

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 3:30 p.m., Tuesday, March 24, 2009
Glenn S. Dumke Auditorium

8:00 a.m., Wednesday, March 25, 2009
Glenn S. Dumke Auditorium

Herbert L. Carter, Chair
Roberta Achtenberg, Vice Chair
Carol R. Chandler
Debra S. Farar
Kenneth Fong
Margaret Fortune
George G. Gowgani
Curtis Grima
William Hauck
Peter G. Mehas
Henry Mendoza
Lou Monville
Craig R. Smith
Glen O. Toney

Meeting: 3:30 p.m., Tuesday, March 24, 2009
Glenn S. Dumke Auditorium

Consent Items

Approval of Minutes of Meeting of January 27, 2009

Discussion Items

1. Former Foster Youth, *Information*
2. Academic Planning and Program Review, *Action*
3. Proficiency in English and Mathematics *Before the First Year, Information*
4. Online Education in the California State University, *Information*

****Note**

Meeting: 8:00 a.m., Wednesday, March 25, 2009
Glenn S. Dumke Auditorium

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Approval of Minutes of Meeting of January 27, 2009

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1. Former Foster Youth, *Information*
2. Academic Planning and Program Review, *Action*
3. Proficiency in English and Mathematics *Before the First Year, Information*
4. Online Education in the California State University, *Information*

****Note:** *Depending on the length of discussions on Tuesday, March 24, 2009, Educational Policy items may have to be carried over to Wednesday for consideration.*

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

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

January 27, 2009

Members Present

Herbert L. Carter, Chair
Roberta Achtenberg, Vice Chair
Carol R. Chandler
Debra S. Farar
Kenneth Fong
Margaret Fortune
George G. Gowgani
Curtis Grima
William Hauck
Peter G. Mehas
Lou Monville
Craig R. Smith

Approval of Minutes

The minutes of November 19, 2008 were approved by consent as submitted.

Review and Recommendation of Nominees for Honorary Degrees

In a closed session meeting, the Committee on Educational Policy acted on nominations for honorary degrees. These nominations were also approved by the Board of Trustees in closed session. In due course, the individuals being conferred an honorary degree will be announced by the respective campuses.

Career Technical Education

This information item was presented by Assistant Vice Chancellor Allison Jones and Christine Tell, Director of the Achieve Alignment Institute, American Diploma Project. The California State University seeks to support, strengthen, and lead responsible and researched-based efforts to integrate rigorous preparation for college and for successful careers in the workforce. Today's employers want to hire and retain employees who have the strong academic skills that relate

effectively with the realities of the workplace. Chair Carter and several other trustees indicated that the CSU should move aggressively in promoting the convergence of technical education and academic preparation in high school, in as many areas as possible. It should be our objective to maximize efforts to achieve such convergence so that, at some future date, there might be a common curriculum for all high school students.

Multi-Campus Collaborations: Strategic Language Initiative and Intelligence Community—Center of Academic Excellence.

This presentation was introduced by Executive Vice Chancellor Gary Reichard to show the power of academic collaborations that can create rich experiences for CSU students across the system—and can attract funding from the federal government and businesses. The first of two programs funded by the federal government is the Strategic Language Initiative, which involves five CSU campuses—Long Beach, Fullerton, Los Angeles, Northridge and San Bernardino. Students from these campuses develop proficiencies in languages rarely taught in the CSU (Arabic, Korean, Mandarin, Persian, and Russian). Funded by the Office of the Director of National Intelligence, as well as non-governmental contributors, the other major collaboration focuses on preparing students for careers in the intelligence fields. The participating campuses are Bakersfield, Dominguez Hills, Fullerton, Long Beach, Northridge, Pomona, and San Bernardino, which is the lead institution. These two programs are led by, respectively, Kim Oanh Nguyen-Lam of CSU Long Beach, and Mark T. Clark, of CSU San Bernardino.

Proficiency in English and Mathematics

This item was deferred to the March meeting of the Board of Trustees.

San José State University Davidson College of Engineering: Zero Emissions Vehicle

Faculty and students in the college of engineering at San José State are working hard to address real world problems. One of the most distinctive of the projects is the Zero Emissions Vehicle. Starting as a class project in 2005-06, SJSU students have managed to create a cutting-edge engineering solution to operating a vehicle in a highly congested urban setting with heavy air pollution. In addition to improving the environment, the SJSU students on this project also built their engineering and their leadership skills. Leading this project is Tai-Ran Hsu, Professor of Mechanical and Aerospace Engineering.

Trustee Carter adjourned the Committee on Educational Policy

COMMITTEE ON EDUCATIONAL POLICY

Former Foster Youth

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Allison G. Jones
Assistant Vice Chancellor
Academic Affairs, Student Academic Support

Background

AB 2463 (Louis Caldera, 1996) called upon the California State University and the California Community Colleges to expand access and retention programs to include outreach services to emancipated foster youth in order to encourage their enrollment in a California State University or a California Community College.

At that time, the California State University was providing technical support to assist prospective foster youth students in completing admission applications and financial aid applications for students who voluntarily disclosed their status as former emancipated foster youth. All CSU campuses were assisting foster youth on a case-by-case basis through the Educational Opportunity Program and the offices of financial aid. However, it was noted that the identification of emancipated foster youth was difficult because many of these students did not wish to disclose their status. This presented an obstacle in providing services to foster youth. In spite of this challenge, EOP eligibility criteria were expanded to include foster youth and the ward of the court status was added to the CSU admission application, EOP application and FAFSA application.

Stuart Foundation Foster Youth Grant

Recognizing the success of CSU campus programs to support former foster youth, the California State University was awarded \$200,000, the first installment of a three year \$600,000 grant request, from the Stuart Foundation to create the CSU Foster Youth in Higher Education project to help students attending colleges and universities in California and the state of Washington. The program will help support the following activities:

- the recruitment and identification of college campuses interested in implementing successful strategies that result in increased retention and graduation of former foster youth;

- working with campuses to implement self-assessment protocols;
- conducting assessment of the project's objections;
- helping to facilitate a peer-to-peer network of college and university programs work with campuses to develop strategies and materials to support joint marketing and outreach; and
- working with the University of California, California Community Colleges and institutions of higher education in Washington state to increase the quality and number of former foster youth programs.

The Stuart Foundation established the following outcome measurements of success:

- increase enrollment of foster youth in higher education by five percent per year;
- develop effective research assessment tools for former foster youth support programs;
- increase financial aid awarded to foster youth;
- measure annual academic unit completion and degrees awarded;
- increase the number of foster youth support programs on university campuses; and
- increase funding from grants and donors.

The ultimate goal of the grant program is to ensure that former foster youth experiences and opportunities in college mirror the general student population. Key partners include the Stuart Foundation, Walter S. Johnson Foundation, John Burton Foundation, California Youth Connection, Orangewood Children's Foundation, Silicon Valley Children's Fund, San Diego Child Abuse Prevention Foundation, United Friends of the Children and Casey Family Programs.

Former Foster Youth Support Programs

In 2007, approximately 4,423 children aged out of foster care in California and sixty-five percent were homeless within six months of leaving the foster care system. As wards of the court, foster youth are emancipated at age 18 and forced to make a difficult transition to adulthood alone without the support most students receive from their families. The statistics for this population are disturbing. According to various national studies, fewer than thirty-seven percent of former foster youth attend college (both two and four-year institutions combined) compared to fifty-one percent of the general population. Out of the one hundred and fifty thousand who have graduated from high school and qualify for admission into a college, only thirty thousand foster youth are attending higher education institutions nationally (Institute for Higher Education Policy, 2007). The more troubling statistic however, is that of those who attend four-year colleges, only three percent earn a baccalaureate compared to twenty-eight percent of the general population (Casey Family Programs, 2006). Thus, the majority of former foster youth do not have access to postsecondary educational opportunities. Of those youth who do attend college, an overwhelming majority of them often face barriers that severely undermine their ability to complete a degree.

The Guardian Scholars program at California State University Fullerton, launched in 1998, was the first program in the nation to support the academic and personal aspirations of college-ready former foster youth. Throughout California, a number of CSU campuses are making special efforts to support former foster youth on campus. With the benchmark set by the Guardian Scholars program at California State University Fullerton, which boasts a seventy percent retention rate and with fifty graduates earning their degrees, these developing programs are striving to improve access and facilitate graduation for all youth exiting the foster care system.

During 2006-2007, CSU outreach personnel worked with one thousand and eleven current foster youth who expressed a desire to attend college. Currently, there are approximately two hundred foster youth who are participating in programs within the CSU system. Due to economic and social hardships foster youth face, these students receive financial aid awards that cover their costs of attendance.

Campus access and retention programs assist eligible foster youth in applying to CSU campuses and provide services to support their persistence to graduation. CSU campuses have developed former foster youth program models that are unique to their organizational structure and availability of resources. The models provide youth with academic and personal support specific to their transition and ongoing needs. Services include direct contact with caring staff members, continuing academic monitoring and intervention, opportunities to build relationships in a community setting, and connections to campus clubs and organizations. Many of these programs are modeled after the Guardian Scholars Program launched at California State University Fullerton.

The following campuses have adopted the term “Guardian Scholars” to signal the presence of a support program for foster youth:

- San Francisco State University,
- California State University Sacramento, and
- San Diego State University.

Other program names include Renaissance Scholars:

- California State Polytechnic University Pomona,
- California State University East Bay, and
- California State University Fresno,

Additional programs are administered at the following campuses:

- The Connect Motivate Educate (CME) Society at San Jose State University,
- Promise Scholars at CSU Stanislaus, and
- ACE Scholars at CSU San Marcos.

Some programs reside in the Educational Opportunities Program (EOP) such as California State University San Bernardino and at California State University Bakersfield. These on-campus support programs serve as a “home base” for students throughout the duration of their undergraduate journey at the CSU. In collaboration with all student support offices on campus and community services off campus, these programs have been successful in increasing the admission, retention and graduation of former foster youth.

A fine example of community collaboration is the San Jose State University, Connect, Motivate, Education (CME) Society. This program was developed by the campus to address the needs of foster youth in Santa Clara County through a network of support services for both current and former foster youth who want to complete their education at San Jose State University. At CME Society, current foster youth in middle school receive college preparation services through early academic outreach efforts and intervention. These students are given additional education resources that ensure their transition into college.

California State Polytechnic University Pomona, Renaissance Scholars is also an example of an innovative on-campus support program that is striving to increase admission for foster youth by collaborating with existing campus support programs for at-risk students. The Renaissance Scholars have served over eighty former foster youth and have graduated fifteen students since 2002.

Summary

For over a decade, California State University campuses have answered the call for increasing the persistence and graduation of former foster youth. Their collective efforts have established models, which are now emulated by other states. Private and public partnerships with philanthropic organizations such as the Stuart Foundation have created a vast network of safety nets to improve outcomes for youth exiting the foster care system.

As programs develop and celebrate their graduates, efforts are underway for a system-wide assessment of intervention strategies and how these efforts contribute to the retention and graduation of this unique population. Much has been achieved in implementing the objectives set forth in the initial and subsequent legislation. The CSU is and will continue to be a leader in enrolling and graduating former foster youth.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning and Program Review

Presentation By

Gary Reichard
Executive Vice Chancellor
and Chief Academic Officer

Summary

In accord with Board of Trustees policy established in 1963, this item summarizes the California State University academic planning process and reports the program planning, review, and learning-outcomes assessment activity that took place over the past year. Also included are projected academic curricular plans, summaries of activity related to accreditation or re-accreditation by the Western Association of Schools and Colleges (WASC), and a summary of efforts undertaken to reduce the total number of required units in baccalaureate degree programs. Program projections for each campus have been updated to cover the years 2009-2010 through 2018-2019.

The proposed resolution would approve additions and modifications to campus academic plans.

Background

Six areas of academic planning activity are reported in this item, and a proposed resolution concerning changes to the Academic Master Plan is presented. The academic planning topics include:

1. Summary of California State University Processes for Review and Approval of Proposed Degree Programs;
 2. Program Projections Proposed for Addition to Campus Academic Plans and to the CSU Academic Master Plan (Attachment A);
 3. Review of Existing Degree Programs and Assessment of Student-Learning Outcomes (Attachment B);
 4. Reducing Total Units Required for a Bachelor's Degree (Attachment C);
 5. Program Discontinuations; and
 6. Summaries of WASC Accreditation Activity (Attachment D).
- 1. Summary of California State University Processes for Review and Approval of Proposed Degree Programs**

Trustee approval of a degree program projection authorizes the campus to begin developing a program implementation proposal, which then has to be submitted to the chancellor. There are three submission routes for campuses to pursue: (1) *The traditional process*, (2) *the fast-track process*, and (3) *the pilot process*. Trustee-approved criteria for the fast-track and pilot processes indicate the criteria that must be met in order to proceed through these optional paths.

A. *Traditional Process*

The traditional process is available to all implementation proposals. It is the process required for proposed programs that (1) involve a major capital outlay, or (2) are subject to professional accreditation, or (3) are doctoral programs.

1. A campus submits a proposal to add a projected degree program to the Academic Master Plan.
2. Chancellor's Office (Academic Program Planning) reviews and recommends appropriate projected programs, which are included in the March or September Board Agenda Item for trustee consideration and vote.
3. Trustee-authorized projections may proceed to proposal development.
4. Campus-approved degree implementation proposals are submitted to Academic Program Planning in the year prior to planned implementation.
5. Implementation proposals undergo system-level review, including:
 - a. Faculty review (affiliated with CSU and/or other institutions);
 - b. Staff review; and
 - c. CPEC review (depending on the type of program, proposals are sent to CPEC as an information item in some cases, and for review and comment in others).
6. Proposals requiring revision are returned to the campus for modification and are subsequently re-submitted.
7. Proposals sufficiently meeting expectations for all review criteria and complying with State law, administrative code, and trustee and system policy are recommended to the chancellor for approval.
8. The chancellor reviews and either requests revision or approves on behalf of the Board of Trustees, having been delegated that authority.
9. Newly approved programs must undergo program review within five years of implementation.

B. *"Fast-Track" Combined Projection and Proposal Process*

As adopted by the Board of Trustees in July 1997, the fast-track process shortens the time to implementation by allowing program implementation proposals to be submitted at the

same time that the projection is proposed to the trustees. A proposed fast-track degree program must meet the following criteria:

1. It 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. It 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. It can be adequately housed without a major capital outlay project;
4. It is consistent with all existing state and federal law and trustee policy; and
5. It is a bachelor's or master's degree program and the program has been subject to a thorough campus review and approval process.

C. Pilot-Program Process

In support of the CSU tradition of experimentation in the planning and offering of degree programs, Trustee policy established in July 1997 that a limited number of proposals that meet fast-track criteria may be implemented as 5-year "pilot programs" without prior review and comment by the chancellor or CPEC.

1. Pilot Implementation Procedures
 - a. Prior to implementation, the campus is obligated to (1) notify the chancellor's Office of plans to establish the program and (2) to provide a program description and curricular requirements.
 - b. While Chancellor's Office approval is not required, a pilot-program must be acknowledged by the Chancellor's Office before the program is implemented.
 - c. 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.
 - d. The CSU Chancellor's Office will notify CPEC.
2. Pilot Operational Policy
 - a. A pilot program is authorized to operate only for five years.
 - b. If no further action is taken by the end of the five years, no new students could be admitted to the pilot program.

- c. The campus is obliged to make appropriate arrangements for students already enrolled to complete the program.

3. Pilot Conversion Procedures

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

- a. The campus committed the resources necessary to maintain the program beyond five years;
- b. 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
- c. Approval by the board and the chancellor is given after review and comment by the Chancellor's Office, and, as appropriate, by CPEC.

2. Program Projections Proposed for Addition to Campus Academic Plans and to the CSU Academic Master Plan (Attachment A)

The office of Academic Program Planning at the Chancellor's Office maintains the CSU Academic Master Plan, a comprehensive list of existing degree programs, projected programs, and program-review schedules for authorized degree programs. The CSU Academic Master Plan, which guides program, faculty, and facility development, will be updated to reflect the resolution made by the Board at today's meeting. Subsequently, the revised plan will be posted online as a resource for university planning.

The programs for which Trustee "planning authorization" is requested are listed below and also appear in bold type in **Attachment A**. Only after the trustees have approved a projection may the campus begin developing a degree implementation proposal.

A. New program projections

CHICO

2011 BA Biological Sciences
BA Environmental Policy and Planning
BA Natural Sciences

DOMINGUEZ HILLS

2010 MA Theatre Arts

EAST BAY

2009 BA Women's Studies—*fast track*
BS Construction Management—*fast track*
MA Biological Science—*fast track*
MS Accounting—*fast track*
MS Biotechnology—*fast track*

FRESNO

2009 BS Athletic Training
2010 BS Rehabilitation Services

FULLERTON

2009 MBt Biotechnology

HUMBOLDT

2009 BS Athletic Training
2010 BA Criminology and Justice Studies

LONG BEACH

2009 BFA Interior Design
MS Applied Statistics
2010 BA Liberal Arts—*fast track*

LOS ANGELES

2009 BA Career and Technical Studies
2011 MS Aerospace Engineering
AuD Audiology (with Western University of Health Sciences)
PhD Complex Systems (with Claremont Graduate University)
2012 MS Systems Engineering

MARITIME ACADEMY

2010 MS Transportation and Engineering Management

MONTEREY BAY

2009 MS Instructional Science and Technology
2010 BA Liberal Arts
2011 BA Environmental Studies

NORTHRIDGE

2009 MS Information Technology
2010 MA Assistive Technology in Human Service
MA Economic Policy Analysis
MA Music Industry Studies
MS Assistive Technologies and Rehabilitation

POMONA

2010 MS Geological Sciences
MIA Interior Architecture

SACRAMENTO

2009 BA Career and Technical Studies

SAN BERNARDINO

2009 BA Career and Technical Studies
2010 MS Kinesiology

SAN DIEGO

2009 PhD Bioengineering (with UCSD)
PhD Electrical and Computer Engineering (with UCSD)
PhD Geophysics (with Scripps Institute of Oceanography and UCSD)
PhD Structural Engineering (with UCSD)
2010 BA Health Communication
MS Information Systems

SAN FRANCISCO

2009 MS Special Education
2013 MA Sociology

SAN JOSÉ

2010 BA Asian American Studies
BS Athletic Training—*fast track*
MS Medical Product Development Management
MFA Music

SAN LUIS OBISPO

MA Disaster Management and Homeland Security
MS Fire Protection Engineering

STANISLAUS

2010 BA Ethnic Studies—*fast track*

B. Changed Programs and Projected Programs Removed from the Campus Academic Plans

The 1997 procedures also specify that projected programs will be removed from campus Academic Plans if an implementation proposal is not developed within five years or by the date originally projected for implementation (whichever is later), unless a new justification is submitted. This provision does not apply to “foundation” liberal arts and science programs. There are no removals this year, and campuses were allowed to change projection dates to reconcile system records with campus academic plans.

3. Review of Existing Degree Programs and Assessment of Student-Learning Outcomes

In 1971, the Board of Trustees adopted policy requiring that each campus review every academic program on a regular basis. Subsequently, summaries of campus program reviews were provided annually to the board. After extensive consultation with the Executive Council, the Academic Council, and the Academic Senate CSU, we acted to decrease workload burdens on the campuses and to allow for greater campus flexibility in program review. The requirement to review each academic program periodically—and the expectation that assessment of student learning will be a central feature of the review—remain, though campuses might extend the period between reviews to align program review schedules with WASC accreditation and other required review activities.

This opportunity for consolidating and reducing reporting requirements derived from the increasing focus on learning-outcomes assessment across a wide range of reporting areas, including WASC and many specialized/professional accreditation protocols, CSU Cornerstones/Accountability reporting, and campus-based program reviews. Campuses are encouraged through changes in Chancellor's Office reporting requirements to utilize the same learning outcomes results and procedures for preparing reports across all of these reporting areas.

Accordingly, summary information on outcomes is reported in **Attachment B**. This compilation also constitutes part of the campuses' reports for the learning outcomes performance indicator in the annual accountability report. The year-by-year accumulation of these outcome data should provide a solid foundation as the campuses prepare for periodic regional and specialized program accreditation reviews.

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

In July 2000, the Board of Trustees amended Title 5 to reduce the minimum total units required for a bachelor's degree to 120 semester units (180 quarter units). A campus may establish a higher unit requirement for certain majors to ensure that students have achieved the knowledge and skills ordinarily expected of graduates in those fields, but the campus must establish and maintain a monitoring system to ensure that justification is provided for all program requirements extending the baccalaureate unit requirement beyond 120 units.

Since 2000, through the course of regularly scheduled program reviews, campus faculty have examined the total baccalaureate units required for virtually every one of the 1,377 undergraduate programs offered in the CSU. As of this report, 88% of baccalaureate programs have achieved the 120-unit goal or have reduced units required for the baccalaureate degree. A total of 78% percent of reviewed baccalaureate degree programs now require no more than 120 semester units (180 quarter units). Ten percent of all CSU programs reduced the total number of units required, yet remained above the 120 target.

Only 12% of all CSU baccalaureate degree programs offered have been reviewed and unable to reduce units. Those programs still requiring more than 120 units are most often science, technical, and professionally oriented programs in such fields as engineering, computing, clinical sciences, journalism, and the arts (Bachelor of Fine Arts and Bachelor of Music programs), as well as integrated programs of teacher preparation that incorporate both subject matter and professional preparation. The persistent higher-unit requirements are therefore most often related to professional accreditation or professional standards, or they are based on the input of industry advisory boards.

The Title 5 change appears to have had the effect intended. In support of the effort to continue careful planning in compliance with Title 5, the recently adopted outline for

developing bachelor's degree program proposals now requires campuses to provide a rationale for any proposed degree program that exceeds 120 semester units or 180-quarter units. The final unit requirement for proposed bachelor's degree programs is subject to Chancellor's Office review and approval.

Attachment C displays the breakdown of campus efforts to reduce the units required for graduation.

