AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: **Closed Session**
8:30 a.m. Tuesday, March 15, 2005
Munitz Conference Room

Meeting: **Open Session**
3:30 p.m., Tuesday, March 15, 2005
Glenn S. Dumke Auditorium and
8:30 a.m., Wednesday, March 16, 2005

Roberta Achtenberg, Chair
Shailesh J. Mehta, Vice Chair
Jeffrey L. Bleich
Herbert L. Carter
Moctesuma Esparza
Debra S. Farar
Robert G. Foster
George G. Gowgani
Eric Guerra
William Hauck
Kathleen E. Kaiser
Melinda Guzman Moore
Kyriakos Tsakopoulos

Closed Session –8:30 a.m. Tuesday, March 15, 2005, Munitz Room

1. Review and Recommendation of Nominees for Honorary Degrees, *Action*

Open Session – 3:30 p.m., Tuesday, March 15, 2005, Dumke Auditorium

Consent Items

Approval of Minutes of Meeting of January 26, 2005

Discussion Items

2. Remedial Education Policy Implementation: Ninth Annual Report, *Information*
3. Facilitating Graduation, *Information*

Open Session – 8:30 a.m., Wednesday, March 16, 2005, Dumke Auditorium

4. Teacher Preparation Program Evaluation, *Information*
5. Academic Planning and Program Review, *Action*
6. Proposed Title 5 Amendments to Expand Bases of Prohibited Discrimination for Recognized Student Groups, *Information*
7. Highlighting the Role of the California State University and the Hispanic Association of Colleges and Universities, *Information*

Chair Roberta S. Achtenberg called the meeting to order.

Approval of Minutes

The minutes of November 17, 2004 were approved by consent as submitted.

Review and Recommendation of Nominees for Honorary Degrees

Chair Achtenberg said the Trustees had acted on nominations for honorary degrees in closed session.

California Academy of Mathematics and Science: National Model of Excellence and Winner of the Blue Ribbon School Award

Chair Achtenberg explained that CSU Dominguez Hills hosts a unique 9th-grade to 12th-grade high school known as the California Academy of Mathematics and Science (CAMS). The Academy is a public, four-year high school that focuses on preparing young people, particularly minorities and women, for careers in mathematics and science. In September 2004, CAMS was selected as a national model of excellence and as a recipient of the 2004 No

Child Left Behind-Blue Ribbon School award. In California, only 33 schools (from elementary to high school) were given this national honor. In Los Angeles County, six schools were recognized. Of those six, three are high schools: Beverly Hills High School, La Canada High School, and CAMS. Chair Achtenberg introduced Dr. Kathleen Clark, principal of CAMS, and CSU Dominguez Hills President James Lyons.

President Lyons said that CAMS draws upon the expertise of faculty at CSU Dominguez Hills and has prospered in ways that were probably never envisioned when the high school was established in 1990. He said that almost 100-percent of CAMS graduates have gone on to four-year colleges and universities, with many intending to major in the math or science fields. He said that two-thirds of the students come from inner-city schools in Los Angeles; 31-percent of them are Latino, 13-percent are African American, and 13-percent are Filipino. He said that almost half of the students participate in the federal lunch program. President Lyons said that no other school demonstrates as well that high expectations, dedicated teachers, and a rigorous curriculum--coupled with student commitment--will produce high performing students. He thanked the Board, in particular Trustee Herbert Carter, who was a leader in the development of CAMS, for their support of the school.

Dr. Clark thanked the Board for the opportunity to highlight the accomplishments of CAMS and introduced Jeremy Gray, a 12th-grader at the school. Mr. Gray presented to the trustees a video he made about CAMS from a student perspective. Trustee Melinda Guzman Moore complimented those involved with CAMS, in particular President Lyons, and said that the school is a good example of interdisciplinary and intersegmental partnerships. Trustee Kathleen Kaiser said that she hoped that the CSU might look at ways that CAMS could be replicated on CSU campuses in other regions of the state. Trustee Corey Jackson asked how many graduates of CAMS stay on to pursue baccalaureate degrees at CSU Dominguez Hills. President Lyons said that very few graduates do. He said that many former CAMS students have told him that, after spending four years attending classes and participating in functions at CSU Dominquez Hills, they already feel like they have gone to college there.

Analysis of California State University Graduation Rates

Chair Achtenberg said that at the November 2004 Board meeting, Trustees received the third biennial Accountability report and heard a presentation by Executive Vice Chancellor David Spence. She introduced Dr. Spence, who presented information about three Accountability indicators of particular interest to the Board: rates of access to the CSU, persistence, and graduation with the baccalaureate degree.

Chair Achtenberg asked for a series of staff recommendations that the trustees could consider at their retreat. She said that the trustees would explore the data and then formulate a plan that could be acted on at the March or May Board meeting.

Trustee Kaiser said that it would be useful to think of innovative ways to attract and retain bright, economically disadvantaged students. She suggested that one approach might be to provide scholarship housing. She said that the scholarship houses at Florida State have very high graduation rates.

Trustee Guzman-Moore referred to data in Dr. Spence's report which showed that many students take longer than four years to graduate and that an increasing number of graduates are racial and ethnic minorities. She said that this information, along with the fact that many CSU students hold full-time jobs, underscores how CSU is a non-traditional institution that is creating new understandings about what it means to be a university. She emphasized that while there is room for improvement, the study in no way reflects poorly on any of the campuses.

Trustee Jeffrey Bleich encouraged staff to identify ways to speak with students who leave school before earning their degrees. He said that it would be useful to know what factors influence their decision to leave.

Trustee Larry Adamson said that it was important to be careful with summary information about a system as diverse as CSU. He cautioned against developing one model to be applied systemwide, suggesting it would be more effective to have individualized models based on the performance and circumstances of each campus. Dr. Spence said that by the March Board meeting, he and Chancellor Reed will have interacted with campuses with the purpose of resetting campus-specific goals for improving graduation.

Facilitating Graduation: Progress Report #2

Chair Achtenberg said that in March 2003, the Board endorsed the report of the Task Force on Facilitating Graduation, directed the chancellor to encourage the campus presidents and faculty to pursue actively the recommendations of the report, and requested periodic reports on campus progress in meeting these goals. She said that Executive Vice Chancellor Spence would provide the second report on campus efforts to facilitate graduation with the assistance of four panelists: Dr. David McNeil, chair of the Academic Senate CSU, CSU Fullerton President Milton A. Gordon, CSU Northridge President Jolene Koester, and Manolo Platin, president of the California State Student Association.

Dr. Spence said that the second report was based on the findings of Dr. Spence and other Chancellor's Office Academic Affairs staff during team visits to seven CSU campuses: Hayward, Long Beach, Los Angeles, Northridge, Pomona, San Bernardino, and Sonoma. President Gordon and President Koester highlighted several programs designed to improve graduation and retention rates at their respective campuses, including residential life programs, freshman seminars, and degree audit systems. President Koester emphasized that while discrete programs and initiatives can indeed facilitate graduation, a cultural change is required in the actions and the language of every member of the university community. She

suggested that the "institutional preoccupation" with facilitating graduation would ultimately make the biggest difference in student progress toward the baccalaureate degree.

Senator McNeil reported that the Academic Senate CSU, Dr. Spence, CSSA, and others had been engaged in conversations about advising and that a resolution would be presented to the Board by the end of the semester. He said that during the past decade, the ratio of students to tenured and tenure-track faculty has increased by almost 25-percent. Describing the value of students connecting with faculty in their majors for major program and career advising as "inestimable," Senator McNeil emphasized that there has to be greater institutional support for it.

Mr. Platin commended CSU administrators and faculty for taking a proactive look at what could be done to facilitate student progress toward the baccalaureate degree and said that the CSSA looked forward to working with them on this effort. He shared student concerns on a number of issues, including advising, degree roadmaps, and course offerings, and said that he supported the recommendations in the report. He said that one important issue that was not mentioned in the report was financial aid policies, which require students to take a minimum of 12 units to remain eligible for aid. Mr. Platin said that the policies force students to take units to fulfill their financial aid agreements, even when the university itself may be unable to offer the courses that would be relevant to their degree. He said that policies that impose financial penalties on students who go beyond a certain unit level adversely affect those who are economically disadvantaged. He said that CSSA had passed a resolution opposing such policies.

Board Chair Galinson thanked the panelists for sharing their experiences and their insights, and Dr. Spence and Academic Affairs staff for putting together the report. He said that it was important for the trustees to address the issue of advising as soon as possible and said that he hoped that the Academic Senate CSU could submit their resolution during the March Board meeting rather than wait until the end of the semester. Trustee George Gowgani said that faculty advising is extremely important and that if more resources are needed to do it successfully, he hoped they would be provided.

Trustee Kaiser said that 20 years of tracking students nationally has revealed that mathematics competency is the only consistent predictor of college success. At the same time, she said, data show that a startlingly low number of current high school students are competent in math. She said that unless the CSU can induce the high schools to prepare more students who are competent in math, raising our standards would significantly impact which students come to us. This could stir intense public reaction, she said, citing as an example the legislative hearings, threats, and accusations that were spurred the last time the CSU raised standards.

Joint Doctoral Programs in Education with the University of California: Progress Report

Chair Achtenberg said that Dr. Spence would report on the progress of joint doctoral programs in Education, and that Dr. M.R.C. Greenwood, systemwide Provost for the University of California, would also comment. Dr. Spence said that four new Ed.D. programs are in operation with a total of 86 students enrolled to date. He said that the CSU Fresno-UC Davis joint doctoral program in Educational Leadership, begun in the early 1990s, is still in operation. Dr. Spence said that despite this progress, the CSU has three major concerns that call into question whether the joint process can be used to expand beyond the current joint programs. One concern is that the CSU and UC have very different views of the need and demand for these programs. A second concern is the priority that is and will be given to these programs by the UC. Dr. Spence said that for the expansion that CSU believes is needed, UC would have to add as many as 100 faculty to meet this demand. This would require that UC devote a major share of new enrollment funding to this kind of graduate program at the expense of other, research programs in which it is the national leader. Dr. Spence said the third concern is the joint process itself, which is very difficult given that the two systems have significant differences in governance, programs, mission, and culture.

Provost Greenwood said that CSU and UC agree that California's public universities have been largely responsible for the competitiveness and success of the state. She said that the UC sees the joint doctoral programs as an important recognition of the systems' shared role in encouraging reform and making a difference in K-12. She said that five UC campuses and 14 CSU campuses, roughly half of both campuses in each system, are involved in the joint degree programs and that more have committed to getting involved. Provost Greenwood expressed concern that the programs would be undercut in a very significant way, and in a very early stage of their development, if the faculty of either UC or CSU walked away in a dispute over the doctorate.

Provost Greenwood said that she was aware that CSU was planning to consider a proposal to seek changes in the Master Plan for higher education at another committee meeting. She said the two systems should continue to work together to take a comprehensive look at the Master Plan rather than try to change it piecemeal. She said that the issue of re-examining the state's need for graduate education was taken up at the last UC Board of Regents meeting, and that a task force was being established that examine in particular the demand for degrees that are being forced to upgrade by accrediting agencies, such as audiology and physical therapy. She said that there is currently hundreds of UC faculty who have committed themselves to helping these programs grow and blossom. She said that she hoped that UC and CSU could do this cooperatively rather than try to duplicate and or compete on some of the programs.

Chair Galinson said he believed that the administrators in both systems want to make the joint programs work, but that he had serious doubts that the majority of UC faculty members want them to work at all. He said that the joint programs were professional in nature and suggested that many UC faculty members considered non-research doctorates beneath them. He said he was especially concerned that those being hurt by the limited number of people coming into the joint programs are those practicing school leaders who work in inner-city schools, who

can't leave their jobs to go to school full-time, much less drive miles to do it. Chair Galinson said that CSU has a number of campuses throughout the state that can develop strong and effective Ed.D. programs. He said he would push hard for CSU to proceed with the joint program but also pursue single programs that the CSU campuses could handle independently. Trustee Chandler, saying that the joint Ed.D. program in the Central Valley has had mixed success despite Provost Greenwood's laudable efforts, supported Chair Galinson's position.

Trustee Kaiser suggested that CSU and UC are currently in a time warp and that traditional patterns of response are not going to be adequate. She said that the systems did not have the luxury of time to solve the need for professional doctorates in audiology because the accrediting agency had already moved. She said that rather than worry that the CSU and UC were going to dismantle the Master Plan in a competitive face-off, she wanted to see the systems talk about how they could blend their resources and talents in such a way that they did not duplicate and block each other, but focus together on resolving the state's issues.

Trustee Guzman-Moore said that she received her undergraduate education and law degree at a UC campus and praised the system. She said that current realities and critical needs of the state make it necessary for CSU and UC to think out of the box. She said that the joint programs are creating a new dialogue and a new model. She said that it is incumbent upon the two systems to revisit the Master Plan, to create something new together, and to respond to critical needs without regard to longstanding institutional biases.

Trustee Eric Guerra asked Provost Greenwood why UCLA is not involved in the joint doctoral programs. Provost Greenwood replied that UCLA has been less willing to participate in these programs because they basically have an independent Ed.D. degree that they offer on a regular basis.

CSU Fresno President John D. Welty said that, as Trustee Chandler had pointed out, the needs of the Central Valley are major. He suggested that the Master Plan has failed in the region and that it is easy to document that failure. He said that as the demographics in the Central Valley shift, more people of color are needed in educational leadership positions and those people in many cases cannot afford to pursue a doctoral education from a private university. He said educational leaders make an important difference in our schools and we can no longer sit back and let schools slip backwards. This issue really is about students and serving them better.

