

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:00 p.m., Tuesday, March 23, 2021
Virtually via Teleconference

Wenda Fong, Chair
Romey Sabalius, Vice Chair
Silas H. Abrego
Larry L. Adamson
Diego Arambula
Jane W. Carney
Jack Clarke, Jr.
Douglas Faigin
Debra S. Farar
Maryana Khames
Christopher Steinhauser

- Consent** 1. Approval of Minutes of the Meeting of January 26, 2021, *Action*
- Discussion** 2. Academic Planning, *Action*
3. Academic Preparation Annual Report and Quantitative Reasoning Update, *Information*
4. Establishing a Biennial Symposium Recognizing African American History and Achievement and Promoting Anti-Racism Work, *Action*

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

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

January 26, 2021

Members Present

Wenda Fong, Chair
Romey Sabalius, Vice Chair
Silas H. Abrego
Larry L. Adamson
Diego Arambula
Jane W. Carney
Jack Clarke, Jr.
Douglas Faigin
Debra S. Farar
Maryana Khames
Christopher Steinhauser

Lillian Kimbell, Chair of the Board
Joseph I. Castro, Chancellor

Trustee Fong called the meeting to order.

Approval of Minutes

The minutes from January 26, 2021 were approved as submitted.

***PLEASE NOTE: Due to the Governor's proclamation of a State of Emergency resulting from the threat of COVID-19, and pursuant to the Governor's Executive Orders N-25-20 and N-29-20 issued on March 12, 2020 and March 17, 2020, respectively, all members of the Board of Trustees may participate in meetings remotely, either by telephonic or video conference means. Out of consideration for the health, safety and well-being of the members of the public and the Chancellor's Office staff, the January 26-27, 2021 meeting of the CSU Board of Trustees was conducted entirely virtually via Zoom teleconference.**

Associate Degree for Transfer, Information

The presentation began with opening remarks from Executive Vice Chancellor of Academic and Student Affairs Loren J. Blanchard. Dr. Blanchard gave an overview of milestones achieved as a result of the establishment of the Associate Degree for Transfer (ADT) via Senate Bill 1440 in 2010. Dr. Alison Wrynn, associate vice chancellor for Academic Programs, Innovation and Faculty Development, provided a detailed overview of the program and the ways the ADT has become an essential tool in reducing barriers to timely graduation. Dr. Wrynn invited Dr. James Postma, former chair of the Academic Senate CSU and ADT advocate, to share how his efforts, and the efforts of so many of the CSU and California Community College faculty, made the ADT program possible. Mr. Nathan Evans, chief of staff and senior advisor for Academic and Student Affairs, outlined transfer student data and metrics that demonstrate the growth of transfer student enrollment across multiple degree pathways.

Trustees posed questions regarding ADT student enrollment data and the projected impact of AB 705 on ADT degree pathways. A comment was made as to how to better promote awareness of transfer opportunities for California Community College students when choosing between the CSU and the University of California.

The Wang Family Excellence Awards, Information

The presentation began with opening remarks from Chair Kimbell, honoring the legacy of Trustee Emeritus Stanley T. Wong, founder of the Wang Family Excellence Award. Chancellor Joseph I. Castro then acknowledged this year's award recipients: Dr. Judith E. Canner, recipient of the award for Outstanding Faculty Teaching; Dr. Cynthia A. Crawford, recipient of the award for Outstanding Faculty Innovator in Student Success; Dr. Hala Madanat, recipient of the award for Outstanding Faculty Scholarship; Dr. Aydin Nazmi, recipient of the award for Outstanding Faculty Service; and Mr. Gerald L. Jones, recipient of the award for Outstanding Staff Performance.

Chair Fong adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning

Presentation By

Fred E. Wood
Interim Executive Vice Chancellor
Academic and Student Affairs

Alison M. Wrynn
Associate Vice Chancellor
Academic Programs, Innovations 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 2020. 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 10-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 (B.A.) and Bachelor of Science (B.S.) degree programs
4. Summary of Western Association of Schools and Colleges Senior College and University Commission (WSCUC) accreditation visits (**Attachment B**)
5. Accredited academic programs and departments (**Attachment C**)
6. CSU degree proposal, review and approval process (**Attachment D**)

Revised

Ed. Pol.

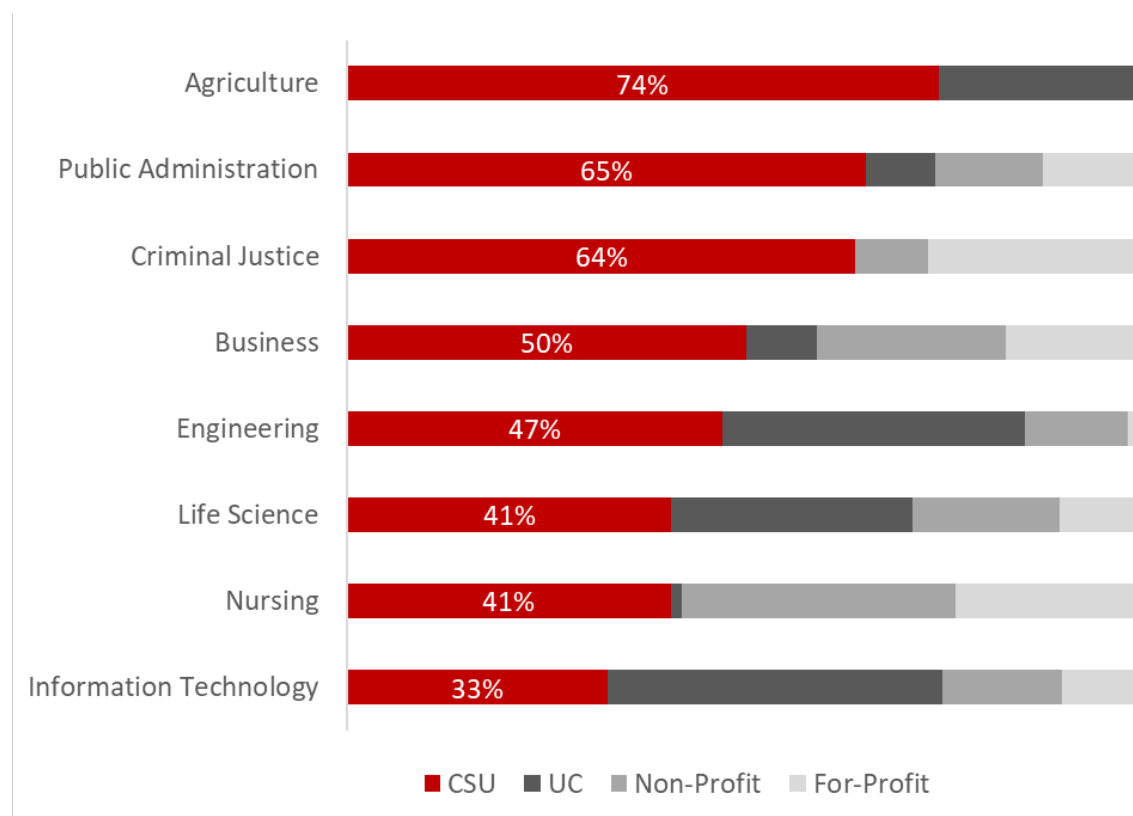
Agenda Item 2

March 23, 2021

Page 2 of 12

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 annual salary that, on average, is more than \$8,500 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 more than 100,000 bachelor's degrees every year, adding to the nearly four 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 agriculture, business, criminal justice and public administration. As can be seen in the chart below there are opportunities for enrollment growth in the areas of engineering, life science and information technology.



Results of Approved Projections

As a result of trustee approval of projections in past years, 27 new degree programs were approved in 2020 by the Office of the Chancellor.

Degrees that were developed and approved during this time frame include five new allied health degree programs at Sacramento (B.S. in Public Health), Dominguez Hills (M.S. in Radiologic and Imaging Sciences), Northridge (M.S. in Nursing), Pomona (M.S. Dietetics) and San Diego (M.S. in Epidemiology).

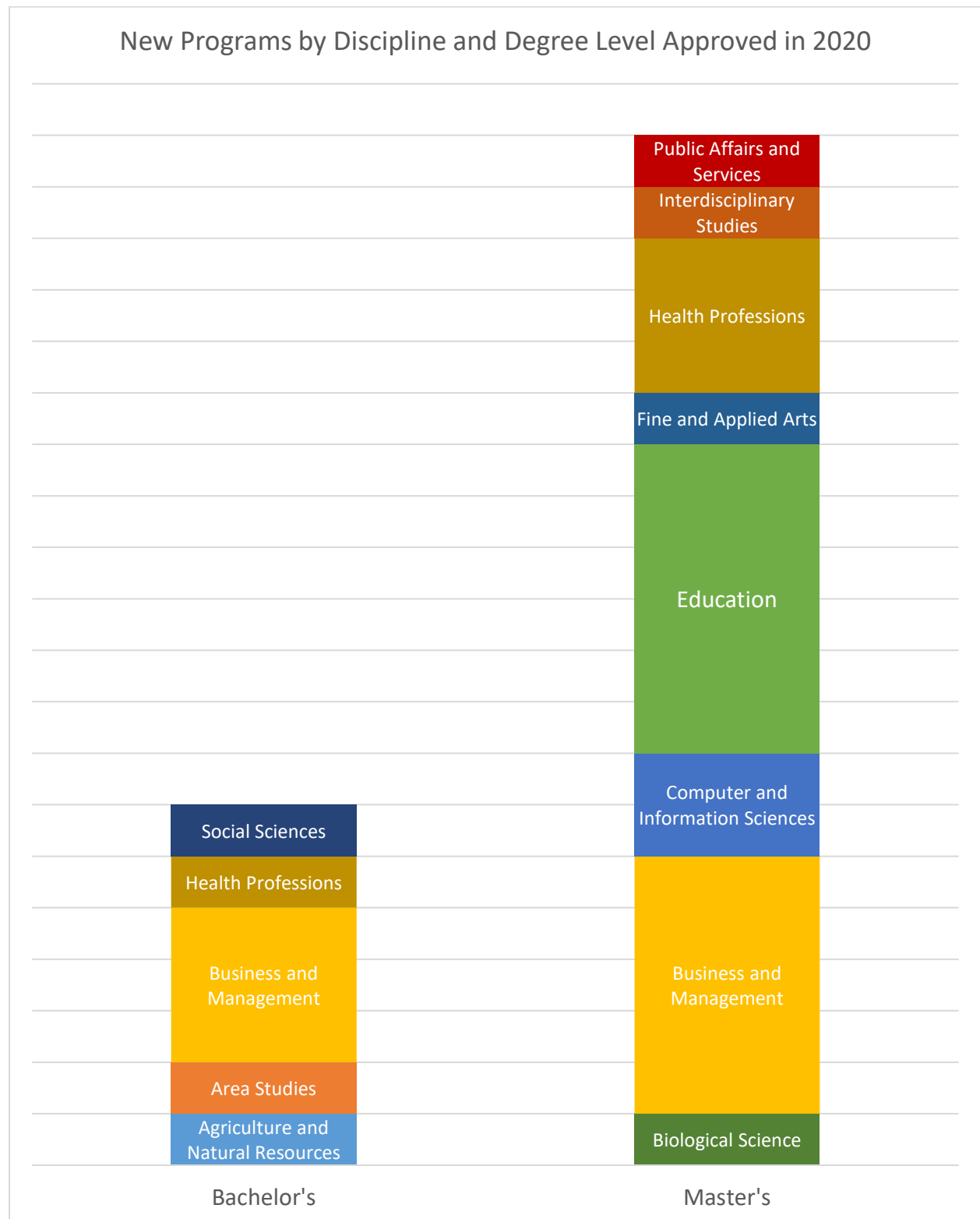
Data analytics continues to be an area of programmatic interest on CSU campuses. Programs were developed at Pomona (M.S. Business Analytics) and San José (M.S. Artificial Intelligence and M.S. in Data Science).

To meet the needs of the global economy, programs were developed at Dominguez Hills (B.A. Asian-Pacific Studies), Long Beach (M.A. International Affairs), San Marcos (M.A. in Multilingual and Multicultural Education) and San Diego (M.S. Global Business Development).

Two graduate programs were developed at Fresno and Northridge to meet new accreditation requirements. The entry-level degree for Athletic Training will become the M.S. degree.

Additionally, new programs were developed in teaching, hospitality, computer science, construction management, accounting, studio art, kinesiology, geography, sustainability management and policy, and agricultural plant and soil science.

Please see the chart on the following page for a breakdown of the disciplines where new degrees were approved last year.



Projection Proposals

This year the Office of the Chancellor received 25 projections 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.

This year, campuses proposed eight bachelor's degree programs, all of which were state-support. Campuses proposed 17 new graduate programs of which eight were state-support and nine were self-support. In all, sixteen of the 25 proposed programs are state support (or 64% overall).

Following a multi-year trend, the CSU continues to see a growing number of degree programs that are well-aligned with future workforce needs, particularly in the field of health and allied health sciences. There are projections for new degree programs in health-related fields at Bakersfield (DNP Nursing), Dominguez Hills (B.S. Biophysics and B.S. Public Health) and Long Beach (M.S. Biomedical Engineering).

Another area of significant labor force demand is in data science. There are six campuses proposing nine new degree projections in data science and data analytics. Campuses with new program projections include Dominguez Hills (M.S. Financial Economics and M.A. Management of Information Systems and Technology), Monterey Bay (M.S. Accounting Analytics), Northridge (M.S. Data Science), Pomona (M.S. Digital Marketing), San Bernardino (M.S. Cybersecurity and Analytics and M.S. Logistics and E-Commerce) and San Diego (M.S. Finance and M.S. Quality Management). 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. Computer and information research scientists with a master's degree had a median annual wage in 2018 of \$118,370 (United States Department of Labor, 2020). In California alone, the State of California Employment Development Department has forecast demand for this field will account for 80,600 openings between 2018 to 2028, a 16% growth rate and approximately 5% faster than all other industries.

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 engineering, allied health and data science fields. As shown on the chart on the following page, these are among the fastest growing professional areas in California and across the nation. The State of California Employment Development Department anticipated occupational expansion of approximately 9% in the engineering field, 17% in allied health and 16% in data science between 2016 to 2026.

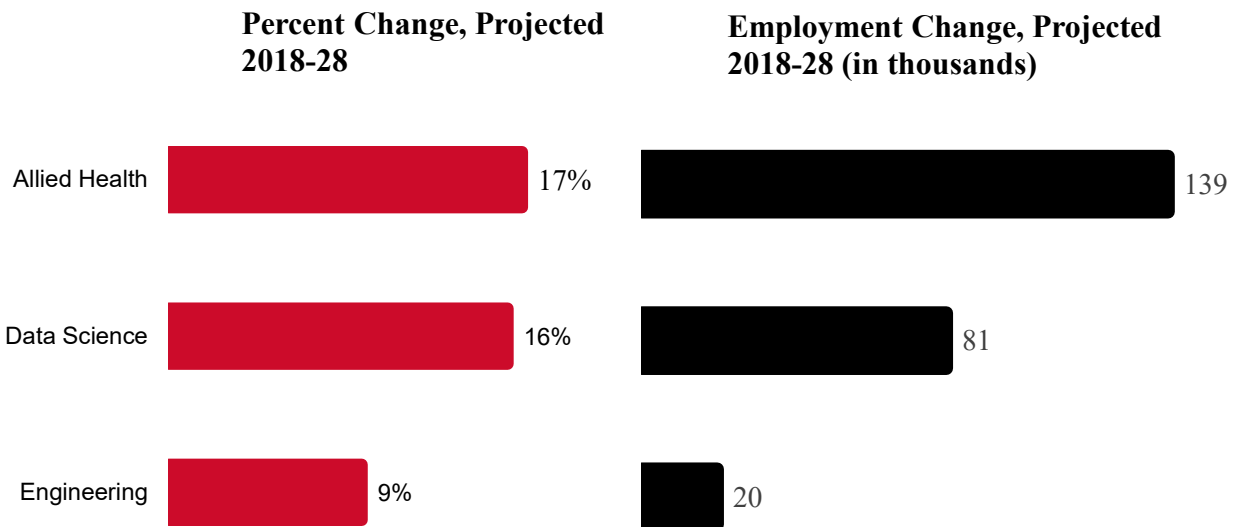
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Agenda Item 2

March 23, 2021

Page 6 of 12



(State of California Employment Development Department, 2019)

1. Changes to Program Projections

New Projections Proposed for Addition to 10-Year Campus Academic Plans and CSU Academic Master Plan

The Academic Programs, Innovations 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 2021 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, 25 new projections are proposed, eight at the undergraduate level and 17 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 nine 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 10 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 decreased 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. Additionally, 16 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. Campuses may request an extension of this five-year deadline if there are compelling circumstances for such an extension.

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 10-year overview of projected degree programs—by campus—is presented.

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Agenda Item 2

March 23, 2021

Page 8 of 12

New Projections

Bakersfield

DNP Nursing Practice

Dominguez Hills

B.S. Biophysics

B.S. Public Health

M.S. Financial Economics

M.S. Management of Information Systems and Technology

Fresno

B.M. Music

Humboldt

B.A. Cannabis Studies

Long Beach

M.S. Biomedical Engineering

Monterey Bay

M.S. Accounting Analytics

Northridge

B.A. Environmental Science

M.S. Entertainment Media Management

M.S. Data Science

Pomona

M.S. Digital Marketing

M.S. Management of Architectural Practices

San Bernardino

B.A. Ethnic Studies

M.A. STEM Education

M.S. Cybersecurity and Analytics

M.S. Logistics and E-Commerce

San Diego

B.A.	Brazilian Studies
M.S.	Computer Engineering
M.S.	Finance
M.S.	Quality Management

San José

M.A.	Higher Education Leadership
MDes	Design

Sonoma

B.A.	Physical Science
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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. This process is completed in consultation with each campus.

Dominguez Hills

M.A.	Communication Disorders
M.A.	International Peace and Security
M.A.	Healthcare Administration

Long Beach

M.A.	Hospitality Management
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Monterey Bay

B.S.	Public Safety
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Northridge

B.A.	Earth and Environmental Sciences
M.S.	Information Systems Management

San Diego

Ph.D.	Hearing Science
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San Francisco

M.A.	Modern European Languages and Literatures
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Agenda Item 2

March 23, 2021

Page 10 of 12

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.

Humboldt

M.A. Social Science

Long Beach

BFA Acting

M.S. Engineering Management

Los Angeles

M.A. Geography

M.A. Industrial and Technical Studies

Sacramento

M.S. Urban Land Management

San Bernardino

MAT Mathematics Teaching

San José

B.S. Psychology

San Luis Obispo

M.S. Accounting

San Marcos

M.S. Health Information Management

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.

Channel Islands

Ed.D. Education

Fullerton

B.A. European Studies

M.A. French

M.A. Interdisciplinary Studies

Long Beach

M.A. Applied Sociology

Northridge

B.S. Finance

B.S. Management

B.S. Marketing

San Bernardino

B.A. Human Development

San José

B.S. Hospitality, Tourism and Event Management

San Luis Obispo

M.A. Education

M.S. Printed Electronics and Functional Imaging

San Marcos

B.A. Visual and Performing Arts

M.A. Education

Stanislaus

M.S. Genetic Counseling

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

During the Office of the Chancellor review of B.A. and B.S. 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.

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Agenda Item 2

March 23, 2021

Page 12 of 12

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. During the 2019-20 academic year, the WASC Senior College and University Commission granted full 10-year accreditation approval to CSU Fullerton and CSPU Pomona, as well as eight-year accreditation to CSU Bakersfield. 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 23, 2021 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 10-Year Overview of Planned Programs

Projections Proposed to the CSU Board of Trustees
Planned for Implementation between 2021-22 and 2030-31

Planned degree programs (“program projections”) appear in bold red font and are proposed for board approval at the March 2021 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 second column from the left. 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 designation. 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	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Bakersfield	2018	2019	2019	B.A.	Latina/o Latin American Studies
	2018	2019	2021	B.S.	Public Health
	2018	2019	2019	M.S.	Applied Economics and Analytics
	2018	2020	2021	M.S.	Accounting
	2018	2020	2020	M.S.	Finance
	2018	2021	2021	M.S.	Technology Management
	2018	2022	2021	M.S.	Logistics and Supply Chain Management
	2020	2021	2021	B.S.	Environmental Sciences
	2020	2022	2022	BM	Music
	2020	2022	2022	M.S.	Behavioral Neuroscience
	2021	2023	2023	DNP	Nursing

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Channel Islands	2008	2012	2021	MPA	Public Administration
	2009	2012	2021	M.A.	History
	2011	2012	2021	M.S.	Coastal Sustainability
	2013	2013	2021	B.A.	Freedom and Justice Studies
	2013	2013	2021	M.S.	Applied Sociology
	2014	2014	2022	B.A.	Philosophy
	2015	2016	2021	M.A.	Psychology

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Chico	2018	2020	2022	B.A.	European Studies
	2018	2020	2022	B.S.	Geography
	2020	2021	2022	M.S.	Business Analytics

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Dominguez Hills	2014	2014	2022	M.A.	Kinesiology
	2018	2019	2021	M.S.	Accounting
	2018	2019	2021	M.S.	Business Analytics
	2019	2020	2021	BM	Music
	2019	2020	2023	B.S.	Orthotics and Prosthetics
	2019	2020	2021	M.A.	Teaching of the Spanish Language
	2020	2024	2024	M.S.	Bioanalytical Chemistry
	2020	2021	2022	MPH	Public Health
	2020	2023	2023	OTD	Occupational Therapy
	2021	2022	2022	B.S.	Biophysics
	2021	2022	2022	B.S.	Public Health
	2021	2022	2022	M.S.	Financial Economics
	2021	2022	2022	M.S.	Management of Information Systems and Technology

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
East Bay					

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Fresno	2020	2021	2022	B.S.	Biomedical Engineering
	2020	2022	2022	BFA	Studio Art
	2021	2022	2022	BM	Music

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Fullerton	2013	2014	2021	M.S.	Accounting and Finance
	2016	2017	2021	M.S.	Engineering Management
	2019	2020	2023	M.S.	Applied Computer Science
	2019	2020	2024	M.S.	Construction Engineering & Management

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Humboldt	2013	2015	2019	B.A.	Child Development
	2017	2018	2020	B.S.	Nursing
	2021	2022	2022	B.A.	Cannabis Studies

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Long Beach	2017	2018	2023	B.S.	Computational Mathematics
	2018	2017	2022	B.S.	Geographical Science
	2018	2019	2022	M.A.	Curriculum and Instruction in Physical Education
	2018	2019	2022	M.S.	Construction Management
	2019	2021	2022	B.S.	Environmental Engineering
	2020	2022	2022	B.A.	Multi-Disciplinary Science
	2020	2022	2026	MAT	Special Education
	2021	2022	2022	M.S.	Biomedical Engineering

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Los Angeles	2017	2018	2022	M.S.	Business Analytics
	2017	2018	2022	M.A.	Pan-African Studies
	2019	2019	2022	M.S.	Marketing
	2019	2021	2021	B.S.	Engineering Technology

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Maritime Academy					

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Monterey Bay	2016	2016	2021	B.S.	Mechatronics Engineering
	2016	2018	2023	M.A.	Teaching English to Speakers of Other Languages
	2017	2018	2023	B.A.	Interdisciplinary Studies
	2017	2018	2023	MPH	Public Health
	2018	2019	2022	M.S.	Speech Language Pathology
	2021	2023	2023	M.S.	Accounting Analytics

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Northridge	2016	2021	2021	M.A.	Sustainability
	2016	2021	2021	Ph.D.	Complex Systems
	2020	2025	2025	M.S.	Accounting Analytics
	2020	2023	2023	M.S.	Business Analytics
	2021	2023	2023	B.A.	Environmental Science
	2021	2022	2022	M.A.	Entertainment Media Management
	2021	2023	2023	M.S.	Data Science

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Pomona	2015	2016	2021	M.S.	Architecture
	2015	2018	2021	M.S.	Dietetics
	2017	2017	2022	B.S.	Regenerative and Sustainable Studies
	2017	2017	2022	M.S.	Mechatronic and Robotics Engineering
	2018	2020	2022	B.S.	Materials Engineering
	2018	2020	2022	M.S.	Bioengineering
	2018	2020	2022	MUD	Urban Design
	2019	2020	2021	M.S.	Digital Supply Chain Management
	2020	2022	2022	M.S.	Financial Analysis
	2021	2022	2022	M.S.	Digital Marketing
	2020	2022	2022	M.S.	Management of Architectural Practices

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Currently Planned Implementation Year	Degree Designation	Title
Sacramento	2018	2019	2021	M.S.	Business Analytics
	2018	2020	2021	M.A.	Biotechnology
	2019	2020	2021	M.S.	Power Engineering
	2020	2022	2022	B.A.	Public Policy and Administration
	2020	2022	2022	M.A.	Environmental Studies
	2020	2021	2021	M.S.	Nutrition and Food

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
San Bernardino	2007	2015	2023	M.S.	Kinesiology
	2015	2016	2020	M.S.	Information Systems and Technology
	2016	2017	2020	M.A.	History
	2016	2017	2020	M.S.	Finance
	2017	2018	2020	M.S.	Entrepreneurship and Innovation
	2018	2019	2023	DNP	Nursing Practice
	2019	2020	2020	BFA	Studio Art Studies
	2019	2020	2020	BFA	Design Studies
	2020	2021	2022	M.A.	Speech-Language Pathology
	2020	2022	2022	M.S.	Material Science
	2020	2022	2022	M.S.	Nutrition Science
	2021	2022	2022	B.A.	Ethnic Studies
	2021	2021	2021	M.A.	STEM Education
	2021	2021	2021	M.S.	Cybersecurity and Analytics
	2021	2021	2021	M.S.	Logistics and E-Commerce

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
San Diego	2018	2019	2021	M.S.	Athletic Training
	2020	2021	2021	MA	Critical Studies in Music
	2021	2022	2022	B.A.	Brazilian Studies
	2021	2022	2022	M.S.	Computer Engineering
	2021	2022	2022	M.S.	Finance
	2021	2022	2022	M.S.	Quality Management

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
San Francisco	2017	2018	2020	MFA	Broadcast and Electronic Communication Arts
	2019	2020	2020	B.A.	Human Services
	2019	2020	2020	M.S.	Data Science and Artificial Intelligence
	2020	2021	2021	B.A.	Bilingual Spanish Journalism
	2020	2021	2021	B.A.	Ethnic Studies
	2020	2021	2021	B.A.	Race, Ethnicity, and Health
	2020	2021	2021	M.S.	Environmental Science
	2020	2021	2021	AuD	Audiology

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
San José	2017	2018	2020	M.S.	Hospitality, Tourism and Meeting Management
	2018	2019	2023	M.S.	Athletic Training
	2018	2019	2020	M.S.	Finance
	2020	2020	2022	OTD	Occupational Therapy
	2021	2022	2022	M.A.	Higher Education Leadership
	2021	2022	2022	MDes	Design

	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
San Luis Obispo	2015	2016	2022	B.S.	Built Environments
	2020	2021	2022	M.S.	Statistics

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
San Marcos	2008	2016	2022	B.A.	Philosophy
	2016	2016	2022	B.A.	Chicano/a Studies
	2016	2019	2024	B.S.	Computer Engineering
	2018	2019	2021	B.A.	Geography
	2018	2019	2023	M.S.	Applied Behavior Analysis
	2018	2019	2023	M.S.	Clinical Counseling
	2019	2020	2023	B.S.	Cybersecurity
	2020	2022	2022	B.A.	Linguistics

Campus	Year Approved by BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Sonoma	2021	2021	2021	B.A.	Physical Science

Campus	Year Approved By BOT	Year Originally Approved for Implementation	Planned Implementation Year	Degree Designation	Title
Stanislaus	2015	2017	2021	MFA	Theatre Production

**Report on WASC Senior College and University Commission (WSCUC)
Accreditation Activities Conducted in 2019-20**

This report includes only those campuses that engaged in WSCUC site visit accreditation activities, and that received the results of their accreditation visit in the past year.

California State University, Bakersfield

In February 2020, the Senior College and University Commission (WSCUC) acted to reaffirm accreditation for CSU Bakersfield for a period of eight years.

The Commission commended the institution for taking steps to improve graduation rates through several student success initiatives and for its commitment to a culture of assessment and continuous improvement. Also noted were the establishment of a coherent approach to graduate education, increasing the university's involvement and presence in the region, developing the first comprehensive capital campaign, and creating an inclusive and transparent process for strategic planning.

The Commission asked to schedule a Special Visit in Spring 2023 for the campus to respond to: further developing the capacity of institutional research to provide high quality, accurate data; re-establishing a system for completing rigorous and consistent program reviews; ensuring consistency, effectiveness and quality of academic support services; demonstrating considerable progress toward GI 2025 goals; increasing faculty and staff diversity; and establishing a process of regular assessment of administrative units.

California State University, Fullerton

In February 2020, the Senior College and University Commission (WSCUC) acted to reaffirm accreditation for CSU Fullerton for the maximum possible period of 10 years.

The Commission commended the institution for demonstrating a genuine institution-wide commitment to student success, building the university's assessment infrastructure and processes, and for establishing significant support structures for faculty engaged in pedagogical practices and curricular design. Also noted were its efforts at managing enrollment targets; developing a 15-year Master Plan; completing the 2018-2023 Strategic Plan; and for creating a robust, collaborative, and successful shared governance model.

The Commission requested an Interim Report in 2023 and charges the institution to: provide an update on the impact of various student success initiatives; focus on program review to ensure full participation; develop appropriate graduate learning outcomes; focus on faculty diversity; and to carefully monitor data security, compliance and student privacy rights.

Attachment B

Ed. Pol. Item 2

March 23, 2021

Page 2 of 2

California State Polytechnic University, Pomona

In February 2020, the Senior College and University Commission (WSCUC) acted to reaffirm accreditation for California State Polytechnic University, Pomona for the maximum possible period of 10 years.

The Commission commended the institution for using the semester conversion process as a catalyst for developing a student-centered Strategic Plan and for developing a coordinated advising structure. Also noted were the institution's efforts at ensuring sustainability of resources and strengthening service and support units.

The Commission asked to schedule a Special Visit in Spring 2023 for the campus to respond to: addressing issues of diversity and inclusion; developing a sustainable approach to fill interim leadership positions with permanent staff and faculty; developing a structure to establish relationships among programmatic, general education and institutional learning outcomes; articulating how assessment results provide evidence of meeting outcomes; creating a sustainable institutional plan; and completing the Campus Master Plan and Information Technology Plan.

California State University Accredited Programs by Campus

California State University, Bakersfield

CSU Bakersfield Programs	First Granted	Renewal Date
Business Administration B.S., MBA	1975	2023-2024
Computer Engineering B.S.	10/1/2016	2023-2024
Economics B.S.	2019	2023-2024
Educational Leadership Ed.D.	2014	2021-2022
Electrical Engineering B.S.	10/1/2016	2023-2024
Engineering Sciences B.S.	10/1/2016	2023-2024
Nursing B.S.	2002	2022
Nursing M.S.	2016	2021
Public Administration MPA	1987	2022-2023
Social Work MSW	2002	2022-2023

California State University Channel Islands

CSU Channel Islands Programs	First Granted	Renewal Date
Biotechnology M.S./MBA Dual Degree Program	2017	2027
Business B.S., MBA	2017	2027
Nursing B.S.	2009	2025

California State University, Dominguez Hills

CSU Dominguez Hills Programs	First Granted	Renewal Date
Business Administration B.S.	2020	2024-25
Computer Science B.S.	1996	2022-23
Health Science (Orthotics and Prosthetics) M.S.	2015	2020
Music B.A.	1976	2028-29
Nursing B.S., M.S.	2004	2029
Occupational Therapy M.S.	2007	2023
Public Administration MPA	2005	2022-23
Social Work MSW	2007	2022
Theatre Arts B.A.	1987	2025-26

California State University, East Bay

Cal State East Bay Programs	First Granted	Renewal Date
Accountancy M.S.	2013	2023-24
Business Administration B.S., MBA	1973-1974	2023-24
Business Analytics M.S.	1982-1983	2023-24
Computer Engineering B.S.	2013-2014	2021-2022
Counseling M.S., Concentration in School Psychology	1982-1983	2022-23
Economics B.S., M.S.	1973-1974	2023-24
Industrial Engineering B.S.	2001	2021-22
Music B.A., M.A.	1970	2020-21
Nursing B.S.	2011	2025-26
Nursing M.S.	2019	2024-2025
Social Work MSW	2003	2025-26
Speech-Language Pathology M.S.	1992-1993	2020-21

California State University, Fresno

Fresno State Programs	First Granted	Renewal Date
Agricultural Education B.S.	1967	2022
Art B.A., M.A.	2019	2024
Art History B.A.	2019	2024
Business Administration B.S.	1963	2023-24
Business Administration MBA	1974	2023-24
Civil Engineering B.S.	1968	2024
Clinical Rehabilitation and Mental Health Counseling M.S.	1976 (by CORE) 2017 (by CACREP)	2022
Communicative Disorders M.A.–Deaf Education Option	1982	2023
Computer Engineering B.S.	1999	2024
Construction Management B.S.	1992	2026
Didactic Program in Dietetics	2005	2021
Dietetic Internship Program	2005	2021
Economics	2019	2023-24
Electrical Engineering B.S.	1965	2024
Geomatics Engineering B.S.	1979	2024
Graphic Design BFA	2019	2024
Industrial Technology B.S.	2016	2024
Interior Design B.A.	1986	2023
Mechanical Engineering B.S.	1965	2024
Music B.A., M.A.	1979	2022
Nursing B.S.	2006	2029

Fresno State Programs	First Granted	Renewal Date
Nursing, M.S. (through CCNE)	2019	2025
Nursing, Post-Graduate APRN Certificate	2019	2030
Nursing DNP	pending	under review
Physical Therapy DPT	2015	2025
Public Administration MPA	1991	2020
Public Health MPH	1996	2020
Recreation Administration B.S.	1984	2021
School Psychology Ed.S.	1994	2022
Social Work B.A., MSW	1967	2024
Speech-Language Pathology, M.A.	1982	2024
Theatre Arts, B.A.	1989	2023

California State University, Fullerton

Cal State Fullerton Programs	First Granted	Renewal Date
Accountancy M.S.	1966	2024
Art B.A., M.A.	1974	2024
Art BFA, MFA	1994	2024
Athletic Training M.S.	2001	2027
Business Administration B.A.	1965	2024
Business Administration MBA	1972	2024
Civil Engineering B.S.	1985	2021
Communications B.A., M.A.	1971	2021
Communicative Disorders M.A.	1971	2026
Computer Engineering B.S.	2007	2021
Computer Science B.S.	1988	2021
Counseling M.S.	2007	2023
Dance B.A.	1982	2024
Education M.S.	1970	2022
Electrical Engineering B.S.	1985	2021
Human Services B.S.	1982	2021
Information Systems M.S.	2018	2024
Information Technology M.S.	2018	2024
International Business B.A.	1984	2024
Mechanical Engineering B.S.	1985	2021
Music B.A., M.A.	1966	2024
Music B.M., MM	1975	2024
Nursing B.S.	2007	2026
Nursing DNP	2013	2029
Nursing M.S.	2002	2026
Public Administration MPA	1989	2024
Public Health MPH	2008	2020

Cal State Fullerton Programs	First Granted	Renewal Date
Social Work MSW	2011	2023
Taxation M.S.	1996	2024
Theatre B.A.	1974	2026
Theatre BFA	2005	2026
Theatre Arts MFA	1985	2026

Humboldt State University

Humboldt State Programs	First Granted	Renewal Date
Art B.A.	1978	2024-25
Business Administration, B.S., MBA	2015	2022
Child Development Laboratory	1989	2022
Environmental Resources Engineering B.S.	1981	2023
Fine Art BFA	2018	2024-25
Forestry B.S.	1979	2025-26
Music B.A.	1979	2021
Social Work B.A., MSW	2004	2027

California State University, Long Beach

Cal State Long Beach Programs	First Granted	Renewal Date
Accountancy M.S.	2015	2023
Acting BFA	2021	2025
Aerospace Engineering B.S.	2001	2025
American Language Institute	2007	2027
Art B.A., BFA, M.A., MFA	1974	2027
Athletic Training B.S., MS	2006	2021
Business Administration B.S., MBA	1972	2023
Chemical Engineering B.S.	1980	2025
Civil Engineering B.S.	1963	2025
Computer Engineering B.S.	1974	2025
Computer Science B.S.	1995	2025
Construction Management B.S.	2012	2023
Dance B.A., BFA, M.A., MFA	1982	2022
Design B.A.	2007	2027
Didactic Program in Dietetics	1975	2024
Dietetic Internship	1975	2024
Education M.A., Options in Curriculum and Instruction; Dual Language Development	2008	2023 CTC Review
Educational Administration M.A.	2020	2023 CTC Review
Electrical Engineering B.S.	1963	2025

Cal State Long Beach Programs	First Granted	Renewal Date
Family and Consumer Sciences B.A.	1977	2028
Finance M.S.	2019	2023
Health Care Administration B.S.	1992	2021
Health Care Administration M.S.	2002	2026
Hospitality Management B.S.	2010	2024
Human Experience Design Interactions M.A.	2019	2027
Industrial Design B.S.	1974	2027
Information Systems M.S.	2019	2023
Interior Design BFA	1974	2027
Journalism B.A.	1978, 2014	2026
Marketing M.S.	2019	2023
Mechanical Engineering B.S.	1963	2025
Music B.A., B.M., M.A., M.M.	1968	2023
Nursing B.S.	1967	2021
Nursing M.S.	1978	2021
Nursing DNP (with Fullerton and LA)	2012	2029
Physical Therapy DPT	2012	2022
Psychology M.S., Human Factors Option	2012	2024
Public Health MPH	1990	2022
Public Policy and Administration MPA	1990	2023
Public Relations B.A.	1978, 2014	2026
Recreation Administration M.S.	1976	2026
School Psychology Ed.S.	2012	2021
Social Work B.A.	1975	2025
Social Work MSW	1985	2025
Special Education M.S.	Prior to 1997	2023 CTC Review
Speech-Language Pathology M.A.	1970	2027
Supply Chain Management M.S.	2015	2023
Theatre Arts B.A., MFA	1973	2025

California State University, Los Angeles

Cal State LA Programs	First Granted	Renewal Date
Art B.A., M.A., MFA	1974	2019-20
Accountancy M.S.	1964	2021-22
Business Administration B.S.	1960	2021-22
Business Administration MBA, M.S.	1964	2021-22
Communicative Disorders M.A. Speech-Language Pathology option	1987	2023-2024
Computer Information Systems B.S.	1964	2021-22
Computer Science B.S.	2005	2024-25

Cal State LA Programs	First Granted	Renewal Date
Counseling M.S.	1994	2019-2020
Counseling M.S., Rehabilitation Counseling Option	1956	2021-2022
Counseling M.S., School-Based Family Counseling Option	1978	2020-21 CTC and CAEP; CACREP
Counseling M.S., School Psychology Option	1993	2022-23
Education Credentials	1959	2020-21
Education M.A.	1959	2020-21
Educational Administration M.A.	1959	2020-21
Educational Leadership Ed.D.	2011	2020-21
Engineering, Civil B.S.	1965	2024-25
Engineering, Electrical B.S.	1965	2024-25
Engineering, Mechanical B.S.	1965	2024-25
Health Care Management, M.S.		2021-22
Music B.A., B.M., M.A.	1970	2027-28
Music M.M.	1995	2027-28
Nursing B.S., M.S.	2007	2027-28
Nursing DNP	2011	2028-29
Nutritional Science M.S.–Coordinated Dietetics Program	1974	2022-23
Nutritional Science M.S.– Coordinated Dietetics Program and Didactic Program in Dietetics	1976	2022-2023
Public Administration MPA	1984	2022-2023
Social Work B.A., MSW	1979	2020-21
Special Education M.A.	1959	2020-21
Special Education Ph.D.	1971	2020-21
Teaching English to Speakers of Other Languages M.A.	1989	2020-21

California State University Maritime Academy

CSU Maritime Programs	First Granted	Renewal Date
Business Administration B.S.–International Business and Logistics	2003	2026-27
Facilities Engineering Technology B.S.	1999	2025-26
Marine Engineering Technology B.S.	1978	2025-26
Mechanical Engineering B.S.	2002	2025-26

California State University, Monterey Bay

CSU Monterey Bay Programs	First Granted	Renewal Dates
College of Business	2017 (candidacy)	2021
Nursing	2016	2021
Physician Assistant M.S.	2019 (provisional)	2021
School Psychology, M.S.	2017 (candidacy)	2021
Social Work MSW	2014	2027

California State University, Northridge

CSUN Programs	First Granted	Renewal Date
Accountancy B.S.	1976	2025
Art B.A., M.A.	1993	2022
Art MFA	2006	2022
Athletic Training B.S., M.S.	1995	2027
Business Administration B.S., MBA	1976	2025
Civil Engineering B.S.	1994	2022
Communicative Disorders M.S.	1976	2021
Computer Engineering B.S.	2006	2026
Computer Information Technology B.S.	2017	2026
Computer Science B.S.	1985	2026
Construction Management B.S.	2010	2021
Counseling M.S.–School Psychology Option	2004	2022
Counseling M.S.–Marriage and Family Therapy Option	2016	2021
Didactic Program in Dietetics	1985	2028
Dietetic Internship	1985	2028
Electrical Engineering B.S.	1994	2026
Engineering Management B.S.	2017	2026
Environmental and Occupational Health B.S.	1973	2026
Environmental and Occupational Health M.S.	1978	2026
Family and Consumer Sciences B.S.	1973	2023
Interior Design Option	1998	2024
Health Administration B.S.	1971	2022
Health Administration M.S.	2017	2027
Information Systems B.S.	1976	2025
Journalism B.A.	1967	2023
Manufacturing Systems Engineering B.S.	2001	2026
Mechanical Engineering B.S.	1994	2026
Music B.A., B.M., M.M.	1968	2025
Music Industry Administration M.A.	2017	2025
Nursing B.S.	1999	2024

CSUN Programs	First Granted	Renewal Date
Physical Therapy DPT	1969	2025
Professional Accountancy MPAcc	1976	2025
Public Health B.S.	2016	2026
Public Health MPH	1980	2026
Radiologic Sciences B.S.	1977	2026
Social Work MSW	2004	2028
Taxation M.S.	1976	2025
Theatre B.A.	1991	2025
Theatre Arts M.A.	1991	2025
Tourism, Hospitality, and Recreation Management B.S.	2014	2021

California State Polytechnic University, Pomona

Cal Poly Pomona Programs	First Granted	Renewal Dates
Accountancy M.S.	2015	2029-30
Aerospace Engineering B.S.	1970	2023-24
Animal Health Science B.S.	1997	2023-24
Architecture BArch	1981	2022-23
Architecture MArch	1978	2022-23
Art History B.A.	1997	2029-30
Business Administration B.S., MBA	1995	2029-30
Chemical Engineering B.S.	1972	2023-24
Civil Engineering B.S.	1970	2023-24
Civil Engineering B.S., Geospatial Engineering Option	1992	2023-24
Computer Engineering B.S.	2004	2023-24
Computer Science B.S.	1994	2020-21
Construction Engineering and Management B.S.	1976	2023-24
Didactic Program in Dietetics (Nutrition B.S., Dietetics Option)	1993	2020-21
Dietetic Internship Program	1993	2020-21
Electrical Engineering B.S.	1970	2023-24
Electronic Systems Engineering Technology B.S.	1976	2023-24
Electromechanical Systems Engineering Technology B.S.	1976	2023-24
Food Science and Technology B.S.	2019	2025-26

California State University, Sacramento

Sacramento State Programs	First Granted	Renewal Date
Accountancy M.S.	not specified	2022
Art B.A., M.A.	1974	2025
Audiology AuD	2019 (ACAE candidacy) 2020 (CAA candidacy)	2020 2025
Business Administration B.S., MBA	1963	2022
Civil Engineering B.S.	1965	2022
Communication Sciences and Disorders M.S.	1985	2027
Computer Engineering B.S.	1987	2022
Computer Science B.S.	1986	2022
Construction Management B.S.	1989	2025
Didactic Program in Dietetics	1996	2024
Dietetic Internship	2003	2024
Electrical and Electronic Engineering B.S.	1969	2022
Graphic Design BFA	2005	2025
Hospitality and Tourism Management B.S.	2020	2022
Interior Architecture BFA	2001	2025
Mechanical Engineering B.S.	1965	2022
Music B.A., B.M., M.M.	1964	2021
Nursing B.S., M.S.	BS 1962 MS 1986	2029 (CCNE) 2022 (BRN)
Photography BFA	2005	2025
Physical Therapy DPT	1997	2025
Recreation Administration B.S., M.S.	1978	2022
Social Work B.A., MSW	1966	2025
Studio Art BFA	2018	2025
Theatre B.A.	2016	2021-22

California State University, San Bernardino

Cal State San Bernardino Programs	First Granted	Renewal Date
Accountancy M.S.	2009	2023-24
Administration B.A.	1994	2023-24
Art B.A., BFA	1983	2022-23
Art History & Global Cultures B.A.	1983	2022-23
Design, BFA	1983	2022-23
Studio Art MFA	1983	2022-23
Business Administration MBA	1994	2023-24
Computer Engineering B.S.	2014	2022

Cal State San Bernardino Programs	First Granted	Renewal Date
Computer Science B.S.	1988	2022
Didactic Program in Dietetics (Nutritional Science and Dietetics B.S.)	1989	2023
Environmental Health Science B.S.	2004	2025-26
Information Systems and Technology B.S., M.S.	2015	2023-24
Music B.A., B.M.	2003	2019
Nursing B.S.	1979	2026
Nursing M.S.	2010	2027-28
Public Administration MPA	1989	2023-24
Public Health B.S., MPH	2014	2022-23
Public Health B.S.	2014	2022-23
Chemistry, B.S., Certificate	1991	2024
Robert and Frances Fullerton Museum of Art	2008	2022-23
Rehabilitation Counseling M.A.	1988	2023-24
Social Work B.A.	2006	2027
Social Work MSW	1993	2027
Theatre Arts, B.A.	2004	2020-21

San Diego State University

San Diego State Programs	First Granted	Renewal Date
Aerospace Engineering B.S.	1964	2021-2022
Art B.A., M.A., MFA	1975	2022
Athletic Training, B.S.	2000	2023-2024
Audiology Joint Doctoral Program AUD	2006	2027
Civil Engineering B.S.	1964	2021-2022
Clinical Psychology Joint Doctoral Program, Ph.D.	1990	2021
Computer Engineering B.S.	2004	2021-2022
Computer Science B.S.	1994	2022
Construction Engineering B.S.	2009	2021-2022
Counseling M.S., option in Marriage and Family Therapy	2009	2022
Didactic Program in Dietetics	~1980	2027
Electrical Engineering B.S.	1964	2021-2022
Environmental Engineering B.S.	2004	2021-2022
Fowler College of Business	1955	2022-2023
Health Management and Policy division MPH, MPH/MSW	1983	2026
Interior Architecture B.A., MA, MFA	1984; 2018	2021
Journalism B.A., Option in Media Studies	2009	2021
Mechanical Engineering B.S.	1964	2021-2022

Medical Physics M.S.	2011, 2019	2023
Nursing B.S., M.S.	2001	2026
Physical Therapy DPT	2015	2030
Public Administration B.A., MPA	1979	2022
Public Health, B.S., M.S., MPH, Ph.D. (Joint Doctorate Program)	1983, 1985	2021
Rehabilitation Counseling M.S.	1978	2022
School Psychology Ed.S.	1989	2023
Social Work B.A.	1974	2026
Social Work MSW	1966	2026
Speech Language Pathology M.A.	1970	2021
Theatre B.A., M.A., MFA	1975	2024-2025

San Francisco State University

San Francisco State Programs	First Granted	Renewal Date
Accountancy M.S.	1979	2024
Apparel Design and Merchandising B.S.	2003	2023
Art B.A., M.A., MFA	1983	2023
Art History B.A.	2019	2023
Business Administration B.A., B.S., MBA	1963	2024
Clinical Laboratory Science Graduate Internship Program	1977	2029
Clinical Mental Health Counseling M.S.	2019	2022
Communicative Disorders M.S.	1971	2025
Counseling M.S.	1978	2022
Didactic Program in Dietetics	1987	2026
Dietetics Internship	1991	2026
Engineering, Civil B.S.	1986	2024
Engineering, Computer B.S.	2016	2024
Engineering, Electrical B.S.	1986	2024
Engineering, Mechanical B.S.	1986	2024
Family and Consumer Sciences B.A.	2003	2023
Health Education B.S.	2009	2025
Hospitality and Tourism Management B.S.	1990	2024
Interior Design B.S.	2003	2023
Journalism B.A.	1985	2025
Music B.A., B.M., M.A., M.M.	1963	2027
Nursing B.S., M.S.	2003	2023
Physical Therapy DPT	2001	2021
Public Administration MPA	2000	2020
Public Health MPH	2003	2025
Recreation, Parks and Tourism Administration B.S.	1990	2022

Social Work B.A., MSW	1975, 1971	2026
Theatre Arts B.A., MA, and MFA: Concentration in Design and Technical Production	1982	2021

San José State University

San José State Programs	First Granted	Renewal Date
Accountancy M.S.	1964	2021
Advertising B.S.	1971	2021
Aerospace Engineering B.S.	1991	2024
Animation and Illustration BFA	2021	2022
Art B.A., BFA, M.A., MFA	1974	2022
Art History and Visual Culture B.A.	2020	2022
Audiology AUD	2020 (ACAE developing) 2020 (CAA candidacy)	2023 2025
Biomedical Engineering B.S.	2011	2024
Business Administration B.S.	1964	2021
Business Administration MBA	1973	2021
Chemical Engineering B.S.	1958	2024
Civil Engineering B.S.	1958	2024
Education, concentration Speech Pathology M.A.	1989	2026
Clinical Mental Health Counseling M.S.	2021	2020
Computer Engineering B.S.	1958	2024
Computer Science B.S.	1996, 2001	2023
Dance B.A., BFA	1987	2021
Design Studies B.A., B.S., BFA	2019	2022
Didactic Program in Dietetics	1986	2028
Dietetic Internship	1986	2028
Electrical Engineering B.S.	1958	2024
Human Factors/Ergonomics M.S.	2014	2021
Industrial and Systems Engineering B.S.	1958	2024
Industrial Design B.S.	1974	2022
Industrial Technology B.S.	1980, 2010	2023
Interior Design BFA	2000	2022
Journalism B.S.	1971	2021
Library Information Science MLIS	1969	2021
Materials Engineering B.S.	not specified	2024
Mechanical Engineering B.S.	1958	2024
Music B.A., B.M., M.M.	1958	2025
Music Education M.A.	2016	2025
Nursing B.S.	not specified	2021

San José State Programs	First Granted	Renewal Date
Nursing M.S.	1959, 1998	2021
Nursing Practice DNP	2019 (candidacy)	2021
Occupational Therapy M.S.	1991	2026
Public Administration MPA	1988	2024
Public Health MPH	1976	2021
Public Relations B.S.	1971	2021
Recreation B.S.	1987	2021
Social Work B.A., MSW	1977	2023
Software Engineering B.S.	2016	2024
Taxation M.S.	1964	2021
Theatre Arts B.A.	1982	2021
Transportation Management M.S.	1964	2021
Urban Planning MUP	1972, 1988	2025

California Polytechnic State University, San Luis Obispo

Cal Poly San Luis Obispo Programs	First Granted	Renewal Date
Accounting M.S.	2014	2023
Aerospace Engineering B.S.	1969	2021
Architectural Engineering B.S.	1975	2021
Architecture BArch	1980	2023
Art and Design BFA	1995	2026-27
Biomedical Engineering B.S.	2012	2021
Bioresource and Agricultural Engineering B.S.	1973	2021
Business Administration B.S., MBA	1981	2023
Business Analytics M.S.	2017	2023
City and Regional Planning B.S.	1973	2024
City and Regional Planning MCRP	1993	2024
Civil Engineering B.S.	1973	2021
Computer Engineering B.S.	1997	2021
Computer Science B.S.	1986	2021
Construction Management B.S.	1978	2021
Didactic Program in Dietetics	2005	2023
Dietetic Internship	2005	2023
Economics B.S.	1981	2023
Electrical Engineering B.S.	1969	2021
Engineering Management MBA/M.S.	2014	2023
Environmental Engineering B.S.	1971	2021
Forestry and Natural Resources B.S.	1994	2024
Graphic Communication B.S.	2003	2022
Industrial Engineering B.S.	1969	2021

Cal Poly San Luis Obispo Programs	First Granted	Renewal Date
Industrial Technology and Packaging B.S.	1974	2023
Journalism B.S. (provisional)	2020	2022
Landscape Architecture BLA	1975	2021
Manufacturing Engineering B.S.	1997	2021
Materials Engineering B.S.	1971	2021
Mechanical Engineering B.S.	1969	2021
Music B.A.	2003	2028-29
Quantitative Economics, M.S.	2018	2023
Recreation, Parks, and Tourism Administration B.S.	1986	2025
Software Engineering B.S.	2007	2021
Taxation M.S.	2017	2023
Didactic Program in Dietetics	2005	2023
Dietetic Internship	2005	2023

California State University San Marcos

CSU San Marcos Programs	First Granted	Renewal Date
Nursing B.S.	2008	2023
Nursing M.S.	2012	2027
Social Work MSW	2013	2028
Speech-Language Pathology M.S.	2015	2027

Sonoma State University

Sonoma State Programs	First Granted	Renewal Date
Art B.A., BFA	1982	2020-21
Art History B.A.	1982	2020-21
Business Administration B.S., MBA	2007	2021-22
Counseling M.A.	1984	2021-22
Education M.A.	2005	2026-27
Music B.A., B.M.	1972	2027-28
Nursing B.S., M.S.	1974	BRN 2020-21 CCNE 2024-25

California State University, Stanislaus

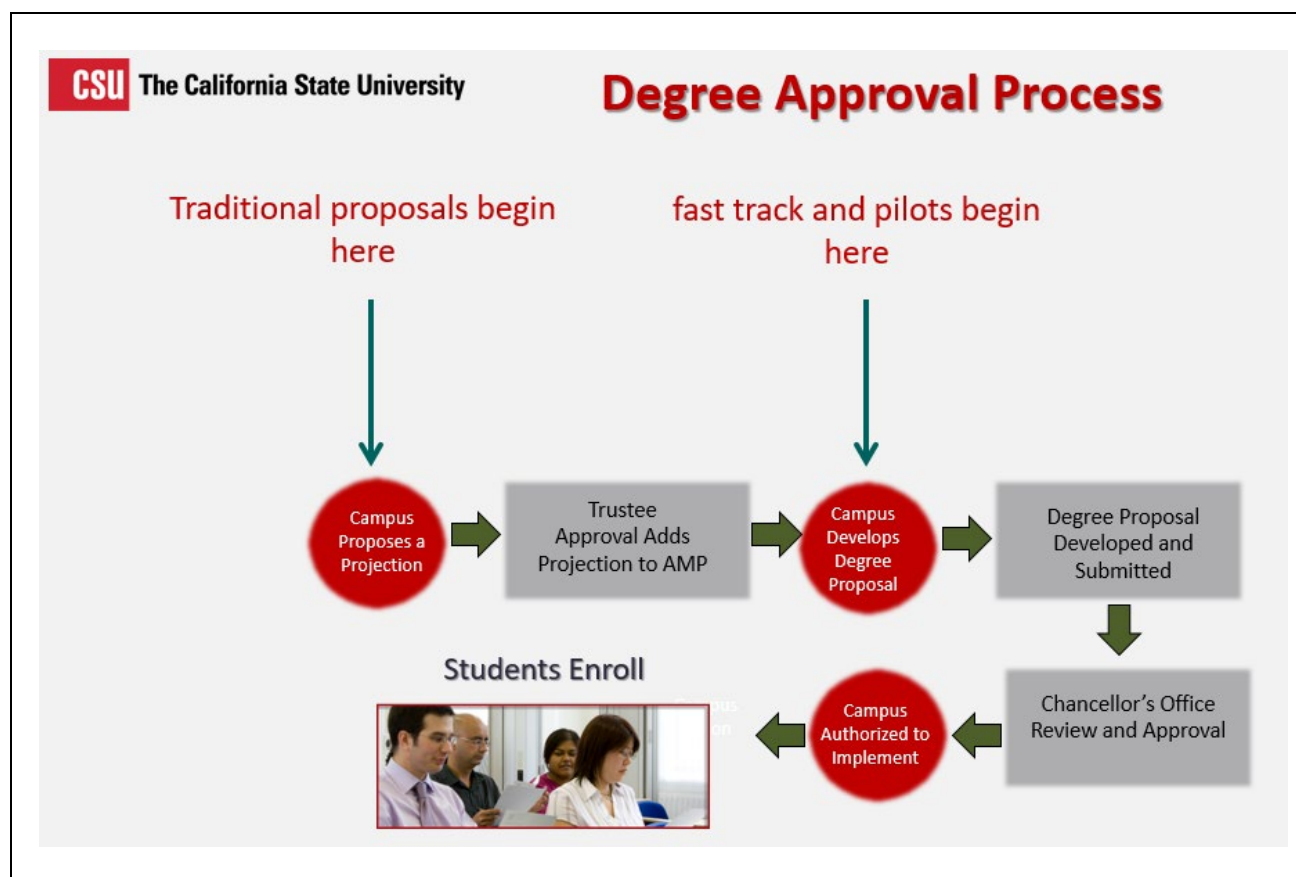
Stanislaus State Programs	First Granted	Renewal Date
Art B.A., BFA	1983	2020-21
Art History, B.A.	2019	2020-21
Business B.S., MBA, M.S.	2003	2022-23
Education M.A.	1991	2025-26
Genetic Counseling M.S.	2008	2025-26
Music B.A., B.M.	1981	2022-23

Nursing B.S.	1986 (BRN)	2022-23
Nursing B.S., M.S.	2010 (CCNE)	2026-27
Public Administration MPA	1982	2023-24
Social Work MSW	1996	2026-27
Theatre Arts B.A.	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 of Trustees and the Office of the Chancellor. 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 overview. The process is shown in Illustration 1.

Illustration 1



The Traditional Process

Degree Projections

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

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

1. Degree designation and title (e.g., B.S. Biochemistry);
2. Date approved by the campus-based 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;
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 offered already 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:

https://www2.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/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:

https://www2.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Documents/Graduate_Level_EPR_82_39.pdf

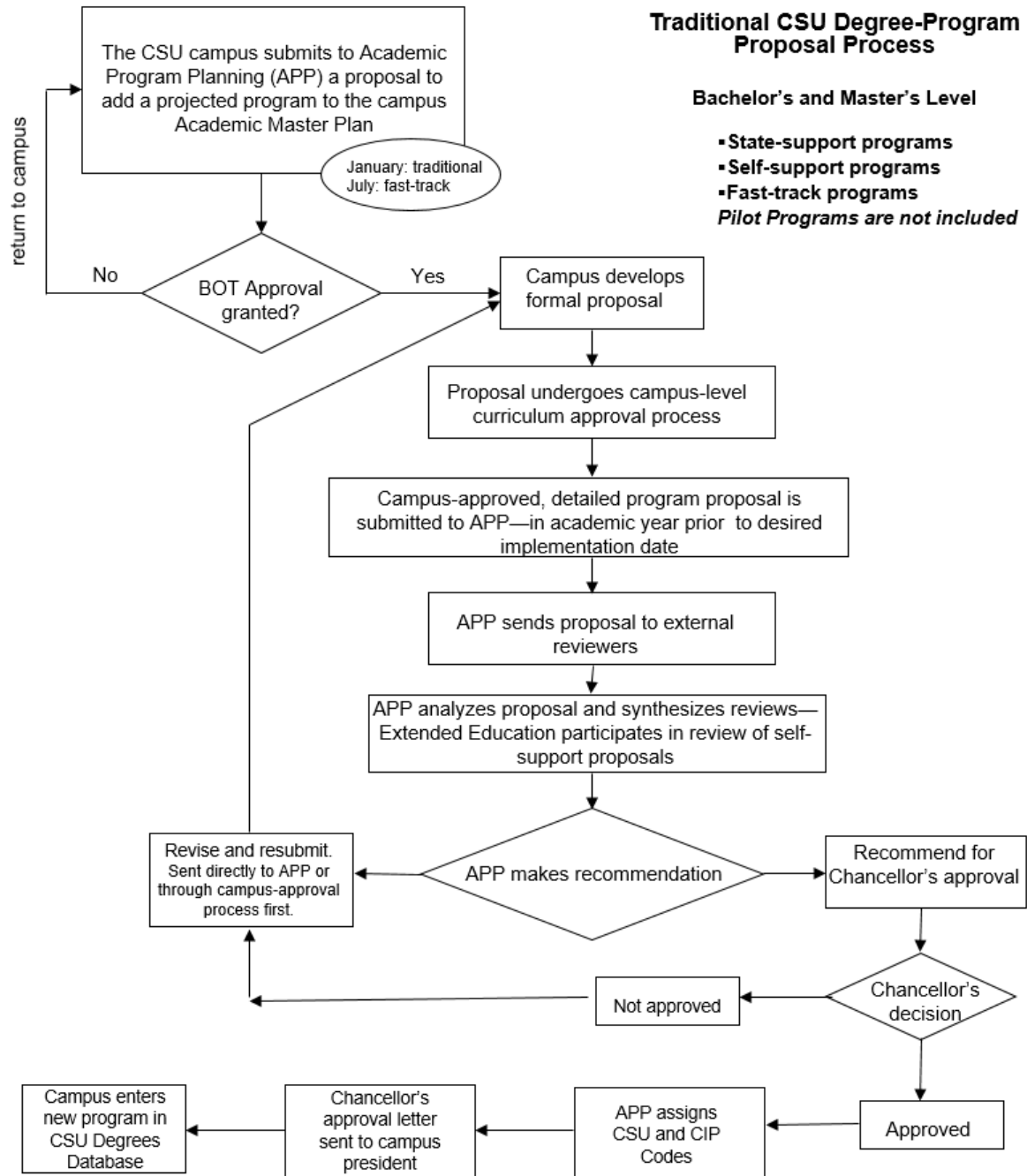
https://www2.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Documents/aap_91_04_recommendations_graduate_education.pdf

Degree Program Proposal Development and Review Process

After obtaining Board of Trustees approval for a proposed projection, the campus may begin developing a full degree proposal, which must obtain campus approvals before being submitted for systemwide 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 Office of the Chancellor 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, master's and doctoral programs that will be run either through state support or through self-support/extended education. In this process, the full degree proposal is submitted to the Office of the Chancellor 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 the following review criteria:

- **Faculty**

Do 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 (B.A.) and Bachelor of Science (B.S.) requirements established in Title 5? If the proposal is for a B.A. or B.S. 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 B.A. and B.S. 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 it be suggested 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 Board of Trustee approval to include a projection on the campus Academic Plan. Subsequent to Board of Trustee approval of the projection, the campus may begin developing a degree proposal that will be submitted to the Office of the Chancellor for systemwide review and approval. In the traditional process, proposals are to be submitted in the academic year preceding planned implementation.

As adopted by the Board of Trustees 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 Board of Trustees. Fast-track proposals still undergo systemwide 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 Office of the Chancellor 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 systemwide 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 and 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:

https://www2.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/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, Board of 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 Office of the Chancellor conducts a review to confirm that all applicable policy requirements have been met. For self-support pilot programs, the Office of the Chancellor 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 Office of the Chancellor 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 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 Office of the Chancellor 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 Office of the Chancellor.

COMMITTEE ON EDUCATIONAL POLICY

Academic Preparation Annual Report and Quantitative Reasoning Update

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Summary

As the largest and most diverse public higher education system in the nation, the California State University (CSU) is home to students from a broad range of backgrounds and experiences. This diversity can also be seen in the differing levels of academic preparedness for entering first-time first-year students. The first year of college can often determine whether students are retained for their second year and, ultimately, earn a college degree. This is why academic preparation has been identified as one of six pillars that inform the CSU's Graduation Initiative 2025.

This written item is an annual update to the Board of Trustees regarding progress towards achieving the goals of increasing degree completion and eliminating equity gaps among CSU students through the advancement of academic preparation. The item also details the CSU's progress related to a proposed first year admission requirement in quantitative reasoning.

Background

Prior to fall 2018, incoming first-year CSU students were placed into two broad categories: "college-ready" or not "college-ready". This designation was based largely on standardized tests and placement exams. Students identified as "not ready" were required to take and pass stand-alone developmental education courses that did not confer college credit. In August 2017, Executive Order 1110 transformed the CSU's approach to serving students who arrive in need of additional academic support. It broadens the incorporation of information used to assess student readiness for first-year college-level courses through multiple measures, including high school

grade point average (GPA) and completed English and mathematics courses. It also allows students participating in the CSU Early Start Program to earn college credit the summer before their first term, and, perhaps most significantly, it discontinued stand-alone, non-credit bearing developmental education courses.

As a result, today first-time first-year students are now placed across four categories to better address their academic needs. They are:

- 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 multiple measures, students demonstrate a need for additional academic support in mathematics 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 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.

Evaluating Student Outcomes

The following data reflect outcomes for fall 2018 and fall 2019 student cohorts as it relates to first-year college-level Mathematics/Quantitative Reasoning and Written Communication courses. Information is provided for the total number of students in each cohort, as well as disaggregated data by race/ethnicity.

Mathematics/Quantitative Reasoning Outcomes

Over the last two years, the CSU has observed steady progress of students completing a Mathematics/Quantitative Reasoning general education course in their first year of college. In fall 2017, the year prior to enactment of Executive Order 1110, 63 percent of entering first-time students met this requirement. As Executive Order 1110 changes were enacted, the fall 2018 entering class experienced an 11 percentage point increase with 74 percent completing the requirement. More than three-quarters, or 77 percent, of the fall 2019 student cohort met the requirement. This represented an increase of three percentage points compared to the prior year's entering class.

The gains in Mathematics/Quantitative Reasoning general education completion ensure that more students are on their path to degree after the first year, while also gaining earlier access to discipline and major courses in which to better inform their academic journey.

In addition to overall student cohort metrics, the CSU is tracking outcomes by race/ethnicity. The following charts illustrate gains made by students of color identified in need of additional academic support successfully completing the Mathematics/Quantitative Reasoning B4 requirement.

2018 Freshmen Cohort Quantitative Reasoning

	Total Students	Needing Additional Support (Category III & IV)	Category I & II Earning B4 End of First Year	Category III & IV Earning B4 End of First Year	Earning B4 (Combined Groups)
Black	2,758	47%	73%	47%	61%
Latinx	31,699	33%	77%	54%	69%
Asian	10,600	13%	87%	59%	83%
White	13,561	13%	85%	60%	82%
Native American	114	31%	72%	49%	65%
Native Hawaiian	237	30%	80%	51%	71%
Multi-Race	3,021	20%	82%	52%	76%
Unknown	1,809	29%	81%	55%	73%
International	3,004	38%	79%	57%	70%
Total	66,803	26%	81%	54%	74%

2019 Freshmen Cohort Quantitative Reasoning

	Total Students	Needing Additional Support (Category III & IV)	Category I & II Earning B4 End of First Year	Category III & IV Earning B4 End of First Year	Earning B4 (Combined Groups)
Black	2,738	43%	74%	52%	65%
Latinx	32,538	32%	80%	58%	73%
Asian	10,245	12%	89%	66%	86%
White	12,935	13%	87%	64%	84%
Native American	103	33%	77%	47%	67%
Native Hawaiian	230	35%	81%	61%	74%
Multi-Race	3,104	18%	85%	60%	80%
Unknown	1,342	29%	81%	58%	74%
International	2,744	35%	84%	65%	77%

2019 Freshmen Cohort Quantitative Reasoning

	Total Students	Needing Additional Support (Category III & IV)	Category I & II Earning B4 End of First Year	Category III & IV Earning B4 End of First Year	Earning B4 (Combined Groups)
Total	65,979	25%	83%	59%	77%

Written Communication

Success in Written Communication outcomes looks different than in Mathematics/Quantitative Reasoning. The biggest change resulting from Executive Order 1110 in this area was a reduction in students identified as needing additional preparation. In fall 2017, 79 percent of the entering student cohort met the Written Communication general education course requirement (A2) in the first year. The following year, that figure increased to 82 percent of the entering class. The trajectory continues to move upward with a single percentage increase for fall 2019 – as 83 percent of the entering class met the A2 requirement.

As with Mathematics/Quantitative Reasoning, the CSU has tracked outcomes by race/ethnicity as outlined in the chart below.

2018 Freshmen Cohort Written Communication

	Total Students	Needing Additional Support (Category III & IV)	Category I & II Earning A2 End of First Year	Category III & IV Earning A2 End of First Year	Earning A2 (Combined Groups)
Black	2,758	24%	79%	61%	75%
Latinx	31,699	13%	82%	64%	80%
Asian	10,600	6%	88%	69%	87%
White	13,561	5%	88%	70%	87%
Native American	114	16%	82%	72%	81%
Native Hawaiian	237	16%	83%	54%	78%
Multi-Race	3,021	7%	84%	59%	82%
Unknown	1,809	12%	83%	67%	81%
International	3,004	28%	78%	67%	75%
Total	66,803	11%	84%	65%	82%

**2019 Freshmen Cohort
Written Communication**

	Total Students	Needing Additional Support (Category III & IV)	Category I & II Earning A2 End of First Year	Category III & IV Earning A2 End of First Year	Earning A2 (Combined Groups)
Black	2,738	19%	79%	63%	76%
Latinx	32,538	11%	82%	64%	80%
Asian	10,245	5%	89%	79%	88%
White	12,935	4%	89%	74%	88%
Native American	103	12%	74%	58%	72%
Native Hawaiian	230	18%	78%	66%	76%
Multi-Race	3,104	6%	87%	73%	86%
Unknown	1,342	10%	83%	66%	82%
International	2,744	22%	80%	63%	76%
Total	65,979	9%	85%	67%	83%

Year-over-year results continue to mitigate concerns expressed prior to the enactment of Executive Order 1110 that policy changes would be detrimental to first-year students. For CSU's underserved students, these outcomes can have a significant impact on closing equity gaps.

Systemwide Evaluation Update

The Office of the Chancellor has partnered with WestEd, a nonprofit research agency, to augment its internal evaluations and provide an objective, third-party analysis of student outcomes following implementation of Executive Order 1110. The agency has published three reports to date. The latest, "Student Progress Before and After California State University's Executive Order 1110," was issued in January 2021 and offers a comparison between two student cohorts for fall 2017 and 2018.

As part of the report, WestEd analysts examined systemwide student outcomes using three key variables: credits attempted and earned in the students' first year of enrollment; completion of the Mathematics/Quantitative Reasoning and Written Communication general education requirements in their first year; and retention into their second, third and fourth semesters. When comparing outcomes between fall 2017 and fall 2018 student cohorts, WestEd found that systemwide the policy change had the intended effect of increasing the number of students completing their general education requirements and earning more college credit during their first year. The report noted that the policy change led to a significant increase in the percentage of students completing their Mathematics/Quantitative Reasoning B4 requirement, consistent with the CSU's own internal findings.

However, the WestEd report also found differences in credit accumulation across different racial/ethnic groups. Specifically, Black/African-American students and Latino students earned fewer baccalaureate units in their first year compared to their White and Asian student counterparts. These students also arrived with less preparation through their high school course-taking patterns, particularly in quantitative reasoning. For example, Black/African-American and Latino students represented more than half of the entering student cohort and yet comprised 71 percent of those placed into Category IV for Quantitative Reasoning based on high school preparation. Students in Category IV also accumulated fewer college credits and had lower completion rates of either A2 or B4 requirements. The study also found that this group had higher attrition rates.

Proposed Quantitative Reasoning Admission Requirement

The responsibility for equitable academic preparation falls to all educational segments, pre-kindergarten through higher education. In fact, the nonprofit, nonpartisan Public Policy Institute of California recently issued “Does Raising High School Graduation Requirements Improve Student Outcomes?” that examined the relationship between mathematics and science requirements and student outcomes. After evaluating California school district graduation policies for the 2018-19 academic year, the report concludes: *“More rigorous graduation requirements, particularly in math and science, can improve access to college by increasing enrollment in advanced courses, which might enhance college readiness and performance on standardized assessments.”*

Specifically, the report found that “...higher math graduation requirements were associated with a 12 percent increase in the likelihood of students taking advanced math courses; the estimate is larger among students in high-need (14%), high-poverty (16%), and urban schools (17%).” Of its three main recommendations, the report suggested the state should consider raising its minimum mathematics requirements, requirements that have not changed for nearly 20 years.

As part of its overall efforts to support student academic preparation, the Office of the Chancellor presented to the Board of Trustees a proposal for a phased implementation of an additional quantitative reasoning course in addition to the current “a-g” high school course requirement. Consequently, at the January 2020 board meeting, CSU Trustees approved a resolution that provided guidelines from which to pursue such a proposed revision to the CSU admission requirements.

The conditions outlined in the resolution included providing an update in March 2021 on the following:

- A third-party independent analysis of the planned implementation and potential impact of the proposed requirement on high school students’ application to the CSU;

- The progress of doubling STEM qualified teachers annually prepared by the CSU;
- Clarity of the charge, role and composition of a steering committee that reports to the Executive Vice Chancellor of Academic and Student Affairs;
- Clarity on exemptions for students whose public schools do not provide sufficient courses; and
- The progress on increasing outreach and awareness of the proposed requirement with schools, counselors and families.

The following is an overview of progress made on a number of these areas since January 2020.

Third-Party Independent Analysis

The CSU has contracted MDRC, a nonprofit and nonpartisan education and social policy research organization, to serve as the third-party evaluator on the potential impact of the proposed quantitative reasoning requirement on CSU applicants. The agency was chosen after an open competitive bidding process according to state regulations and CSU policy.

MDRC's study will explore the following:

- Potential disparate effects the policy change may have on underserved students, including students of color and low-income students;
- Potential effects the proposed policy change may have on California public high school students' access to the CSU system;
- Associations between additional quantitative reasoning course-taking in high school and students' college success at a CSU; and
- An assessment of the implementation needs for the proposed change to be successful and equitable.

The MDRC study team will collect, process and analyze quantitative and qualitative data during 2021 with a planned publication in early 2022. Using descriptive analyses of quantitative data as well as qualitative data collection and synthesis, the study will attempt to answer the following four research questions:

- How might the proposed admissions policy change affect California high school students' *access* to a CSU, and how might this effect differ for underserved students, including students of color and low-income students?

- How might the proposed admissions policy change influence students' *success* at a CSU and how might this influence differ for underserved students, including students of color and low-income students?
- Do high schools and districts have the capacity to offer courses that meet the proposed admissions policy change? What are the attributes (income level, racial and ethnic background, and urbanicity) of the schools that do not currently offer courses that meet the proposed requirements?
- What resources would need to be in place for this proposed change to be successful and equitable across schools and districts?

Student-level data will be collected from the California Department of Education and the California State University system. The Common Core of Data (CCD), a publicly available dataset, will be used to provide school-level characteristics, such as urban/rural regions and school size. Interviews and focus groups will be conducted with stakeholders across the state. The CSU is also exploring the inclusion of more recent student data, if available in the MDRC study.

Convening of a Steering Committee

The CSU Steering Committee on Academic Preparation and Quantitative Reasoning first convened on August 2020. The committee represents diverse stakeholders from throughout the state and across education segments, including representatives from the Governor's Office, the State Superintendent of Public Instruction, the State Board of Education and a community-based education group. The Committee has met three times and has advised on such topics as: building PK-12 teaching and course capacity in quantitative reasoning; measuring the impact of implementation via an independent third-party review; and considerations for a comprehensive outreach and communication plan to disseminate details on the proposed requirement leading up to 2027. Meeting minutes are posted on the CSU Quantitative Reasoning website (<https://www2.calstate.edu/impact-of-the-csu/student-success/quantitative-reasoning-proposal>) to ensure clear communication and transparency.

Building Teacher Capacity

In 2019, the CSU committed \$10 million to augment the CSU Mathematics and Science Teacher Initiative (MSTI) over the following four years. This investment is in addition to the \$2.7 million currently invested each year by the CSU. With this extra investment, the CSU is working to double the number of mathematics, science and computer science teachers prepared by the university (from 1,000 to 2,000 annually).

Raising Awareness of Proposed Requirement

In fall 2020, Office of the Chancellor staff developed an outreach and communication plan to provide information on the proposed quantitative reasoning admission requirement. The intended audience for this comprehensive outreach includes a wide variety of constituents such as elementary, middle school and high school students, families, high school counselors and Early Assessment Program coordinators. Outreach to high school districts in which additional course capacity may be needed began in fall 2020.

Conclusion

While the implementation of Executive Order 1110 has shown improvements in student outcomes, variations in those outcomes remain based on preparation in high school. The changes introduced by Executive Order 1110 reduce the negative consequences associated with arriving to college in need of additional preparation (i.e. requirements to take and pass stand-alone developmental education courses). Yet these changes do not completely remedy the potential adverse effects of arriving to college in need of additional academic preparation. For example, while a student may no longer be required to take a noncredit developmental education course due to their high school course taking, nevertheless that student still could be precluded from participating in a particular major, as early as their first year in college, because they are not prepared to enroll in the required courses to complete that major. The CSU remains steadfast in its commitment to ensuring that all students with a desire to earn their CSU degree can do so with the appropriate academic supports in place. This ambitious goal cannot be achieved by one single institution, and the CSU looks forward to ongoing collaboration with external stakeholders and educational partners to chart the most effective path for its students.

COMMITTEE ON EDUCATIONAL POLICY

Establishing a Biennial Symposium Recognizing African American History and Achievement and Promoting Anti-Racism Work

Presentation By

Fred E. Wood
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Academic and Student Affairs

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Student Trustee

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Summary

Graduation Initiative 2025 constitutes a core and defining strategic direction of the California State University (CSU). Among goals identified by the CSU's Graduation Initiative 2025 is to eliminate racial/ethnic equity gaps. In the CSU's most recent review of student outcomes data, we clearly have made progress in raising graduation rates overall. However, graduation rates for first-year students continue to vary by race/ethnicity, as noted below:

Student Group	Four-Year Graduation Rate	Six-Year Graduation Rate
White	45%	70%
Asian or Pacific Islander	32%	70%
Latinx	25%	58%
African American or Black	20%	49%

In the weeks and months following the murder of George Floyd in Minneapolis, Minnesota, in May 2020, the nation experienced a most significant civil rights moment – one that has become a movement in many communities, including across California. Students, faculty and staff on CSU campuses have sought to find ways to advance diversity, equity and inclusion through purposeful action. This constitutes an opportunity for the CSU to strengthen its commitment to closing equity gaps and eradicating systemic barriers to college access and attainment for students who identify as Black, Indigenous and People of Color.

REVISED

Ed. Pol.

Agenda Item 4

March 23, 2021

Page 2 of 4

As America's largest and most racially and ethnically diverse university, the California State University is and will continue to promote the principles of inclusive excellence (www2.calstate.edu/impact-of-the-csu/diversity/inclusive-excellence) and embrace its role as a transformative institution that advances the social mobility of millions of students and their families. To recognize the meaningful and lasting contributions African American students, faculty, staff and alumni have made to the University, to California and to the nation, the CSU seeks to establish a biennial symposium recognizing African American history and achievement, as well as promoting and sustaining anti-racism work.

The following revised resolution is recommended for adoption:

WHEREAS, African American students, faculty, staff and alumni have made and continue to make vast, meaningful and lasting contributions to the California State University (CSU) and the state of California; and

WHEREAS, African Americans suffered enslavement and subsequently continue to face injustices and denial of many of the basic and fundamental rights of humanity and citizenship, reflecting a unique history of the United States with regard to race and racism; and

WHEREAS, the vestiges of those injustices and inequities remain evident in our society today, including within our institutions of higher education; and

WHEREAS, African American youth and young adults continue to experience disproportionately greater inequities in college preparation, educational access and attainment, which highlights gaps that educators are responsible to redress, as evidenced in a recent report by the Campaign for College Opportunity, *The State of Higher Education for Black Californians*; and

WHEREAS, the CSU enrolled 485,550 students across its 23 campuses in Fall 2020 and awards nearly half of the state's bachelor's degrees annually; one in 10 employees in California is a CSU graduate; and there are over 3.8 million living alumni; and

WHEREAS, the CSU enrolled 19,645 (4%) students who identify as African American across its 23 campuses in Fall 2020, which represents approximately nine percent of all Black undergraduates in California, and the gap in four-year graduation rates between Black students and white students at the CSU has increased over the past decade from 21 to over 25 percentage points; and

WHEREAS, Juneteenth marks the moment on June 19, 1865, when Major General Gordon Granger arrived in Galveston, Texas, and announced the end of both the Civil War and slavery, and as such, Juneteenth is recognized as a consequential day of reflection and is commemorated in communities across our state and nation; and

WHEREAS, Black History Month, first proposed by scholar Carter G. Woodson in 1926, seeks to recognize, study and celebrate – at all times and especially during the month of February – the heritage, contributions and achievements of African Americans; and

WHEREAS, multiple other holidays and commemorations recognize and honor the culture, contributions, sacrifices, achievements and legacies of Black, Indigenous and People of Color (BIPOC), including Martin Luther King, Jr. Day, Kwanzaa, Malcolm X Day, César Chávez Day, Latinx Heritage Month, Asian American and Pacific Islander Heritage Month, Indigenous Peoples' Day and among others, and are celebrated on campuses across the CSU; and

WHEREAS, the Board of Trustees encourages all students, faculty, staff and administrators to continue to participate in campus activities throughout the CSU that highlight the important contributions BIPOC have made to our communities, state and nation; that acknowledge and recognize the ways in which anti-Black racism and other institutionalized forms of white supremacy continue to manifest across United States society, including in our own histories and legacies as institutions of higher education; and that foster opportunities for individual and collaborative work to promote transformative change that leads to equity and inclusion; and

WHEREAS, the CSU is steadfast in its commitment at all times to advance diversity, equity and inclusion; to promote cultural awareness, cross-cultural exchange, decolonization and acknowledgment of African American history; and to engage people from all walks of life in dialogue that moves our University and the communities our campuses serve toward a more socially just society, by engaging in actions that move beyond our words; therefore, be it

RESOLVED, by the Board of Trustees, that the California State University celebrate Black History Month, commemorate the significance of Juneteenth and draw inspiration from the many contributions to our society made by African Americans, as well as strive for transformative change that promotes social justice and closes educational equity gaps, by holding a biennial symposium in co-sponsorship with a CSU campus – commencing in calendar year 2022 and occurring every other year thereafter; and be it further

REVISED

Ed. Pol.

Agenda Item 4

March 23, 2021

Page 4 of 4

RESOLVED, by the Board of Trustees, that the Chancellor will appoint a standing work group comprised of Chancellor's Office and campus-based representatives to include students, *alumni*, faculty, staff and administrators in order to develop and implement each biennial symposium, where each symposium will be designed to highlight African-American history and achievement; foster authentic intercultural dialogue; advance anti-racism efforts in a sustainable manner; and reinforce an unwavering commitment to build inclusive and diverse campus communities that empower students with the ability to pursue lives of curiosity, prosperity and self-fulfillment.