- *In column one: Number of reviewed degree programs now requiring 120 semester/180 quarter units*

Nearly all 1,377 baccalaureate degree programs offered in the CSU have been analyzed through the process of regular program review, and 1,078—78%—now require *no more than* 120 semester units (180 quarter units) to complete the degree.

- *In column two: Number of reviewed degree programs that have reduced units, but not to 120/180 units*

Campuses have reviewed 133 degree programs for which they were able to reduce the total units required for a baccalaureate degree, but not to 120 semester units (180 quarter units).

- *In column three: Number of degree programs that have been reviewed but have not been able to reduce units*

Between July 2000 and January 2007, a total of 166 of the 1,377 degree programs reviewed were unable to reduce the units required for a baccalaureate degree. Higher unit requirements are associated with science programs, professional and accreditation standards, as well as with programming advice from industry boards and employers.

5. Program Discontinuations

Campuses have reported plans to discontinue the following degree major programs.

Fresno	Bachelor of Vocational Education
Fullerton	MA, Social Sciences
Humboldt	BA, German
Los Angeles	Bachelor of Vocational Education
Northridge	BA, Biomedical Physics BA, German MS, Genetic Counseling
Sacramento	Bachelor of Vocational Education
San Bernardino	Bachelor of Vocational Education
San Diego	Bachelor of Vocational Education

6. Summary of WASC Visiting Team Report (Attachment D)

The Board of Trustees adopted a resolution in January 1991 that requires the annual agenda item on academic planning and program review to include information on recent campus accreditation visits from the Western Association of Schools and Colleges. Summaries of campus WASC activities and visits can be found in **Attachment D**.

The following resolution refers to changes in the campus Academic Plans, described in **Attachment A**, and is recommended for adoption.

RESOLVED, by the Board of Trustees of the California State University, that the amended projections to the Academic Plans for the California State University campuses (as contained in Attachment A to Agenda Item 1 of the March 24-25, 2009, meeting of the Committee on Educational Policy), be approved and accepted for addition to the CSU Academic Master Plan and as the basis for necessary facility planning; and be it further

RESOLVED, that those degree programs proposed to be included in campus Academic Plans be authorized for implementation, at approximately the dates indicated, subject in each instance to the chancellor's determination of need and

feasibility, and provided that financial support, qualified faculty, facilities, and information resources sufficient to establish and maintain the programs will be available; and be it further

RESOLVED, that degree programs not included in the campus Academic Plans are authorized for implementation only as pilot programs, subject in each instance to current procedures for establishing pilot programs.

CAMPUS ACADEMIC PLANS
Summary of Proposed Program Projections
2009-2010 through 2018-2019

(Bold type denotes new proposed program projections)

BAKERSFIELD

2009	BS	Computer Engineering
	BS	Electrical Engineering
	BS	Engineering
	MS	Computer Science
2010	EdD	Education

CHANNEL ISLANDS

2010	BA	Anthropology
	MA	English
	MFA	Art
2011	BS	Computer Engineering
	MS	Biology
2012	BS	Health Science
	MA	History
	MPA	Public Administration
2013	BA	Social Justice
	BA	Geography and Urban Studies
	MS	Applied Sociology
2014	BA	Philosophy
	BS	Kinesiology/Athletic Training
	MS	Nursing
2015	BS	Nutrition/Dietetics
	EdD	Educational Leadership

CHICO

2009	BS	Animal Science
	BA	Chemistry
	BA	Legal Studies
	MS	Engineering Management
2010	EdD	Educational Leadership
2011	BA	Biological Sciences*
	BA	Environmental Policy and Planning*
	BA	Natural Sciences*

DOMINGUEZ HILLS

2009	MBt	Biotechnology
	MPH	Public Health
2010	BS	Exercise Science
	MA	Communication Disorders
	MA	Theatre Arts*
	EdD	Educational Leadership
2011	MA	Spanish
	MS	Exercise Science

EAST BAY

2009	BA	Women's Studies*—fast track
	BS	Construction Management*
		<i>—fast track</i>
	MA	Biological Science*—fast track
	MS	Accounting*—fast track
	MS	Biotechnology*—fast track

FRESNO

2009	BS	Athletic Training*
2010	BS	Rehabilitation Services*

FULLERTON

2009	BA	Earth Science
	BSE	Software Engineering
	MA	Adult and Lifelong Learning
	MA	Chemistry
	MA	Statistics
	MS	Integrated Marketing Communication
	MBt	Biotechnology*
	MFA	Screenwriting
	MSW	Social Work
2010	MA	Japanese
	MA	Liberal Studies
2011	MA	Criminal Justice
2012	BA	Chinese Studies

HUMBOLDT

2009	BS	Athletic Training*
	BS	Marine Biology
	EdD	Education
2010	BA	Criminology and Justice Studies*

LONG BEACH

2009	BA	Engineering Systems
	BFA	Interior Design*
	MS	Applied Statistics*
2010	BA	Liberal Arts* — <i>fast track</i>

LOS ANGELES

2009	BA	Career and Technical Studies*
	BA	Food Science
	MBt	Biotechnology
	MS	Technology
	DNP	Doctor of Nursing Practice (joint partner to be determined)
	EdD	Education (date changed)
2011	MS	Aerospace Engineering*
	PhD	Complex Systems* (with Claremont Graduate University)
	AuD	Audiology* (with Western University of Health Sciences)
2012	BA	Computer Science
	BA	Urban Studies
	MS	Systems Engineering*
	PhD	Forensic Sciences (joint doctoral partner to be determined)
2013	BA	Computer Science
	MA	Liberal Studies
	MS	Applied Sociology

MARITIME ACADEMY

2009	BS	Science and Mathematics
2010	MS	Transportation and Engineering Management*

MONTEREY BAY

2009	BA	Human Development
	MS	Instructional Science and Technology*
	MS	Management and Information Technology (pilot conversion)
2010	BA	Liberal Arts*
	MA	Applied Ethics and Communication
	MS	Nursing
	MSW	Social Work
2011	BA	Environmental Studies*
2012	MA	Critical and Applied Multi-Cultural Studies
	EdD	Education

NORTHRIDGE

2009	BS	Computer Information Technology (formerly Information Technology)
	MPP	Master of Public Policy
2010	MS	Computer Engineering
	MS	Information Technology*
	MS	Marketing and Design Management
	MA	Humanities
	MA	Economic Policy Analysis*
	MA	Music Industry Studies*
	MA	Assistive Technology in Human Service*
	MS	Assistive Technologies and Rehabilitation*
2011	MS	Structural Engineering
	MS	Quality Management
	MBA/JD	Business Administration and Law (joint degree; partner to be determined)
2012	BS	Industrial and Quality Mgmt

POMONA

2009	MBt	Biotechnology
2010	MIA	Interior Architecture*
	MS	Geological Sciences*
	EdD	Educational Leadership

Some projected implementation dates have been adjusted to meet societal need, student demand, or resource requirements.
 *Newly proposed for Trustees “planning authorization.” Implementation subject to review and approval by the Chancellor.

SACRAMENTO

2009	BA	Career and Technical Studies*
	BS	Biochemistry
	MA	Biological Sciences

SAN BERNARDINO

2009	BA	Career and Technical Studies*
	MSA	Accountancy
2010	BS	Civil Engineering
	BS	Electrical Engineering
	BS	Mechanical Engineering
	MA	Music
	MS	Kinesiology

SAN DIEGO

2009	PhD	Bioengineering* (with UCSD)
	PhD	Electrical and Computer Engineering* (with UCSD)
	PhD	Evolutionary Biology (with UC Riverside)
	PhD	Geophysics* (with Scripps Institute of Oceanography and UCSD)
	PhD	Structural Engineering* (with UCSD)
2010	BA	Health Communication*
	BFA	Graphic Design
	MS	Information Systems*
	EdD	Special Education (with UC San Diego)
2011	MA	Translation and Interpreting
	MFA	Film, Television, and Digital Media
	PhD	Hearing Science (with UC San Diego)
2012	PhD	Communication (with Fielding Graduate Institute)
	PhD	English and Children's Literature (with UC Riverside)

SAN DIEGO (continued)

PhD	Information Systems (with Claremont Graduate University)
PhD	Social Work (with USC)

SAN FRANCISCO

2009	BS	Visual Communication Design
	MS	Special Education*
	AuD	Audiology
2013	MA	Sociology*

SAN JOSÉ

2009	BA	Foreign Language and International Economics
	BFA	Dance
	EdD	Education
2010	BA	Asian American Studies*
	BS	Athletic Training* — <i>fast track</i>
	MS	Medical Product Development Management*
	MFA	Music*

SAN LUIS OBISPO

2009	BS	Anthropology and Geography
	BA	Sociology
2010	BS	Agricultural Communication
	MA	Disaster Management and Homeland Security*
	MS	Fire Protection Engineering*
	MAE	Agricultural Education
	EdD	Education

SAN MARCOS

2009	BA	Child and Adolescent Development
	BA	Music
	MS	Nursing
2010	BA	Ethnic Studies
	EdD	Education

Some projected implementation dates have been adjusted to meet societal need, student demand, or resource requirements.

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

Attachment A
Ed. Pol. – Item 2
March 24-25, 2009
Page 4 of 4

SONOMA

2010 EdD Education

STANISLAUS

2009 MAT Education/Teaching

2010 BA **Ethnic Studies***—*fast track*

Some projected implementation dates have been adjusted to meet societal need, student demand, or resource requirements.
*Newly proposed for Trustees “planning authorization.” Implementation subject to review and approval by the Chancellor.

Program Review, Assessment Activity, and Changes Implemented

Please note: In assessment reports, "SLO" refers to student learning outcomes.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Our campus has been following a pattern of requiring program reviews roughly every five years. In the fall of 2007 the Provost formed an Academic Resources Planning task force with the intent of investigating the university's approach to allocating available campus resources while balancing specific program needs while facing very difficult budgetary challenges. Over a five year period the programs would focus on each of the student learning themes identified in the Delphi Study. The five year program review would then be a summary of the completed annual reports for that review cycle, along with a program plan based on an analysis of the data/information collected. This would greatly simplify our program review process, and it would make student learning the key component of the process. In addition, this approach would get the campus focused on student learning outcomes immediately, which would be very beneficial for us for both WASC and strategic planning. Most of our assessments would focus on the student learning theme for that year, and that would simplify the assessment process. No summary assessments took place in 2007-2008.

CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS

Opening its first undergraduate degrees in 2002, the campus initiated its first program reviews in 2007-08. The first four programs completing their self-studies in March 2008 were: art, English, mathematics, and liberal studies. These self studies were reviewed by the Provost and the Dean of Faculty in April 2008. Two external reviewers for each program were identified and approved by the Provost in June 2008 and the program self-studies were disseminated to them in summer 2008. Campus site visits were conducted in October and November 2008 by each of the four initial programs. In next year's annual report to your office, CSUCI will be able to report on substantive recommendations and program changes that have resulted from the review process.

Attached as Table 1 is the multi-year timetable for program reviews for each of our current majors, as developed by the Program Assessment and Review Committee (PARC), and approved by the Dean of Faculty and the Provost. By way of overview, CSUCI program reviews are conducted on a five year cycle, drawing on the analysis of program resources, student learning outcomes and other assessment data that are conducted regularly by each program. The Office of Institutional Research working closely with program faculty, provides Data Packs summarizing key statistical information that each program uses its annual assessments and five year reviews.

The CSUCI program review is conducted over a two-year period and has four components:

- 1. Program Self-Study.** The self-study is a cooperative undertaking by the program's faculty. It examines how well the program is doing in relation to its goals for students. Focusing on educational effectiveness, the self-study draws upon data developed by the University and by the program itself on faculty, staff, and financial resources and educational attainment by students.
- 2. External Review.** This provides an outside perspective on the program; each program is reviewed by external colleagues. These external reviewers are usually faculty in the same discipline selected from CSU and non-CSU institutions. Their campus visit is followed by a written report, which with the program self-study, form the basis of the program review.
- 3. Review by the Program Assessment and Review Committee (PARC).** CSUCI's Program Review and Assessment Committee (PARC) is charged with providing an independent written review of the materials collected in the program review process, including the self-study, the external reviews, and comments regarding those documents made by the program itself, the Dean, and the Provost.
- 4. Recommendations and Action Plan.** The program review process concludes with the major contributors to the process (Program Chair or faculty, Dean, PARC, and Provost) meeting to draft an action plan outlining major recommendations for program improvement and providing an implementation strategy to be conducted over the ensuing years.

CALIFORNIA STATE UNIVERSITY, CHICO

B.S. in Agriculture

This program assessed several outcomes:

- SLO: Knowledge of photosynthesis and factors that regulate it. The average photosynthesis exam score was 69.9% in PSSC 101 and was based on 14 questions. The exam score for BIOL 414 was 74% and was based on 7 essay questions. The data indicated that there is a need for new teaching materials that present the complexity of photosynthesis. The materials should stimulate student interest, and promote deep and accurate understanding.
- SLO: An understanding of soils, soil fertility, and plant mineral nutrition. In spring 2008, the assessment of PSSC 356 Soil Quality and Health was undertaken for evaluation of the SLO. A direct, embedded approach was employed. The results indicated a satisfactory disciplinary level of skills and strength in student learning relative to soils. Quantification of relevant SLO indices ranged from 50.5 - 74.9%. Twenty-three students of differing undergraduate career backgrounds were assessed. PSSC 356 will pursue further strengthening in understanding of soils through topics reinforcing homework and activity sets.
- SLO: Demonstrate basic principles of agricultural genetics. This involved embedded questions in the final exam in AGRI 305 in 4 major areas/subjects in genetics. In general, students received 64.3% correct on all questions, 79% on fundamental genetics, 53% transmission genetics, 44% molecular genetics and 67% on population genetics. They intend to assess what basic knowledge students bring to the course. It appears that students have a weak background in molecular genetics. Therefore, the faculty are assessing on where (or if) that subject belongs in other division courses.
- SLO: Demonstrate basic principles of meat science/food safety. Students improved 22% from the pre to post test. Students did well in meat quality, food safety and general manufacturing. Students scored lower on meat chemistry and microbiology. Additional course content is being added in the area of microbiology.
- SLO: Demonstrate understanding of at least two domesticated species. It involved embedded test questions in ANSC 474 (dairy), and pre/post test and embedded questions in ANSC 471. Results include 67% to 100% correct on "essential" concepts in ANSC 474. In ANSC 471 there was significant improvement from pre to post test (30%), although students only averaged 56% on the final exam. Embedded exam questions ranged from 41% to 97%. Discussions with faculty regarding essential content in ANSC 471 are planned as a future action.
- SLO: Demonstrate basic skills used in agricultural shops, develop bills of materials and project plans, and identify common tools and materials. These were embedded in the final exam and selected lab assignments. Students in this area are performing at an acceptable level; therefore, no action was taken at this time.

- SLO: Demonstrate an understanding of machine functions, identify machinery commonly used in Northern California, and demonstrate the ability to solve common problems associated with machinery operations. Ongoing student surveys administered at the beginning of the semester show that less than 20% of students taking AGET 150 have machinery experience of any type. Problem solving continues to be a challenge for most students. They are not prepared to apply math skills to real world problems. Problems were chosen as sample real world applications that were discussed in lecture and the text, and then reinforced as part of a lab exercise. Lack of problem solving ability was a key finding. This area will be strengthened in AGET, but also needs to be addressed in GE and other Ag classes. More emphasis will be placed on activities where students cannot simply "plug in" to a given formula.

B.S. in Agriculture Business

This program initiated a three year assessment plan in January 2008. Six major goals were outlined for assessment, with two or three specific student learning outcomes for each goal. There are plans to assess one goal per semester and then repeat the process every 2.5 years. Data are collected and the results of the assessment are discussed at the faculty retreats. These data are also used in curricular discussions, and they are working on embedded assessment for each student learning outcome. Further refinement of the plan is necessary, as well as modification to the plan, the student learning outcomes and the rubric. Over the next two semesters faculty will be discussing how to collect and analyze data from courses to determine whether they are meeting desired learner outcomes. Student learning outcomes were to be included on all Ag Business syllabi starting fall 2008. They've found it important that they are measuring student learning at the program level, with stakeholder input, rather than at the course level.

B.A. / B.S. in Special Major

The Special Major program has begun assessing one student learning outcome per year, with assessment taking place in the spring and committee response to it taking place the following fall.

- SLO: Students in the program undertake coursework from at least two disciplines at a level of rigor equal to traditional majors in those fields. They compiled data of individual special major curriculum from the spring 2007 cohort of approved special major applications and looked at the proportion of the coursework that had prerequisites and the proportion of the coursework that was required for the traditional major. They found that special majors take substantially fewer courses than those required for the traditional majors in their areas of concentration. In this sense the level of rigor of the coursework undertaken by special majors is substantially lower than that of the traditional major. Now that they have the results of this data, the Special major Committee will analyze and act upon it this fall in its first round of assessment.

- **M.A. in English** This program did not have an assessment process in place during the academic program review year, however in 2007 – 08 this process was developed and the first assessment will take place in 08-09.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Academic Program Review is mandated by the Chancellor's Office. This campus has opted for a six-year review cycle that includes several benchmarks on the way to completion of the cycle. Annually, each academic program receives the Program Effectiveness Assessment Tool (PEAT), quantitative data from the Office of Institutional Research, and Assessment and Planning (IRAP). The PEAT contains over 30 quantitative performance indicators assessing faculty and student quality, centrality and complementarity, demand, uniqueness, program vitality, and fiscal status. Completion of the 19 qualitative performance indicators coupled with the PEAT quantitative data constitute the PEAT+. Every third year, each academic program will review its PEAT quantitative data for the past three (3) years and complete the qualitative portion to submit a PEAT+ report. Every sixth year, each academic program will submit its program self-study incorporating its two previous PEAT+ reports. This is the third year of the implementation of Performance Effectiveness Assessment Tool (PEAT), PEAT+, and the new six-year cycle of program review. During AY 2007-08, 23 programs submitted self-study reports and four programs have completed the campus program review process, while the remaining programs are still in progress.

Programs Reviewed During 2007-2008:

Chicana/Chicano Studies	Bachelor of Arts
Digital Media Arts	Bachelor of Arts
History	Bachelor of Arts
Quality Assurance	Bachelor of Science and Master of Science

The following summaries of Student Learning Outcomes Assessment (SLOA) are reported below.

Chicana/Chicano Studies. The program review self study submitted in December 2006 was very thorough and comprehensive. It was the first self study conducted since the Department achieved departmental status in 1994. The Program Review Panel and the external reviewer praised the department's outstanding leadership, enrollment growth, student advising, co-curricular activities, and interdepartmental relationships. The panel also commended the Department on a detailed and focused report in terms of student learning outcomes assessment progress. Learner-centered, program-level outcomes (PLO's) were measureable and the capstone seminar (CHS 490) was identified as the course in which criterion-based evidence was provided. While the Program shows progress since their first requested Assessment Report (2004) and their 2006 self study, there needs to be a concerted effort to provide program-level assessment. Evidence of program quality is noteworthy including the evaluation data on Chicana/Chicano Studies'

contribution to the General Education program, student satisfaction survey results, and alumni survey results as of 2006.

Digital Media Arts. The outside reviewer was very impressed with the DMA program's outcomes assessment efforts. It was also noted that the DMA has very clearly stated goals for the program, which are aligned very well with the University's stated mission and goals. They have developed a chart demonstrating the linkage of DMA program-level objectives to course-level outcomes that are very clear and logically thought out. The same is true for the Faculty Panel Outcomes Assessment instrument they developed. They also utilized student exit and alumni surveys. DMA's Learning Outcomes Assessment Report was rated as one of the best in the University.

History. The greatest strength of the History Department at Dominguez Hills is the dedicated and enthusiastic faculty. The recommendation of the external reviewer and the Program Review Panel noted that additional full-time faculty may alleviate some of the negative student complaints about the lack of advisement and the availability of courses offered. The department's self-study on student learning outcomes assessment progress shows some achievement, but the department is aware of the need for improvement. Learner-centered, measureable program-level outcomes (PLO's) show that each goal was perceived by students as being met at 76.5% – 96.0%. A multitude of program level assessment methods were used and while some were discarded others were implemented. There were no program level assessment results to support evidence of (1) learning defined as achievement of PLO's (2) program quality despite their contribution to General Education, Liberal Studies, and the secondary education credential program. The University Student Learning Outcomes Assessment Committee (USLOAC) concurs with the external reviewer's statement that the senior seminar "can and should provide an excellent foundation for assessing skills and knowledge." Although the department has multiple weaknesses to overcome, USLOAC is confident that student learning outcomes assessment and program-level assessment method(s) will be employed to provide evidence of learning and program quality.

Quality Assurance. The last Assessment Report on the Quality Assurance Program was submitted to USLOAC in 2004. Student Learning Outcomes Assessment (SLOA) progress was evident in both the undergraduate and graduate programs relative to the essential elements of the Learning Outcomes Assessment document (3/18/04).

During the last review which was completed in 2007, the faculty were applauded for the SLOA progress report on each of the undergraduate and graduate programs. However, program level assessment methods were not applied to undergraduate student papers in capstone courses or to graduate student theses or projects. USLOAC will assist the programs in meeting the required outcomes.

CALIFORNIA STATE UNIVERSITY, EAST BAY

Anthropology (BA-MA)

The planned student learning outcomes assessment was started with the implementation of a pre-post knowledge test, but implementation of an exit survey and routine analysis of the knowledge test have not been implemented due to lack of faculty time. An evaluation and revision of the student learning outcomes assessment is in progress.

Biochemistry and Chemistry (BA-BS-MS)

The department has an assessment plan and comprehensive set of learning outcomes for the upper division courses in its Degrees Programs. Standardized testing at the end of the undergraduates' year long organic chemistry sequence demonstrates that the department's students learning is on par with the national average. Analysis of the assessment results in GE have indicated that an improvement in students' mastery of the concepts was observed when tutoring was offered for the class and more effort was put into integrating lecture concepts in the laboratory.

Environmental Studies and Geography (BA)

The recently restructured programs address the learning goals of each of the programs. The two most significant changes involve adding courses to enhance students' abilities in quantitative reasoning and problem solving and application of techniques and methods. The curriculum restructuring was motivated by data collected from majors in 2005-2007. Department assessment grids list specific assignments (projects, papers, presentations, etc.) within key courses that are used to assess outcomes in five areas. The self-study conducted revealed students "believe they are better writers and better researchers than they actually are." As a result, the department has responded by emphasizing research and writing in three key classes required for both majors.

Ethnic Studies (BA)

The program has developed three components of assessment: mission statement, program goals, and learning outcomes. Learning outcomes are accompanied with indicators, some of which are integrated with the curriculum and a tentative plan. The program is currently in the process of reviewing the existing assessment plan to align it more closely with the curriculum.

French (BA)

The department has developed a series of goals, learning outcomes, performance indicators, and assessment instruments for students in the program. The department uses formative methods to measure its effectiveness and assess competence in all areas of the program. Formative assessment in the classroom includes quizzes, oral presentations, research projects, oral/written examinations for all levels of all classes. The summative method of assessment is being developed.

General Education

Faculty in General Education pilot tested strategies for direct measurement of student learning in a number of areas: lower division sciences, humanities, and social sciences. Student writing is thoroughly assessed, through use of the Writing Skills Test and the College Student Experience Questionnaire. Faculty Learning Communities developed rubrics to assess student learning outcomes in the Natural Sciences, Humanities, and Social Sciences. In addition, a rubric was designed to assess student learning on one of the student learning outcomes for the required course examining the contributions of cultural groups and women to US history and culture.

Information Literacy

Information Literacy uses portfolio assessment to determine student learning outcomes. The faculty designed portfolio guidelines, developed and vetted an assessment rubric, and participated in collaborative reading and assessment of student portfolios. The portfolio rubric articulates what the student is to demonstrate at the time they have completed the course.

Kinesiology (BS-MS)

Faculty started to develop an assessment plan that aligns student learning outcomes with the department's future direction. This process will specify which student learning outcomes are covered in which courses and the identification of signature assignments that reflect indicators of student learning outcomes.

Philosophy (BA)

The Philosophy program plans to continue its assessment plan to gather data and communications with students. They have developed a flexible and useful mode of assessment that is easy to administer. Included in the curriculum is a touchstone course and capstone experience and they plan to use focused discussion groups and surveys of alumni to provide guidance to faculty on how to improve the program and to determine better if the philosophical training the student received is actualized in the student's life.

Public Administration (MPA)

Assessment has been largely informal and ongoing based largely on student evaluations of courses and general feedback to the faculty from students throughout the program. The department identified outcome measures for subject of faculty review and action, allowing faculty to develop clear linkages from the mission and objectives to the coursework, to the outcomes measures, and then to program improvement.

Sociology

The Program has developed program goals, student learning outcomes, and assessment plans. The department piloted a successful exit survey.

Social Work (MSW)

The program's assessment plan evaluates student performance in terms of knowledge, values, and skill acquisition at both the foundational and advanced levels. Faculty created various assessment methods around the capstone project which has already produced favorable results from student evaluations. The program will update its assessment plans to address the new Educational Policy and Accreditation Standards passed in April 2008. This will require that the Social Work program continues to remain diligent on the assessment process and the continuation of assigned time to implement the assessment process.

CALIFORNIA STATE UNIVERSITY, FRESNO

Department of Biology

Biology, B.S.

Biology, M.S.

This department has full scale student learning outcomes assessment plans for both degree programs and have been engaged in implementation of assessment for several years. Both direct and indirect measures of assessment were completed in the undergraduate and graduate degree programs prior to this review. Some areas for improvement were found, but there was very limited use of the assessment data to make improvements in the program. The program was advised to find a way to make use of their assessment data to improve their programs. The department has committed to “closing the loop” by incorporating the use of assessment data to improve their programs.

Department of Chemistry

Chemistry, B.A.

Chemistry, B.S.

The department began assessment of student learning in the undergraduate programs in 2003. Several activities were implemented including evaluation of final lab papers and administration of the ACS exam multiple times in several classes. As a result of these activities changes were made in the Intermediate Organic Chemistry Lab class, and an increased emphasis on acid based chemistry was added to Chem 128A and 128B, Intermediate Organic Chemistry. After the first round of assessment activities, the department concluded that there was a need to evaluate their assessment plan and revise it in order to address areas where the department is in need of more information.

Chemistry, M.S.

The assessment plan for the master’s degree was completed and approved and implementation began. However, the plan relies heavily upon assessment of the culminating experience of individual graduate students and therefore significant data has not yet been accumulated to allow meaningful analysis. The program plans to add an alumni survey and student exit survey in the near future and as a result of their final program review meeting, the program has revised their plan to include additional direct measures of student learning.

Department of Child, Family and Consumer Sciences

Child Development, B.S.

Family and Consumer Sciences, B.A.

The mission, goals and student learning outcomes in the 2000 program assessment plans reflected the department's attempt to foster unification and bring coherence to diverse subject areas with its programs. This resulted in a document that was too generic to provide guidance to programs/emphasis areas, elucidate their distinct attributes, purposes and offerings, or construct meaningful outcomes. The faculty states that even though the first assessment plan failed to produce much data on student learning, the faculty derived numerous, substantive benefits including an increased awareness of the importance of ongoing assessment. This resulted in a revision of the plan where mission, goals and learning outcomes were more tailored to the department's programs.

Department of Communication

Communication, B.A.

Communication, M.A.

The department implemented its assessment plan in 2000 and have since conducted a number of assessment activities in four areas of the discipline. Deficiencies were found in student competencies in three of the areas. As a result changes were made in the undergraduate courses, COMM 3, 8, 100, and 140, to improve student learning outcomes in specific areas. The department's assessment activities have focused mainly on the undergraduate program. The action plan for their program review included the implementation of graduate program assessment. The program has since developed and implemented a plan.

Department of Kinesiology

Kinesiology, B.S.

Kinesiology, M.S.

The department developed an extensive Student Outcomes Assessment Plan in 2000 for both degree programs. The department states that a "comprehensive and potentially productive plan has been developed, but the plan has not been implemented. Considering the potential value of student outcomes assessment...this is considered a major shortcoming which must be addressed." However, by the conclusion of the review, the program was convinced it needed to develop a new plan that was more realistic and useful. The department has formed a Student Outcomes Assessment Committee to develop assessment materials. The programs were asked to incorporate more direct measures of student learning in their plans and implement immediately.

Department of Nursing
Nursing, B.S.

As a result of assessment activities, the program determined the need to make curriculum changes. While the students felt prepared and employers felt satisfied with graduate's performance in critical thinking, communication skills, and capacity for therapeutic interventions, the first time pass rate on the NCLEX-RN had declined in the past five years. As a result the Baccalaureate Curriculum Committee initiated several projects designed to enhance student performance: content mapping in each course to systematically organize curriculum offerings and eliminate redundancy; standardized nursing care plans, and developed a rubric for evaluating plans; and implementation of the Assessment Technologies Institute's testing package that identifies for the student areas that need strengthening.

Nursing, M.S.

In order to improve pass rates on certification exams, the program revised the graduate curriculum, implemented a request to differentiate Pediatric Nurse Practitioner and Family Nurse Practitioner (FNP) tracks, expanded the breadth of FNP's experiences, introduced e-logs to document the types of experiences, and updated instructional methods to include distance learning and online modalities.

Department of Plant Science
Plant Science, B.S.

The Department of Plant Science implemented their assessment plan for the undergraduate degree in 2002. At the time of the writing of the self-study, the program was on target with the plan and was actively involved in incorporating changes to the program based on the data obtained. The assessment activities assessed written communication, oral communication, computer skills, field decisions, identification of pest and beneficial insects, understanding of plant propagation, and understanding of plant pathology. In response to the completed outcomes assessment, the department took the following actions: expansion of the literature reviews and additional guidelines and expectations for the Independent Study and Projects courses (Plant 180 and 190); increased the emphasis on fundamental biological principles that drive selection and application of specific propagation techniques for specific plant species in Plant 107; and rewrote Collection assignment instructions in Plt H 105. A Student-Faculty forum resulted in several additional programmatic changes. The program has determined that less specific assessments may better serve the evaluation of overall student learning.

Plant Science, M.S.

The graduate program in Plant Science has also been actively involved in assessment since 2002. The program has implemented several assessment activities, but analysis has been difficult due to the small number of students. Therefore, the department is putting assessment data into two-year segments to increase sample size. Assessment driven program changes include the following: better access to information about careers and job opportunities and assistance with planning for doctoral study and additional funding for students has been obtained allowing students to have more time to focus on their classes and research. To date no significant changes have been made to the graduate curriculum in response to outcomes assessment. The program is currently evaluating the graduate course offerings and considering changes.

Department of Public Health

B.S. Health Science

The B.S. in Health Science has an excellent assessment plan in place since May 2003. It is unclear as to how much of the plan was implemented prior to the review. The self-study reported on the student exit survey which resulted in high marks for the program. In the spring of 2007 a focus group was also conducted. There is no indication that program changes had been made as a result. At this point an updated assessment plan for the bachelor's degree is being developed.

M.P.H. Public Health

The MPH program lacked a student outcomes assessment plan at the time of the review. Therefore, there had been no assessment activities or data collected. The final action plan submitted by the program at the end of the program review process included an excellent assessment plan to be implemented immediately. We look forward to an update in the department's annual report.

CALIFORNIA STATE UNIVERSITY, FULLERTON

COLLEGE OF EDUCATION

MS in Education with the following concentrations:

Elementary, Curriculum and Instruction Education, MS

Reading, MS

Secondary Education, MS

Special Education, MS

Educational Administration, MS

Edd in Educational Leadership

All departments/units (see above) in the College of Education have developed learning goals and outcomes. Also, the college has implemented college-wide goals and outcomes that are linked to both college mission and to syllabi in all courses. In addition, to measure effectiveness of student learning, common college-wide assessments are now being developed. These instruments will be administered to graduates and credential recipients. A college Assessment Committee has been established. After analyzing data from several sources related to teaching students with special needs, it was determined that there was a need to improve teacher candidate preparation. As a follow-up an all-college retreat was held using Special Education faculty as subject matter resources to improve faculty knowledge about special education. The College uses the CSU Candidate Exit Survey and the CSU system-wide survey (administered to new teachers and their supervisors) as an instrument to assess program effectiveness and instruction for diverse students; and, while the College is pleased with a general upward trend indicating that program graduates and their immediate supervisors are increasingly satisfied with the level of preparation to teach *all* students, the dean has charged a task force with making suggestions to continue improving candidates' ability to teach students with exceptional needs in inclusive classrooms and in English learner classrooms as well. Examples of recently implemented measures to improve outcomes for candidates who teach all students include: new course materials that address students of varying cultural backgrounds and with English learners; required student teaching placement with English learners and students with exceptionalities; and field assignments that require candidates to conduct ethnographic studies and visits to community locations that expose them to cultural experiences different from their own.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

American Studies, BA, MA

The American Studies department has put in place an assessment infrastructure which includes an Assessment Committee whose membership also includes the chair of the department. Department faculty are engaged in systematic reviews of student projects and papers encompassing an intermediate-level course and senior capstone course. As a result of this work, they have instituted discussion groups of instructors who teach courses that explore common problems. For example, instructors in one course noticed that students were not adequately learning to synthesize complex information and communicate their thoughts well in writing. As a result, they modified their syllabi to include more frequent, shorter writing assignments that contribute to the final research paper. By subdividing larger tasks into smaller steps, they were able to provide students with more frequent feedback and guidance.

Chicana and Chicano Studies, BA

The department is in the process of refining learning goals and outcomes, to be followed by developing direct measures to assess student learning. In addition, the faculty will implement an exit survey to all graduating seniors to determine whether or not learning outcomes have been achieved.

Latin American Studies, BA

After having developed learning goals and outcomes, the interdisciplinary faculty of the program are now engaged in connecting student learning goals and outcomes to appropriate measures/strategies to effectively assess outcomes.

COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

Biology, BS, MS

The Biology department is a leader in the assessment of student learning outcomes. An active and vital Assessment Committee is the centerpiece of departmental assessment activities. The comprehensive assessment plan includes five levels of application: university-wide assessment, programmatic assessment, course assessment, assessment of student effectiveness, and assessment of faculty effectiveness. The department has implemented an innovative curriculum: active learning/critical thinking/problem solving /inquiry-based core curriculum. To assess whether students in BIOL 101 and 101L are developing higher order thinking skills (a main goal of the department) students were given a pre and post test focused on critical thinking and problem solving using both internally developed and external measures. The department is in the process of analyzing results and has confirmed that their scoring rubric is reliable both within

and between scorers and is currently testing validity by correlating student scores with grades on written assignments and exams. Scores are also being compared with those on a test developed by the New York State Education Department that assesses student understanding of the scientific method. The department's preliminary analysis suggests that students are developing their critical thinking skills and their understanding of science as a process, but more strongly in some areas than others.

Physics, BS, MS

The Physics Department has identified a set of learning outcomes for degree majors and is moving to develop a comprehensive assessment plan.

COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

Child and Adolescent Studies, BS

The faculty of Child and Adolescent Studies have identified general learning and professional development goals and outcomes. These goals and outcomes are set forth in a document titled *Goals for Student Learning: Child and Adolescent Majors –Marks of Graduates from the Department of Child and Adolescent Studies*. The preamble to *Marks of Graduates* states that students enter with a continuum of educational needs but graduate prepared to achieve their personal, civic, educational and career goals to work with children, adolescents, and their families. A challenge for the department, now that it has articulated its learning goals and outcomes, is to determine the effectiveness of the goals and outcomes and to use information for improvement. The department, aside from establishing direct methods of assessment, has also implemented indirect measures as well. For example, a senior survey designed to assess perceived student learning showed that over 80% of respondents rated their current knowledge of typical development, theories, influences on development, and ethical responsibilities as either good or excellent, but the senior survey also revealed lower than expected ratings of knowledge of exceptional or atypical development, relevant laws and policies, and community agencies working with children and families. As a result of these findings, the department has indicated a need to review specific program/course learning goals.

Human Services, BS

In Human Services a Pre/Post Assessment (questionnaire) has been developed to assess student perception of knowledge and skills gained in nine skill domains considered to represent core competencies of the human services degree. The questionnaires compare the student's assessment of skills development from enrollment in the entry-level course through the final internship experience. Departmental learning goals and core competencies have been aligned with course offerings. The results of the assessment are disseminated and discussed at faculty meetings. Findings have resulted in changes and enhancements to the curriculum and the program. For example, it was discovered that students needed more work in the area of critical

thinking, so the faculty decided to integrate critical thinking via research into targeted classes starting with the introductory course. Students will engage in a critical analysis of two articles in order to recognize how research findings holistically apply to real life settings, and critical thinking via research will then be reinforced in three interlocking research methods courses. Also, findings from the Pre/Post Assessment led to the development of a course focusing on the practical application of research, data management, and statistical analysis of human services agencies.

HUMBOLDT STATE UNIVERSITY

Math

In 06-07, the program evaluated student posters, papers, and portfolios from lower and upper division courses to assess achievement of the communication outcome, finding that there was relatively modest growth in the overall quality of communication. In response, they initiated a requirement that students produce complete, formal write-ups of problems, to which instructors will respond with critical analysis of the students' writing/communication. This requirement is to be fully phased in by fall of 2009.

In 07-08, the department took the lead in assessing the Lower Division Area B Math and Quantitative Reasoning GE outcomes in 9 lower division courses. Overall, about 60% of students demonstrated understanding of basic mathematical or statistical concepts by the end of the course, though in three courses, the percentages were lower than 60 and, in one case, substantially so. The math curriculum team felt that in some cases the type of assignments or exam questions did not in fact align well with the goals of assessment, making the results difficult to interpret. In response, the department will advise instructors to write problems for assessment purposes in line with the corresponding learning outcome and assessment rubric. Instructors should consult with the assessment team regarding the question(s) to be used. They recommend the creation and maintenance of a "bank" of good potential exam questions to be used for assessment purposes.

Geology

In 06-07, the program assessed its outcome specifying that students will be able to gain employment and/or admission to graduate studies in the earth sciences. This outcome was assessed via an alumni survey. Results indicated that a much higher percentage of the HSU alumni respondents had attained jobs in earth science related fields than the national rate found by AGI in 2000. Respondents also were very enthusiastic about program, strongly endorsed core curriculum, and especially field-based courses. In response, the program will advocate strongly with administrators for maintaining quality of the program, especially the field based pedagogy.

In 07-08, the program assessed the same outcome as it had the previous year, this time using as data an analysis of the independent research projects completed as a requirement for the BS degree (as opposed to the BA degree). However, there were only three completed senior thesis projects in the academic year: one exceeding expectations, one meeting expectations, and one deficient. In response, the program will continue with assessment of these projects on a continuous basis to get to an adequate number to really draw conclusions. There was also some disagreement among assessors in rubric scoring, so greater discussion about criteria will occur.

Sociology

The program has changed its Student Learning Outcomes three times in this period. In 06-07, it reviewed senior projects to assess students' ability to articulate the linkages between theory and empirical methods. While over 90% of the senior projects met or exceeded expectations with respect to this outcome, several curricular changes were made as a result of the assessment activity. The two required theory classes were approved to be offered every semester again, thus with smaller class sizes; the link between theory and research are made more intentionally in both the theory and research methods courses; a new process was instituted for students to work with their advisors to develop proposals for their senior projects the semester before they actually take the senior project course, in order to highlight the connections between theory and method in planning the project.

In 07-08, the program again reviewed senior projects, this time with the goal of assessing student skills in written communication. Of these senior projects, 17% were below standard. The department believes that the recent change in the theory classes (frequency of offering and concomitant smaller class size) should result in improvements to written communication.

World Languages and Culture

In 06-07, the department developed a set of survey instruments related to student satisfaction with the various majors offered by this department. These surveys were never actually administered; the department began to seek more direct measures of student performance.

In 07-08, the department developed a set of SLOs and met with the Associate Dean and the Faculty Associate for Assessment several times to discuss assessment. Faculty are considering requiring a portfolio for the Ethnic Studies major; the approach to assessing student performance in the language and International Studies programs is still under review.

Political Science

Based on assessments from 2004-2006, the department changed its freshman level introductory seminar to a skills-based course and added discussion seminars linked to core discipline courses, with the goal of improving students' critical thinking, written communication, and oral communication, and research skills.

In 07-08, the program reviewed student papers written for the senior capstone course in order to assess students' ability to critically assess the quality, bias and sources of scholarly and popular studies of political phenomena, and their ability to evaluate characteristics of disciplinary research and knowledge. Approximately 75-80% of the papers met this outcome adequately or fully. In discussion of results, faculty realized that while they expect students to be able to meet the elements of this outcome, they rarely teach students explicitly how to do so. As a result, the

program plans to incorporate more explicit teaching of these elements in lower division major courses and to more explicitly reinforce these skills in the upper division courses.

Physics

Because the program has eight student learning outcomes, its assessment plan calls for assessing two of them each year. This has been done by collecting portfolios of student work, principally of final exams.

In 06-07, they looked at the exams for evidence that (1) students had competency in abstract reasoning and problem-solving skills (in both lower and upper division courses), finding that students are proficient in this by the time they graduate, but they found that they could not separate students domain-specific problem solving skills from more general procedural competence, given the materials they were using (final exams). They reviewed the same student work for knowledge of physics concepts applicable to a range of disciplines, finding that in only one course were there direct data on the exam questions that yielded information. The subsequent discussion did result in a decision to make a greater effort to illustrate the use of physics in other disciplines.

In 07-08, they again looked at the exams in students portfolios for evidence of (1) how well students understand and use physical and mathematical models (in both lower and upper division courses), finding that students did generally demonstrate the ability to use models, and in upper division courses they demonstrated the ability to determine in what circumstances the models were applicable. They reviewed the same student work to evaluate (2) students' understanding of how physics relates and applies to studies in other disciplines, again finding that in only one course were there direct data on the exam questions that yielded information .

After two years of attempting to use final exams that varied tremendously, they have decided to implement a standard examination in the senior seminar course in the hopes that that will give them more concrete direct evidence of student competencies.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

CSULB completed the third full year of implementation of the university's new program review policy during 2007-08. A survey undertaken of participants in the new process revealed general satisfaction with most aspects of the policy. The only area of some dissatisfaction was with the timeliness of the completion of the new, concluding portion of the process, the negotiation of the MOU. This final step has taken longer than anticipated in some cases, generally because it is an innovative process without a precedent on campus, so that its implementation has proceeded with caution. In sum, no changes were recommended with the policy itself, which was judged by all respondents to be at least as good if not much better than the old process.

In academic year 2007-08, the self-studies written for program review were prepared under the new guidelines, including the set of common data tables. CSULB conducted internal and external reviews of 27 individual academic degree programs and one academic support program in 2007-08. In addition, program review reports were completed by the Program Assessment and Review Council (PARC) on another 6 academic degree programs reviewed during the previous academic year.

CSULB Programs Reviewed in 2007-2008

Art	BA, BFA, MA, MFA	Internal & External
American Studies	BA	Internal & External
Comparative World Literature	BA	Internal & External
Classics	BA	Internal & External
Environmental Science & Policy	BA, BS	Internal & External
Film & Electronic Arts	BA	Internal & External
French	BA, MA	Internal & External
French Studies	BA	Internal & External
Geography	BA, MA	Internal & External
Health Care Administration	BS, MS	Internal & External
Mathematics	BS, MS	Internal & External
Philosophy	BA, MA	Internal & External
Physics	BA, BS, MS	Internal & External
Religious Studies	BA, MA	Internal & External
Women's Studies	BA	Internal & External
Multicultural Center	N/A	Internal & External

For the following programs, internal and external reviews were completed in 2006-07 but PARC reports were finalized in 2007-2008:

Biology	BS, MS
Marine Biology	BS
Microbiology	BS, MS
Special Education	MS

1. Results of the assessment of student learning outcomes and changes in program requirements resulting from assessment findings.