San Diego State University President Stephen L. Weber said, that like the UC, CSU is concerned about quality. He said that in almost every case, quality is measured by the number and credentials of faculty, faculty publications, and library holdings. He said that at San Diego State, there are more than 100 faculty in Education; there are fewer than five such faculty at UC San Diego. He asked Provost Greenwood why San Diego State is not allowed to offer a doctorate in Education and UC San Diego is, when San Diego State faculty have earned doctoral degrees from the best universities in the country, have more publications on

Education than UC San Diego faculty, and run three inner city schools enrolling over 5,000 students.

Provost Greenwood praised San Diego State as a "remarkable institution" but said that it is a mistake to assume that the only faculty at UCSD involved in the Education doctoral program are faculty members in Education. She said that the Master Plan, which put the primary responsibility for doctoral programs in UC hands, has resulted in quality graduate programs in the state of California. She said she hoped that the systems could think out of the box and create new structures that would allow broader participation and utilization of the Education faculty at San Diego State.

Trustee Moctezuma Esparza said that both systems have failed to adequately educate Latino children and stressed the importance of preparing educators who are trained to teach effectively all students. He said he encouraged greater access and hoped that the systems would develop more partnerships that addressed the needs of this segment of the population.

Provost Greenwood responded that UC and CSU have been working jointly to meet the needs that Trustee Esparza outlined. She said that it was important to not take apart the current joint Ed.D. programs at a time when the state needs them the most. Dr. Spence emphasized that CSU did not want to dismantle the joint programs. Rather, the objective was to expand these programs so that thousands of people could be served urgently. He said that if enrollment in these joint programs were increased 300 or 400 students, UC would have to hire 40 to 50 new faculty. CSU already has the faculty, he said.

Adjournment

The meeting was adjourned by Chair Achtenberg.

COMMITTEE ON EDUCATIONAL POLICY

Review and Recommendation of Nominees for Honorary Degrees

Presentation By

Roberta Achtenberg
Chair, Committee on Educational Policy

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

Recommendations from the Committee on Educational Policy, Subcommittee on Honorary Degrees, will be addressed in closed session pursuant to Government Code Section 11126 (c) (5) [closed session "to consider the conferring of honorary degrees"].

COMMITTEE ON EDUCATIONAL POLICY

Remedial Education Policy Implementation: Ninth Annual Report

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

The CSU Board of Trustees adopted in January 1996 a policy designed to reduce the need for remediation in English and mathematics at the college level. This annual report provides information about systemwide implementation activities, the effectiveness of campus efforts to remediate students during their first year of enrollment, and campus plans for reducing the proportions of regularly-admitted freshmen needing a second year of remedial education.

The percentage of incoming freshmen proficient in English and mathematics upon entry and the percentage and the extent to which students who are not proficient are remediated by the end of the first academic year will be provided at the meeting.

Preparedness for College Level English and Mathematics

California State University

Board of Trustees

March 15, 2005

Figure A

Percentage of First-Time Freshmen Entering with College Level Mathematics Proficiency

2
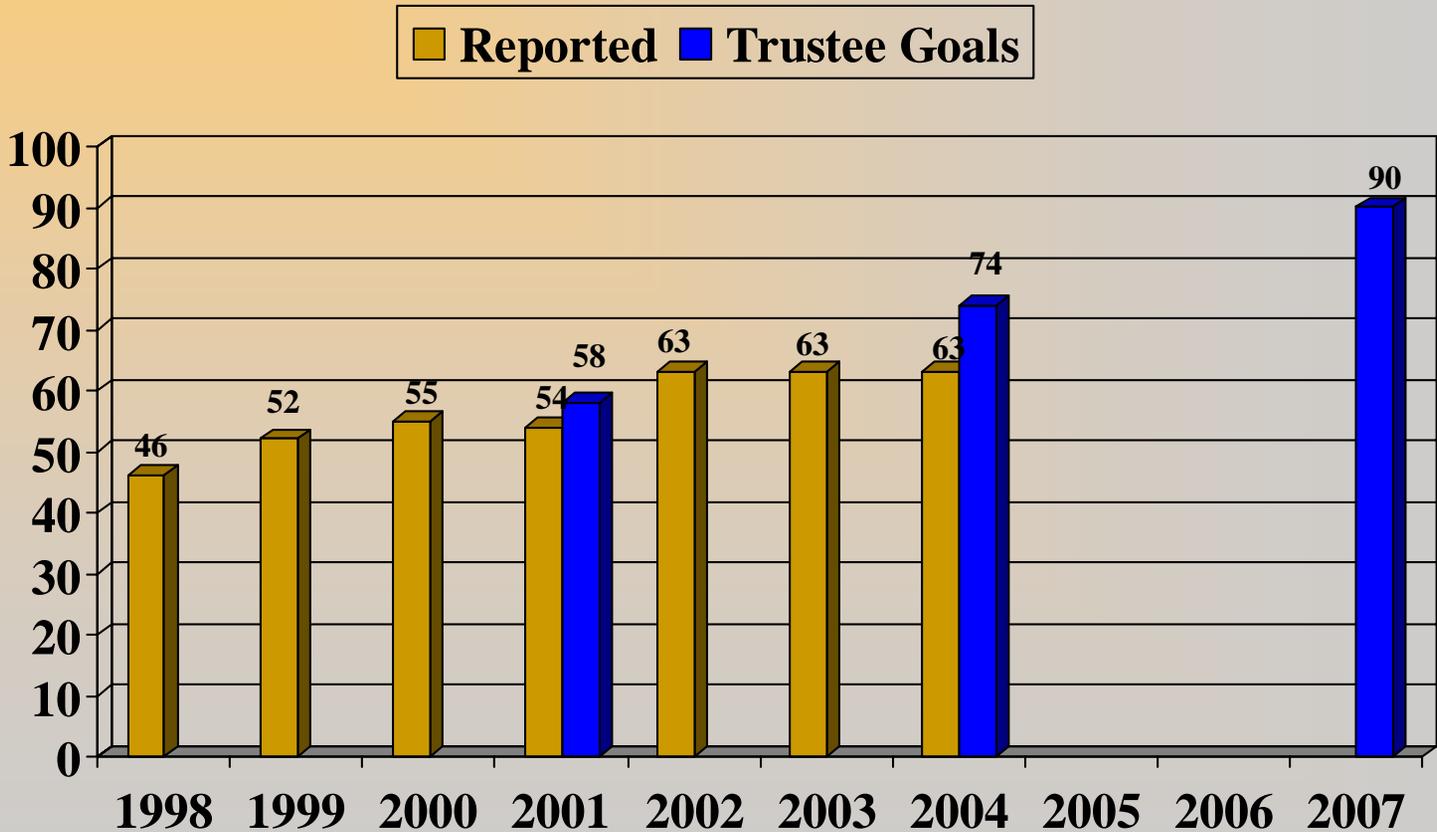
Figure B

Percentage of First-Time Freshmen Entering with College Level English Proficiency

3
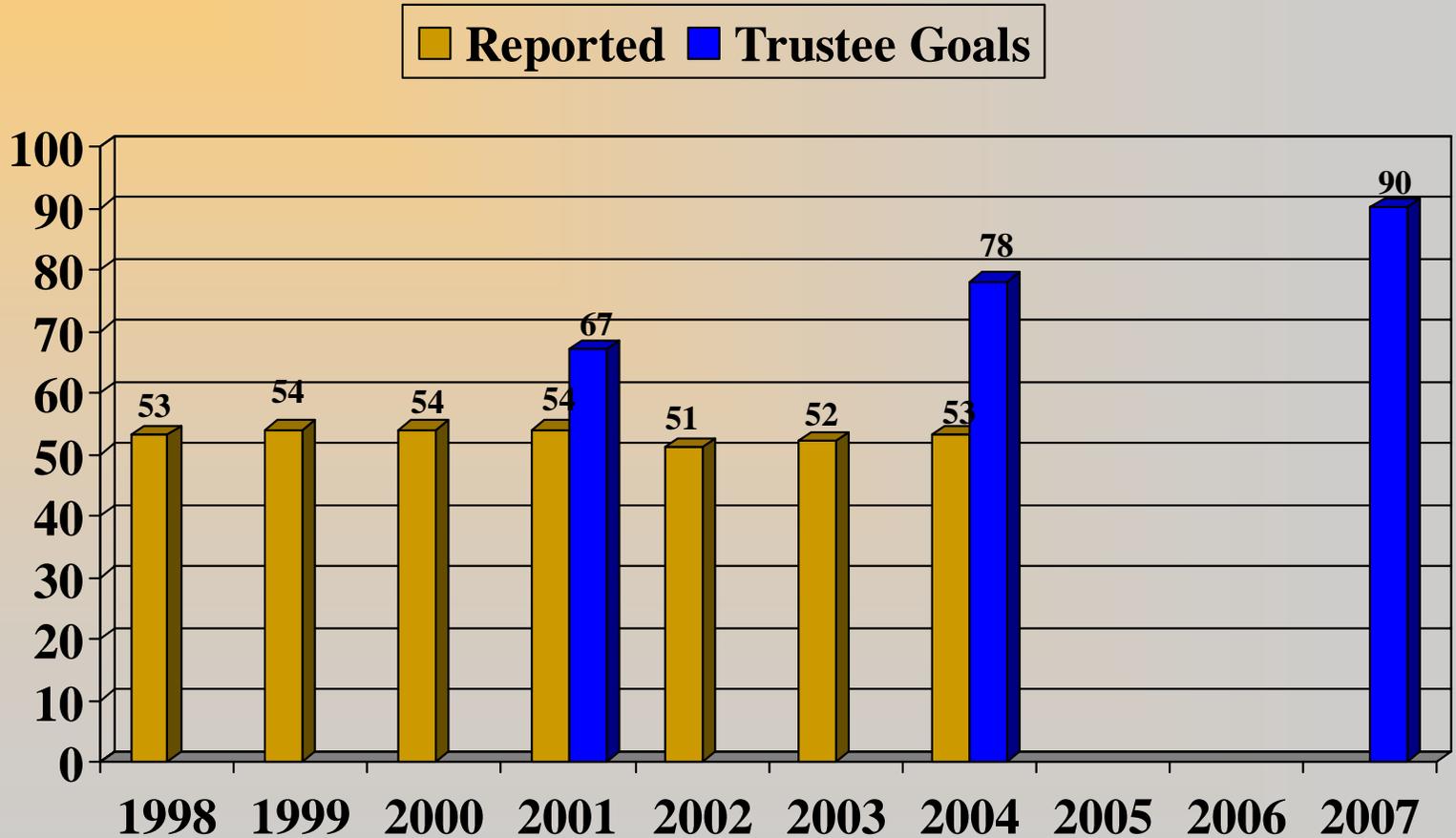
Figure C

First-Time Freshman Proficiency at Entry -- Both English and Mathematics

Fall 1998

Fall 2003

Proficient
32%

Remedial
68%

Proficient
42%

Remedial
58%
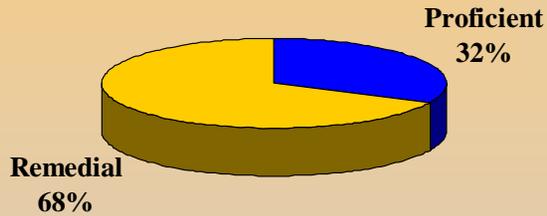
Fall 2004
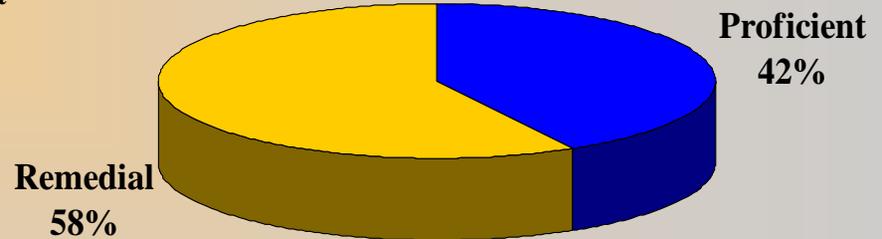
Proficient
43%

Remedial
57%

4
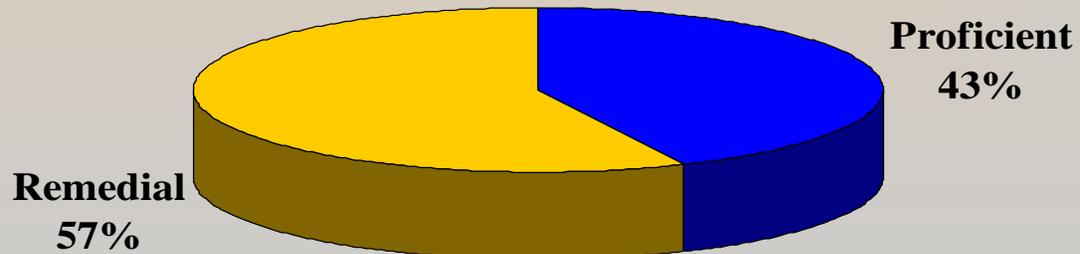
Figure D
Fall 2003 First-Time Freshmen
One Year Later

Total first-time freshmen enrolled fall 2003	38,101
Needed remediation in English, math, or both	22,015
Demonstrated proficiency by fall 2004	18,099
Still needed remediation by fall 2004	3,916
Not permitted to re-enroll by the campus	2,428
Left campus voluntarily unremediated	375
Permitted to re-enroll conditionally	1,113

Figure E

First-Time Freshmen at Entry -- Needed Remediation in English, Math, or Both: One Year Later

Fall 1998 -- One Year Later

Withdrew 7%
Disenrolled 7%
Permitted to Re-Enroll 7%
Proficient 79%

Fall 2002 -- One Year Later

Disenrolled 11%
Withdrew 2%
Permitted to Re-Enroll 5%
Proficient 82%

Fall 2003 -- One Year Later

Disenrolled 11%
Withdrew 2%
Permitted to Re-Enroll 5%
Proficient 82%
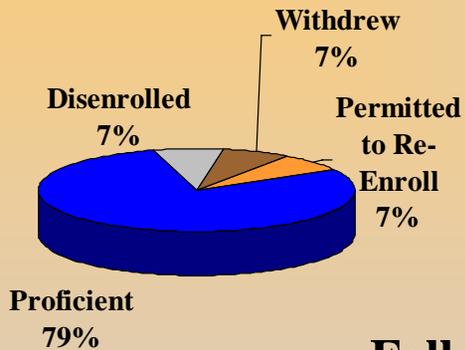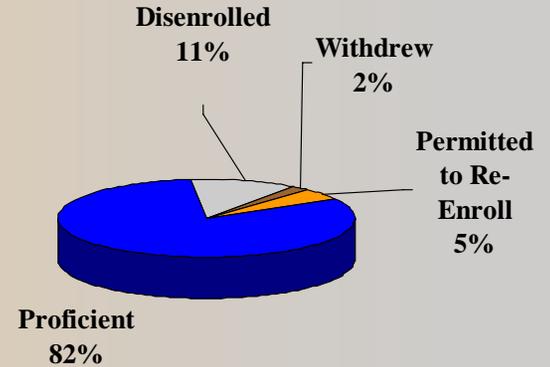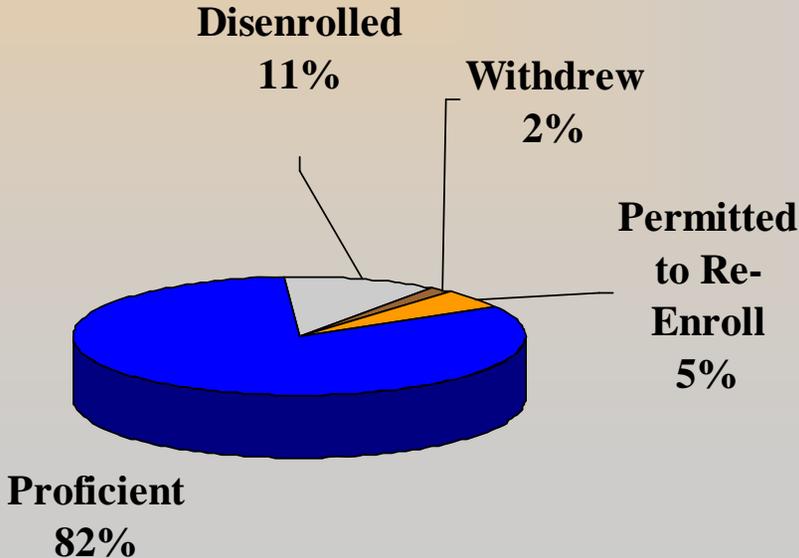
Figure F

First-Time Freshman Proficiency One Year Later – Both English and Mathematics

Fall 1998		Fall 2003	
# of FTF enrolled one year later	22,412	# of FTF enrolled one year later	30,739
# of proficient FTF enrolled one year later	21,114	# of proficient FTF enrolled one year later	29,626
% of enrolled class fully proficient one year later	94%	% of enrolled class fully proficient one year later	96%

Figure G.1

How Many Were Disenrolled?
First-Time Freshmen: One Year Later

Cohort	Number	Percent of Needed Remediation
2000	2,277	10.9%
2001	3,002	13.2%
2002	2,523	11.3%
2003	2,428	11.0%

Figure G.2

How Many Disenrolled Went to CCC? First-Time Freshmen: One Year Later

Cohort	Number	Percent of Disenrolled
2000	1,755	77.1%
2001	1,885	62.8%
2002	1,565	60.8%

Figure G.3

How Many Returned to CSU after Disenrollment? First-Time Freshmen: One Year Later

Cohort	Number Returned	Percent of Disenrolled
2000	295	13.0%
2001	329	11.0%
2002	218	8.5%

How Many Returned to CSU after Disenrollment? Fall 2000 First-Time Freshmen: Three Years Later

Cohort	Cumulative Number Returned	Cumulative Percent of Disenrolled
One year later	295	13.0%
Two years later	422	18.5%
Three years later	530	23.3%

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Figure H

Initiatives to Address Goals

* Early Assessment Program – Eleventh Grade Testing

* Early Assessment Program – Senior Year Experiences

* Early Assessment Professional Development

COMMITTEE ON EDUCATIONAL POLICY

Facilitating Graduation

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

In May 2002, Executive Vice Chancellor David S. Spence convened the first meeting of the CSU Task Force on Facilitating Graduation, co-chaired by Jacquelyn Kegley, then senate chair, and Louanne Kennedy, then provost of CSU Northridge. The Task Force considered additional strategies that can help CSU students make progress towards and complete baccalaureate degrees. In the report released in December 2002, the task force made several recommendations for improving degree completion and asked each CSU campus to address those recommendations. An overview of campus efforts will be presented.

COMMITTEE ON EDUCATIONAL POLICY

Teacher Preparation Program Evaluation

Presentation by

David S. Spence
Executive Vice Chancellor and
Chief Academic Officer

Summary

The outcomes of teacher preparation programs on 22 CSU campuses were examined in a fourth annual evaluation, and are summarized in this report.   CSU programs were effective when the evaluations began in 2001, and are improving in effectiveness each year.   CSU effectiveness includes the subject-matter preparation of K-12 teachers in colleges of arts and sciences, and their pedagogical preparation in colleges of education.   Individual campuses use the evaluation results as constructive feedback in order to make substantive improvements in programs.

Sources of Evaluation Information

Four annual cohorts of CSU teaching graduates participated in the evaluation.   The Chancellor's staff surveyed K-12 classroom teachers who had completed their credential preparation at CSU campuses during the 1999-00, 2000-01, 2001-02 and 2002-03 academic years.   CSU also surveyed the school supervisors of the first-year teachers.   Both groups provided valuable information to the CSU.

Teachers who participated in the CSU evaluation had several important qualifications.   All had been admitted into CSU programs of professional teacher preparation.   All participants had satisfactorily completed the coursework and fieldwork components of those programs. CSU campuses recommended them for California teaching credentials.   All served as certificated teachers in K-12 schools for at least one year after completing CSU preparation.   The participating teachers answered CSU's questions at the end of their first year of certificated teaching.   Their answers have validity because the teachers completed all phases of CSU preparation and then used their newly-acquired skills while teaching in K-12 schools.   The Chancellor's Office received responses from 50 percent or more of the randomly-selected teachers each year.   The samples were large and the response rates were high so the evaluation findings reliably describe the preparation of four annual cohorts of CSU teachers.

School supervisors who participated in the evaluation also had important qualifications. From the beginning to the end of a school year, each administrator was officially responsible for the supervision and evaluation of one or more CSU teaching graduates. The administrators had previously supervised other first-year teachers in K-12 public schools. All knew the *Content Standards for California Public Schools* and were able to assess CSU teachers in relation to the standards. Each administrator received the name of the CSU graduate whose preparation was to be assessed. (None of them assessed CSU preparation "in general.") Before answering CSU questions, each supervisor had visited the CSU teacher's classroom for extended observations of teaching OR had discussed teaching issues with the CSU graduate in extended professional conferences at the school. Participating supervisors were well-suited to answer CSU's questions about how well each teacher was prepared for the many responsibilities of K-12 classroom teachers.

First Evaluation Finding: Many CSU Students Become Teachers

In the field of teacher preparation, news reports and policy discussions frequently indicate that "fifty percent of newly-prepared teachers do not become teachers at all." CSU's primary mission is to prepare skilled teachers for California's public schools. Accordingly, it is critically important for CSU graduates to enter the teaching profession and serve with distinction for many years. Until CSU initiated annual evaluations, however, reliable statistics about this critical issue were not available.

In the four cohorts whose preparation was evaluated, a total of 45,680 CSU students completed preparation for California teaching credentials. One year after they completed CSU programs, the CO staff located 42,106 or 92 percent of these CSU graduates. As Figure One shows, a total of 39,204 or 93 percent of the located graduates taught in K-12 schools throughout the first year following their CSU graduation. In the available literature, no other college or university has reported a teaching participation rate higher than 67 percent in a single year.

Figure One:
Ninety-Seven Percent of CSU Credential Graduates Become Teachers

In Four Years, CSU Located
42,106 Graduates of CSU Teacher Education.

39,204 Served as
Full-Time Teachers
at Least One Year.

93 %

1,225 Others Did Not
Teach in the First Year
After CSU Graduation.

3 %   4 %

1,677 Others Served as
Part-Time Teachers
at Least One Year.
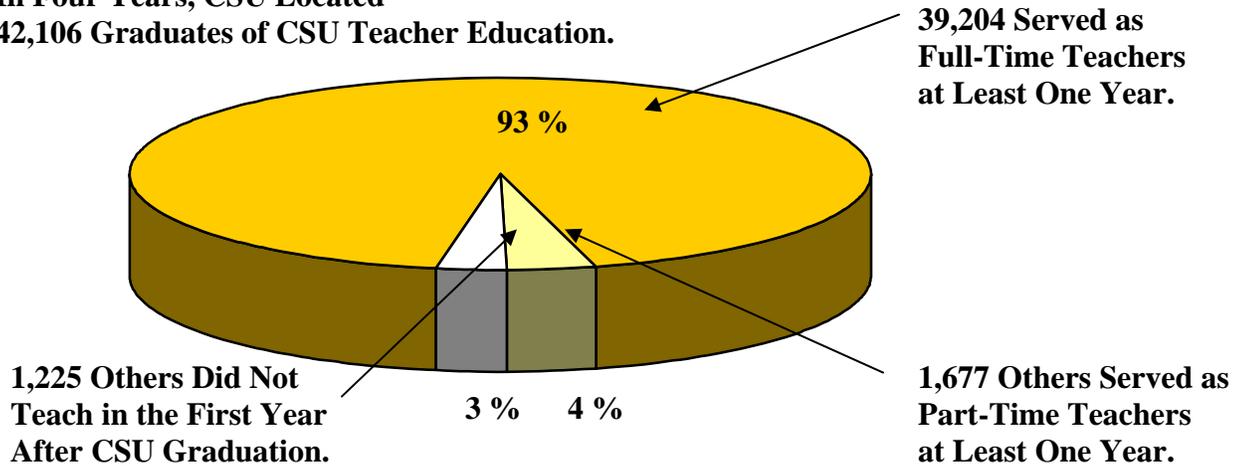
Four percent of the 42,106 CSU graduates served as teachers during part of their first year. Many of these individuals served as substitute teachers while applying for full-time teaching positions.   When the four cohorts are combined with each other, only three percent of the graduates did not teach at all during their first year following CSU completion. Approximately 85 percent of these graduates planned to teach sometime after their first year, however. The long-term retention of CSU's graduating teachers is the subject of a follow-up study that is currently underway.   *Based on evidence compiled in the four annual evaluations, the CSU is extremely productive and efficient in preparing very large numbers of classroom teachers who serve in California public schools.*

Second Evaluation Finding: CSU Professional Teacher Preparation is Effective in Grades K-8

Reading-Language Arts Standards for California Public Schools are among the most important factors in the evaluation of CSU teacher preparation.   Adopted by the California Board of Education in 1997, these standards set forth the literacy curriculum that CSU graduates must be prepared to teach in each grade level.   CSU faculties have worked hard to integrate these standards into the preparation of every new teacher in recent years.   The four-year evaluation provides the most reliable available evidence of CSU's effectiveness in preparing teachers to achieve *California's Reading-Language Arts Standards.*

During the four-year evaluation, CSU received feedback from 4,869 elementary school principals who were randomly selected to participate in the evaluation.   These experienced K-8 administrators understood the *Reading-Language Arts Standards* and were responsible for

implementing the standards in their schools.   The supervisors also observed the CSU teaching graduates frequently during reading instruction.   They assessed the preparation of 4,869 first-year K-8 teachers in relation to the following question: "How well was (Teacher's Name) prepared to teach reading-language arts according to the *California Reading-Language Arts Standards* for her/his grade level(s)?"   Principals could answer this question by reporting that the first-year CSU graduate was *well prepared* <u>or</u> *adequately prepared* <u>or</u> *somewhat prepared* <u>or</u> *not-at-all prepared* for this critical responsibility.   Figure Two shows the percentages of CSU first-year teachers who were *well prepared* <u>or</u> *adequately prepared* according to their supervisors who were experienced instructional leaders in their schools.

Figure Two:
In Elementary Schools, CSU Graduates are
Prepared for Reading Instruction

Four Cohorts of CSU Students Who Graduated from 1999-00 to 2002-03.		**Percentages Who Were *Well-Prepared* or *Adequately-Prepared* for K-8 Reading Instruction.**
81 %	83 % 83 % 83 %	
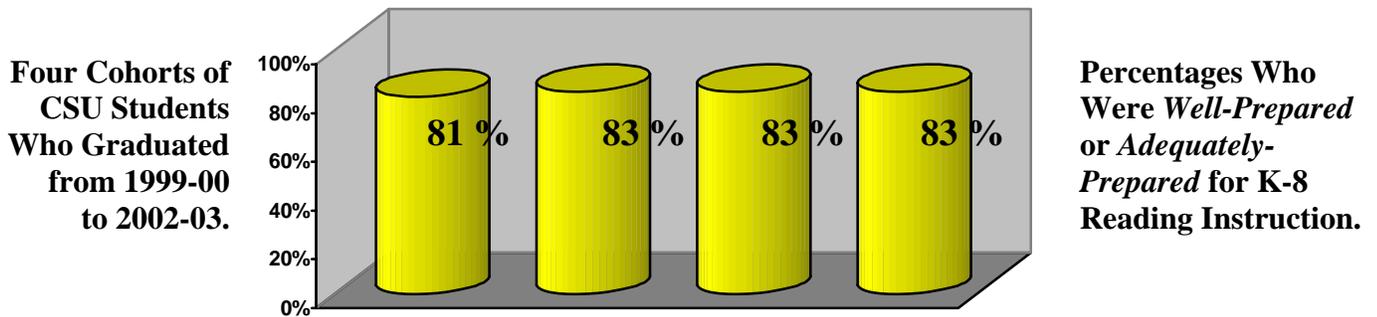
Evaluations of Teacher Preparation by 4,869 School Principals (K-8)

In these findings, "adequately prepared" describes a new teacher who has *sufficient preparation to function effectively* with the *support and assistance* that schools are expected to provide in the state's Beginning Teacher Support and Assessment (BTSA) Program.   *The evaluation findings indicate strongly that CSU was effective in preparing teachers at the outset of the four-year evaluation period.   CSU became more effective soon after the period started.   Then CSU maintained its high level of effectiveness for the period's duration.*   There have been no other valid, reliable evaluations of the California State University's effectiveness in teacher preparation.

Third Evaluation Finding: CSU Professional Teacher Preparation is Effective in Grades 7-12

In grades 7-12, most CSU graduates teach one or two subjects of the curriculum.   Most of these teachers completed CSU majors or minors in the subjects they teach.   During their CSU studies, these prospective teachers also complete coursework and fieldwork in effective methods of subject-specific instruction.   So, for example, prospective teachers of English, mathematics and

science complete required coursework and fieldwork in effective *methods for teaching* English, mathematics and science, respectively.   Although their programs of professional preparation are fully accredited, the *effectiveness* of their preparation has not been evaluated previously.

In grades 7-12, CSU evaluation questions are usually answered by the chairs of academic departments.   These academic administrators are responsible for the active supervision and annual evaluation of CSU graduates who are first-year teachers in their departments.   They are also experienced teachers who know California's *Content Standards* in their subjects.   During the four-year evaluation, CSU received teacher-specific reports from 2,445 of these academic administrators, who responded to the following evaluation question: "How well did the CSU prepared (Teacher's Name) to teach her/his major subject(s) according to California's *Content Standards* in the same subject(s)?"   If the CSU graduate was prepared to teach history or life science, then the academic department chair answered the question in relation to the *History Content Standards* or the *Life Science Content Standards.*   Again, supervisors answered the question by reporting that CSU graduates were *well prepared* or *adequately prepared* or *somewhat prepared* or *not-at-all prepared* for this critical responsibility.   Figure Three shows the percentages of CSU teachers who were *well prepared* or *adequately prepared* according to their supervisors.   *During four recent years, experienced supervisors of academic departments in grades 7-12 have consistently affirmed CSU's effectiveness in preparing teachers to use contemporary instructional methods for grades 7-12 in their major subjects.*

Figure Three:
In Secondary Schools, CSU Graduates are
Prepared to Teach Their Major Subjects
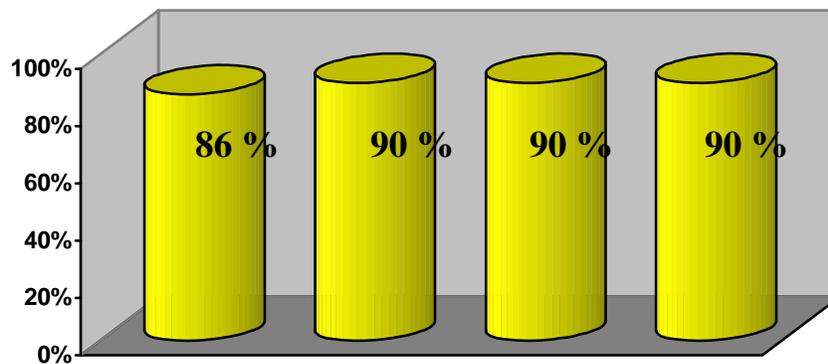
Percentages of First-Year CSU Teachers Who Were
***Well-Prepared* or *Adequately-Prepared* to**
Teach Their Major Subjects in Grades 7-12
**According to 2,445 Academic Department Chairs**

Fourth Evaluation Finding: CSU Subject-Matter Preparation is Effective in Grades K-12

Learning to use effective methods of instruction is not, by itself, sufficient teacher preparation. In addition to learning pedagogical ideas and practices, CSU students who intend to teach must know and understand the subjects to be taught.   Every CSU campus offers undergraduate majors and minors in which prospective teachers acquire essential preparation in subject-matter. Operating outside of schools and colleges of education, this critical aspect of teacher preparation is equally essential for prospective elementary teachers and prospective secondary teachers. Accordingly, the four-year evaluation compiled evidence about the effectiveness of CSU subject matter preparation among first-year teachers in grades K-8 and in grades 7-12.

During the four-year evaluation cycle, a total of 7,334 elementary school principals and secondary school department chairs provided information about CSU subject matter preparation. These veteran educators were the supervisors of 7,334 first-year teachers from the CSU. They answered the following question: "How effective was CSU in preparing (Teacher's Name) to know and understand the subjects of the curriculum according to the *California Content Standards* for those subjects?"   In answering this question, supervisors had the same *response options* as before.   Figure Four shows the percentages of teachers in each annual cohort who were *well prepared* <u>or</u> *adequately prepared* to know and understand the subjects they were teaching.

Figure Four:
In All School Levels, CSU Graduates Are
Prepared to Know and Understand Subject Matter
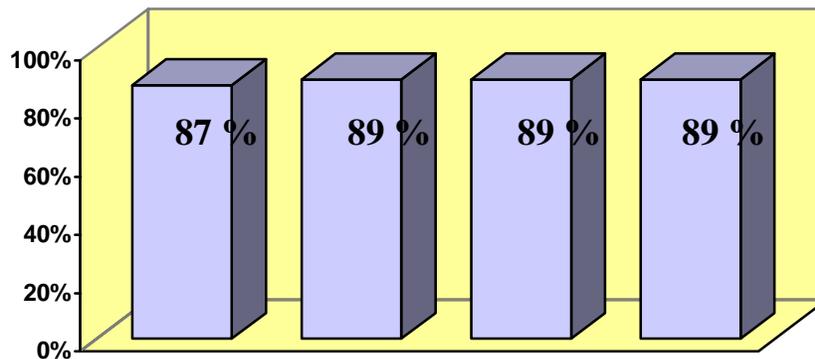
Percentages of First-Year CSU Teachers Who Were
***Well-Prepared* or *Adequately-Prepared* to Know and**
Understand Subject Matter in Grades K-12
**According to 7,334 Experienced School Supervisors**

Evaluation data provide convincing evidence that *CSU graduates have strong knowledge and understanding of the subjects they are assigned to teach in their first-year assignments. Compared with other findings of the four-year evaluation, the subject matter preparation of K-12 teachers is unusually effective in the California State University.*

Fifth Evaluation Finding: CSU Preparation for Student Diversity

California public schools serve many students who are English learners because their familial languages are other than English.   Many English-speaking students have diverse cultural and social backgrounds.   Still others have learning strategies that require instructional accommodations.   It is critically important for increasing numbers of these students to become eligible for CSU admission and prepared for CSU academic success.   Probably the most effective way for CSU to contribute to this goal is to prepare teachers to effectively teach diverse students who attend California public schools in grades K-12.

Throughout the CSU, Colleges of Education have pursued this goal for many years.   Their efforts, too numerous to count, include the adoption of CLAD-BCLAD Program Standards, incorporation of urban teacher preparation curricula, offering of "mainstreaming" coursework and fieldwork, and many other initiatives that help to prepare teachers for student diversity.   A common thread throughout these efforts is a focus on preparing teachers who view diversity as an educational strength and asset, not an educational weakness or liability.   The annual evaluations provide a chance to ascertain how effective CSU *is* in this preparation, and whether the system's effectiveness is changing over time.

**Figure Five:
CSU Preparation for Student Diversity**

Preparation to Teach English Learners: Cohort 2 72%, Cohort 3 75%, Cohort 4 76%
Preparation to Teach Culturally-Diverse Students: Cohort 2 80%, Cohort 3 82%, Cohort 4 81%
Preparation to Teach Special Learners: Cohort 2 70%, Cohort 3 72%, Cohort 4 72%

**Preparation to Teach
English Learners**   **Preparation to Teach
Culturally-Diverse Students**   **Preparation to Teach
Special Learners**
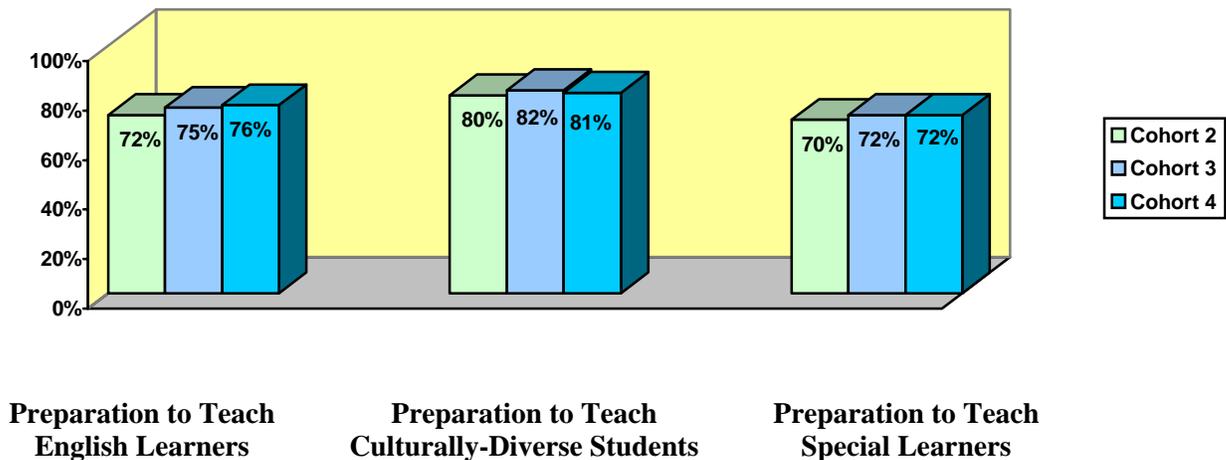
Beginning in the second year of the four-year evaluation, CSU asked elementary school principals and high school department chairs to answer three distinct questions about preparation of CSU teachers for student diversity.   A combined total of 5,912 school supervisors answered the following questions: "How effective was the CSU in preparing (Teacher's Name) to meet the instructional needs of students who are (1) English learners, (2) culturally diverse, and (3) special learners?"   Figure Five shows the percentages of first-year teachers in each of three annual cohorts who were *well prepared* or *adequately prepared* to meet the instructional needs of each important group of students.   Compared with percentages in the prior graphs, the results in Figure Five suggest that *CSU continues to make slow progress in achieving its goals, but students in K-12 schools need the CSU to accelerate the progress it is making in this critical area.*   For the CSU to do so could contribute substantially to the goal of providing many California students with opportunities for collegiate education in the CSU.

Sixth Evaluation Finding: CSU Preparation is Increasingly Useful for First-Year Teachers

When prospective teachers earn their credentials and secure teaching jobs, they face the challenges of teaching in their own K-12 classrooms.   When they begin to plan instruction and teach students each day, they want to be able to rely on the ideas and practices they learned at the university.   To the extent that first-year teachers can *use* their prior preparation in their day-to-day work, they and their students experience greater success than would otherwise occur.   For a university that prepares teachers, it is important that first-year graduates regard their prior preparation as *useful* and *valuable* in their teaching.   CSU can be credited with the success and effectiveness of first-year teachers (and their students) to the extent that CSU preparation aids the teachers in fulfilling their professional duties.

During the last three years of the four-year evaluation, CSU asked its first-year teaching graduates in grades K-8 about the *usefulness* of their prior preparation.   The actual teaching experiences of the CSU graduates provided a valid context and legitimate basis for them to judge the usefulness of CSU preparation.   CSU's *usefulness questions* focused on specific classes and other elements of preparation
each element of preparation was *very useful* or *somewhat useful* or *a little useful* or *not at all useful.*

Figure Six:
How Useful is CSU Preparation for First-Year Teachers?
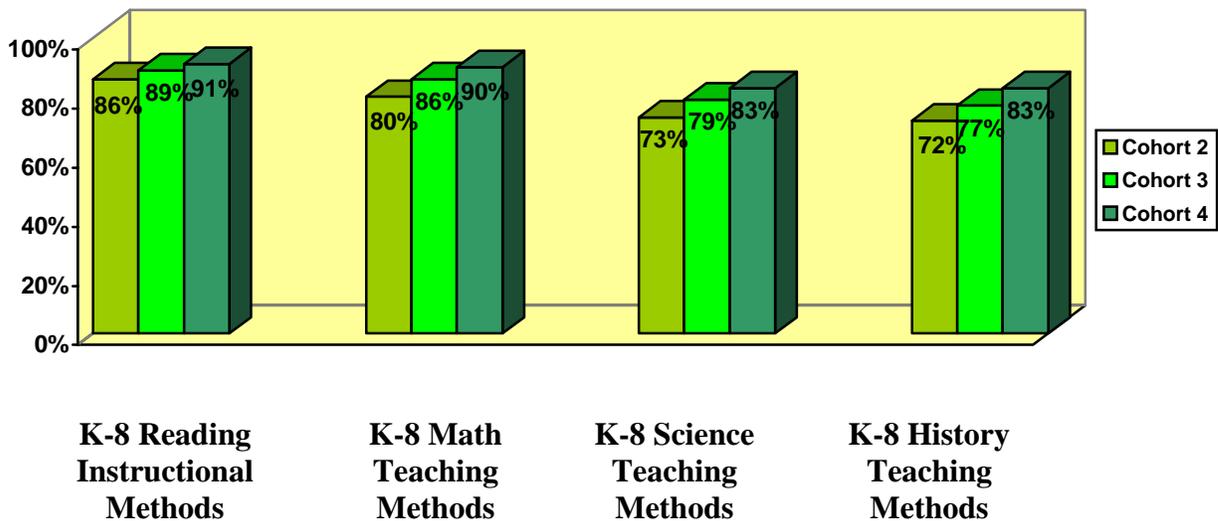
For each of three cohorts of CSU elementary teaching graduates, Figure Six shows the percentages who found four important elements of preparation to be *very useful* or *somewhat useful.* The four elements were preparation in the methods of reading instruction (left side of Figure Six), preparation in the methods of K-8 mathematics instruction, preparation in the methods of K-8 science teaching, and preparation in the methods of K-8 history-social science teaching (right side of Figure Six). For each of these important elements of elementary teacher preparation, the results in Figure Six show that *CSU has substantially increased the usefulness of preparation during the last three years. The data also suggest that CSU is more successful in providing useful preparation in reading and mathematics than in science or history-social science, but the latter subjects are improving in usefulness most rapidly from one year to the next.* Prospective teachers who enroll in CSU credential programs have an assurance that the programs offer preparation they will regard as *useful* when they begin their work as classroom teachers.

Conclusion: How CSU Uses the Systemwide Evaluation Findings

This report summarizes the most important findings of the CSU Systemwide Evaluation of Teacher Preparation from 2001 through 2004. On each CSU campus, academic leaders and faculties are using the evaluation findings to make needed improvements in teacher education. Systematic uses of the data are becoming commonplace in the CSU System, and campuses will soon be able to use the forthcoming results of the evaluation to indicate whether recent changes are increasing CSU outcomes. Evaluation is an integral element of the teacher education enterprise at an institution like the CSU where preparing teachers is a significant function.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning and Program Review

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

This annual report on academic planning and program review is in accord with Board of Trustees policy established in 1963. While academic planning at each university involves the planning and development of new programs, it also includes the regular review of existing programs, which can lead to program consolidation and discontinuation.

Curricular plans for each campus have been updated to cover at least the years 2005-2006 through 2009-2010; some campuses have curriculum development and program review processes that require longer time frames. Campus academic plans are shown in Attachment A. The planning approval process adopted by the Board in July 1997 allows two alternatives to the traditional process; programs that are taking advantage of the alternatives are noted. The results of nearly five years of campus attention to the total units required for a baccalaureate degree are tabulated. Summaries of information on the assessment of learning outcomes for programs undergoing campus review are provided. In 2003-2004, one campus received an educational effectiveness visit by a team from the Western Association of Schools and Colleges (WASC), and one campus received a special visit. Summaries of the teams' reports are included as Attachment C.

The proposed resolution would approve the updated campus academic plans and specify the conditions under which projected programs may be implemented.

Background

This item summarizes the California State University academic planning process over the past year and submits the campus academic plans for the next five years (up to ten years for campuses that require a longer planning time frame). While academic planning at each university involves the planning and development of new programs, it also includes the regular review of existing programs. This sometimes leads to program consolidation and

discontinuation. Program consolidation and discontinuation is likely to be an active concern of the campuses over the next several years as a result of budgetary constraints, Cornerstones recommendations, opportunities for increased collaboration through technology, and a more concerted effort by the campuses to focus their program offerings in accord with their missions.

Six academic planning topics (and a proposed resolution) are addressed in this item:

1. Campus Academic Plans (Attachment A)

2. Implementation of Alternative Processes for Review and Approval of Academic Programs

3. Review of Existing Degree Programs and Assessment of Student Learning Outcomes (Attachment B)

4. Reduction of Total Units Required for a Bachelor's Degree (Attachment B)

5. Program Discontinuations

6. Summaries of WASC Visiting Team Reports (Attachment C)

1.   *Campus Academic Plans (Attachment A)*

Each year, campuses update and submit to the Board of Trustees the academic plans guiding program, faculty, and facility development. These plans list the existing degree programs offered, the proposed new programs, and the dates for review of existing programs. They are the product of extensive consultation and review at each campus.

The academic plans are reviewed annually by the Office of the Chancellor before their submission to the trustees. This review is grounded in a body of trustee and state policy which has been developed over the last three decades. The Board of Trustees authorizes the inclusion of these proposed programs on the academic master plan. Consequently, the "proposed" columns of the academic plans in Attachment A represent only "planning authorization." If and when a campus decides to pursue implementation of a new program (other than a pilot program), a detailed degree proposal must be submitted to the chancellor before the planned implementation date. The trustees have delegated to the chancellor the authority to approve implementation of degree programs that have been authorized. In many cases, the concurrence of the California Postsecondary Education Commission must also be sought before a degree program can be established. Not all projected programs are eventually implemented;

campuses request occasionally that projected programs be removed from their academic plans. Five previously projected programs have been removed this year.

Forty-five new bachelor's, master's, and intermediate degree programs have been proposed for addition to campus academic plans. The number is higher than has been usual in recent years, but it must be noted that last year's total was unusually low. Thirty-five of the forty-five are the product of extensive, carefully focused academic planning initiatives at the three most recently established campuses and another of the smaller CSU campuses.

Five of the newly proposed programs represent conversions to full degree programs of well-established options, concentrations, or other opportunities for specialization. Two are BA degrees in disciplines in which the campus offers or will offer BS degrees. Two are intermediate degrees—post-master's, non-doctoral Education Specialist degrees, which are more common outside California—that will better reflect the achievements of students who earn School Psychology credentials. (The CSU already offers one intermediate degree, in Civil Engineering.) One entry in the list represents the addition of a campus to a multicampus consortial program. Another was offered initially as a pilot program. Five are to be offered on a self-support basis, through special sessions. Several of the professionally oriented programs are in areas of especially pressing regional or state need. Many are closely related to existing, strong programs at the campuses proposing them and are responsive to the array of employment opportunities in California and to technological advances in their respective fields. Most of the newly requested programs can be initiated in existing facilities. The programs for which "planning authorization" is requested are listed below.

Channel Islands	BA, Applied Physics
	BA, Chicano Studies
	BA, Early Childhood Studies
	BA, Performing Arts
	BA, Political Science
	BA, Sociology
	BA, Spanish
	BS, Applied Physics
	BS, Information Technology
	MA, English
	MS, Computer Science
	MS, Mathematics

Dominguez Hills	BA, Child and Adolescent Development
	BS, Exercise Science
	BS, Sports, Entertainment, and Hospitality Management
	MA, Communicative Disorders
	MS, Exercise Science
East Bay	BA, Physics
	MS, Engineering Management
Fresno	MA, Teaching
	MS, Forensic Science
Long Beach	BS, Computer Engineering Technology
Los Angeles	BA, Urban Learning
Monterey Bay	BA, Human Development
	BS, Biological Sciences
	BS, Human Performance and Wellness
	MA, Critical and Applied Multicultural Studies
	MA, Practical and Professional Ethics
	MS, Nursing
	MA, Teaching
Northridge	BA, Modern Jewish Studies
	MA, Information and Knowledge Management
	MA, Information and Library Management
	MA, Screenwriting
	MS, Biochemistry
Sacramento	MA, School Psychology
	EdS, School Psychology
San Diego	EdS, School Psychology
San Luis Obispo	BS, Biomedical Engineering
San Marcos	BA, Anthropology
	BA, Applied Physics
	BA, Border and Regional Studies
	BS, Nursing
	MA, History
Stanislaus	BA, Digital Design

Also included in the academic plans are proposed joint doctoral programs that have been granted permission to negotiate. New to the academic plan this year is a Doctor of Physical Therapy (DPT) program being developed by California State University, Fresno and the University of California, San Francisco. It is modeled on the existing joint DPT program offered by San Francisco State University and the University of California, San Francisco.

Also newly proposed is a PhD in Occupational Therapy, to be offered by San José State University and Saybrook Graduate School.

2. *Implementation of Alternative Processes for Review and Approval of Academic Programs*

In July 1997, the Board adopted revised procedures for the review and approval of new degree programs. In addition to the long-established process described above, campuses have two alternative processes for establishing programs: the "fast track" and the pilot program.

The fast track combines the program projection and program implementation phases of the traditional process for proposed programs that meet certain criteria. Seven of the newly projected programs on the updated academic plans are on the fast track and have been proceeding through campus and system proposal review processes.

The pilot program process allows campuses, under certain conditions, to implement a limited number of programs without prior review and approval by the Chancellor or the California Postsecondary Education Commission. A pilot program may admit students for no more than five years, unless converted to regular-program status. Conversion requires a thorough program evaluation, review and comment by the Chancellor's Office and the California Postsecondary Education Commission, and approval by the Board and the Chancellor. Three new pilot programs have been established and acknowledged in the last year: the Master of Biotechnology at California State University, Fresno; the MS in Information Technology at California State University, Fullerton; and the MS in Biomedical Quality Systems at San Diego State University. One pilot program for which the five-year authorization period concluded is being proposed for regular-program status: the BA with a major in Urban Learning at California State University, Los Angeles.

The alternative processes are congruent with the Cornerstones recommendations, which called for "streamlin[ing] the process governing program development and program approval, minimizing standardization and maximizing institutional flexibility."

The revised procedures also specify that projected programs 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. One projection was subject to automatic removal from the academic plans this year, and it was removed.

3. *Review of Existing Degree Programs*

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 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, better to align program review schedules with WASC accreditation and other required review activities.

This opportunity for consolidating and reducing reporting requirements derives 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, we have collected summary information on outcomes, which is reported in Attachment B. This compilation also constitutes 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 a campus prepares for periodic regional and specialized program accreditation reviews.

While campus program reviews sharpen their focus on assessment of student learning outcomes (broadly defined), other elements of program review, such as elements related to efficiency and efficacy in the use of resources, will continue to receive attention at the campus level.

4. *Reduction of Total Units Required for a Bachelor's Degree*

In July 2000, the Board 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 that extend the baccalaureate unit requirement beyond 120 units. As indicated in the July 2000 agenda item, it was understood that baccalaureate unit requirements are to be reviewed on campuses by the faculty in the course of regularly scheduled program reviews, which are ordinarily conducted on a staggered schedule over a five-year period.

Attachment B displays three counts for each campus:

- Degree programs now requiring 120 semester units (180 quarter units) for the baccalaureate degree

- Degree programs for which the total units required for a baccalaureate degree were reduced, but not to 120 semester units (180 quarter units)

- Degree programs for which the total units required for a baccalaureate degree were not reduced

The campuses report that three-fourths of the CSU's programs now require 120 total semester units. About 85% have lowered their total unit requirement. Programs still requiring more than 120 units are most often 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 Title 5 change appears to have had the effect intended.

5. *Program Discontinuations*

Campuses have informed the chancellor of the discontinuation of the following degree major programs since the last report on academic planning and program review. In some cases, an opportunity to study the subject matter of a discontinued program has been incorporated within another degree program. Admission to some of the programs (particularly at San Luis Obispo) had been suspended for several years.

East Bay	BA, Arts Administration
	BA, Speech Communication
	MS, Nursing
San Francisco	BA, Russian
	BA, Social Science
	BA, Kinesiology
	Bachelor of Vocational Education
	MA, Russian
San Luis Obispo	BS, Electronic Engineering Technology
	BS, Engineering Technology
	BS, Home Economics
	BS, Poultry Industry
	MS, Home Economics

The Cornerstones plan encourages each university to "make special efforts to ensure that programs and courses are strengthened, added, retained, and eliminated according to explicit criteria and procedures…. [that are] designed to ensure that programs are continually responsive to … societal needs and the needs of an increasingly diverse student population,

changes in disciplines, and campus priorities." There has been substantial consolidation of options or concentrations within existing degree programs on some campuses.

6. *Summary of WASC Visiting Team Report (Attachment C)*

The Board of Trustees adopted a resolution in January 1991 that requires information on recent campus accreditation visits to be included in the annual agenda item on academic planning and program review. Summaries of the results and recommendations resulting from visits by teams from the Western Association of Schools and Colleges during 2003-2004 can be found in Attachment C.

Proposed Resolution

The following resolution is recommended for adoption. It refers to the campus academic plans in Attachment A.

> **RESOLVED,** by the Board of Trustees of the California State University, that the amended projections on the Academic Plans for the California State University (as contained in Attachment A to Agenda Item 4 of the March 15-16, 2005, meeting of the Committee on Educational Policy), be approved and accepted as the basis for necessary facility planning; and be it further

> **RESOLVED,** that those degree programs included in the Academic Plans are 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 Academic Plans are authorized for implementation only as pilot programs, subject in each instance to conformity with current procedures for establishing pilot programs.

THE ACADEMIC PLANS:
Summary of Projected Programs and Requests
2005-2006 through 2014-2015

BAKERSFIELD

2007	MA	Economics
	MS	Biology
	MS	Computer Science
	EdD	Educational Leadership (with UC)
2009	BS	Computer Engineering
	BS	Electrical Engineering
	BS	Engineering

CHANNEL ISLANDS

2005	BA	Chemistry
	BA	Economics
	BA	**Sociology***
	BA	**Spanish***
	BS	Chemistry
	BS	**Information Technology***
	MS	**Computer Science***
	MS	**Mathematics***
2006	**BA**	**Performing Arts***
	BA	**Political Science***
	MA	**English***
2007	BA	Anthropology
	BA	**Applied Physics***
	BA	**Chicano Studies***
	BA	**Early Childhood Studies***
	BS	**Applied Physics***

CHICO

2005	MS	Mathematics Education

DOMINGUEZ HILLS

2005	MOT	Occupational Therapy
	EdD	Leadership for Education (with UC Riverside and other CSU campuses)
2006	**BS**	**Sports, Entertainment, and Hospitality Management***
	MA	**Communication Disorders***

	MS	Computer Science
	MSW	Social Work
2007	**BA**	**Child and Adolescent Development***
	BS	**Exercise Science***
	MPH	Public Health
2009	**MS**	**Exercise Science***

EAST BAY

2005	**BA**	**Physics***
	MS	**Engineering Management***

FRESNO

2005	**MA**	**Teaching***
	MS	**Forensic Science***
	PhD	Criminal Justice Sciences (with UC Davis)
2006	**DPT**	**Physical Therapy***

FULLERTON

None

HUMBOLDT

None

LONG BEACH

2005	**BS**	**Computer Engineering Techonology***
	EdD	Leadership for Education (with UC Riverside and other CSU campuses)

LOS ANGELES

2005	**BA**	**Urban Learning***
	MFA	Film, Television, and Theatre
	MS	Technology

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

	EdD	Leadership for Education (with UC Riverside and other CSU campuses)
2006	BS	Exercise Science
	BS	Food Science and Technology
	BS	Forensic Science
2008	MS	Environmental Science

MARITIME ACADEMY

None

MONTEREY BAY

2005	BS	**Human Performance and Wellness***
	MBA	Business Administration
	MS	Earth Systems Science and Policy
	EdD	Collaborative Leadership for Teaching and Learning (with UC Santa Cruz, San José State)
2006	BA	**Human Development***
	BS	**Biological Sciences***
	MA	**Teaching***
	MS	**Nursing***
2007	MA	**Critical and Applied Multicultural Studies***
	MS	Computer Science and Information Technology
2008	MA	**Practical and Professional Ethics***

NORTHRIDGE

2005	BA	**Modern Jewish Studies*** (with other CSU campuses)
	MA	**Information and Knowledge Management***
	MA	**Information and Library Management***
	MA	**Screenwriting***
	MS	**Biochemistry***
	MS	Materials Engineering
	MS	Mechanical Engineering
2006	MS	Computer Engineering
	MS	Manufacturing Systems Engineering
	MS	Software Engineering
	MS	Structural Engineering

POMONA

2005	MA	Psychology
2006	MS	Accountancy

SACRAMENTO

2005	**MA**	**School Psychology***
	EdS	**School Psychology***
	MS	Health Care Administration

SAN BERNARDINO

2005	BS	Computer Engineering
	BS	Information Systems and Technology
	MA	Child Development
	MA	Music
	MA	Theatre Arts
	MPH	Public Health
	MS	Accountancy
	EdD	Leadership for Education (with UC Riverside and other CSU campuses)
	PhD	Psychology (with Loma Linda University)
2006	BS	Civil Engineering
	BS	Electrical Engineering
	BS	Mechanical Engineering
	MS	Special Education
2007	MS	Kinesiology

SAN DIEGO

2005	MA	Chicana and Chicano Transborder Studies
	EdS	**School Psychology***
2006	BS	Construction Engineering
	PhD	Communication (with Fielding Graduate Institute)
	PhD	Evolutionary Biology (with UC Berkeley)
	PhD	Social Work (with USC)
2007	PhD	Earth Sciences (Geophysics) (with UC San Diego)
2008	EdD	Special Education (with UC San Diego)
	PhD	Hearing Science (with UC San Diego)

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

SAN FRANCISCO

None

SAN JOSE

2005	EdD	Collaborative Leadership for Teaching and Learning (with UC Santa Cruz, CSU Monterey Bay)
2006	BA	Foreign Language and International Economics
	BS	Psychology
	MA	Applied Anthropology
	PhD	**Occupational Therapy***

SAN LUIS OBISPO

2005	**BS**	**Biomedical Engineering***

SAN MARCOS

2005	BA	Mass Communication
	BS	Biotechnology
2006	**BA**	**Border and Regional Studies***
	BS	**Nursing***
	MA	**History***
	MS	Chemistry
2007	**BA**	**Anthropology***
	BA	**Applied Physics***
	MPA	Public Administration

SONOMA

None

STANISLAUS

2006	**BA**	**Digital Design***

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

ACADEMIC PLAN
2005-2006 through 2014-2015
California State University, Bakersfield

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
School of Business and Public Administration			
Administration (Health Care Management)	MS		2007-08
Business Administration	BS*-MBA-MS		2008-09
Public Administration	BA-MPA		2007-08
School of Education			
Child Development**	BA		2005-06
Counseling	MS		2005-06
Education	MA		2005-06
Educational Leadership		EdD 2007***	
Physical Education**	BS		2005-06
School of Humanities and Social Sciences			
Anthropology	BA-MA*		2009-10
Art	BA		2005-06
Communications	BA		2009-10
Criminal Justice	BA		2009-10
Economics	BA-BS	MA 2007	2007-08
English	BA-MA		2009-10
History	BA-MA		2005-06
Music	BA		2005-06
Philosophy	BA		2009-10
Political Science	BA		2007-08
Psychology	BA-MA		2007-08
Religious Studies	BA		2009-10
Social Work	MSW		2009-10
Sociology	BA-MA*		2008-09
Spanish	BA-MA		2005-06
Theatre Arts	BA		2005-06

Note: Underlined programs are nationally accredited subject areas.
*Also offered through special sessions.
**The title of the degree program is under discussion.
***Program to be offered jointly with the University of California.

ACADEMIC PLAN
2005-2006 through 2014-2015
California State University, Bakersfield
(continued)

Existing Schools/Divisions and Degree Programs Offered		Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
School of Natural Sciences and Mathematics			
Biology	BS	MS 2007	2009-10
Chemistry	BS		2009-10
Computer Engineering		BS 2009	
Computer Science	BS	MS 2007	2007-08
Engineering		BS 2009	
Electrical Engineering		BS 2009	
Geology	BA-MS		2008-09
	BS		
Mathematics	BS-MAT		2008-09
Natural Science	BA		2009-10
Nursing	BS-MS		2009-10
Physics	BS		2009-10
Interdisciplinary and Other			
Administration	MS*		2005-06
Counseling Psychology	MS		2009-10
Environmental Resource Management	BS**		2005-06
General Education			2009-10
Interdisciplinary Studies	MA		2009-10
Liberal Studies	BA**		2005-06
Special Major	BA		2005-06

Note: Underlined programs are nationally accredited subject areas.
*Offered online, through special sessions.
**Also offered through special sessions.

ACADEMIC PLAN
2005-2006 through 2009-2010
California State University, Channel Islands

Existing Schools/Divisions and Degree Programs Offered		Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Anthropology		BA 2007	
Applied Physics		BA 2007	
		BS 2007	
Art	BA		2007-08
Biology	BA-BS		2007-08
Biotechnology and Bioinformatics	MS*		2009-10
Business	BS-MBA*		2007-08
Chemistry		BA 2005	
		BS 2005	
Chicano Studies		BA 2007	
Early Childhood Studies**		BA 2007	
Economics		BA 2005	
Education	MA*		2009-10
Computer Science	BS	MS* 2005	2007-08
English	BA	MA 2006	2007-08
Environmental Science and Resource Management	BS		2007-08
History	BA		2009-10
Information Technology		BS* 2005	
Liberal Studies	BA		2007-08
Mathematics	BS	MS* 2005	2007-08
Performing Arts		BA 2006	
Political Science		BA 2006	
Psychology	BA		2009-10
Sociology		BA 2005	
Spanish		BA 2005	

*To be offered through special sessions.
**The title is under discussion.

ACADEMIC PLAN
2005-2006 through 2009-2010
California State University, Chico

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Agriculture		
Agriculture	BS	2006-07
Agricultural Business	BS	2006-07
College of Behavioral and Social Sciences		
Anthropology	BA-MA	2006-07
Child Development	BA	2005-06
Criminal Justice	BA	2007-08
Economics	BA	2005-06
Geography	BA	2005-06
	MA	2008-09
Health Science	BS	2005-06
International Relations	BA	2005-06
Political Science	BA-MA	2005-06
Psychology	BA-MA	2005-06
	MS	
Public Administration	BA	2005-06
Public Administration	MPA*	2007-08
Rural and Town Planning	MRTP**	2005-06
Social Science	BA-MA*	2005-06
Social Work	BA*-MSW	2006-07
Sociology	BA	2007-08
College of Business		
Accountancy	MS	2007-08
Business Administration	BS-MBA	2007-08
Business Information Systems	BS	2007-08
College of Communication and Education		
Communication Design	BA	2005-06
Communication Studies	BA-MA	2005-06
Education	MA	2008-09
Exercise Physiology	BS	2005-06
Instructional Design and Technology	BS-MS	2005-06
Journalism	BA	2007-08

Note: Underlined programs are nationally accredited subject areas.
*Also offered through special sessions.
**Not currently admitting students.

ACADEMIC PLAN
2005-2006 through 2009-2010
California State University, Chico
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Communication and Education (continued)		
Kinesiology	BA-MA	2005-06
Recreation Administration	BS-MA*	2005-06
Communication Sciences and Disorders	BA-MA	2007-08
College of Engineering, Computer Science and Technology		
Applied Computer Graphics	BS	2007-08
Civil Engineering	BS	2007-08
Computer Engineering	BS	2007-08
Computer Information Systems	BS	2007-08
Computer Science	BS	2007-08
Computer Science	MS	2008-09
Construction Management	BS	2007-08
Electrical and Electronic Engineering	BS	2007-08
Electrical Engineering	MS	2008-09
Manufacturing Technology	BS	2006-07
Mechanical Engineering	BS	2007-08
Mechatronic Engineering	BS	2007-08
College of Humanities and Fine Arts		
American Studies	BA	2007-08
Art	BA-BFA-MA	2005-06
	MFA	2006-07
Creative Writing	MFA**	2005-06
English	BA-MA	2005-06
French	BA	2005-06
German	BA	2005-06
History	BA-MA	2005-06
Humanities	BA	2005-06
Linguistics	BA	2007-08
Music	BA-MA	2005-06
Music Industry and Technology	BA	2007-08

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.
**Offered through special sessions in collaboration with other CSU campuses; not admitting students.

ACADEMIC PLAN
2005-2006 through 2009-2010
California State University, Chico
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Humanities and Fine Arts (continued)		
Musical Theatre	BA	2006-07
Philosophy	BA	2006-07
Religious Studies	BA	2005-06
Spanish	BA	2005-06
Theatre Arts	BA	2006-07
College of Natural Sciences		
Biological Sciences	BS-MS	2005-06
Botany	MS	2005-06
Chemistry	BS	2005-06
Environmental Science	BS-MS	2005-06
Geology	BS	2006-07
Geosciences	BS-MS	2005-06
Mathematics	BS	2007-08
Mathematics Education	MS 2005	
Microbiology	BS	2005-06
Nursing	BS-MS	2005-06
Nutrition and Food Sciences	BS	2005-06
Nutritional Science	MS	2005-06
Physics	BS	2005-06
Undergraduate Education		
Liberal Studies	BA*	2005-06
Multicultural and Gender Studies	BA	2005-06
Special Major	BA-BS	2005-06
School of Graduate, International, and Sponsored Programs		
Asian Studies	BA**	2005-06
Interdisciplinary Studies	MA-MS	2005-06
Latin American Studies	BA	2005-06
Modern Jewish Studies	BA***	2007-08
Teaching International Languages	MA	2008-09

*Also offered through special sessions.
**Not currently admitting students.
***Offered in collaboration with CSU campuses at Long Beach, San Diego, and San Francisco.

ACADEMIC PLAN
2005-2006 through 2009-2010
California State University, Dominguez Hills

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Business Administration and Public Policy		
Applied Studies	BS	2006-07
Business Administration	BS-MBA	2006-07
Criminal Justice Administration	BS	2009-10
Economics	BA	2006-07
Engineering Management	MS*	2006-07
Labor Studies	BA	2006-07
Political Science	BA	2006-07
Public Administration	BS-MPA	2006-07
Sports, Entertainment, and Hospitality Management	BS 2006	
College of Education		
Education	MA	2009-10
Leadership for Education	EdD 2005**	
Liberal Studies	BA	2009-10
School Psychology	MS	2009-10
Special Education	MA	2009-10
College of Health and Human Services		
Behavioral Science (Gerontology)	MA	2005-06
Child and Adolescent Development	BA 2007	
Clinical Sciences	BS-MS	2008-09
Communication Disorders	MA 2006	
Exercise Science	BS 2007	
	MS 2009	
Health Science	BS-MS	2008-09
Human Services	BA	2009-10
Marital and Family Therapy	MS	2008-09
Nursing	BS-MS***	2008-09
Occupational Therapy	BS	MOT 2005	2008-09
Physical Education	BA	2008-09
Public Health	MPH 2007	
Recreation Administration	BA	2008-09
Social Work	MSW 2006	

Note: Underlined programs are nationally accredited subject areas.
*Authorized as a pilot program from fall 2002 to fall 2007; offered collaboratively with CSU Long Beach.
**To be offered jointly with the UC Riverside and several California State University campuses.
***Offered only as state-supported programs off campus. The campus has expressed interest in offering an entry-level MS in Nursing.

ACADEMIC PLAN
2005-2006 through 2009-2010
California State University, Dominguez Hills
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Liberal Arts		
Africana Studies	BA	2005-06
Anthropology	BA	2005-06
Art	BA	2005-06
Behavioral Science (Negotiation, Conflict Resolution, and Peacebuilding)	MA	2005-06
Chicano/Chicana Studies	BA	2005-06
Communications	BA	2005-06
Digital Media Arts	BA	2006-07
English	BA-MA	2005-06
History	BA	2005-06
Humanities	MA*	2005-06
Interdisciplinary Studies	BA	2005-06
Music	BA	2005-06
Philosophy	BA	2005-06
Spanish	BA	2005-06
Theatre Arts	BA	2005-06
College of Natural and Behavioral Sciences		
Behavioral Science	BA	2006-07
Biology	BA-BS-MS	2006-07
Chemistry	BA-BS	2006-07
Computer Science	BS MS 2006	2006-07
Geography	BA	2006-07
Geology	BS	2006-07
Mathematics	BA	2006-07
Mathematics	MAT	2009-10
Physics	BS	2006-07
Psychology	BA-MA	2006-07
Quality Assurance	BS-MS	2006-07
Sociology	BA-MA	2006-07
Special Programs		
Interdisciplinary Studies	MA-MS	2007-08
Special Major	BA-BS	2007-08

Note: Underlined programs are nationally accredited subject areas.
*Also offered through special sessions; special sessions MA is to be reviewed in 2007-08.

ACADEMIC PLAN
2005-2006 through 2009-2010
California State University, East Bay

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts, Letters and Social Sciences		
Anthropology	BA-MA	2007-08
Art	BA-BFA	2008-09
Communication	BA	2008-09
Criminal Justice Administration	BS	2007-08
English	BA-MA	2006-07
Environmental Studies	BA	2008-09
Ethnic Studies	BA	2005-06
French	BA	2007-08
Geography	BA-MA	2008-09
	BS	
Health Care Administration	MS	2005-06
History	BA-MA	2009-10
Human Development	BA	2005-06
International Studies	BA	2009-10
Latin American Studies	BA	2009-10
Liberal Studies	BA	2005-06
Music	BA-MA	2009-10
Philosophy	BA	2006-07
Political Science	BA	2007-08
Public Administration	MPA	2007-08
Social Work	MSW	2007-08
Sociology	BA-MA	2006-07
Spanish	BA	2007-08
Speech Pathology and Audiology	BS-MS	2009-10
Theatre Arts	BA	2005-06
College of Business and Economics		
Business Administration	BS-MS-MBA	2008-09
Economics	BA-MA	2005-06
Taxation	MS	2008-09

Note: Underlined programs are nationally accredited subject areas.

ACADEMIC PLAN
2005-2006 through 2009-2010
California State University, East Bay
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Education and Allied Studies		
Counseling	MS	2009-10
Education	MS	2009-10
Educational Leadership	MS-EdD*	2009-10
Kinesiology	BS-MS	2007-08
Recreation	BS	2007-08
Special Education	MS	2009-10
College of Science		
Biochemistry	BS	2005-06
Biological Science	BA-MS	2009-10
	BS	
Chemistry	BA-MS	2005-06
	BS	
Computer Science	BS-MS	2005-06
Engineering	BS	2009-10
Engineering Management	MS 2005	
Environmental Science	BS	2009-10
Geology	BA-MS	2009-10
	BS	
Health Sciences	BS	2005-06
Marine Sciences	MS**	2009-10
Mathematics	BS-MS	2005-06
Nursing	BS	2009-10
Physics	BS BA 2005	2009-10
Psychology	BA-BS	2009-10
Statistics	BS-MS	2009-10
Interdisciplinary and Other Programs		
Multimedia	MA	2008-09
Special Major	BA-MA	2008-09
	BS-MS	
Telecommunications Systems	MS	2008-09

Note: Underlined programs are nationally accredited subject areas.

*Offered jointly with the University of California, Berkeley; San Francisco State University; and San José State University; scheduled for review in 2008-09.

**The MS in Marine Sciences is offered at the Moss Landing Marine Laboratories. East Bay students completing the Moss Landing program are eligible to have the degree conferred by CSU East Bay.

ACADEMIC PLAN
2005-2006 through 2014-2015
California State University, Fresno

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Agricultural Sciences and Technology		
Agricultural Business	BS	2010-11
Agricultural Education	BS	2005-06
Animal Science	BS	2005-06
	MS	2009-10
Child Development	BS	2005-06
Enology	BS	2008-09
Family and Consumer Sciences	BA-MS*	2005-06
Food and Nutritional Sciences	BS-MS	2005-06
Industrial Technology	BS-MS	2007-08
Plant Science	BS-MS	2006-07
Viticulture	BS	2008-09
Viticulture and Enology	MS**	2008-09
College of Arts and Humanities		
Art	BA-MA	2011-12
English	BA-MA	2011-12
Communication	BA-MA	2005-06
Creative Writing	MFA	2011-12
French	BA	2011-12
German	BA*	
Interior Design	BA	2008-09
Linguistics	BA-MA	2005-06
Mass Communication and Journalism	BA-MA	2007-08
Music	BA-MA	2010-11
Philosophy	BA	2006-07
Russian	BA*	
Spanish	BA-MA	2011-12
Theatre Arts	BA	2012-13
Sid Craig School of Business		
Accountancy	MS	2011-12
Business Administration	BS	2014-15
	MBA***	2011-12

Note: Underlined programs are nationally accredited subject areas (including Dietetics and Food
       Administration option in Food and Nutritional Science program).
*Not currently admitting students.
**Authorized as a pilot program from fall 2003 to fall 2008.
***Also offered through special sessions.

ACADEMIC PLAN
2005-2006 through 2014-2015
California State University, Fresno
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
School of Education and			
Human Development			
Counseling	MS		2014-15
Education	MA*		2005-06
Educational Leadership	EdD**		2005-06
Rehabilitation Counseling	MS		2008-09
Special Education	MA		2005-06
Teaching		MA 2005	
College of Engineering and			
Computer Science			
Civil Engineering	BS-MS		2006-07
Computer Engineering	BS		2006-07
Computer Science	BS-MS		2010-11
Construction Management	BS		2006-07
Electrical Engineering	BS		2006-07
Engineering	MS***		2010-11
Geomatics Engineering	BS		2006-07
Industrial Engineering	BS		2006-07
Mechanical Engineering	BS		2006-07
College of Health and			
Human Services			
Communicative Disorders	BA-MA		2007-08
Health Science	BS		2005-06
Interdisciplinary Health and Rehabilitation Sciences	BS		2008-09
Kinesiology	BS-MA		2006-07
Nursing	BS-MS		2005-06
Physical Therapy	MPT	DPT 2006****	2008-09
Public Health	MPH		2005-06
Recreation Administration	BS		2010-11
Social Work	BA-MSW		2010-11

Note: Underlined programs are nationally accredited subject areas.
*Also offered through special sessions.
**Offered jointly with the University of California, Davis.
***Also offered through special sessions at Edwards Air Force Base.
****To be offered jointly with the University of California, San Francisco.

ACADEMIC PLAN
2005-2006 through 2014-2015
California State University, Fresno
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Sciences and Mathematics		
Biology	BS-MS	2005-06
Biotechnology	MBt*	
Chemistry	BA-BS-MS	2005-06
Environmental Sciences	BS**	2008-09
Forensic Science	MS 2005	
Geology	BS-MS	2005-06
Mathematics	BA-MA	2006-07
Natural Sciences	BA	2006-07
Physics	BS-MS	2006-07
Psychology	BA-MA-MS	2011-12
College of Social Sciences		
Africana Studies	BA	2005-06
Anthropology	BA	2007-08
Chicano Studies	BA	2007-08
Criminal Justice Sciences	PhD 2005***	
Criminology	BS-MS	2010-11
Economics	BA	2010-11
Geography	BA	2010-11
History	BA-MA	2011-12
International Relations	MA	2007-08
Political Science	BA	2007-08
<u>Public Administration</u>	BA-MPA	2007-08
Sociology	BA	2008-09
Women's Studies	BA	2008-09
Special and Interdisciplinary Programs		
Interdisciplinary Studies	MA-MS	2007-08
Liberal Studies	BA	2005-06
Marine Sciences	MS****	2005-06
Special Major	BA-BS	2005-06

Note: Underlined programs are nationally accredited subject areas.
*Authorized as a pilot program from fall 2005 to fall 2010.
**Offered jointly with the University of California, Riverside.
***To be offered jointly with the University of California, Davis, in collaboration with other CSU campuses.
****The MS in Marine Sciences is offered at the Moss Landing Marine Laboratories. Fresno students completing the Moss Landing program are eligible to have the degree conferred by CSU Fresno.

ACADEMIC PLAN
2005-2006 through 2012-2013
California State University, Fullerton

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of the Arts		
Art	BA-MA	2012-13
	BFA-MFA	
Dance	BA	2012-13
Music	BA-MA	2006-07
	BM-MM	2012-13
Theatre Arts	BA-MA	2005-06
	BFA-MFA	
College of Business and Economics		
Accountancy	MS	2012-13
Business Administration	BA-MBA	2012-13
Economics	BA-MA	2008-09
Information Systems	MS	2012-13
Information Technology	MS*	2008-09
International Business	BA	2012-13
Taxation	MS	2012-13
College of Communications		
Communications	BA-MA	2010-11
Communicative Disorders	BA-MA	2010-11
Radio-Television-Film	BA	2008-09
Speech Communication	BA-MA	2006-07
College of Engineering and Computer Science		
Civil Engineering	BS-MS	2011-12
Computer Engineering	BS	2010-11
Computer Science	BS-MS	2011-12
Electrical Engineering	BS-MS	2011-12
Engineering	BS-MS	2011-12
Mechanical Engineering	BS-MS	2011-12
Software Engineering	MS	2011-12

Note: Underlined programs, including the Journalism option in Communications, are nationally accredited
        subject areas.
***Authorized as a pilot program from fall 2004 to fall 2009.

ACADEMIC PLAN
2005-2006 through 2012-2013
California State University, Fullerton
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Human Development and Community Service		
Child and Adolescent Development	BS	2005-06
Counseling	MS	2008-09
Education	MS*	2007-08
Educational Administration and Leadership	EdD**	2007-08
Health Science	BS	2008-09
Human Services	BS	2007-08
Instructional Design and Technology	MS***	2006-07
Kinesiology	BS-MS	2008-09
Nursing	BS-MS	2007-08
Public Health	MPH	2010-11
College of Humanities and Social Sciences		
American Studies	BA-MA	2007-08
Anthropology	BA-MA	2008-09
Comparative Literature	BA-MA	2010-11
Criminal Justice	BA	2005-06
English	BA-MA	2010-11
Environmental Studies	MS	2006-07
Ethnic Studies	BA	2008-09
European Studies	BA	2009-10
French	BA-MA	2008-09
Geography	BA-MA	2006-07
German	BA-MA	2008-09
Gerontology	MS	2008-09
History	BA-MA	2011-12
Japanese	BA	2008-09
Latin American Studies	BA	2007-08
Liberal Studies	BA	2011-12
Linguistics	BA-MA	2011-12
Philosophy	BA	2005-06
Political Science	BA-MA	2009-10

Note: Underlined programs are nationally accredited subject areas.

*Option in Teaching English to Speakers of Other Languages is administered by the College of Humanities and Social Sciences.

**Offered jointly with the University of California, Irvine; California State University, Long Beach, California State University, Los Angeles; and California State Polytechnic University, Pomona.

***Authorized as a pilot program from fall 2002 to fall 2007.

ACADEMIC PLAN
2005-2006 through 2012-2013
California State University, Fullerton
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Humanities and Social Sciences (continued)		
Psychology	BA-MA	2006-07
	MS	
<u>Public Administration</u>	BA-MPA	2009-10
Religious Studies	BA	2010-11
Social Sciences	MA*	Pending
Sociology	BA-MA	2011-12
Spanish	BA-MA	2008-09
Women's Studies	BA	2005-06
College of Natural Sciences and Mathematics		
Biochemistry	BS	2008-09
Biological Science	BA	2006-07
Biology	MS	2006-07
Chemistry	BA-MS	2008-09
	BS	
Geological Sciences	BS	2011-12
Geology	MS	2011-12
Mathematics	BA-MA	2009-10
Physics	BS-MS	2005-06
Science	MAT	2005-06
Special Programs		
Interdisciplinary Studies	MA*-MS*	Pending
Special Major	BA*	Pending
General Education		2007-08

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.

ACADEMIC PLAN
2005-2006 through 2011-2012
Humboldt State University

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts, Humanities, and Social Sciences		
Anthropology	BA	2005-06
Art	BA-MA	2007-08
Communication	BA	2008-09
English	BA-MA	2008-09
French	BA	2008-09
Geography	BA	2010-11
German	BA	2008-09
History	BA	2011-12
Journalism	BA	2008-09
Music	BA	2007-08
Native American Studies	BA	2009-10
Philosophy	BA	2009-10
Political Science	BA	2011-12
Religious Studies	BA	2006-07
Social Science	BA-MA	2005-06
Social Work	BA	2005-06
Social Work	MSW	2011-12
Sociology	BA-MA	2005-06
Spanish	BA	2008-09
Theatre Arts	BA-MA	2008-09
	MFA*	
College of Natural Resources and Sciences		
Biology	BS-MA	2010-11
Botany	BS	2010-11
Chemistry	BA-BS	2010-11
Computer Information Systems	BS	2006-07
Computer Science	BS	2006-07
Environmental Resources Engineering	BS	2008-09
Environmental Science	BS	2007-08
Environmental Systems	MS	2010-11
Fisheries Biology	BS	2007-08
Forestry	BS	2006-07
Geology	BA-BS	2011-12
Mathematics	BA	2005-06
Natural Resources	MS	2008-09
Natural Resources Planning and Interpretation	BS	2006-07

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.

ACADEMIC PLAN
2005-2006 through 2011-2012
Humboldt State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Natural Resources and Sciences (continued)		
Nursing	BS	2006-07
Oceanography	BS	2008-09
Physical Science	BS	2005-06
Physics	BA-BS	2005-06
Psychology	BA-MA	2011-12
Rangeland Resource Sciences	BS	2009-10
Wildlife Management	BS	2009-10
Zoology	BS	2010-11
College of Professional Studies		
Business Administration	BS-MBA	2007-08
Economics	BA	2010-11
Education	MA	2009-10
Industrial Technology	BS	2007-08
Kinesiology	BS-MS	2009-10
Other		
Interdisciplinary Studies	BA-BS	2005-06
Dance Studies		2008-09
Ethnic Studies		2008-09
International Studies		2009-10
Women's Studies		2007-08
Liberal Studies	BA	2010-11
Child Development		2006-07
Elementary Education		2009-10
Recreation Administration		2009-10

Note: Underlined programs are nationally accredited subject areas.

ACADEMIC PLAN
2005-2006 through 2013-2014
California State University, Long Beach

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of the Arts		
Art	BA-MA BFA-MFA	2005-06
Dance	BA-MA* BFA-MFA	2011-12
Design	BS	2005-06
Film and Electronic Arts	BA	2007-08
Music	BA-MA BM-MM	2013-14
Theatre Arts	BA-MA MFA	2013-14
College of Business Administration		
Business Administration	BS-MBA	2007-08
College of Education		
Counseling	MS	2006-07
Education	MA	2006-07
Educational Administration and Leadership	EdD**	2008-09
Leadership for Education	EdD 2005***	
Liberal Studies	BA	2006-07
Special Education	MS	2006-07
College of Engineering		
Aerospace Engineering	BS-MS	2006-07
Chemical Engineering	BS	2006-07
Civil Engineering	BS-MS-CE	2006-07
Computer Engineering	BS	2006-07
Computer Engineering Technology	BS 2005	
Computer Science and Engineering	BS-MS	2006-07
Construction Engineering Management	BS	2006-07
Electrical Engineering	BS-MS	2006-07

Note: Underlined programs, including the Interior Design specialization (within the BFA, Art), are nationally accredited subject areas.

*Offered only through special sessions.

**Offered jointly with the University of California, Irvine; California State University, Fullerton, California State University, Los Angeles; and California State Polytechnic University, Pomona.

***To be offered jointly with the University of California, Riverside and several California State University campuses.

ACADEMIC PLAN
2005-2006 through 2013-2014
California State University, Long Beach
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Engineering (continued)		
Electronics Engineering Technology	BS	2006-07
Engineering	BS-MS	2009-10
Engineering and Industrial Applied Mathematics	PhD*	2011-12
Engineering Management	MS**	2006-07
Engineering Technology	BS	2008-09
Manufacturing Engineering Technology	BS	2008-09
Mechanical Engineering	BS-MS	2006-07
College of Health and Human Services		
Audiology***	BS	2005-06
Communicative Disorders	BA-MA	2008-09
Criminal Justice	BS-MS	2011-12
Dietetics and Food Administration	BS	2010-11
Emergency Services Administration	MS	2007-08
Family and Consumer Sciences	BA-MA	2006-07
Gerontology	MS	2011-12
Health Care Administration	BS-MS	2005-06
Health Science	BS-MS	2005-06
	MPH	
Kinesiology	BA-MA	2011-12
	BS-MS	
Nursing	BS-MS	2011-12
Nursing /Public Health	MS/MPH	2011-12
Nursing/Health Care Administration	MS/MS	2011-12
Nutritional Science	MS	2011-12
Occupational Studies	BS-MA	2011-12
	BVEd	
Physical Therapy	MPT	2013-14
Public Policy and Administration	MPA	2008-09
Recreation	BA	2005-06
Recreation Administration	MS	2005-06
Social Work	BA-MSW	2008-09

Note: Underlined programs, including the concentration in Materials Engineering (within the BS, Engineering) are nationally accredited subject areas.

*The joint doctoral degree in Engineering and Industrial Applied Mathematics is offered with Claremont Graduate University.

**Authorized as a pilot program from fall 2002 to fall 2007; offered collaboratively with California State University, Dominguez Hills.

***The university has also expressed interest in negotiating a joint doctoral degree (AuD) in Audiology.

ACADEMIC PLAN
2005-2006 through 2013-2014
California State University, Long Beach
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Liberal Arts		
American Studies	BA	2007-08
Anthropology	BA-MA	2005-06
Asian American Studies	BA	2005-06
Asian Studies	BA-MA	2005-06
Black Studies	BA	2005-06
Business Economics	BA	2005-06
Chicano and Latino Studies	BA	2005-06
Chinese Studies	BA	2005-06
Classics	BA	2006-07
Communication Studies	BA-MA	2011-12
Comparative World Literature	BA	2006-07
Creative Writing	MFA	2006-07
Economics	BA-MA	2005-06
English	BA-MA	2006-07
Environmental Science and Policy	BA	2006-07
French	BA-MA	2007-08
French Studies	BA	2007-08
Geography	BA-MA	2006-07
German	BA	2007-08
Global Logistics	MA*	2005-06
History	BA-MA	2006-07
Human Development	BA	2006-07
International Studies	BA	2011-12
Italian Studies	BA	2007-08
Japanese	BA	2005-06
Journalism	BA	2007-08
Linguistics	BA-MA	2008-09
Modern Jewish Studies	BA**	2007-08
Philosophy	BA-MA	2006-07
Political Science	BA-MA	2011-12
Psychology	BA-MA	2011-12
	MS	
Religious Studies	BA-MA	2006-07
Sociology	BA	2011-12
Spanish	BA-MA	2007-08
Translation and Interpretation Studies	BA*	2005-06
Women's Studies	BA	2006-07

Note: Underlined programs are nationally accredited subject areas.
*Authorized as a pilot program from fall 2001 to fall 2006.
**Offered in collaboration with CSU campuses at Chico, San Diego, and San Francisco.

ACADEMIC PLAN
2005-2006 through 2013-2014
California State University, Long Beach
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Natural Sciences and Mathematics		
Biochemistry	BS-MS	2011-12
Biology	BS-MS	2005-06
Chemistry	BA-MS	2011-12
	BS	
Earth Science	BS	2005-06
Environmental Science and Policy	BS	2006-07
Geology	BS-MS[*]	2005-06
Marine Biology	BS	2005-06
Mathematics	BS-MS	2006-07
Microbiology	BS-MS	2005-06
Physics	BA-MS	2007-08
	BS	
Science Education	MS	2005-06
University Academic Programs		
Interdisciplinary Studies	BA-MA	2005-06
	BS-MS	

*The master's degree in Geology is offered cooperatively with California State University, Los Angeles and California State University, Northridge.

ACADEMIC PLAN
2005-2006 through 2010-2011
California State University, Los Angeles

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts and Letters		
Art	BA-MA	2006-07
	MFA	
Chinese	BA	2008-09
Communication	BA	2005-06
Communication Studies	MA	2005-06
English	BA-MA	2008-09
Film, Television, and Theatre	MFA 2005*	
French	BA-MA	2009-10
Japanese	BA	2009-10
Liberal Studies	BA	2005-06
Music	BA-MA	2008-09
	BM-MM	
Philosophy	BA-MA	2005-06
Spanish	BA-MA	2009-10
Television, Film, and Media Studies	BA	2006-07
Theatre Arts	MA	2010-11
Theatre Arts and Dance	BA	2010-11
College of Business and Economics		
Accountancy	MS	2010-11
Business Administration	BS-MS	2010-11
	MBA	
Computer Information Systems	BS	2010-11
Economics	BA-MA	2005-06
Health Care Management	MS	2010-11
Information Systems	MS	2010-11
Charter College of Education		
Counseling	MS	2005-06
Rehabilitation Counseling		2008-09
Education	MA	2005-06
Educational Administration	MA	2005-06
Educational Administration and Leadership	EdD**	2008-09
Leadership for Education	EdD 2005***	

Note: Underlined programs indicate nationally accredited subject areas.
*The title and scope of the program are under discussion.
**Offered jointly with the University of California, Irvine; California State University, Fullerton, California State
  University, Long Beach; and California State Polytechnic University, Pomona.
***To be offered jointly with the University of California, Riverside and several CSU campuses.

ACADEMIC PLAN
2005-2006 through 2010-2011
California State University, Los Angeles
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Charter College of Education (continued)		
Rehabilitation Services	BS	2008-09
Special Education	MA-PhD*	2005-06
Teaching English to Speakers of Other Languages	MA	2005-06
Urban Learning	BA 2005	
College of Engineering, Computer Science, and Technology		
Aviation Administration	BS	2010-11
Civil Engineering	BS-MS	2007-08
Computer Science	BS-MS	2009-10
Electrical Engineering	BS-MS**	2007-08
Engineering	BS	2007-08
Fire Protection Administration and Technology	BS	2006-07
Graphic Communication	BS	2007-08
Industrial Arts	BA	2006-07
Industrial Technology	BS	2006-07
Industrial and Technical Studies	MA	2006-07
Mechanical Engineering	BS-MS	2007-08
Technology	MS 2005***	
Vocational Arts	BVEd	2006-07
College of Health and Human Services		
Child Development	BA-MA	2006-07
Communicative Disorders	BA-MA	2008-09
Criminal Justice	BS-MS	2007-08
Criminalistics	MS	2007-08
Exercise Science	BS 2006	
Food Science and Technology	BS 2006****	
Forensic Science	BS 2006	
Health Care Management	MS	2010-11
Health Science	BS-MA	2005-06
Kinesiology	BS-MS	2009-10
Nursing	BS-MS	2006-07

Note: Underlined programs indicate nationally accredited subject areas.

*The PhD in Special Education is offered jointly with the University of California, Los Angeles.

**Also offered through special sessions.

***The title and scope of the program are under discussion.

****Approval will be contingent on evidence of sufficient student demand to sustain a viable program.

ACADEMIC PLAN
2005-2006 through 2010-2011
California State University, Los Angeles
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Health and Human Services (continued)		
Nutritional Science	BS-MS	2010-11
Social Work	BA-MSW	2010-11
College of Natural and Social Sciences		
Afro-American Studies	BA	2005-06
Anthropology	BA-MA	2005-06
Biochemistry	BS	2005-06
Biology	BS-MS	2008-09
Chemistry	BA-MS	2005-06
	BS	
Environmental Science	MS 2008	
Geography	BA-MA	2009-10
Geology	BS-MS*	2010-11
History	BA-MA	2009-10
Latin American Studies	BA-MA	2005-06
Mathematics	BA-MS	2006-07
	BS	
Microbiology	BS	2008-09
Mexican American Studies	BA-MA	2005-06
Natural Science	BS	2007-08
Physics	BA-MS	2007-08
	BS	
Political Science	BA-MA	2008-09
Psychology	BA-MA	2009-10
	MS	
Public Administration	MS	2008-09
Social Science	BA	2008-09
Sociology	BA-MA	2010-11
Interdisciplinary Programs		
Asian and Asian American Studies	BA	2009-10
Interdisciplinary Studies	MA-MS	2006-07
Special Major	BA-BS	2007-08

Note: Underlined programs are nationally accredited subject areas.

*The Master's degree in Geology is offered cooperatively with California State University, Long Beach and
  California State University, Northridge.

ACADEMIC PLAN
2005-2006 through 2009-2010
California Maritime Academy

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Business Administration	BS	2006-07
Facilities Engineering Technology	BS	2005-06
Global Studies and Maritime Affairs	BA	2007-08
Marine Engineering Technology	BS	2005-06
Marine Transportation*	BS	2007-08
Mechanical Engineering	BS	2007-08

Note: Underlined programs are nationally accredited subject areas.

*The International Maritime Organization has ratified that the Marine Transportation program is in conformity
 with the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers.

ACADEMIC PLAN
2005-2006 through 2009-2010
California State University, Monterey Bay

Degree Programs Offered		Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Biological Sciences		BS 2006	
Business Administration	BA	MBA 2005	2007-08
Collaborative Human Services	BA		2007-08
Collaborative Leadership for Teaching and Learning		EdD 2005*	
Computer Science and Information Technology		MS 2007	
Critical and Applied Multicultural Studies		MA 2007	
Earth Systems Science and Policy	BS	MS 2005	2007-08
Education	MA		2007-08
Global Studies	BA		2006-07
Human Communication	BA		2006-07
Human Development		BA 2006	
Human Performance and Wellness		BS 2005	
Integrated Studies	BA		2008-09
Interdisciplinary Studies	MA		2008-09
Liberal Studies	BA		2007-08
Management and Information Technology	MS**		2006-07
Marine Sciences	MS***		2008-09
Mathematics	BA****		2007-08
Music	BA		2008-09
Nursing		MS 2006*****	
Practical and Professional Ethics		MA 2008******	
Social and Behavioral Sciences	BA		2006-07
Teaching		MA 2006	
Telecommunications, Multimedia, and Applied Computing	BS		2007-08
Teledramatic Arts and Technology	BA		2009-10
Visual and Public Arts	BA		2006-07
World Languages and Cultures	BA		2006-07

*To be offered jointly with the University of California, Santa Cruz and San José State University.
**Authorized as a pilot program from fall 2002 to fall 2007.
***The MS in Marine Sciences is offered at the Moss Landing Marine Laboratories. Monterey Bay students completing the Moss Landing program will be eligible to have the degree conferred by California State University, Monterey Bay.
****Authorized as a pilot program from fall 2003 to fall 2008.
*****Approval will be contingent on the availability of resources to establish and sustain the program.
******Approval will be contingent on evidence of sufficient student demand and employment opportunities for graduates.

ACADEMIC PLAN
2005-2006 through 2010-2011
California State University, Northridge

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts, Media, and Communication		
Art	BA-MA-MFA	2005-06
Cinema and Television Arts	BA	2007-08
Communication Studies	BA-MA	2008-09
Journalism	BA	2009-10
Mass Communication	MA	2009-10
Music	BA-MA	2006-07
	BM-MM	
Screenwriting	MA 2005	
Theatre Arts	BA-MA	2010-11
College of Business and Economics		
Accountancy	BS-MS*	2009-10
Business Administration	BS-MS*-MBA	2009-10
Economics	BA	2009-10
Information Systems	BS	2009-10
Michael D. