important, the studies will examine the variation of the models and instructional approaches adopted by campuses and analyze how they perform for various student populations, including historically underrepresented students, first generation students and other subgroups. Focus groups and interviews with students, faculty, and campus administrative leaders will be the primary data collected to examine questions related to: 1) course redesign (including instructional modifications to the Early Start Program) and 2) student placement categories.

Focus groups and interviews can only be conducted on a subset of campuses. Some results will be illustrative rather than generalizable to all campuses. Where possible and available, documents and qualitative data will be analyzed for all 23 campuses. The series of summative studies will be developed to build a base of knowledge that allows the CSU to understand: 1) how and if credit accumulation has increased, in which settings, for which students and why; 2) the impact of revamped Early Start Programs; and 3) the validity of the multiple measures placement approach. The implementation study is not evaluative. WestEd is not evaluating individual campuses, departments, courses or faculty. The implementation studies are an attempt to objectively understand how implementation has evolved on different campuses and what lessons might be applied going forward.

Summary

Addressing academic preparation has been a primary area of focus for the CSU's Graduation Initiative 2025. The Office of the Chancellor will continue to monitor the outcomes of Executive Order 1110 for the full academic year and will provide an update to the board when those data are available. Delivering these new course models across the CSU can be a major factor for achieving the goal of eliminating equity gaps. Students from underserved communities were disproportionately assigned to non-credit developmental education courses. Being assigned to these courses had a negative impact on a student's credit accumulation in the first year. It also inadvertently sent the message that the student did not belong in college and decreased the likelihood of degree completion. One-in-four students assigned to developmental education courses did not return for their second year. Only 10 percent earned a degree in four years and fewer than half graduated within six years. Nationally, developmental education courses are considered a major contributor to attrition. Rather than beginning college with a deficit, students who arrive in need of additional academic support now have an opportunity to earn college credit on their first day while receiving the support they need to be successful.

COMMITTEE ON EDUCATIONAL POLICY

Student Financial Aid

Presentation By

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Summary

The California State University (CSU) continues to offer one of the most affordable undergraduate educational programs in the nation and further supports access to a high quality education through robust financial aid programs. Financial support is a pillar of our strategy supporting Graduation Initiative 2025. Without financial assistance, college likely would not be an option for many students.

As we continue to address financial support for students, two emerging opportunities have the potential to enhance affordability for students:

- The reinstatement of year-round Pell grants; and
- The proposed reforms for the state's Cal Grant program.

Resources supporting the primary financial aid programs — federal Pell Grants, state Cal Grants, state Middle-Class Scholarships and CSU's State University Grants — have increased modestly during the last three years. For 2017-2018, this totaled \$2.4 billion in grant assistance for CSU students, more than half of the \$4.5 billion in total aid to all students.

Reinstatement of Year-Round Pell Grants

Federal Pell grants provide the greatest amount of student financial aid funding in the CSU, followed by the state's Cal Grant program, our institutional State University Grants (SUG) and finally the state's Middle-Class Scholarship. In 2017-2018, there were 229,509 undergraduate students (54 percent of the student body) who received more than one billion dollars in Pell grants.

The federal government made policy changes in 2017-2018 permitting students who are eligible for a Pell Grant to receive more than one award in an academic year. In particular, students could use the additional award to cover costs of enrolling in summer sessions, whereas previously such funding was not available. Students who may not have otherwise been able to afford summer term enrollment now have additional financial aid options to address these costs, and facilitate progress toward completion of their degree.

The late timing of federal rulemaking regarding Pell awards in 2017 limited the impact in summer 2017. However, with an entire college year to prepare and communicate financial aid and enrollment opportunities, campuses were able to leverage these resources to increase student enrollment in summer 2018.

Data from CSU campuses show that just under 7,000 students received a summer Pell award in summer 2017, while more than 21,000 students received an award in summer 2018, a three-fold increase. We will continue to monitor the results from each campus of the impact of the summer Pell Grants for our students on their journey to degree completion.

Proposed Cal Grant Reforms

After federal Pell Grants, state Cal Grants are the greatest source of grant funds for CSU students. These are administered by the California Student Aid Commission (CSAC), which is external to the CSU.

In 2017-18, the state required the CSAC to identify ways in which the Cal Grant program could be improved. The resulting recommendations included:

- Simplifying the state's existing aid programs;
- Considering the total cost of attendance in the Cal Grant program;
- Reinstating a formula for the maximum Cal Grant award available when attending private nonprofit institutions; and
- Augmenting the Cal Grant program to support summer enrollment.

As reforms to the state's aid programs are being considered, CSU Chancellor Timothy White and University of California President Janet Napolitano outlined shared principles regarding state financial aid reforms in November 2018, including:

- Building on the success of existing programs and a philosophy of “do no harm” to student populations currently served;
- Maintaining a focus on tuition coverage for low- and middle-income students;
- Expanding Cal Grants by removing some of the restrictions for nontraditional students;
- Establishing supplemental summer Cal Grant eligibility; and
- Maintaining colleges' and universities' focus on the total cost of attendance.

With these goals and principles in mind, the CSU has identified a number of practical outcomes of the proposed reforms for CSU students.

Current Cal Grant policy does not allow first-time students who enroll in a CSU directly from high school to receive a Cal Grant B tuition award in their first year of enrollment. This limitation is based on an existing provision in law established in the 1970s. Because of this limitation, in the most recent year more than 23,500 first-year students who were otherwise eligible for a Cal Grant did not receive tuition coverage. Instead, campuses awarded the CSU's State University Grants (SUG) to cover this gap. However, this means fewer SUG dollars available for other students. Making this proposed change to Cal Grant could allow CSU campuses to extend SUG awards to more CSU students or cover a greater share of non-tuition costs, such as campus-based fees.

The Cal Grant program currently utilizes a number of eligibility requirements that exclude otherwise eligible students. As one example, the Cal Grant transfer program currently has an age limit of 27, meaning that older, non-traditional students may not qualify for the program. Proposed policy changes would eliminate many of these restrictions, such as the age limit, that prevent otherwise eligible CSU students from accessing a Cal Grant.

Recommendations for the Cal Grant program also include creating opportunities for awards applicable to summer session enrollment. Currently, annual Cal Grant awards are capped at the equivalent of full-time, regular-term tuition for each of the university segments. While access to state financial aid programs for summer enrollment is possible, funds received for summer reduce the student's remaining eligibility for Cal Grant, which may disadvantage the student during a regular term. As such, most eligible students will access institutional aid, and more recently federal Pell grant programs. Proposed policy changes would create opportunities for eligible students to receive a Cal Grant award applicable for up to two summer session enrollments during their undergraduate degree program.

As these and other proposed program changes would result in expanding the population of eligible California students, it is important to note that the state would need to increase funding for Cal Grant to achieve these reforms to the entitlement programs. The Cal Grant program and Middle Class Scholarship program are funded by state general fund dollars and considered part of the state's investment in higher education. To ensure that expanding access to financial support aligns with authentic opportunities for CSU enrollment, advocacy regarding the proposed Cal Grant changes will be coupled with advocacy for further investments in CSU enrollment and the Graduation Initiative 2025.

Conclusion

CSU campuses continue to innovate and seek approaches to lower the total cost of education for students, such as expanding the use of free and low-cost textbooks and course materials and awarding micro-grants to allow students to address unexpected short-term expenses. But it is the CSU's overall low tuition cost and maximization of federal, state and institutional aid programs that provide hundreds of thousands of students access to a high-quality college degree each term.

Financial aid is critical to providing California's students access to a high-quality CSU education. The CSU supports the continuing increase of financial aid resources, the reinstatement of the summer Pell Grant and reforms under consideration in the Cal Grant program because they support student success.

While fewer than half of CSU graduates complete their education with student debt, we continue to strive to reduce even this percentage and be innovative in reducing educational costs for students. The CSU's aid program is vast – awarding more than four billion dollars in aid annually to nearly 400,000 students, and we are keenly interested and engaged in the state of California's efforts to expand access to state aid programs.

COMMITTEE ON EDUCATIONAL POLICY

External Partnerships

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This item provides an update on the development of several external partnerships designed to engage community-based organizations, faith-based communities, and to support service-learning opportunities for CSU students. Through external partnerships, the Office of the Chancellor seeks to improve the number of students who arrive to the CSU academically and socially prepared for college and to leverage community partnerships to support degree completion among CSU students, including those from underserved communities.

Background

For more than three decades the CSU has actively engaged diverse communities across California as a way to advance the mission of the university and to promote educational opportunity. Through a range of programs and sponsorships, the CSU is reaching into communities to improve the accessibility of the university and to provide service-learning opportunities for current students.

Over the last two years, the Office of the Chancellor has provided approximately \$2.6M dollars for programs to support external partnerships that fill gaps in college readiness across the state. These programs are designed to maximize local resources to support academic progress for PK-12 students and Graduation Initiative 2025 goals. The CSU has identified five key areas of emphasis to improve the collective impact of longstanding and emerging external partnerships:

- Improve community awareness about CSU admissions and the A-G requirements;
- Improve college-readiness of incoming students in math and written communication;
- Improve community and family awareness about student financial aid;
- Improve existing transfer pathways from community colleges; and
- Increase percentage of CSU students completing 15 units each semester.

By increasing the knowledge of prospective students and their families, these programs positively influence college-going behavior, improve the accessibility of local campuses and demystifies the technical aspects of the application process. These programs also acknowledge the critical importance of local partners for preserving educational opportunity, improving degree attainment, and social mobility. This item highlights just a few external partnerships and programs that bring together CSU campuses and diverse communities.

In addition to the external partnership programs, the CSU also provides opportunities for its students to enrich local communities while also learning. As early as the 1990s, the CSU recognized the value of service learning as a vehicle that would meet the state's changing educational needs while also providing vital civic skills and knowledge for its students. The Center for Community Engagement (CCE) in the Office of the Chancellor is marking its 20th anniversary as the first systemwide office of its kind in the nation. Established in 1998, CCE paved the way for many firsts, including the institutionalization of service learning across all 23 CSU campuses and the establishment of California's Call to Service Initiative, a statewide annual investment that supports the advancement of service learning. The National Service Learning Clearinghouse, defines service learning as *"a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."*

CSU Super Sunday

For the last 13 years, the Office of the Chancellor has coordinated and supported an annual Super Sunday community outreach event. During the month of February, campus leaders visit African American churches and other faith-based organizations to deliver a message about the accessibility of the CSU and the importance of college preparation. More than 100 faith-based organizations participate each year, enabling more than 100,000 students and families throughout the state to hear a common message about the benefits of a college education.

Because CSU remains committed to providing authentic access, it is important to effectively utilize Super Sunday as an engagement opportunity that extends beyond one day per year. Based on feedback gathered from campus leaders, outreach staff, and faith-based partners, the following changes were implemented this year to improve the Super Sunday event and subsequent programming:

- Campus staff were given more autonomy to identify Super Sunday church partners;
- A common planning toolkit was provided to campuses by the Office of the Chancellor;
- Super Sunday messaging was tailored to promote local campuses; and
- Increased focus was placed on continuous partnership and programming beyond the single day event.

One intended consequence of these program developments is to increase direct campus engagement with faith-based partners affording them greater opportunity to align developing partnerships with campus goals.

Summer Algebra Institute

The Summer Algebra Institute is a six-week math enrichment program for rising 9th -12th grade students. At 17 sites across the state, students improve their math skills with instruction from certified math teachers, they use adaptive online learning tools, receive SAT preparation, participate in hands-on science, technology, engineering and mathematics (STEM) projects and visit a local CSU campus. One primary goal of the program is to positively improve college readiness while providing early engagement with a local CSU campus.

Each community-based site is required to provide at least two parent workshops to cover CSU eligibility requirements, “a-g” course-taking in high school, financial aid, and college admissions. The workshops often include outreach staff from a local CSU campus to address questions associated with impactation or local preference consideration when they arise. The sites serve a minimum of 50 students. Some sites serve more than 100 students and independently extend programming throughout the school year. Students take a pre-test and post-test to demonstrate gains in math competency over the six weeks. The CSU hosts a formal closing meeting with site directors each August to review outcomes and to discuss potential program improvements. This program not only improves mathematics skills and college knowledge, it also delivers culturally relevant pedagogy and mathematical references to help students see themselves as mathematicians or scientists.

Cultural Initiatives

The CSU’s external relations programming supports a diverse California including Native American, Asian and Pacific Islander and Latino communities. Partnerships with these communities take many forms. Some, for example, focus on improving the number of underserved students successfully completing STEM majors. Others focus on ensuring more students from underserved communities arrive to college prepared to pursue a STEM degree program. The cultural initiatives began to ensure that the CSU has working relationships and programming to support educational opportunities for Californians of every ethnicity. Some campuses, based on location, serve different populations more directly or with greater intensity.

CSU Long Beach, Los Angeles, San Bernardino, Fullerton and Cal Poly Pomona train Student Ambassadors with skills to support college preparation among PK-12 students. These Ambassadors then work in Asian American and Pacific Islander communities to guide students and their families through the CSU admissions process. Once a year, student ambassadors from all five campuses come together for a two-day, overnight retreat on the Cal Poly Pomona campus to

develop leadership skills and culturally relevant approaches to their work. Approximately 50 undergraduate students participate. Many students describe the experience as life changing and walk away with a renewed sense of purpose to serve their community.

The CSU began collaborating with Native American tribal governments more than a decade ago, after hosting a summit with leaders. This initial summit drew representatives from more than 40 tribes to discuss strategies to build a college-going culture among Native youth and their families. The CSU also publishes a “*How To Get To College*” brochure, written in the Luiseño language for several of the larger tribal communities in California. Through Native American Students United, an on-campus student club established in 2017, and the Native Advisory Council, CSU Monterey Bay is developing the infrastructure to support American Indian students in college. This includes exposing students to on-campus resources, discussing the potential benefits of taking 15-units per semester and providing Native wellness tips. Participating students report a greater sense of belonging to the university community. More than 140 students participated in related programs and events.

Given that 21 campuses are designated as Hispanic-Serving Institutions (HSIs), the CSU collaborates with a number of Latino community organizations to coordinate institutional resources to close equity gaps for Latino students. A HSI is defined in federal law as an accredited, degree-granting institution of higher education with 25% or more total undergraduate full-time equivalent (FTE) student enrollment that identify as Hispanic.

Through an innovative partnership with Univision Inc., an estimated 28,000 students and families attend Feria de Educación at CSU Northridge, Sacramento State and Fresno State each year. The one-day event features a book giveaway, workshops and educational resources for all ages, including a college fair focused on high school and community college students. As the largest Spanish language media company, Univision helps amplify the importance of academic preparation for college success through airtime and digital platforms. The event is supported with televised educational forums during a national week-long focus on the importance of college.

Center for Community Engagement

Community engagement experiences, identified as a high impact practice, afford students the opportunities to immerse themselves in the issues and realities of communities. From service-learning courses that address environmental justice to research with nonprofit organizations on criminal justice reform, these experiences encourage students to learn from and serve alongside community members.

In 2000, Governor Gray Davis requested a community service requirement for all students in California’s public institutions of higher education. Receiving national recognition, the CSU Board of Trustees passed a resolution calling for the chancellor and each CSU president to “*ensure that*

all students have opportunities to participate in community service, service learning deemed academically appropriate by faculty, or both.” The State of California has authorized nearly \$1.1 million each year over the last 20 years to support the expansion of service-learning opportunities on all CSU campuses. In the 2017-18 academic year, an additional \$5.5 million was secured from external sources to support community engagement, a return on investment of nearly \$5 for every dollar invested by the state.

Today, CCE actively advances the CSU’s commitment to inclusivity, equity and student success through high quality community programs and scholarship. Since 1998, the CSU has seen a 248 percent increase in the number of service-learning courses offered. For the 2017-18 academic year, more than 67,500 students enrolled in nearly 3,500 service-learning courses. These courses contributed 1.5 million hours of service to California communities while partnering with 5,500 organizations.

The CSU designates 20 percent of Federal Work Study funds for community service placements annually, above the national average of 14 percent. A recently completed CCE Keck Service Learning Study found that students who participated in STEM service-learning courses reported significantly higher civic engagement attitudes than students who did not. Service-learning students’ STEM career interests also increased. During the first three years of CCE’s CSU STEM VISTA program, VISTA members supported hands-on learning opportunities for nearly 21,000 PK-12 students across local communities. Of the STEM students who participated, available retention data indicates that equity gaps for retention were eliminated.

A secondary analysis from the CCE Keck STEM Service Learning Study showed that six-year graduation rates were higher for service-learning students. A 2010 cohort of first time, first-year students who completed a service-learning course had six-year graduation rates of 79% compared to 45% of a matched-sample of control students. A 2011 cohort of participating traditionally underserved students had six-year graduation rates of 74% compared to 52% of matched peers in non-service-learning classes.

Summary

To meet the needs of California’s future, a greater number of PK-12 students must successfully transition to a postsecondary institution and be successful. The persistent disparities in college enrollment and completion have serious consequences for the economic and democratic future of the state. Once enrolled in college, it is equally important that students, regardless of their ethnicity or background, have an equal opportunity to earn a college degree. CSU external partnerships have intentionally evolved to focus more explicitly on readiness, access and completion in ways that are culturally responsive. To maximize these community investments, the Office of the Chancellor is also working to ensure that supported programs demonstrate, to the extent possible, effectiveness in advancing the stated goals.