A comprehensive analysis was undertaken of campus experience during the past three years with the new requirement, instituted in 2005, for annual reporting on assessment of student learning in each degree program. It revealed that CSULB has made substantial progress toward meeting its goals under the new timetable, which states that all academic programs will:

- by AY 2005-2006: define student learning outcomes; identify assessment methods to be used; and identify a plan for using results of assessment for program improvement;
- by AY 2006-07 and -08: have gathered assessment data and analyzed data for program improvement;
- by 2008-09: have used evidence for program improvement and have incorporated assessment results into self-studies written for program review.

The most recent data indicate that nearly all academic programs have met the goals for 2006-2008, and that 72% of undergraduate programs and 64% of graduate programs have already met the goals for 2008-2009. All self-studies written for program review now have a substantial focus on assessment of student learning and its use for program improvement.

2. Specific assessment information from programs reviews completed (or reports finalized) in 2007-2008 is provided as follows.

Art

The Department of Art is one of the largest and most complex on campus, with over 1,200 undergraduate majors in BA and BFA degrees, as well as a large number of graduate students pursuing MA and MFA degrees, in a wide variety of option areas. All programs are engaged in assessment of student learning; some sample uses of evidence for program improvement are provided below.

BA Art—option in Art History: Based on assessment of student writing quality, faculty developed a new required course in Art History Methodologies and Writing (AH 446). Faculty also rearranged upper division courses into groups from which students select an area of

emphasis, to provide students with more focused research experiences as undergraduates.

BFA Art—option in Graphic Design: Bases on an analysis of student portfolios, faculty created a new required course, Intermediate Graphic Design (ART 326), to bridge the gap between the introductory and advanced courses and to provide students with better grounding in principles and concept development to ensure success at the advanced level. Faculty also created a new course in Advanced Typography (ART 421) to address student need for more typographic training at an advanced level.

Biological Sciences

The Department of Biological Sciences has enthusiastically embraced the assessment of student learning across its five degree programs in three subject matter areas. Biology at CSULB could serve as a model for assessment at similar departments across the CSU. For two years, the department focused on undergraduate content knowledge, administering nationally scored exams to identify areas in the curriculum which needed improvement. In the third year, the department took steps to improve student learning, especially in principles of evolution, across the curriculum. Learning goals were established for all courses and assessment of student learning was also built into all required courses. New courses were created to replace outdated ones; some upper division material no longer required for the major was redistributed; and several courses were organized into articulated series. In addition, to improve student writing skills, assignments were integrated into all courses, so that at least 10% of the grade would be derived from a minimum of two written assignments.

French and French Studies

The program review of the BA in French Studies resulted in a proposal to convert the full degree program into an option within the French major. For the BA in French, a committee of faculty, on the basis of evaluation of student writing samples, has developed a detailed plan for imbedding the Proficiency Guidelines for Writing of the American Council of Teachers of Foreign Languages (ACTFL) across the curriculum. These Guidelines have been aligned with student learning outcomes at the program level, and an exit proficiency standard has been developed for graduating students. The committee will organize workshops on writing strategies (peer editing, process writing, genre writing, etc.) to familiarize instructors with the most current practices in the field.

Geography

The Department of Geography has been an early adopter of sound assessment practices. In one academic year, for the BA, the department assessed the skills and abilities of incoming juniors; evaluated the writing skills of graduating seniors; and conducted its first juried student poster presentation for majors. The department decided to focus on senior projects for assessment of writing skills, rather than on occasional papers. The skills and abilities of outgoing seniors will

be assessed in coming semesters to gauge a measure of the value added by the degree program. A geography student won fourth prize in a campus-wide poster competition. For the MA in Geography, the faculty instituted changes that dropped the average time to completion of the degree from 10.6 semesters to 6.0, thereby improving the retention and graduation rate.

Health Care Administration

The program review of the BS in Health Care Administration was completed this year but the program review of the MS in HCS was completed in the previous academic year. This was because these two degree programs (the MS and the BS) are accredited by two separate professional accrediting agencies, so the department must write two separate self-studies, receive two separate external site visit teams, and undergo two separate internal program reviews. While this is somewhat unusual, it is characteristic of a few other departments and colleges on campus (for example, Family and Consumer Sciences, the College of the Arts, the College of Education, etc.).

Samples of student writing were evaluated from 17 sections of BS HCA courses using a standard rubric. Scores ranged from a low of 1.9 to a high of 4.5 (on a scale of 1-5). Faculty then undertook an analysis of whether student writing varied by the type of course, i.e., more qualitative or more quantitative, and adopted recommendations for improvement.

Religious Studies

As a result of program review, the department has made progress in developing and implementing a plan for the assessment of student learning at both the BA and the MA levels. Following upon the visit of the external reviewers, the department is moving to reorganize what were three levels of specialization into two to improve student learning in the areas of ancient as well as modern religions, and in the areas of Western and non-Western religions.

Special Education

As a result of program review, the MS Special Education program has refined its student learning outcomes for the degree and brought them into alignment with college goals, designated samples of student work to be collected as the basis for direct assessment of learning, and mapped the distribution of outcomes and assessment measures across the curriculum.

3. Special Initiative: The Assessment Minute

The Department of Biology adopted the “Assessment Minute” as a regular feature of all faculty meetings. This is a brief opportunity to present current information on teaching and learning techniques including the use of technology; to reveal findings from ongoing assessment of student learning and/or results of student surveys; and to answer faculty questions about assessment. The “Assessment Minute” was well received by Biology faculty.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Art

Bachelor of Arts in Art

Master of Arts in Art

Master of Fine Arts in Art

The Department of Art has developed student learning outcomes and is in the process of ensuring that these outcomes meet the standards of accreditation and the collective vision of the Department. The program review subcommittee recommended that the Department establish a Departmental Assessment Committee to work with the University Assessment Coordinator and National Association of Schools of Art and Design (NASAD) advisor to create an assessment plan with initial implementation in Spring 2009. NASAD standards and competencies for graduates and information literacy were specific items to be considered in the plan.

Criminal Justice and Criminalistics

Bachelor of Science in Criminal Justice

Master of Science in Criminal Justice

Master of Science in Criminalistics

The School of Criminal Justice and Criminalistics has a well developed assessment plan; two elements of direct assessment have been utilized at this point. A pre- and post-test was administered to measure the value added to students and a difference in exit level competence was observed between two graduating classes. The faculty are reflecting on the results to determine the source of the difference and to address systematic weaknesses. The other direct measure is the capstone project in which the students write a research paper in which they are assessed in the program learning outcomes. In addition, alumni surveys have been administered to determine graduates' satisfaction with the programs.

Assessment results have lead to modification of the M.S. curriculum (nine new or revised courses were developed), addition of a minor in forensic science and addition of a Joint Doctorate in Forensic Science to the University's five year master plan.

Nursing

Bachelor of Science in Nursing

Master of Science in Nursing

The School of Nursing has a good assessment plan in place, consistent with those used by the majority of nursing programs in the CSU system. They have specific outcomes that are identified clearly on the course syllabi. Direct assessment of knowledge and skills occurs at three points in the undergraduate program. Graduate student outcomes are measured through comprehensive

examinations, analysis of theses or scholarly projects as well as demonstration of specific advanced skills. Program evaluation is also performed using student exit surveys, and alumni and employer surveys. The School is working on tracking post graduation certification rates.

The assessment identified the upgrades necessary to the nursing skills lab and also ways to improve the learning environment. In addition, a discreet class was added to improve program graduates' leadership and management skills, a topic which before had been only a fraction of a class.

Physics and Astronomy

Bachelor of Arts in Physics

Bachelor of Science in Physics

Master of Science in Physics

The Department has developed learning outcomes for the program and for specific lower division sequences and laboratory classes. Attitudinal surveys in the on-line general education Astronomy classes showed a high degree of student satisfaction with all aspects of the class. Other lower division service classes were changed based on feedback received from the stakeholders. The calculus based physics sequence was modified, reducing the total length of the sequence from five (PHYS 201-205) to four quarters (PHYS211 - 214) and introducing a discussion session. The discussion session provides more problem solving and conceptual exercises and the [preliminary results indicate significant improvement in retention.

The program was encouraged to now expand its assessment program to include the upper division courses and targeting specific learning outcomes. In addition, the consideration of the introduction of some culminating experience such as a capstone course for BS majors was recommended.

CALIFORNIA MARITIME ACADEMY

Program review was completed in 2007-2008 for two degree program; the BS in Marine Engineering Technology and the BS in Facilities Engineering Technology. Both programs are accredited by the Technology Accreditation Commission (TAC) of ABET. Included in the program review was a “General Review” by the TAC including a visit by a three member team. The Academic Senate Curriculum committee served as the internal review team.

1. The program review for the BS in Marine Engineering Technology found:
 - a. “Weakness”: “Currently, assessment is limited to direct assessment using standard tests, quizzes, home work and laboratory reports. Improvements have been largely informal and sporadic rather than in accordance with a documented process. Assessment process has not yet demonstrated a clear correlation between documented results and changes made to the programs.” Improvement: The Engineering Technology Departments meets twice a year specifically to look at student learning outcomes. Two outcomes are reviewed at each meeting with the results of the assessment reviewed, changes to the program proposed and additional review scheduled. This way every outcome is reviewed once every three years. This so far has resulted in modifications to three courses. Also, student class surveys are being used to gage the attitude of students in regards to teaching methods. Employee and alumni surveys have been developed to gather data on how well graduates are prepared for the work force.
 - b. “Weakness”: “Program objectives (what a graduate should be able to do 3 to 5 years after graduation) should uniquely describe the program. Four of the five objectives are of a very general nature.” Improvement: New program objectives were developed by the faculty and submitted to the Industrial Advisory Board for approval. The new program objectives specifically point to the maritime industry and have improved the focus of the academic program.
2. The program review for the BS in Facilities Engineering Technology found the same weakness in regards to assessment as discussed above in 2 (a) above.
3. The Engineering Technology Department as a result of the findings of the program review have utilized comments from industry (including evaluation of students during co-op and commercial cruise experiences, input from the Industrial Advisory Board and employer surveys) to significantly modify the summer experiential learning programs (cruises and co-ops) for students in both degree programs.

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

Program reviews were conducted in three programs this past year: Global Studies, Human Communication, and Social & Behavioral Sciences. The departments are now developing Program Improvement Plans that address recommendations made by external reviewers and things that the department learned as it conducted its self-study. The Program Improvement Plans will be approved by the Dean and the Provost prior to their implementation.

Eight programs are conducting program reviews during 2008-2009. External reviewers will be on campus during spring 2009. These reviews are occurring in:

- Business Administration,
- Environmental Science, Technology and Policy,
- Education (MAE),
- Liberal Studies,
- Instructional Technology and Communication Design,
- Public Policy (MPP),
- Visual and Public Arts, and
- World Languages and Cultures.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Cinema and Television Arts (CTVA) was the only Program Review completed in 2007/08.

Results: CTVA assessed two undergraduate SLO's and one graduate SLO.

Undergraduate SLO #1--Understand and articulate the history, theories and critical models of cinema and the electronic media--was assessed using entrance and exit exams. Students performed significantly better on the exit exam than the entrance exam, with the exception of a small number of poor scores.

Undergraduate SLO #2--Demonstrate the ability to research, structure and write dramatic and non-dramatic scripts for cinema, television and multimedia--was assessed using three types of student papers. Performance suggests the need to improve students' grasp of fictional screen storytelling.

Graduate SLO --Develop the ability to construct screen stories and write feature length screenplays which reflect meaningful themes while engaging an audience--was assessed using a pre-test (written summary) and a post-test (20-25 page treatment). The post-test showed that students were at a very high level of understanding key elements of screen story construction.

Changes in Program: The general recommendation is that CTVA should cycle through the SLOs without repeat, focusing on one undergrad and one grad SLO per year. The Program Review did not indicate any changes in program requirements enacted or recommended as a result of assessment findings.

Undergrad SLO #1: Faculty to work on developing creative strategies to reinforce course information.

Undergrad SLO #2: Faculty are collaborating on ways to strengthen the presentation and implementation of screen storytelling concepts and techniques.

Grad SLO: Faculty should focus on new creative strategies.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY

Undergraduate academic programs have the option, one time, to conduct an assessment plan review in lieu of an academic program review. The assessment plan review centers on the development and evaluation of assessment results, to be applied to program improvement. Outside reviewers are asked to consider the quality of the assessment plan as well as to review the overall health of the department in its programs. With this year's submissions from the Biological Sciences and Gender, Ethnicity and Multicultural Studies (GEMS) programs, all undergraduate programs requesting this option have developed assessment plans.

In addition, the Computer Science and Architecture programs submitted program evaluations for re-accreditation, and the Music and Physics programs completed program reviews.

BS/MS Computer Science – Accreditation Review (ABET)

Activities: Coursework was collected from witness courses – courses that are assessed quarterly or annually. Alumni and Exit Surveys were also administered.

Results: A sophomore sequence of courses was not well organized so that it was difficult to cover all the material. Students reported learning little ethics although it was supposed to be covered in a senior sequence. The department found that the alumni survey did not give them sufficient data on professional development. The students indicated in both the alumni survey and the exit survey that instruction in oral and written communication was important but inadequate. In addition, the alumni indicated that the importance of continuing professional development was not emphasized.

Significance: Student learning did not meet the objectives set by ABET. Students have difficulty moving up in their professions.

Changes to Program Requirements Enacted/Recommended: The sophomore sequence was clearly partitioned. The ethics instruction was moved to a single junior level course. This is a GE course as well that will generate FTE allowing the majors to be instructed in smaller classes. This course and a new FYE course offer students more practice in oral and written communications. The FYE course also introduces the students earlier to discussions of the profession.

B.Arch./M.Arch. Architecture – Accreditation Review (NAAB)

Activities: External reviewers attend presentations of student work; student and alumni surveys

Results: Students' reading and writing skills are weak. Students are prepared well for their profession; alumni wanted greater emphasis on sustainability and construction technology. The accreditation visiting team also left that collaborative skills were not emphasized sufficiently.

Significance: Digital technology was not well integrated into studio classes. Internships designed to prepare students for the profession need to involve more collaboration as students will find after they graduate.

Changes to Program Requirements Enacted/Recommended: Program has increased its focus on sustainability, historic preservation, and construction technology. New freshman course was implemented to increase students' writing requirements. Digital and analog classes were combined.

BA Music – Program Review

Activities: The department collected both direct and indirect evidence through an alumni survey, an ETS program quality survey, and student surveys, sophomore focus groups and senior exit interviews.

Results: The alumni survey indicated that the program was overall fair to good; student evaluations indicated that students learned "more than average" and found the courses intellectually challenging and that they stimulated interest in the subject. The focus groups and exit interviews elicited the most interesting information. The department had implemented more opportunities for student-faculty interaction, and found that the students were more engaged in committees in the department and the university, and more students attending meetings to discuss the program curricula. The students reflected that western classical traditions were underrepresented in the curricula and were found to be under-prepared in music theory and literature upon graduation.

Significance: The inclusion of non-western topics had reduced the students' exposure to western topics. Students are less prepared for careers and graduate schools, increasing their dissatisfaction with the program.

Changes to Program Requirements Enacted/Recommended: The capstone sequence was revised to include more topics in western classical traditions, particularly those encountered in K-12 instruction. A sequence of four 1-unit courses was changed to one 4-unit course to give more time to explore literature. A music theory diagnostic exam was developed, with tutoring arranged for students who performed below minimum expectations.

BS Physics – Program Review

Activities: Coursework was collected from freshmen and senior level courses on the ESP (Excellent, Satisfactory, Poor) system.

Results: Students in the freshmen classes don't make the connection between the information in lectures and labs. They also have difficulty with mathematical concepts, seeing problem-solving as conceptual (rather than structured), and interpreting graphs. In the senior class, the students had conceptual problems with the content of quantum mechanics.

Significance: Students wait too long between completing their math requirement and taking the freshman physics class. They need to be asked more conceptual questions to assist with problem solving.

Changes to Program Requirements Enacted/Recommended: The department will introduce a math prerequisite for the freshmen sequence. More essay and conceptual questions will be put on exams, and the faculty will collect a bank of such exams to ensure that they are asking questions of comparable difficulty. Supplementary materials will be developed for the students in Quantum Mechanics. The Department also suggested developing one unit problem-solving sections, but the external reviewers and the dean advised that faculty resources could be better spent in other ways.

BS/MS Biological Sciences Department – Assessment Plan Review

Assessment Tools: Undergraduate Program - Annual department retreat; collect student work for evaluation; consideration of student demographics making distinctions between incoming freshmen and transfer students; student survey; alumni and stakeholder surveys; peer assessment; exit interviews; focus groups; standardized achievement exams. Graduate Program - Preparatory oral and written defense exams; Review of Thesis, Primary Trait Analysis (PTA) of thesis defense.

Result Summary: Undergraduate - Student survey indicated that 63.3% of students were Somewhat or Very Dissatisfied with course scheduling and availability; 58.9% of students surveyed were either neutral or dissatisfied with advising in the department. Graduate - Both faculty and student PTA forms have been created.

Summary of Changes in Program Requirement Enacted/Recommended: Undergraduate - A Department Scheduling Task Force was formed to develop and implement a plan to improve course scheduling and availability; sections of bottleneck courses have been added to meet student demand; and students are now given a Historical Course Offering Matrix showing courses quarter by quarter so students can anticipate when courses are most likely to be offered. Annual face to face student advising is now required for all students. Program changes have

been initiated that will collapse six majors into three majors, with options. Department has begun a mandatory “first year experience” course sequence. Graduate - Interim assignment has been added to check progress toward achieving Student Learning Outcomes.

BA Gender, Ethnicity and Multicultural Studies (GEMS) – Assessment Plan Review

Assessment Tools: Curriculum maps to help align the department assessment plan to the University’s learning outcomes; student portfolio consisting of a capstone project, record of past work (an initial essay to measure competency in meeting goals and second essay during final), and a self-assessment essay related to social/civic engagement is gathered from seniors each spring, reviewed by faculty and a report presented to department bi-annually for evaluation and analysis; an oral presentation of the senior exit survey/interview and alumni survey.

Result Summary: The department revised the plan to more closely align their goals and objectives with the University learning outcomes. The number of goals and objectives were collapsed to make assessment of the outcomes more manageable, but allows for gradual phase-in over time through the capstone course. A rubric to evaluate the oral presentations has been developed and will be used this spring. Students assisted the department in preparing the exit survey and the alumni survey.

Summary of Changes in Program Requirements Enacted/Recommended: A three-year quarter by quarter timeline for assessment activities/responsibilities has been developed and implemented. Department has instituted annual spring meetings to review student work in preparation to make recommendations to the department at a retreat every other fall.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Programs Completing Reviews 2007-2008

History	BA/MA
Psychology	BA/MA
General Education (GE)	
Learning Skills	
English/TESOL Graduate Program	BA/MA (TESOL)
Anthropology	BA/MA
Communication Studies	BA/MA

Academic programs at California State University, Sacramento are reviewed on a six-year cycle. One year prior to the program review, department faculty members initiate a self-study process. All programs are required to identify expected student learning outcomes and strategies for assessment; responses to assessment results are included in the self study. California State University, Sacramento has adopted a Faculty Senate revision of our self-study guidelines that standardizes the requirements for the assessment process and requires full compliance with the standards in order to receive full six year approval for the program review. Currently, all academic programs have completed an assessment plan, and they have been asked to continue to review and update their plans. Similarly, all programs are required to submit to their College deans and to the Provost an annual report of assessment of student learning outcomes. In 2007-08, the university received 100% submission of annual assessment reports. The university's Assessment Coordinator prepares an annual summary of the status of assessment of student learning across all disciplines. The report informs the campus about our progress in meeting student learning goals, refinement of those goals, uses of direct and indirect measures, actions taken that complete the loop.

Sacramento State began implementing a pilot study to improve the program review process which was approved by the Faculty Senate for two years through Spring 2009. The program reviews for the departments in the pilot are in progress at this time. The pilot offers departments three options for their self-study. Option A offers the current approach with no changes. Option B focuses on academic programs and assessment by integrating some aspects of Option A with some of Option C. Option C is the focused inquiry option that consists of three parts: general information about the department, a full cycle report on student learning outcomes assessment, and a focused inquiry that examines a particular matter of importance to the department, college and university. The departments in self study have mostly selected Option C an important goal of this pilot.

This experiment is aimed at enhancing Sacramento State's efforts in strengthening program review processes as recommended during the WASC re-accreditation process. Departments that undergo national accreditation review would continue to be allowed to use their accreditation self-study and visitor report to answer some or all of the questions on the pilot self-study with the permission of Academic Affairs. In view of this approach, we are reporting summaries below of student learning outcomes assessed in 2007-08 whose program reviews were completed and reported in 2007-08. In most cases we have updated assessment reports from last year.

Summary of Assessment Results

History. The Assessment indicates that instructors in the upper-division seminars are successfully fulfilling the departmental objectives (write a clear expository essay, develop basic critical skills in history, achieve a basic mastery of research techniques in history). The Assessment Committee recommended that history instructors continue to actively engage their students in historical inquiry, research and writing, as these activities are at the heart of the History major. There were no serious criticisms leveled against the courses or program structure that would warrant changes to the program.

General Education (GE). An analysis of assessment reports from 670 sections across 87 courses revealed that faculty use six types of direct measures and a variety of indirect measures to assess student learning with reference to GE learning outcomes. A summary revealed a great deal of variance in grade distribution within and among the different Baccalaureate Learning Goals and between lower and upper division courses, a fact that makes it impossible to draw broad conclusions about student learning. Three recommendations were offered: for standardizing assessment strategies and grading criteria, for more explicitly aligning the GE and Baccalaureate Learning Goals, and for simplifying the reporting process. The General Education and Graduation Requirements Committee has begun the work of addressing these recommendations. The significance and impact of the report will be discussed in the 2008-2009 GE report.

Learning Skills. The Learning Skills Math Program assessed the ability to use pre-algebra, algebra, and geometry to successfully master the appropriate GE mathematics course. The percent passed by class indicated that there was a slight increase for all classes from Fall 06 to Fall 07. For Spring 07 to Spring 08 the results were mixed by class. The pass rate was up for LS 7A and LS 10X only. Two variables could account for the overall drop in the pass rate. Over the last few years more first-time freshmen were scoring into LS 7A/B, the two semester remedial option, and fewer directly to GE math. A second variable was the increase in class size due to a reduced budget. In addition, hours for the walk-in tutor labs were decreased. Faculty planned to continue to assess the pass rate and to discuss the uniform application of curriculum and practices in weekly math coordinator meetings and at the monthly faculty meeting.

The Learning Skills writing program assessed how well students incorporate outside sources in their writing. Student learning problems were as follows: reading the articles superficially or not at all; minimal understanding or misunderstanding of the readings; overreliance on quoted materials; using quotes that weaken rather than strengthen the essay; emphasizing a subordinate part of an argument while ignoring the main point; and the failure to acknowledge sources for the ideas and text of others. The writing program planned to expand its efforts to develop students' ability to read analytically and incorporate text more effectively in their own writing and to revise the learning outcomes for each writing class to reflect the need to improve analytical reading, focusing particularly on the second semester multilingual writing class, LS 87, where a need to differentiate expectations from the two lower level classes existed.

Psychology. Psychology faculty assessed student learning outcomes related to their culminating experience in the graduate program, i.e., the writing and defense of a thesis. Students did better in the early areas of (a) reviewing the literature, (b) describing the research problem, and (c) providing the context for their work. Students performed more weakly—but still satisfactorily—in the later areas of (a) drawing conclusions from their data or conceptual analysis and (b) responding to questions posed by the committee during the oral defense. These findings made sense to the faculty. Achieving committee approval to continue the thesis or project work is contingent on committee members signing off on the early work, and so these dimensions are a bit better developed than some of the others occurring later in the process. Drawing conclusions is typically the prelude to finishing the writing and receives relatively less time and energy. Answering questions posed by the committee occurs at in the final portion of the oral defense. Students do not know in advance what these questions will be, and faculty members may intentionally pose more challenging questions at this point in the final attempt to act as instructors to the students. The Department does not foresee making any major program changes based on these results.

English/TESOL Graduate Program. In early spring 2008, the Assessment Committee sent out a request to English majors to participate in a new portfolio assessment project. Eight English majors responded. Each participant collected four writing assignments of any genre, formal or informal, from a cross-section of their courses and reflected on the assignments in a cover letter, answering questions about the audiences and purposes of the assignments, their writing and researching processes, and what kinds of assignments they found most valuable. The significance and nature of the findings are unavailable at this time because the portfolio pilot project was not discussed by faculty until an August, 2008, retreat where faculty began the process of articulating learning outcomes for the major, assessing the current major, and revising the assessment plan. Information about significance and impact will be available on the 08-09 report.

Anthropology. At the start of the 2008 spring semester, the Anthropology Department received its internal Academic Program Review Report. The program review committee faulted the April 2005 Department Assessment Plan because it failed to specify how direct and

indirect measures specifically related to the Department learning outcomes and by what means the Department incorporated assessment results in curricular planning. The program review committee recommended that “the Department put in place an acceptable academic assessment plan that meets University guidelines” by the time of the next program review, and that the Program Review Oversight Committee award no more than a conditional approval if the Department failed to have a fully-implemented assessment plan in place by that time. In light of the severity of the program review committee’s critique, and the implementation of a new undergraduate major curriculum in the 2008/2009 AY, the Department decided that there was no need to collect data to assess research skills given that would have entailed assessing an obsolete major using a discredited assessment plan. The Department decided to emphasize development of a new assessment plan in 2007/2008

Communications Studies. The highest scores were achieved for the categories of “Communication Concepts” and “Interpersonal Skills.” Instruction pertaining to communication skills was uniformly rated as positive. Students were slightly less impressed with instruction in the synthesis and evaluation of information. The lowest rated category of instruction was in the area of career development skills. Students in different concentrations did not differ in their ratings, but Journalism majors rated the area of oral presentation skills area below the ratings given by all other concentrations. The Department planned to hold a full faculty meeting devoted to considering these results. Options under consideration include consulting outside agencies like the Center for Teaching and Learning as well as the Career Center on campus for support and ideas. Since the Department intends to give this survey to graduating seniors every three years, we will know whether changes made in the department yield positive results by looking at the results of the survey, using the same instrument, three years from now.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

The campus has moved to a 7-year cycle for program review for most programs. For programs with external accrediting bodies, we time the academic program review to coordinate with those reaccreditation cycles, never to exceed 7 years. Student Outcomes Assessment is incorporated as an important piece of the review for each of the programs. Each external reviewer for academic program review who visits the campus meets with the Associate Vice President for Assessment and Planning to discuss the student outcomes assessment plans, the resulting data, and the analysis and review that follows. In his/her report to campus the external reviewer is expected to include a discussion, critical analysis, and suggestions for the student outcomes assessment for the program.

For each program, the student outcomes assessment plans are posted on the campus assessment website. Annually a report is submitted to the AVP for Assessment and Planning that must include a thorough review of the year's assessment plan activities, the results, and implementation. The assessment activities are to be systematic and ongoing, cumulative, and multi-faceted. The annual report includes a presentation of results and develops recommendations based on analysis of the data. Implementation of the findings is focused on the ultimate goal of program improvement, not merely the acquisition of information. Implementation strategies are identified with time-lines of one-year and five-year departmental commitments.

During the academic year 2007-2008 no academic program reviews were conducted. Originally the schedule called for the Bachelor and Masters in Business Administration to undergo academic program review. However, when we changed our practice to coordinate the academic program review with accreditation cycles, this review was moved to 2008-2009 to coordinate with their accreditation visit by their accrediting body.

During the academic year 2008-2009 academic program reviews are being conducted for the bachelor and masters in Business Administration and the programs in Anthropology (BA), Criminal Justice (BA and MA), Economics (BA), English (BA and MA), and Music (BA).

SAN DIEGO STATE UNIVERSITY

Program Reviews for AY 2007-2008

School of Accountancy	MBA, MSA, BSA
Anthropology	MA, BA
Biology	PhD, MA, MS, BA, BS
Chemistry (Biochemistry)	B.A.
History	MA, BA
Business Administration (Management)	MBA, MSA, MSBA
Spanish and Portuguese	MA, BA
Women's Studies	MA, BA

Summary of student-learning assessment and actions taken

Accountancy

The School of Accountancy underwent a program review in fall 2007 and continued its implementation of a five year assessment plan initiated in 2005, which represents a change in methodology from previous efforts that indirectly measured assessment from student and employer surveys to incorporate direct assessments. Beginning in 2006 the Director of the School of Accountancy and the faculty assessment committee undertook a review of student learning outcome goals and curriculum and subsequently revised assessment methods and the curriculum to reflect changes in the accounting profession. In cooperation with faculty the committee created a list of 119 function competencies and 145 content areas. These competencies were used to create learning outcomes with specific goals for focus areas (financial, managerial, accounting information systems, taxation, assurance and accountability) and topical areas (accounting communications; integrity, ethics, and communications).

In 2006-07 Accountancy assessed the first of two overarching goals created by the committee in 2005-06 for BS students to upon completion of the program: to gather, consolidate, safeguard, prepare and present accounting information for internal and external users. The school assessed this goal through an embedded exam question in ACCTG 421 and found that 87% of students met professional standards. This performance was deemed satisfactory by the Accountancy assessment committee and affirmed in the Student Learning Outcome (SLO) committee's response to the 2007-08 Accountancy Annual Assessment Report. Based on the 2007-08 assessment results and the positive response of the SLO committee there have been no substantial changes to curriculum or outcome goals. Accountancy continues to use a cumulative approach, one in which the instrumentation and analytics associated with each year's assessments are collected for ongoing use, so that by the end of 2011, the program will have in hand a comprehensive evaluation system.

As a part of the fall 2007 program review undergraduate and graduate students were interviewed. Although students had generally positive things to say about the assessment committee and the efforts to keep them informed, the panel noted the lack of available data reporting on student perspectives and attitudes about the curriculum or the School of Accountancy. In accord with panel recommendations for student perspectives, Accounting will develop additional questions to survey graduating seniors about student assessment and career tracking.

The SLO Committee commended Accountancy for focusing assessment activities that are guided by questions and issues that really matter to the School, such as early indicators of the success of its new AIS (Accountancy Information Systems) courses and the effectiveness of teaching assistance. In response to the department self-study the SLO Committee reviewers made the following recommendations: that Accountancy use review findings to drive change that will strengthen Accountancy programs and that Accountancy revise the five-year plan to incorporate measures of overall student perceptions of program quality, particularly issues that transcend individual course work, such as advising, course sequencing, and preparation for careers. In the parlance of the AACSB, the Accountancy professional accrediting organization, “closing the loop” is ultimately the most critical measure of a successful assessment effort.

Anthropology

In brief, the mission of the Department of Anthropology is to teach students to appreciate human biological and cultural diversity across the globe and throughout time. The department meets this goal by educating students with the fundamentals and training in four subfields of Archaeology, and Biological, Cultural and Linguistic Anthropology, and by engaging them in faculty guided research projects. The department uses assessment to plan, measure and improve curriculum in accordance with program goals. The learning outcomes of the department are structured according to an integrated approach and focus on student mastery of disciplinary historiography and methodology, analytical skills and an understanding of cultural diversity across subfields.

In 2007-08 the department continued its evaluation of three primary student learning outcome goal areas, which have been developed since 2004, as a part of an academic program review completed in the spring 2008. In assessing the first two learning outcomes: 1.) to understand the history of anthropology and apply theory to modern archeology and 2.) to have a working knowledge of methodology in sub-disciplines, the department relies on evaluation of at the course level through direct assessment of projects that require applied knowledge and pre and post tests. The other two goals are over-arching learning outcomes, which integrate skills from the sub-disciplines to 3.) to demonstrate a mastery of analytical skills and 4.) to relate modern archeology to the cultures with which they work, again measured of the at the course level. Measures for these overarching outcomes include pre- and post-testing, and embedded questions, as a collective strategy intended to provide a holistic view of student achievement. Anthropology also employed indirect assessment through surveys, student interviews as a part of

the review process, monitoring student activities, honors and awards within the university and externally.

In the annual departmental evaluation, the Student Learning Outcomes Committee again recommended that the department focus assessment efforts more on the overall achievement of students and the impact of data in informing program improvement, and less on the effectiveness of professors. The committee commended the department on their continued use of pre and post-testing, and embedded questions, and encouraged the department to do more to identify the benchmarks that students should meet to demonstrate achievement.

Biology

The overall goal of the Biology Department is to prepare graduates for careers or to pursue further education in related fields by engaging in biological and scientific inquiry and problem solving, working effectively in collaborative settings, and clearly communicating scientific information. To meet this goal the department created the following student learning outcomes in 2004 with additional contributing outcomes in each program area 1.) explain interactions between organisms and their environments 2.) demonstrate an understanding of the process of natural selection and apply this theory to related problems and 3.) explain mechanisms by which biomolecules form organisms.

Currently, the department measures these goals at the undergraduate level in individual courses through direct assessment methods, including use of pre and post-testing, and scoring rubrics. Biology is in the fourth year of pre and post-testing in several courses and is standardizing assessment questions to multi-year comparisons. The Department focused undergraduate assessment on specifying more specific student learning outcomes than previously articulated. Biology also developed newly stated objectives for knowledge in Natural Selection, Cell Division, Osmosis and Diffusion, Energy and Matter/ Photosynthesis and Respiration, and Nature of Science/Biology. The balance of the assessment work for the current year focused on validation of on-line surveys used for assessment, participation in research (as measured by number of students in research specific courses), and improving indirect measures of student learning outcomes.

Though Biology implemented an assessment plan in 2004, the department self-study indicated the need for a clearer statement of how assessment data would be used to modify goals, objects and program outcomes. To meet this objective the report set several goals including creating a streamlined, efficient and effective assessment process and developing rubrics to articulate specific responses to “Big Ideas” in Biology. The Student Learning Outcome Committed recommended a clearer statement of how assessment data would be used to modify goals, objects and program outcomes and requested that next year’s report articulate specific responses made, as well as results from the direct assessment of student learning outcomes.

Additionally the SLO committee identified two areas for improvement in the department assessment report. First, the committee indicated that no direct measures of graduate student learning were assessed. The current report indicates that the amount of time M.S. and Ph.D. take to reach program milestones is now being tracked, and this information may be useful in examining the effect of the factors that influence progress. The Department has already developed a rubric for the evaluation of the thesis, and the SLO committee suggested that the department map the rubric items to specific program objectives and use the rubric to evaluate students' theses defenses.

Chemistry (Biochemistry)

The Chemistry/ Biochemistry department's main assessment goal was completing the five year review of student learning outcome goals they adopted from the American Chemical Society, the accrediting agency for Biochemistry. The department is concerned that some senior students may lack laboratory skills and began a "top down" reevaluation of learning outcomes related to the mastery of laboratory skills. They identified the following assessment goals for the coming year: 1.) to determine senior level laboratory skill outcomes for chemistry majors 2.) to identify the courses in which these skills should be acquired and 3.) to determine the level of skill repetition needed across courses to ensure competency in this area.

In addition to peer review based on the ACS outcomes assessment and student satisfaction surveys, the department continues to measure the skills of graduating seniors through an exit survey. To increase the reliability of existing assessment methods including exit survey the department will implement pre-tests in senior level courses to differentiate between skills students believe they have mastered and those they have actually mastered. This information, especially if the department can increase response rates, will provide a guide for changes in curriculum.

The Student Learning Outcomes Committee commended Biochemistry for creating clear and firm foundation for future assessment efforts that afford an excellent framework for curricular innovation and course articulation. In particular the SLO committee noted that the department inventoried expected learning outcomes for the BS program and organized them in hierarchies of goals and objectives and used them to allocate outcomes to specific courses. The committee recommended that the department develop a long-range 3-5 year assessment plan one that focuses on sustainable strategies and routine mechanisms for collecting assessment data, and data-based ways to identify, conceptualize, prioritize, and implement program improvements. Additionally, the reviewers recommended that department reword outcomes to separate learning processes from learning products/outcomes and thereby clarify learning outcome pathways, because there may be several processes that will yield the same outcomes.

History

The History Department has well-developed rubrics for both content and skills acquisition goals. In 2007-08 they focused on two of the six sets of student learning outcome goals: 1.) to argue, both in writing and speaking, in a style used by professional historians, using appropriate evidence and thinking and 2.) to use interpretive tools including interdisciplinary approaches and comparative models to create evidence-based explanations of past human events. The department implemented a new direct measure for these outcomes by creating a quantitative assessment for students' final assignments in History 450W. This course is taught by five to seven faculty each year with an enrollment of fifty students per term, which represents a significant sample of seniors.

The department continued with the its six year assessment plan implemented in 2006 and reworded rubrics for student learning outcomes to better convey specific outcomes and also by incorporating descriptive adjectives and adverbs. In response to feedback from the Student Learning Outcomes committee in 2006-07, the department also developed a key for existing outcomes and set the goal for graduating seniors to rate as either "competent" or "accomplished." Through the six year cycle yearly evaluation results from each of the rubrics are used to guide outcome assessment changes such as the implementation of 450W reviews and curriculum changes.

The Student Learning Outcomes committee commended the department for responding to the suggestions made by the committee in last year's review. In particular, the SLO committee was impressed with the discussion of outcomes and retooling of rubric wording, and supported the department's decision to use outside raters and to standardize the expectations on how to mark the rubric was an appropriate strategy.

Business Administration (Management)

In 2008 the Management department produced a self-study as a part of the academic review process and created Assessment Results Reports and Assessment Plans for the BSBA in Management, the MSBA in Management, the MSBA in Entrepreneurship, and the MSBA in HRM. The program has undertaken a major revision of the undergraduate curriculum in the past few years based in part on changing market demands on graduates and student learning assessment results and subsequently increased the major from 37 to 43 units.

The department is scheduled to assess one or two goals in each degree program annually which satisfies the university norm. The department used a variety of techniques to assess student learning including the analysis of student performance on term papers, class assignments, exam questions and case analysis. The department continues to use embedded assessment questions in course exams and using course-based grading as the primary source for assessment data, particularly in the BSBA program.

The Student Learning Outcome Committee's response to the assessment report noted that Management needs to implement additional program level assessments to measure student mastery of integrated capabilities achieved in multiple courses. The SLO committee recommended that department adapt its assessment plan to the continuing changes in its curriculum and continue to refine its goals and measurement of student learning. The University Academic Review Committee as well as the SLO committee recommended that Management to rewrite degree-program learning outcome statements to improve clarity and measurability and also work to standardize the overall approach to assessment across the three degree programs. Additionally, the committee recommended developing an integrated instrument to be administered in capstone courses or comprehensive exams and sampling the exams as a supplemental measurement of effectiveness of the program in meeting program level learning outcomes. Some programs including the MSBA programs could integrate assessment items with administration of existing comprehensive exams.

Spanish and Portuguese

The over-arching goal of the Department of Spanish and Portuguese is to advance students' understanding of languages, linguistics, pedagogy, and intercultural communication at the undergraduate level. At the graduate level the goal is to advance knowledge of academic Spanish language, applied and descriptive linguists, the historical and cultural contexts for Spanish and Portuguese languages, and literary theory. These goals are based American Council on the Teaching of Foreign Languages learning outcomes. During the 2007-08 the department focused on assessing the oral production skills of both undergraduate and graduate students in 35 undergraduate courses, 919 cases and 5 graduate courses, 96 cases this year. The department developed several rubrics for assessing learning outcomes linked to the Terry 2000 standards.

In the department's self-study they identified implementation of student learning outcomes and goals as an area of weakness. In particular they were concerned with the consistency of assessment of writing skills. The department review committee believes that the employment of permanent chair would assist in setting goals and strengthen writing assessment.

The Student Learning Outcome Committee recommended that the department continue soliciting more peer participation in assessment efforts, while they select a chair and link outcome assessments to an explicit action plan for program improvement.

Women's Studies

The mission of the Women's Studies department is to examine the experience of women through the lens of gender and across cultural, racial, class, and national lines, while cultivating students' writing, research, and presentation skills. The department created ten student learning outcome goals based on student surveys in senior level classes intended to assess student weaknesses and

strengths of skills and content mastery. Over the past five years the department has utilized two primary methods of evaluating student learning: student surveys and embedded assignments.

Following the 2003 review, which encouraged the department to focus on embedded assignments to gauge student learning outcomes, the program added such measures in two courses required for the major WMNST 536 and 590. The specific outcome assessed varies from year to year to capture a range of outcomes. As a part of the 2007-08 program review the department assessed the outcome of understanding intersectionality, because it is a central concept in the field of Women's Studies. To gauge students' grasp of this concept the department selected essays with a prompt that was specific with regard to the learning goal of demonstrating and understanding of intersectionality, and expanded the methodology to include a qualitative approach. Responses from essays from two courses (WMNST 536 and WMNST 590) were selected for the assessment study.

The Student Learning Outcomes committee identified the Women's Studies department a "model department" for its rigorous methods and well-designed rubrics. However, the committee recommended that the department to explain the selection of the two courses used to assess student learning outcomes in order to clarify why WMNST 536 and WMNST 590 had been selected. For the next review the committee encourages the department, prior to collecting data, to identify a determined level of success of the chosen learning goal. In 2008-09 the department assessment committee plans to expand assessment to lower division courses and employ multiple direct and indirect assessment measures: embedded assignments, surveys, and analyses of course evaluations.

SAN FRANCISCO STATE UNIVERSITY

Economics (BA; MA)

The Economics BA program has five learning objectives. These objectives are assessed at the program level through an analysis of senior level projects, papers, and final presentations in the senior seminar course. The student work is scored as “fully mastered the objective”, “partially mastered the objective”, or “did not master the objective.” Two objectives met departmental expectations: 1) understanding economic institutions, and 2) written expression. The objectives on data analysis and oral presentation showed improvement over previous years and the department continues to track this data. The objective on the analysis of public policy issues fell below departmental expectations, and the program has placed more emphasis on this area in their undergraduate curriculum.

The MA program has four learning objectives. The objectives on the analysis of public policy issues and the objective on written presentation met departmental expectations. However, the objective on oral presentations fell below departmental expectations. The department has incorporated more opportunities for students to present their work throughout the curriculum. The department is also discussing how to assist international student more in this area since this skill seems to be especially challenging for non-native speakers. The objective on the collection and analysis of data also fell below faculty expectations, and this finding was particularly troubling to faculty. The faculty is considering requiring additional math courses prior to students’ being admitted as classified. Additionally, the faculty members have begun to add more class exercises emphasizing analytical thinking about how to approach a quantitative problem.

College of Business (BS; MBA;MBSA;EMBA)

The College of Business baccalaureate degree has seven concentrations, and the graduate degree has three programs. The graduate program underwent external program review in Spring 2008, and the undergraduate program will undergo external review in Spring 2009.

In the past, each UG concentration had its own learning outcomes and its own assessment committee. This structure resulted in a fragmented process that was not aligned with the expectations of AACSB. In preparation for the AACSB accreditation visit in 2010, the Department completely revised its assessment process during the 2007-2008 AY. A college-wide assessment committee was formed with representatives from each concentration. The concentrations now share the same outcomes which are aligned with AACSB standards, and a curriculum alignment matrix was been developed. In addition, faculty developed rubrics on speaking, writing, and critical thinking. Analysis of work in three courses using the new rubrics will occur Spring 2009.

The graduate program did not have an acceptable assessment process until last year. As a result of their external review in 2007-2008, the master's programs have developed an assessment committee and five learning outcomes have been adopted along with a curriculum alignment matrix. The faculty has collected indirect data from alumni and employers and that data is currently being analyzed. The dean sent the newly formed five-member assessment committee to AACSB assessment workshops in the Spring of 2008. The new committee members began meeting in Summer 2008 and have continued to be active in Fall 2008. In Spring 2009, the Assessment Committee will review all the measurements that have been done through Fall 2008, analyze them for their usefulness in improving programs, and involve the faculty in discussing what can be changed to lead to improvements. The imminent AACSB accreditation review has heightened departmental interest in assessment.

History (BA;MA)

The History BA has six student learning objectives which are assessed every year through analysis by faculty of senior papers in their proseminar, History 300. From a total of 60 papers, thirty were sampled and scored using a shared rubric in which the scores ranged from 9, superior to 1, unsatisfactory. Scores for the 2007-2008 academic year improved for all outcomes with one exception; the students were not effective in framing their own research in the context of the existing historiography. Scores on this item dropped markedly. Based on faculty discussions regarding this issue, faculty have developed methods of advising to prepare students for the proseminar, such as encouraging students to select a topic from their primary field of history. In addition, faculty are preparing an advising booklet that lists all of the existing proseminar topics and describes their usual pattern of offering so that students can better fit a seminar with their own interests and strengths. Having pointed out a potential weakness in this program, it should not go without saying that the History program is one of the "jewels" of San Francisco State University. In other areas of student learning, the assessment process demonstrated that students do very well in developing a thesis and sustaining an argument, in using accurately a wide variety of primary and secondary sources, in using the work of other historians critically and systematically, in being able to use language skillfully, and in using appropriate citations.

The Master's in History has four student learning goals and four student learning outcomes. These outcomes have all been assessed at the entry level and exit level over the past four years. The faculty is satisfied with improvements in student's ability to think historically, to engage with historiography, and to craft accurate footnotes and bibliographies. They believe that more attention needs to be focused on guiding students to craft persuasive, significant thesis statements and to push student harder to improve their writing style. The faculty has identified areas of the curriculum in which to increase instruction on these topics. In addition, several focus groups have been conducted and a graduate exit survey was administered to determine whether or not

students felt well-prepared for their culminating experience. The results showed strong satisfaction from students.

Human Sexuality Studies (MA)

The Human Sexuality Studies Master's program has five student learning outcomes and has developed a curriculum alignment matrix. The Department is exceptionally small, only enrolling an average of 10 students, and exceptionally selective. Because of the size of the program, the Department has relied on informal assessment techniques based on the close relationship between the faculty and the students. However, because of the strong recommendations from the external consultants, the Department has begun to develop a more structured assessment of student learning. The revised process is due in Academic Affairs in Spring 2009.

International Relations (BA;MA)

The baccalaureate degree program in International Relations has five learning outcomes, which are assessed through course embedded assignments in required courses. Based on the 2007-2008 assessment report, there were two areas that warranted attention. Students appeared to perform below expectations on oral argumentation skills, and their ability to incorporate theoretical aspects of US foreign policy needed sharpening. With regard to oral argumentation, the department has made changes in pedagogy. In addition, more direct teaching focus has been placed on theory.

The master's program has eight, course-embedded student learning outcomes, which are assessed through review of syllabi, research papers, and oral presentations. Faculty discussion of student work across subfields such as IR theory and US foreign policy concluded general satisfaction in terms of reviewing the literature, following methodology, formulating arguments, and writing. Academic Affairs is working with this department to help them understand the current outcomes-driven philosophy of assessment that the University has embraced.

Psychology (BA; MA;MS)

The bachelor's degree in Psychology has six student learning outcomes, which are evaluated through course embedded assignments, a summative senior knowledge exam, and student surveys. On the indirect student opinion surveys, the department fared above the expected benchmarks in terms of how students felt about their learning. On the direct assessment of student learning, students scored below faculty expectations on the statistical items and the research methods items. Based upon these results, the research methods and statistics courses are currently being revised. The department intends to revise the curriculum in these courses and to develop standard learning objectives for the courses to ensure the level of content is

appropriate and that students receive a consistent experience in the course regardless of the instructor.

The Psychology Department has six concentrations in its master's programs. Over the past five years, each concentration has been assessed in turn, year by year. During AY 2007-2008, the master's programs in Psychological Research and Social Psychology were scheduled to be assessed. However, the Department was given permission to delay this assessment until after the revision of their curricula passed through the Academic Senate. Based on recommendations from the program review and faculty discussion, the Department has proposed and the Senate has approved a curricular change that would create a common core for all master's degree students. This change will create a more coherent suite of concentrations and will result in a set of common learning outcomes for all master's students. The Department will begin drawing data on the new core outcomes in the next academic year.

Public Administration (MPA)

The Department of Public Administration has one of the most well-developed assessment cycles at SF State. The program has eight direct measures of student learning, which are assessed through portfolios using a common rubric. In addition, the Department administers a student exit survey each year through which they carefully track student experience over time. Based on the results from these instruments the Department has taken the following actions:

- Continued to integrate case study analysis and critical thinking skill development into core and elective courses.
- Developed a detailed statement of teaching philosophy which defines what topics need to be taught and where they should be addressed within the curriculum.
- With subsequent offerings, continued to improve PA 705/706 methods sequence and its research paper product. Students will be presenting papers from the sequence this year at the Graduate Showcase.
- Continued provide professional development at faculty meetings so as to make continued improvements.
- Continued to improve quality of feedback provided to students in writing across curriculum. Also worked to continue to ensure that different types of writing were incorporated into various courses.
- Incorporated workshops on public speaking and speaking in job interviews into career development series.
- Continued to improve computer instruction in PA 730, fully incorporating pivot tables and adding exercises.
- Incorporated IT policy and concepts throughout curriculum.
- Continued and expanded career development workshops for students; attendance has expanded and sessions are quite popular.

SAN JOSÉ STATE UNIVERSITY

SJSU requires the program self-study to be submitted in spring 2007 for review by external and internal evaluators in 2007-2008. Because of this most self-studies for program reviews conducted in 2007-8 will have assessment data only until fall 2006 (or earlier in some cases where evaluators have delayed the process). Most self-studies do not contain the information requested in this report since we only started enforcing the requirement of **reporting** changes to the program and resulting student learning outcomes in spring 2008. All programs have made progress since the most recent assessment activities reported here. In particular graduate programs were behind undergraduate programs in developing, or at least reporting, assessment processes and significant progress has been made in this area.

Anthropology

The Anthropology department provides a model of assessment activities. The Program Planning Committee commended the department for taking full advantage e-portfolios for assessment. They also excel at student advising, perceived to be a weakness on campus generally, and avoid many problems this way. The two major goals for the department are to increase enrollment in the Anthropology major and to implement an integrative capstone course in the Behavioral Science curriculum.

Biology

Baseline data on a microscope use test: Of 136 students 54% passed. Based on this result *Biology 1 labs introduced microscope skills earlier, increased faculty demonstration of microscope skills, and required more individual, rather than group, work. Subsequently in the microscope exam of 121 students the average score was 82% and 78% of students passed with a C or better.* Faculty are pleased with the improvement. Faculty found that graduating seniors frequently did not know what biologists do, resulting in all undergraduate majors now being required to take “The Profession Biology”. Faculty noticed too frequent improper disposal of hazardous biowaste. All biology students are now required to take “Biological Safety” (1 unit). Many students graduating from California high schools have poor preparation for college. All frosh intending to major in the sciences are now encouraged to take a First Year Experience course “Success in Science”.

Child and Adolescent Development

Faculty regularly discuss and implement changes to pedagogy and the curriculum, but the university need to encourage more detailed reporting of the changes and results.

Economics

The department has developed student learning objectives and at the point of the self-study (April 2006) was mapping the objectives onto courses.

College of Engineering

In spring 2005 the College of Engineering instituted a centralized student advising center to correct weaknesses found in departmental level advising.

Engineering: Chemical and Materials

Undergraduate projects are assessed by industry judges. Judges' reviews of previous projects are now distributed to incoming students to help them better prepare their capstone projects. Graduate students are assessed on five aspects of their project defense. Performance increased on each aspect over the period fall 2003 to spring 2006, especially awareness of the global impact of the project.

Engineering: Civil and Environmental

Between January 2006 and spring 2007 the department established a formal assessment procedure.

Engineering: Computer and Software

Correlation between the Comp 101 grade and performance in Comp 126 (the first course for most transfer students) resulted in requiring Comp 101 for all students. A requirement for a Discrete Mathematics course was added. Technical electives were reduced to accommodate the new requirements. A number of other curricular changes and didactic changes were made, most notably significant content upgrades in the capstone course.

In the graduate program more advanced topics were introduced, including topics related to multi-read and object oriented programming. An additional hands-on team project was introduced and a number of other enhancements to existing courses.

Engineering: Electrical

Undergraduates are now required to take a placement exam at the beginning of the junior year. A remedial course is offered for students with low scores. The placement exam resulted in a new required course introducing circuit analysis and design and a lab component reinforcing these concepts. Problem sessions are offered for all core courses with paid student tutors. A writing instructor is available to review rewrites of student papers for the Introduction to Engineering course. The senior design course now requires students to include a business plan for approval of the project. The Physical Electronics course now introduces research tools for predicting the development of future electronics. The department has introduced a number of new electives in consultation with industry.

Engineering: Industrial and Systems

The undergraduate program developed a Computer Lab and enhanced the Computer Integrated Manufacturing Lab. The senior design courses were extensively revised and a course in

Engineering Economic Systems is required. Several new electives were developed for both undergraduate and graduate students.

Engineering: Mechanical

Faculty have identified several areas of student learning that they believe should improve. All ME195B students are required to attend the Global/Societal Issues seminar in the spring 2008. Faculty expects 100% of students taking the Global/Societal quiz to perform at 70% or better (satisfying SLO#8).

Environmental Studies

More science courses are accepted as prerequisites to the program. The teacher preparation degree was substantially revised to meet the needs of students and to meet state guidelines. A capstone research experience was added to the senior seminar beginning in spring 2006. Data indicate that these changes have increased the number of students meet SLOs #5, #7, and #11.

Geology

The program increased GEOL 120 from 1 to 2 units to more accurately reflect the work students perform to classify and identify geologic materials (SLO #5). At the graduate level, the focus is on student writing leading to the thesis.

Library Science

Library Science is an M.S. only program. It was nationally ranked and named #1 for e-learning by US News and World Report. The program allows students to rewrite papers until they meet an acceptable level and assesses achievement by the number of rewrites required.

The department began collecting data in spring 2007 for a much more comprehensive set of program SLOs in all sections of the culminating course. In spring 2008 criteria were standardized for grades of Incomplete and No Credit. This resulted in a 4% improvement in pass rate, with more students successfully completing more competencies (SLOs), as evidenced by a higher incomplete rate and lower no-credit rate.

Urban Planning (M.U.P)

This is the only accredited program in northern California to allow part-time students, but this also leads to a low graduation rate each year. The program targets working professionals. Because of this student body the program traditionally focused on San Francisco Bay Area issues. The faculty plans to incorporate broader issues in order to encourage student enrollment from other areas and to give a global perspective to local students

Assessment of several learning objectives was conducted using relevant sections of the "Quality of Life Indicators Assignment" in URBP 204B. While most students were considered to have achieved the Learning Objectives, faculty were less than satisfied with results. They determined that a major problem was students' inexperience with using Excel. In spring 2008 the assignment

was moved to the end of the semester when students would have more experience with Excel. Instructions were revised and the Excel spreadsheet template was revised to be clearer.

Attachment B
Ed. Pol. - Item 2
March 24-25, 2009
Page 54 of 66

In order to improve the quality of the Master's Report (part of SLO #6) the faculty made several changes to the structure of the Master's Planning Report and strengthened the lecture component of Phase 1.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

**Cal Poly SLO
 2007-08 Program Review/Assessment Summary**

Name of Program	Assessment system	Results, significance, and implications	Change in program recommended based on assessment findings	Change in program implemented as a result of assessment findings
Construction Management, BS	Capstone Courses, Embedded Questions; Student, Employer and Alumni Surveys; Student Interviews, Placement Rates	Employer survey indicated: a) writing skills of graduates needs attention ad b) "Satisfactory" score on ability to apply problem solving skills not sufficient level of achievement. Student survey indicated perceived lack of readiness for industry	Explore "technical writing" option for CM majors; improved learning opportunities for application of problem solving skills; improvements to co-op offerings	Improvements made to co-op educational opportunities; Major curriculum revision leads to a new integrated curriculum

Landscape Architecture, BLA	Senior Projects, Embedded Questions, Comprehensive Exam, Case Study, Portfolio Review; Student, Employer and Alumni Survey; Licensure Exam, Placement Rates,	Senior Survey results show the lowest attainment ranking for: computer skills; systems coordination; detail knowledge; Employer Survey results show the lowest attainment rankings for: Interdisciplinary Foundations, Detail Knowledge; Environmental Systems	More closely examine the perceived attainment gaps and review the curriculum to see where improvements can be made	Complete revision of the curriculum implemented based on program and course learning outcomes as well as the research on student learning
Business Administration, BS	Embedded Questions; Student, Alumni and Employer Surveys; Assessment Exam	11 outcomes assessment -2 warranted no changes, 1 needed more data, the remaining 8 have recommendations for changes. For ex., Student performance on test items related to identifying ethical issues was not satisfactory to faculty	For the ethics outcome: develop concepts that will be mapped unto the curriculum; host extra curricular events addressing topics; consult with GE colleagues to make better connections to major courses	All recommendations for the ethics outcome have been implemented

Economics, BS	Embedded Questions; Student, Alumni and Employer Surveys; Assessment Exam	8 outcomes assessed and 8 recommendations were made	One example: Faculty were pleased with the use of the ETS field exam as an assessment tool and recommended that program learning outcomes be revised to align more closely with the exam	For the one example; Learning outcomes have been revised
Industrial Technology, BS	Embedded Questions; Student, Alumni and Employer Surveys;	7 outcomes were assessed; 1 outcome had insufficient data; 6 outcomes each have a set of recommendations	One example: faculty concluded that students should be introduced to the rubrics for each outcome in their first year	For the one example: Students are now introduced to the rubrics as first year students
Business Administration, MBA	Embedded Questions; Student, Alumni and Employer Surveys; Assessment Exam	One example: Students Embedded questions revealed weakness in attainment of the learning objective "apply international trade theories"	For the one example: Review curriculum in the area of ethical frameworks; continue to collect data on international trade learning objective	For the one example: Curriculum review and continued assessment underway For the one example: Coordination between statistics course and IT courses underway
Industrial Technology, MS	Embedded Questions; Student, Alumni and Employer Surveys; Assessment Exam	One example: the end of program exam revealed weaknesses in methods and six sigma knowledge and skills	For the one example: Better coordination between statistics course and IT courses; attention to this topic in student research projects	and focused attention to this topic in student research projects

Civil & Environmental Engineering, MS	Student Survey, Case Study, Graduate Thesis, Graduate Project	Thesis review of all MS Engineering programs showed 66% scored 3 or higher (on a 5 pt scale)	One example: the College should develop consistent policies toward the "culminating experience"	For the one example: policy review underway
Computer Science, MS	Student Survey, Case Study, Graduate Thesis, Graduate Project	Thesis review of all MS Engineering programs showed 66% scored 3 or higher (on a 5 pt scale)	One example: the College should develop consistent policies toward the "culminating experience"	For the one example: policy review underway
Aerospace Engineering, MS	Student Survey, Case Study, Graduate Thesis, Graduate Project	Thesis review of all MS Engineering programs showed 66% scored 3 or higher (on a 5 pt scale)	One example: the College should develop consistent policies toward the "culminating experience"	For the one example: policy review underway
Industrial Engineering, MS	Student Survey, Case Study, Graduate Thesis, Graduate Project	Thesis review of all MS Engineering programs showed 66% scored 3 or higher (on a 5 pt scale)	One example: the College should develop consistent policies toward the "culminating experience"	For the one example: policy review underway
Electrical Engineering, MS	Student Survey, Case Study, Graduate Thesis, Graduate Project	Thesis review of all MS Engineering programs showed 66% scored 3 or higher (on a 5 pt scale)	One example: the College should develop consistent policies toward the "culminating experience"	For the one example: policy review underway
Engineering, MS (Specializations: Biochemical Engr., Bioengineering, Biomedical Engr., Integrated Technology Mgmt., Materials Engr., Water Engr.)	Student Survey, Case Study, Graduate Thesis, Graduate Project	Thesis review of all MS Engineering programs showed 66% scored 3 or higher (on a 5 pt scale)	One example: the College should develop consistent policies toward the "culminating experience"	For the one example: policy review underway

Educational Leadership, EdD (joint program with UCSB)	Focus Group, Comprehensive Exam, Dissertation, Dissertation Defense	Practicum feedback indicated experience was not maximizing application of knowledge and skills; Performance on comprehensive exam found to be no different than students in Ph.D. program (at UCSB)	Modify practicum experience and link it more tightly with program goals	Restructured practicum experience to include small group meetings on an ongoing basis with the requirement of a final presentation and written product
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CALIFORNIA STATE UNIVERSITY, SAN MARCOS

Current program review procedures at San Marcos focus almost exclusively on assessment of student learning outcomes. AY 2007-08 was the first full year of successful implementation of annual assessment reporting in all programs. In support of this effort, the Program Assessment Committee brought to the Academic Senate a resolution calling for the creation of a Learning Outcomes Assessment Fellow to guide programs in their development and use of student learning outcomes, and to offer positive and constructive feedback that acknowledges and values assessment efforts. The Senate's endorsement of the creation of this role, the multiple applicants for the position, and the fact that our first Fellow is a particularly esteemed faculty member, are promising indicators of an effective shift in faculty culture regarding learning outcomes assessment. As the annual assessment reporting process develops momentum and demonstrates sustainability, program review can broaden its scope to include 'capacity' issues in addition to 'educational effectiveness.'

Summary of Assessment Results

Visual and Performing Arts. There are four options in the Visual and Performing Arts major: Arts and Technology, Music, Theatre Arts, and Visual Arts. The department focused its assessment efforts on two programmatic student learning outcomes: learning the language of the discipline and demonstrated usage of that language. In the specific contexts of several courses representing the breadth of the different arts sub-disciplines, instructors interpreted these outcomes for particular sub-disciplines and used embedded assessment techniques (assignments and quizzes). These assessments measured understanding of concepts and the application of these concepts to making/creating and/or critiquing art. One conclusion points to the need for students to be exposed to various skills early in the program. As the self-study states, "Several of the reports indicated that the fundamental skills in each discipline needed to be further reinforced." Improved student preparation and perhaps a need for sequencing specific courses are two areas for discussion.

Changes in Program Requirements Enacted or Recommended

Visual and Performing Arts. Recommended changes include (1) improving procedures to identify students in each option more consistently so that they receive proper advising, (2) reviewing the program structure to ensure that fundamental knowledge and skills are developed by majors earlier in the program, and (3) sequencing courses to establish greater depth in each option. This conclusion is consistent with the previous review. The department needs to more fully develop lower-division preparatory classes; requirements have been increased in the Theatre Arts option, but the department may not be able to rely as much on local community colleges to provide this coursework since the number of students in this major who have entered the University as first-time freshmen continues to increase.

SONOMA STATE UNIVERSITY

American Multicultural Studies (AMCS)

The AMCS department assesses its learning outcomes through embedded course assessment and through a capstone course experience. Additionally, the department conducted its first student survey in 2008. Students overwhelmingly gave the department the highest rank possible for their overall experience, but responses to individual sections grouped into six areas – overall satisfaction, preparation for career, advising and administration, course content, social life, and effect on quality of life – were more varied. Students were concerned with the range of ethnic and racial groups covered in AMCS courses and with the development of their writing skills. There was also some degree of concern regarding preparation for career goals and graduate school. Of primary concern for the future for the department is to recruit students into the major, control the SFR in classes (predominantly GE), and to stabilize the department, which has experienced retirements and resignations over the past few years.

Chicano and Latino Studies (CALC)

Assessment strategies in CALC include teaching portfolios for students in the teacher preparation track and senior thesis produced as a culminating experience prior to graduation. Other evidence of student learning is collected through student evaluation of teaching effectiveness (SETE) and a student survey, exit assessment administered during each graduate's final semester. Responses to the survey are evaluation in order to make appropriate recommendations for changes to curriculum, advising practices, etc. The most recent survey (spring 2008) revealed that students find the major to be invigorating and professional, but would like to have a greater variety of courses offered and to develop Spanish language skills. It is clear that the department continues to serve students in both areas of teacher preparation courses and for other professional careers. Recommendations for the future include the need to add two faculty positions in order to diversify the curriculum and to staff GE courses; the need to create a Center for the Study of Latino and Latin American Studies; and an annual symposium which would focus on specific themes of concern to the university and region.

Theatre Arts and Dance

In both the Theatre Arts and Dance programs assessment of student learning is vigorous and on-going through the following strategies: 1) junior and senior level block assessment in dance, acting and technical theatre; 2) achievement in productions and auditions; 3) embedded assessment. Evaluations of seniors in advanced dance, acting and technical theatre block take place midway and at the end of each semester. A faculty retreat takes place periodically for review of assessment information and planning. As the department faces diminishing resources, fewer lecturers and time limits available to permanent faculty, they are hoping to embark on their regular season of four plays, two dance programs, and an operetta. They will also introduce a monthly contemporary play reading series with noted SSU faculty and their departments.

Chemistry

The Chemistry department submitted their five year report to the American Chemical Society (ACS) in lieu of program review. Assessment of student learning for chemistry majors occurs in the three capstone courses, which are highly project oriented courses. Students are encouraged to submit their research results for publication and are required to give formal presentations in departmental seminars. Students also present their research at regional and national ACS meetings. The Chemistry department is in a rebuilding mode, with five tenure-track faculty members and newly renovated classrooms, laboratories and offices. They have created a new one year course sequence at the freshman level and continue to refine the capstone experiences to meet their rigorous student learning outcomes.

Computer Science

In addition to student-reporting program evaluation (Senior Focus Group, Senior Survey, and Alumni Survey) the CS department relies on several other assessment methods. The Major Field Test (MFT) in Computer Science administered by the Education Testing Service has been given to CS student for several semesters on a voluntary basis. In Spring 2008, the MFT exam was given to all students in a 400-level majors course. Paying for the tests and ensuring that test takers are appropriately qualified (i.e., completed nearly all of the required CS coursework) make the use of the MFT difficult. The department intends to pursue the external reviewer's recommendation to use direct evidence of assessment linked directly to course expectations and student work. A first step in this direction is a new capstone course requirement for majors to be offered for the first time in Spring 2009.

Physics and Astronomy

The department of Physics and Astronomy has tracked alumni for over forty years and has used these statistics to compare SSU to national statistics. Compared to other institutions without graduate programs, SSU ranks very highly in the production of physics graduates. SSU produces more students who go into STEM fields compared to that national average, and it is noteworthy that a larger percentage are in energy or environmentally related professions. Direct student learning is assessed via capstone projects, extensively reported on in the department's program review. After reviewing progress made in the capstone projects, the department has begun to work on more specific learning objectives for the capstone projects and to have student enrolled in capstone courses meet at least once a month as a group with selected advisors. It is believed that students will thus receive more guidance and will benefit from a more organized structure to the course.

Cultural Resources Management (CRM)

The MA Program in Cultural Resources Management (CRM) has developed a robust assessment of student learning strategy that involve (1) cross-curricular assessment, (2) course-level assessment, (3) individual programs of study, (4) thesis, and (5) professional venues for scholarly

and service participation. Two benchmark assessment of the program were done in 2003 and 2004: a semester long series of guest panel discussions entitled “California CRM and the Academy: Past, Present and Future,” and a survey of 49 returning alumnae who had come to celebrate the 30th anniversary of the Anthropological Studies Center. Input from these sources, along with other assessments, were used to generate an initial planning document for a substantive program redesign process in 2006. Due to resource and staffing issues, these plans have been deferred until after this current program review cycle.

Geography

The Geography program has engaged in a number of curriculum assessment projects. First, the department has long used its senior capstone seminar as an opportunity to assess the degree to which student have internalized the goals by observing the way they go about their senior thesis projects. Second, the department went through its curriculum to specify which of its eleven learning objectives were best met in each class and then devised a matrix to evaluate whether the curriculum as a whole provided systematic exposure to each objective. Third, the department focused on whether students perceived that the curriculum was meeting these objectives in three ways: (1) it administered course-based student surveys in each course; (2) it switched from a department-developed student evaluation of faculty form to the standard SSU SEF, in order to evaluate instructors’ delivery of course objectives, and (3) developed a senior exit survey given to all geography majors in the capstone senior seminar. Data indicate that students find the department is meeting the goals it developed for its classes, but that certain courses were identified as potentially problematic, in particular lower division general education. The department’s analysis led to a department discussion in which it was identified that curricular goals and objectives have not been effectively shared with lecturer faculty as well as with core faculty. The external review noted that: “Every department in California and, indeed, elsewhere, is struggling with the requirement to perform assessment, and your department is well along and could help others.”

Political Science

The Political Science department has invested time and effort in developing (1) program goals for the department; (2) student learning outcomes for the BA in Political Science, and (3) student learning outcomes for discipline specific knowledge in comparative politics, international relations, American politics and political theory. The department has also identified skills indicators for information processing and competency skills, written communications skills, and listening and speaking skills. Multiple assessment instruments have also been developed, such as the Senior Seminar, focus groups, exit questionnaires, and alumni surveys. Based on feedback from political science students and the external review, the department will focus efforts on improving academic advising through an action plan that includes: (1) students taking responsibility in the advising process, (2) an action plan for assigning advisors, (3) an action plan

for improving departmental forms, paperwork and advising tools, and (4) an action plan for assessing effective advising models used by other institutions.

Sociology

The Sociology department assessment includes both direct assessment (analysis of senior seminar research papers) and indirect assessment (analysis of exit survey of graduating seniors). The assessment plan includes an examination of the structure of the major, courses required for the major, elective courses, and General Education courses. The department has been in the process of self-reflective and responsive assessment work for several years. After exploring primary trait analysis for this program review, the department has decided to utilize content analysis to evaluate the content of senior seminar papers in the future. While Sociology is meeting most of the learning and curriculum goals, there are three key changes necessary to improve the weaker outcomes: (1) hire two additional tenure-track faculty members with specializations including quantitative methods and/or global perspectives; (2) offer courses on global issues, statistics, and quantitative research design and analysis on a regular basis; and (3) acquire adequate classroom space for instruction in quantitative and qualitative computer software.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

The Academic Program Review process at CSU Stanislaus establishes the centrality of the evaluation of student learning goals, focuses on future program planning and development that result from assessment of program quality and student learning goals; is a seven year review cycle to provide increased opportunity for sustained assessment of student learning; provides great responsibility for assessment at the college level; and includes meetings between the provost, dean, and departmental faculty at the conclusion of the process. This process allows linkage of academic program review, strategic planning, and budgetary decisions. Program review summaries are reported to the Chancellor's Office the year following the completion of the scheduled review (i.e., reviews scheduled for 2007/2008 will be reported January 2010).

The following degree programs were reviewed during college year 2007/08:

Program	Degrees	Status of Review
Applied Studies	BS	Completed
Biological Sciences	BA/BS	Deferred to 2008/2009 APR Cycle
Liberal Studies	BA	Deferred to 2007/2008 APR Cycle
Physical Sciences	BS	Completed
Physics	BA/BS	Completed

Assessment Summaries of Programs Reviewed During 2007/08:

Applied Studies

The Bachelor of Science in Applied Studies program prepares graduates for leadership roles in professional, technical, and vocational fields. The program also provides a broad understanding of the liberal arts. Applied Studies students are prepared for advanced study in a number of programs including the Master of Business Administration and the Master of Public Administration. The core intended audience for Applied Studies has been the vocational or technical degree program graduate who wishes to complete a bachelor's degree to advance in his or her profession. Applied Studies has been unique among campus programs in that it affords students to transfer up to 30 units of credit from typically non-transferable technical coursework. Since the last Academic Program Review conducted in 1999/2000, the program has undergone many changes. The oversight of the program was transferred from the College of Arts, Letters, and Sciences to the College of Business Administration effective fall 2006 in order to invigorate the program and its emphasis on leadership, align it with market needs, and expand its promotion and offering in our region. During its 2006/2007 Academic Program Review, results of the assessment of student learning outcomes indicated the need to contact technical associate's degree program advisors at local community colleges to understand what potential recruits are seeking, leading the program to formulate Memorandums of Understanding with these technical

programs that help institutionalize the expectations of incoming students. The insights and perspectives gained from the assessment of student learning outcomes have combined to inform the recent effort to improve the program, resulting in a program title change to *Applied Leadership* and curricular restructuring effective fall 2009.

Physics and Physical Sciences

The Department of Physics, Physical Sciences, and Geology offers the Bachelor of Science in Physical Sciences and both the Bachelor of Arts and the Bachelor of Sciences in Physics. The programs were established in the 1960's. As indicated in the 2006/2007 Academic Program Review, the department has been focusing on a few student learning objectives and developing more refined methods to assess achievement of the student learning objectives. The assessment findings have been used to improve the programs. For example, the assessment findings have improved the physics program in the following ways:

- Upper division courses and their key concepts are analyzed by the faculty, who have been teaching these courses for many years. They have identified the most important key concepts in these courses. A percentage of the final examination in each of these courses will be assigned to questions specifically related to these key concepts. Using an appropriate grading rubric, the student performance on these specific questions will be collected and analyzed over time. This will lead to changes in the syllabi and ultimately the improvement of the courses.
- The essential and urgent need for the introduction of a higher division mathematics course has emerged. This new mathematics course makes it possible for students to follow the more advanced upper division courses.
- The department designed and applied a grading rubric for the student seminars. In the process of analyzing student performance, changes were made to the rubric in order to assess more accurately the students' ability. As a result, the importance of certain topics of an excellent seminar were highlighted. The result of this finding will have an impact on the performances of future students and program improvement.

**California State University Baccalaureate Degree Programs:
Total Units Required**

<i>Campus</i>	<i>Degree programs now requiring 120 semester units (180 quarter units) for the baccalaureate degree</i>	<i>Degree programs for which the total units required for a baccalaureate degree were reviewed between July 2000 and January 2007 and reduced, but not to 120 semester units (180 quarter units)</i>	<i>Reviewed degree programs for which the total units required for a baccalaureate degree exceed 120 semester units (180 quarter units) and have not been reduced since July 2000</i>
Bakersfield	(All) 32	0	00
Channel Islands	20	0	02 A, P
Chico	56	0	14 A
Dominguez Hills	37	0	08 A, D, P
East Bay	44	4	01 A, P
Fresno	47	15	01 A, D, P
Fullerton	45	0	10 A
Humboldt	40	5	01 A, D, P
Long Beach	63	19	17 A, D, P
Los Angeles	41	11	09 A, D, P
Maritime Academy	2	4	00 A, D, P
Monterey Bay	14	1	04 D
Northridge	55	10	00 A
Pomona	84	21	0 A, P, D
Sacramento	45	1	12 A, P
San Bernardino	48	1	11
San Diego	70	0	14 A, P, D
San Francisco	104	0	07 A
San José	94	18	30 A, P, D
San Luis Obispo	40	19	07 A, D, P
San Marcos	25	1	01 A, D
Sonoma	36	3	06 A, D
Stanislaus	36	0	11 A, D
TOTAL 1,346	1,078 (78%)	133 (10%)	166 (12%)
88% at 120 units and/or reduced requirements			

(A) Units required by accreditor (P) Units in accordance with professional standards (D) Disciplinary standards

Report on WASC Accreditation Activities Conducted in 2007-08

Campuses that did not engage in WASC accreditation activities do not appear in this list.

CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS

CSU Channel Islands was granted initial accreditation in May 2007. The campus did not host a WASC team visit during the 2007-2008 academic year.

CALIFORNIA STATE UNIVERSITY, CHICO

A WASC team visit for the Capacity and Preparatory Review was conducted at California State University, Chico March 6-9, 2007. The Educational Effectiveness Review Team Visit is scheduled for March 4-6, 2009.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

In October 2006 and February 2008, California State University, Dominguez Hills (CSUDH) hosted a Capacity and Preparatory Review (CPR) and an Educational Effectiveness Review (EER) conducted by the Western Association of Schools and Colleges (WASC). During its June 2008 meeting, the WASC Commission reviewed the site team's final recommendation and CSUDH's CPR and EER reports.

WASC's site team noted that throughout the process, "CSUDH demonstrated integrity, commitment, and resolve to engage each of the three stages of the review for institutional improvement across the core functions of the organization." They commended the dedication of the faculty, their skill in assessment, and commitment to student learning outcomes. They noted an extraordinary range of courses, programs, and other activities that reflect the University's diversity. WASC and their team of reviewers found that CSUDH was, "seriously and effectively engaged in the WASC review process."

The WASC Commission confirmed that the institution "has satisfactorily addressed the Core Commitments to Institutional Capacity and Educational Effectiveness and has successfully completed the multistage review conducted under the Standards of Accreditation."

The Commission acted to:

1. Receive the Educational Effectiveness Review Team Report;
2. Reaffirm the accreditation of California State University, Dominguez Hills for ten years;
3. Request an Interim Report in spring 2012 addressing progress in the incorporation of assessment of learning in academic and co-curricular units within the institution, and the linkage of the results of such assessment with its strategic planning process; and
4. Schedule the Capacity and Preparatory review for spring 2018 and the Educational Effectiveness review for fall 2019.

CALIFORNIA STATE UNIVERSITY, EAST BAY

An Educational Effectiveness Visiting Team was at Cal State East Bay in October 2007. In March 2008, the university received a WASC Commission Letter approving re-accreditation until 2016.

The Visiting Team Report made the following summary conclusions:

“The team saw evidence of CSUEB’s dedication to improvement in all phases of preparation for the accreditation presentation. The Educational Effectiveness Report, the documents on-line, and those provided to the team during the visit, all served to substantiate a positively changed climate and approach to educational effectiveness. The team saw processes and evidence of teamwork and commitment to the mission and goals that are clearly articulated and relatively well understood by all constituencies. The institution responded to all the issues raised in the Institutional Capacity Review and evidenced substantial progress related to each issue. CSUEB is to be commended on its progress and improvement in the many areas [Program Review, General Education, Multiculturalism, Advising and Retention, Campus Climate, Strategic Planning, Faculty Issues, and Teaching Effectiveness and Learning Results] cited previously in this report. The new leadership has provided direction and focus and fostered a series of coordinated systems and process designed to evaluate, implement and reassess plans. These efforts and activities are to be commended. The progress is impressive.”

The WASC Commission Letter cited the following recommendations:

“In sum, the Commission shares the team’s conclusion that process on campus since the Capacity review has been ‘impressive.’ However, the Commission also recognized the importance of the five major recommendations with which the team concludes its report: the full implementation of strategic planning, the hiring and support of tenure-track faculty, the extension of program review, the linkage of general education with the rest of the curriculum, and the refinement of the definition of multiculturalism.”

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

The University must take each new master's degree to WASC following CSU and CPEC approval. Given the clarification of this WASC policy, CSUMB submitted two existing master's programs to the Substantive Change Committee during spring 2008. We received approval of the master's in Coastal and Watershed Science and Policy (in summer 2008) and the Master in Public Policy (during fall 2008) and are now in compliance with this WASC policy.

The focus this spring is on writing the report for the Capacity and Preparatory Review for the WASC re-accreditation process. The Capacity Report will be submitted in June 2009 and the Capacity Visit will occur in September 2009. The Educational Effectiveness (EE) Report will be submitted in Fall 2010 and the EE Visit will occur in Spring 2011.

COMMITTEE ON EDUCATIONAL POLICY

Proficiency in English and Mathematics *Before* the First Year

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Summary

As annual presentations to the Board of Trustees have made clear, the proficiency/remediation challenge is not going to disappear soon. Despite several years of collaborative work with K-12, including our signature Early Assessment Program (EAP), the proportion of normally eligible freshmen who enter the CSU needing remediation in English or mathematics or both remains distressingly high. The social and demographic factors that underlie this situation are well known—and not easily reversible. Yet the CSU is committed to doing all it can to ensure that these students, who have fulfilled their part of the bargain by achieving eligibility for admission, are able to succeed. The first necessary step, of course, is to ensure that they have the English and math proficiencies for baccalaureate work. As has been reported in annual updates, CSU faculty have been very successful in their efforts to provide this necessary remediation; over 80 percent of all freshman not proficient at time of entry, achieve proficiency by the end of the first year.

It is important, however, to consider the long-term consequences of focusing most of these efforts in the students' first year. One consequence is that it causes students to spend significant portions of time in their first year on non-credit bearing courses—thereby constraining the “momentum” toward degree which studies have found to be important to student success and persistence to graduation. A second, perhaps more immediately important consequence, is that institutional funds spent on bringing students to proficiency constitute a serious drain on already-meager instructional budgets.

The obvious solution is to ensure that all students who are eligible for admission to the CSU are able to demonstrate full proficiency in English and mathematics at time of entry. The CSU's collaborative efforts with K-12, including outreach efforts to students and their families, are aimed at achieving this end. SB 946, signed into law last year, will permit the CSU (and the CCC), for the first time, to know the identities of students who take the EAP and do *not* demonstrate proficiency. This should permit more effective

placement of such students into appropriate 12th-grade learning experiences (e.g., an Expository Reading and Writing Course and/or senior-year mathematics course) than has been possible until now. Still, however, the effects of these efforts may remain limited in the immediate future.

Therefore, it remains necessary to find other cost-effective ways to move admitted first-time freshmen to proficiency *before*—rather than during—their first year at the CSU. This report focuses on the identification of several examples of promising “early start” programs already in existence, and discusses plans to expand and replicate these programs across the system.

Background

In January 2008, the Board reaffirmed its “goal and continuing expectation that regularly-admitted first-time freshmen be fully ready for postsecondary learning in English and mathematics (i.e., be proficient) based upon their work and learning through secondary school.” What was unfortunately the case at the time, and remains the case today, is that the proportion of regularly-admitted students who enter the CSU as freshmen and lack proficiency in English, mathematics, or both has declined very little since the Board’s discussion of the problem in the mid-1990s. For freshmen entering the CSU in fall 2007 (the most recent group for which we have complete data), the percentage who were proficient in mathematics was 63%, the percentage proficient in English was 54%, and the percentage proficient in both was 44%. These figures were very similar to data from the past few years. Given the demographics and achievement trajectories in California’s high schools, and despite the CSU’s efforts through the EAP and associated curriculum development work with K-12, there is little reason to believe that these figures will change significantly in the immediate future.

Therefore, the Board also adopted in January 2008 a series of resolutions that included encouragement for the sharing of promising practices across the CSU that could assure proficiency by the end of the student’s first year—and preferably, sooner. In response to that charge, the Chancellor’s Office and Academic Senate CSU (ASCSU) collaborated to convene a system-wide conference, “Proficiency in the First Year,” on October 30-31, 2008. At this conference, more than 150 CSU participants heard several presentations on innovative and effective ways to help underprepared freshmen become proficient in English and mathematics, including three valuable presentations from California Community College faculty. Most of the presentations addressed successful remediation practices *during* the freshman year at the university, but some of the most interesting and promising practices that were presented take place *prior* to the student’s freshman year—so-called “early start” programs.

Promising “Early Start” Proficiency Programs in the CSU

Beginning with a base consisting of the “early start” programs that were described at the October 2008 conference, during the past few months Academic Affairs staff has systematically gathered information about other such promising programs across the system, including: means of identifying/contacting students to participate prior to their freshman year; format and length of session; pedagogy; learning support services; cost to the student; funding source, and evidence of improved learning. An additional compilation of findings has been discussed and distributed at the most recent meetings of the Academic Council and Executive Council. This compilation has been placed on the Academic Affairs web site and will be continuously updated as additional information is received.

The following programs at CSU Long Beach, CSU San Marcos, Humboldt State, and CSU Bakersfield are exemplars of the variety of “early start” programs included in this initial compilation.

Long Beach: Jump Start - At CSULB, admitted first-time freshmen are offered ELM and EPT test dates in March and April, and those found to need more work in either mathematics or English are informed about opportunities for remediation. Among such opportunities are four-to-six-week writing skills workshops and four-week intermediate algebra workshops (both types are offered 3 hours per day, 5 days a week). The workshops are offered through Extended Education at a cost of \$80 per student, per workshop, which represents only a fraction of the cost of the program. Over the nine years that “Jump Start” has been in effect, the success rate in getting students ready for baccalaureate work has been approximately 85 percent.

CSULB is considering offering EPT and ELM at regional high schools in the future, in order to make the two tests more “visible” to applicants. To ensure that students would take the tests early, the results of the tests could then be made mandatory for admission.

San Marcos: Mathematics Acceleration Program (MAPS) - At CSUSM, all entering first-year students known in early June to have failing ELM scores (over 450 students in Summer 2008) are sent letters of invitation to enroll in the mathematics portion of Summer Academy and/or MAPS. Summer Academy is a special version of CSUSM’s freshman success course that is paired with a MAPS laboratory section. Students in EOP Summer Bridge and/or the College Assistance Migrants Program (CAMP) – which runs a similar “Summer Bridge” program, are excluded from these mailings since they receive separate mailings directly from EOP and CAMP. Other students receive letters inviting

them to a version of Summer Academy emphasizing reading and writing across the curriculum.

MAPS has been running every summer since 2003; its length has varied from five weeks to six weeks, and the frequency of class meetings has varied from four to five times per week. The philosophy is one of “instructor as coach;” using ALEKS software supported by teams of instructors. Students are not directly evaluated by the instructional team, but are prepared to be able to succeed in mathematics generally, and specifically on the ELM examination, which is administered at the conclusion of the program. The ELM fee is included in the cost of the program.

Since the program is run through Extended Education, there are little-to-no direct general fund expenditures. Costs to student differ, depending on exactly which version of MAPS the student takes and whether they are sponsored by a special program. Students who take MAPS through Summer Academy pay \$406 in Extended Learning fees and receive three units of baccalaureate credit. Students who take MAPS without the freshman success course may enroll in a non-credit version for \$200. Students in EOP SB and CAMP are sponsored by those programs, which pay \$200 per student to First-Year Programs.

CSUSM has collected pre-MAPS and post-MAPS ELM exam scores for all students in the program since its inception-- a total of 259 students. The results show a statistically significant improvement in performance: participation in MAPS produces an average improvement of 11.57 points on ELM-- equivalent to a one-course improvement in placement at CSUSM. For purposes of comparison, the average improvement for all students between 2003 and 2007 who took the ELM exam twice before the start of their first semester *without* participating in MAPS was 7.01 points.

Humboldt: Pilot Redesign of Math Assessment and Placement - In this 2008 pilot, all incoming students were contacted by letter in May, and urged to consider improving their mathematics placement status by taking an assessment test using the ALEKS software. Students could take the initial assessment anywhere (including at home). Those who performed poorly were encouraged to use the ALEKS intelligent tutor software to self-remediate in those content areas where they needed help. A proctored assessment was then administered at each orientation session as well as during the first week of the fall semester.

For the 2008 pilot, all necessary ALEKS licenses were initially provided by the ALEKS corporation at no cost to the students or to HSU. In the future, however, HSU will need to pay \$3.50 per assessment, while students will pay the standard \$35 fee for use of ALEKS.

Results were mixed but encouraging from the summer 2008 trial: 53% of the students using the pilot program to place into calculus successfully did so; of those that so placed, 65% finished the course with a successful outcome—a result that is consistent with the overall HSU calculus passing rate. Of the students utilizing the pilot to reduce the number of remedial courses they would need to take, however, only 12% successfully did so. And of those who did reduce the number of remedial courses required of them, 67% completed the course they placed into with a successful outcome. This is slightly lower than the general passing rate in these courses at HSU.

HSU plans to continue to implement this ALEKS-based system for the summer 2009 orientation cycle, focusing on frequent and consistent messaging about the process with the goal of increasing the time that students spend self-remediating during the summer. HSU's goal is to significantly increase the success rate of those attempting to reduce the number of required remedial courses. Some have suggested that a significant increase in success rates for such students may necessitate introducing a mandatory element into the process.

CSU Bakersfield: Jump Start – Letters of invitation are sent to students who have been accepted to CSUB, who are Title V eligible, and who have scored between 450-549 on the SAT or 17-23 on the ACT (English/Verbal). The workshops, based on ERWC modules, are scheduled for two weeks in early August—four days a week, three hours a day (every session includes instruction in both reading and writing). Since the workshops are funded by Title V, there is no cost to students. Results have been positive: in 2007, 49 percent of participating students improved by at least one level on the English Equivalency Exam, and in 2008, 35 percent improved by at least one level.

CSUB also offers a similar program for students not eligible for Title V, called Early Start, that is offered in late August. Success rates have been even higher for these students, with 67 percent improving by one level or more in 2007, and 52 percent in 2008.

More than two-thirds of the CSU's offer some kind of summer bridge or other early start program for underprepared students. Students who enroll in these programs have already taken the EPT and ELM tests and know where they stand with respect to proficiency. It stands to reason that the earlier the institution can communicate proficiency results to incoming students, the more opportunity those students will have to improve their mathematics and/or English skills before beginning the freshman year. With this in mind, the CSU's *Transforming Course Design* group in developmental mathematics has recommended that all CSU's move the ELM and EPT test dates to early spring, immediately after admissions decisions are announced, thus giving entering students a

much longer period of time to take advantage of a variety of early start programs. This change would be most beneficial to those students who failed the exams by only a few points.

Moving Forward

In 1994, the CSU Board of Trustees undertook a serious study of students' proficiencies in mathematics in English. Since then, there have been many studies and many innovations: credit-bearing courses, stretch courses, jump-start programs, innovations in assessment, mastery learning, online opportunities, alignment of standards and expectations, and "mainstreaming." Many of these approaches are highly effective in bringing students to proficiency during their first year. In the short run, what is needed is to continue and replicate those that produce the greatest success, but at the same time to expand dramatically the numbers of students who are served in *pre*-matriculation programs such as those described above. Especially where such early start programs can be funded through federal funding and/or run economically through Extended Education, the result will be critical savings in our institutions' instructional budgets.

As campuses attempt to increase the numbers of students whose proficiency needs are addressed in pre-matriculation programs, they will need to address a number of challenges. These include: the costs of providing remediation, whether prior to or after matriculation; the loss of FTES as institutions enroll fewer students in need of remediation (although the courses are non-credit-bearing for students, enrollments count toward FTES target); and structural challenges that may be involved in moving the ELM/EPT test dates to earlier in the calendar year.

In the longer run, our goal should be that students who are fully eligible for admission to the CSU are proficient in English and mathematics before they come to us. This will call for better integration of EAP with teacher preparation; continued collaboration with K-12 on curricular initiatives and teacher professional development; and strengthened communication with students, parents, teachers, and school districts. These are not insurmountable challenges, and the costs—while substantial—are small compared to the cost of annually enrolling thousands of students in non-credit remedial classes during their freshman year. The benefits will be great, as students enjoy the full measure of unimpeded progress toward their degrees and graduation, and as institutional budgets are redirected to meeting the highest institutional priorities.

COMMITTEE ON EDUCATIONAL POLICY

Online Education in the California State University

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Summary

Online education has become increasingly popular at the CSU and at universities throughout the country because of the improved access that it provides students. Also known as distance learning or e-learning, online education differs from traditional instructional models in that there is limited, little, or no face-to-face contact. In most instances, students participate in chat sessions or bulletin board discussions that pertain to the course subject, work collaboratively using a variety of web-based tools, and submit assignments online.

Online education is only one variant, however, among several technology-mediated instructional models. Over the past decade, several CSU's have improved both student access and student progress to degree through creative use of a variety of academic technology services and instructional delivery methods. Each type has its own defining features, operates under different planning and management requirements, and provides distinctive benefits to the university and its students. Collectively, these varied delivery methods offer a variety of learning options to our diverse student population.

Technology-enhanced classrooms create new opportunities in teaching and learning by integrating computer, multimedia, and network technology. These innovative classrooms provide faculty with media-rich and interactive mechanisms of presenting information, affording students new ways of analyzing and understanding the world around them.

Hybrid courses have been the fastest-growing delivery strategy. The term "hybrid" describes those courses in which some traditional in-class "seat time" has been replaced by online education activities. A hybrid course is designed to integrate these in-class and online activities so that they reinforce and complement one another, instead of treating

the online component as an add-on or duplicate of what is taught in the classroom. Many CSU campuses have developed hybrid courses as a means of maximizing campus space constraints and increasing access to campus resources. There is a substantial literature attesting to the enhancement of student learning that results from hybrid instruction.

While technology-enhanced classrooms and hybrid courses are campus-based solutions that serve student needs on campus and sometimes in local service areas, fully online courses and programs are far more expansive in their scalability and reach. Fully online learning can eliminate many barriers that prevent education from being accessible. Students are not bound by physical disabilities, geographic limitations or socioeconomic status, and can enroll from any place in the world at any time. Accordingly, CSU faculty have already developed over three thousand online courses, as well as over fifty fully online degree and/or certificate programs. Furthermore, demand for these types of online learning opportunities has shown consistently strong growth from year to year.

Effective and scalable use of online education can facilitate the CSU's progress toward fulfilling the eight strategic commitments in the *Access to Excellence* strategic plan. Below are just a few scenarios that the CSU is already deploying but that can be significantly expanded to achieve system goals in *Access to Excellence*:

- To **reduce the achievement gap**, the CSU can increase the availability of online tutorials and advising support for high schools students to pass the math and English college readiness requirements. These programs are an integral part of the CSU's Early Assessment Program (EAP) to **expand student outreach**.
- To invest in **faculty experience**, the CSU can work to facilitate the easy sharing of online curriculum, pedagogical strategies, and electronic library resources and services to support timely and effective faculty development.
- To **improve public accountability for learning results**, the CSU can provide cost-effective learning management services and ePortfolios enabling students, faculty, departments, and the university as a whole to reliably capture, analyze, and report learning outcomes.
- To **enhance student opportunities for "active learning"**, the CSU can provide robust online communication and collaboration environments that enable faculty and students to connect classroom learning to research and community participation. These online environments are essential for ensuring that faculty and students' learning, research, and community efforts become internationalized in cost-effective ways, creating many **opportunities for global awareness**.
- To **act on the CSU's responsibilities to meet post-baccalaureate needs, including those of working professionals**, the CSU can expand online degree programs that enable working professionals to blend their current employment, home life, and continuing educational goals in flexible ways.

This report will provide an update of the fully online degree *programs* offered by CSU campuses, highlight several promising practices, and suggest some strategies that capitalize on opportunities to leverage campus efforts to increase the reach and effectiveness of online education opportunities.

Background

In an effort to better understand the development and implementation of CSU online degree programs, the Office of the Chancellor conducted a campus-wide survey of the state of online degree and credential programs in the CSU in June 2006. In addition to obtaining a comprehensive catalog of the CSU's online baccalaureate, Master's, and credential programs, the survey provided an assessment of campuses' evaluations of their current programs, plans for future programs, and interest in collaborating across CSU campuses.

The survey data revealed that fifteen CSU campuses offer a total of 57 online degree programs, the great majority of which are Master's level programs delivered via self-support through extended education. The data also indicated that CSU online degree programs are generally clustered on select campuses. Although fifteen CSU campuses offer online degree programs, roughly two-thirds of these programs are concentrated on six campuses: Chico, Dominguez Hills, Long Beach, Fullerton, Northridge, and San Diego. (Additional survey details are provided in Appendix B, and a searchable list of programs can be found at www.calstate.edu/onlinedegrees.)

As suggested by the data above, there is already considerable experience with, and data concerning, online courses and degree programs that will be highly valuable as the CSU works to expand and bring to scale technology-mediated programs that can meet the needs of a broad variety of students.

Focusing on Online Degree Programs in the CSU & Promising Practices

In conducting campus surveys about the status of online education at the CSU, Academic Affairs staff has begun systematically gathering information about promising online degree programs across the system. A combined framework of exemplary practices from the Sloan Consortium (<http://www.sloan-c.org/effective/browse.asp>) and a consortium of eight regional accrediting commissions (including WASC) for the Western Cooperative for Educational Telecommunications (<http://www.wiche.edu/telecom/Article1.htm>) has been used as a guideline for identifying and evaluating these best practices.

Recent conversations with online education administrators at CSU East Bay, CSU Chico, CSU Northridge, and CSU Dominguez Hills revealed a variety of exemplary practices tied to the Sloan/WCET mentioned framework.

CSU East Bay – Strategic Online Campus Approach – East Bay has built a wide-ranging strategic “Online Campus” organization to support its online degree programs and services. Integrated online services include enrollment, orientation, advising, library, tutoring and career services for those students who never travel to the physical campus and/or prefer to use services online. High quality online classes are developed and usually taught by regular university faculty and enroll primarily matriculated students. More than 100 fully online courses are offered each term and nearly 10% of East Bay’s fall 2008 enrollment was fully online. East Bay has offered a master’s degree (350 graduates so far) and a certificate in how to teach online since 1999 and by Fall 2009 will offer 10 distinct fully online degree completion and master’s degrees. CSUEB is currently working with the California Community College system office to identify and promote lower division online course pathways into its online degree completion bachelor’s programs. Planning is underway to offer online remedial mathematics across the CSU starting in June 2009. The Online Campus website is at www.csueastbay.edu/online.

CSU Chico – Course Development and Evaluation - The Center for Excellence in Teaching and Learning at CSU Chico formed a committee of faculty, staff, administrators, and students to address the need for demonstrating quality in online instruction, and for setting guidelines for developers of online teaching. The committee reviewed existing best practices, learning styles, and standards in an effort to draw from the expertise of the scholarly community and to create a roadmap for creating effective, high quality online courses. The result was the development of a "Rubric for Online Instruction" that not only promotes an ongoing discussion about the nature of student learning, but provides guidelines for developing and evaluating online courses.

CSU Northridge - Student and Faculty Support – CSU Northridge uses a system approach to distance learning design that focuses on optimizing the student learning experience. Faculty are assured that content and pedagogy drive the learning process and not technology. A user-friendly methodology guides faculty through their technology choices to help them arrive at the simplest and most effective approach to course design. Interactive techniques are modeled to help faculty envision how to best meet their instructional goals. Students are offered transparent user interfaces to a variety of networking tools and simple software

through which they can share their work, collaborate, and take full advantage of peer-to-peer learning. Good design and self-help strategies radically reduce the need for technical support.

When assistance is needed, distance courses offered through Extended Education at CSU Northridge provide students with a single point of contact for finding solutions to technical, academic, and programmatic issues. Northridge also takes a proactive approach in ensuring student satisfaction by administering frequent surveys and other forums that seek to maintain a constant awareness of the student learning experience.

CSU Dominguez Hills – Course Sequencing and Bridge Courses - In the online MBA program at CSU Dominguez Hills, flexible course sequencing has transformed the students' approach to thinking and learning. Students have the option to enroll during any of the four terms throughout the year; they are able to build a set of courses each term that is responsive to their work and personal obligations, as well as to curriculum requirements. In each of the four 12 week terms, the program provides a consistent offering of core requirements and electives. This consistency permits students to continue through the program in a timely manner.

The online MBA program also provides extra support for learning prerequisite content. Bridge courses incorporate prerequisite concepts into the learning process so that students who need extra practice have opportunities within the course structure to master the content.

On CSU campuses, the planning, development, and delivery of online degree programs are typically managed at the faculty and department level with important decisions made by the provost and/or dean. This management process ensures the development and delivery of quality online degree programs but leads to challenges for scaling promising practices. Exemplary practices in one course do not always translate to an entire program. In turn, program best practices are not always replicable in other online degree programs on the same campus. Additionally, very few mechanisms exist for the sharing of exemplary online degree program practices from campus to campus.

Design Principles for Accelerating Development and Delivery of Online Programs

Clearly, if the CSU is to accelerate its development and delivery of online degree programs, it must design and deploy additional support services for campus success. It will also be important to be strategic in advancing such development—including development of a shared sense of parameters and agreed-upon priorities. With leadership

from the Academic Technology Steering Committee, Academic Council, and Presidents' Technology Steering Committee, the CSU has taken significant steps in such strategic planning, by developing a set of design principles to guide the planning, implementation, and evaluation of additional CSU online degree programs.

These design principles—which are still subject to revision and refinement as they are shared with the Academic Senate CSU—include the following:

PEDAGOGY and DESIGN

- Meet the needs and desires of learners and foster multiple ways of learning (visual, audio, interactive). Pedagogy and learning outcomes should drive the choice and mode of use of technology. Use exemplary guidelines for online learning (e.g. CSU Chico rubrics; WASC accreditation guidelines; MERLOT evaluation standards). Different learning styles need to be considered, and accessibility for persons with disabilities must be built in from the inception. Designs should account for the current information competencies of our students and faculty.
- Provide flexibility in program delivery mode (e.g., full-online, blended, face-to-face) to address student time and place barriers. Working professionals are already comfortable with on-line communication and modes of learning and seek opportunities for learning online that align with their experience. Online/on campus instruction models should make critical-need professional advancement possible while students maintain their jobs.

ACCESS:

- Focus online program development on areas of critical need for the state including health, education, engineering, and serving the military.
- Ensure that online curricula that are developed can be widely accessed throughout the CSU. This includes overcoming intellectual property issues and assuring sufficient similarity of design and approach to permit students easy access across the system. CSU's electronic library and multimedia repository services will provide an essential foundation for pervasive access to quality educational content to every student and faculty on every campus. More widespread use of academic technology would be enhanced by the creation of a virtual commons for cross-campus student collaboration.
- Provide online learning opportunities for current students to speed time to degree by offering options that allow shifting of time and place or student learning (e.g., hybrid course options and online course options as part of an on-campus student's curriculum, and mixtures of synchronous and asynchronous learning in a single online course). Create portability of individual courses.

- Enable international educational experiences by providing local access to the global community of experts, teachers, and learners and the global collections of educational content.

PROFESSIONAL DEVELOPMENT

- Provide faculty professional development for the effective use of academic technologies.
- Foster collaborative work among campuses to share faculty, student, and staff expertise in effective and efficient online education.

MANAGEMENT AND SUPPORT

- Support online instructional programs with 24/7 access to instructional materials, library resources, information technology support, and student services for both on-campus and off-campus students.
- New approaches to instruction using academic technology should be financially sustainable beyond startup funding. Online education is an investment in the future of the CSU. A business plan should accompany the academic plan for online education, where staffing, training, funding, and management are appropriately allocated in scope and scale.
- The integration of technology and administrative infrastructure should be part of online education and the requirements from academic programs should be a major driver of the technology and administrative infrastructure services.
- Assessment of learning outcomes and other success indicators should be a required part of online education. A variety of stakeholders (e.g. students, faculty, staff, librarians, administrators, industry, and other community constituents) should participate in the continuous assessment process, guide the management of online education, and improve the public accountability of learning results. Secure student evaluation of instruction need to be a core component of the assessment strategy.
- Online education is still changing in significant and innovative ways. Managing academic technology projects should include plans and processes for migrating from current practices to new practices.

Opportunities and Challenges

In summary, while some CSU's have built solid foundations for their online education offerings, these efforts have often occurred in relative isolation. To date, little has been done to leverage this work to increase the quality, quantity, and efficiency of online education offerings at all CSU campuses and to make all such online offerings as widely available as possible. In the latter regard, policy barriers must be overcome to promote the seamless sharing of online courses across and among campuses so that students at all

CSU's will have increased opportunities to enroll in the courses they *need-- when* they need them. Systematic efforts are required to address these issues. Examples of work underway, or planned for the near future, include:

Improved Campus and Systemwide Policies for Sharing Coursework - As online courses and programs grow in number and as larger numbers of students take such online offerings, the CSU will experience growing demand for easy ways by which a student matriculated at one CSU campus may enroll in offerings available at another CSU campus. Deans of extended education, provosts and presidents have generally endorsed the idea that sharing of curriculum between and among CSU campuses should be facilitated, where appropriate. These academic leaders have online curriculum chiefly in mind, because it may be easily shared via the Internet.

Effort is underway to understand existing policy and bring curriculum sharing opportunities to the attention of campus policy makers. Academic Affairs staff is currently drafting a framework of how online students enrolled in either general fund or self-support courses can seamlessly enroll in courses of either type at sister CSU campuses. A framework is being developed for the sharing of enrollment revenue between campuses for those students who access courses offered by CSU universities other than the one at which they are matriculated and from which they seek a degree.

Improved Campus and Systemwide Technology Services for Facilitating Graduation: Given the varying ways that campus online courses have been developed and organized, significant barriers need to be overcome to enable this vision. Academic Affairs staff is currently working with Information Technology Services staff to determine what steps need to be taken to promote the seamless sharing of online courses. For example, a shared catalog of all CSU fully-online courses would afford students additional opportunities to complete their degrees expeditiously. The systemwide catalog could allow students to discover and enroll in online coursework at any CSU campus, thereby eliminating campus scheduling constraints that may preclude them from taking the courses they need when they need them.

Web Portal for Sharing Best Practices- There are currently too few mechanisms by which campuses can easily share exemplary practices in online education. A CSU web portal for best practices in online education will be developed that will seek to identify, describe, catalog, publicize, and scale exemplary practices, thereby helping campuses to capitalize on expertise wherever it resides in the CSU.

Potential Long-term Savings

A student in an online class requires much more individualized faculty attention than a student in an on-ground class (online instructors become one-on-one facilitators rather than on-stage experts delivering lectures). Therefore, online classes normally have enrollment limits of 25 students or fewer and do not provide significant instructional cost savings. On the other hand, significant long-term savings accrue as a result of online instruction in the area of capital outlay because there is reduced demand for physical facilities including classrooms and parking. A detailed calculation reveals that the yearly cost associated with CSU capital outlay for enrollment growth is about \$2500 per student FTE, which means that online instruction has provided the CSU with a capital outlay savings of about \$17M in the current year alone.¹

Conclusion

CSU campuses have made great strides in the development and delivery of a variety of technology-mediated educational offerings, which have enhanced learning and helped to respond to campus space constraints. These opportunities will undoubtedly expand in the future, further promoting convenient and innovative learning experiences for CSU students.

The collaborative development and sharing of online degree programs has the potential to reach a far greater number of students across the state, increasing access for underserved populations and speeding the time to degree for existing students. To achieve these results it will be critically important to secure broad “buy-in” to the online education design principles presented above, and to maintain a strategic focus in the development of future additional online degree programs.

¹ This cost estimate assumes that the related facilities will be utilized over the next thirty years before they need to be renovated. It also takes into account the annual operational cost of these facilities.

Appendix A: Summary of Different Types of Online Educational Delivery Methods

Type of Educational Delivery Method				
	Technology Enhanced Classes	Hybrid Classes	Fully Online Courses	Fully Online Degree/Credential Programs
Benefits to Students	Engaging pedagogy can improve student learning, reduce time to degree; Employers value ICT ready employees and support university	PLUS: Students' life schedule can be blended into a university schedule more easily;	PLUS: Students' life schedule can be blended into a university schedule new ways; New educational options available from outside local area	PLUS: Students' professional careers and life schedule can be blended into a university schedule more easily;
Benefits to the university	Reduced repeat/deletes/withdrawals reduces time to degree;	PLUS: University can use physical capacity of campus to deliver more courses. Reduce per student capital investment and facilities operational costs; Increased retention rates that boost CSU college ranking	PLUS: Greater use of campus facilities; Greater reduction in per student capital investment costs and facilities operational costs; Increased retention rates that boost CSU college ranking	P.L.US: Greater outreach to new markets in need of accredited education
Defining Features	Students attend all classes for a course on campus	Students attend some classes for a course on campus. Some instruction time is delivered off the campus (online)	Students DO NOT attend classes for a course on campus. All instruction is delivered off campus (they are "online")	Students DO NOT attend classes for any courses for a degree requirement on a campus. All instruction, advising, and support services are delivered off campus (they are "online")
How Technology is used	Technology changes the way students engage curriculum and learning processed in the classroom	Technology provides a substitute for some of the classroom experiences	Technology provides a substitute for ALL course experiences	Technology provides a substitute for an entire degree program experience
Examples of Technology used	Learning Management Systems, Smart Classrooms; Clickers, multimedia instructional resources	Learning Management Systems, online multimedia instructional resources and library resources, online communication tools	Learning Management Systems, online multimedia instructional resources and library resources, online communication tools. online help desk & technology support services, some online advising/student support	Learning Management Systems, online multimedia instructional resources and library resources, online communication tools. online help desk & technology support services, complete online registration, complete online advising/student support,

Appendix B: Summary of CSU Online Degree Program Survey Report (June, 2006)

The CSU Online Degree Program Survey found that 57 online degree programs are currently being implemented at fifteen different campuses. Of these: The survey revealed several key features of these programs, which are described below.

Program Description

- More than 70% of the curriculum for all listed programs is delivered online.
- Online instruction occurs by means of e-mail, discussion boards, desktop video conferencing, and live synchronous chats.

Student Support

- Online students are afforded a variety of support tools, including toll-free help desk technical support, e-mail guidance, real-time online chat sessions, on-campus orientations, and library services.
- 66% of survey respondents indicated that they provided guidelines or screening/advising service by means of which students may determine whether they are ready to succeed in the online program.

Program Funding

- 67% of the online degree programs are self-funded (receive support from fees).
- 87% of the online degree programs are generating sufficient revenue to cover program expenses, 8% are generating a surplus, and 5% reported that they were operating in deficit.
- Respondents were overwhelmingly positive about future funding and growth.

Plans for Program Growth

- 61% of survey respondents indicated that they were actively considering or planning for additional online degree or credential programs.
- 51% of survey respondents indicated that they were interested in working with sister CSU campuses to co-develop online degree programs, and an additional 46% reported that they might be interested in doing so.

Program Management

- Most respondents indicated that they offered faculty special incentives (typically additional compensation) for teaching in online programs.
- Over 80% of the online degree programs are taught by professors who have received extra training, although in most cases this training is recommended, and not required.

Marketing

- Programs employ a variety of marketing approaches, from listings in course catalogs to direct marketing to targeted groups and businesses.
- 73% of survey respondents indicated that they would like the CSU system to support a marketing campaign for their online degree programs.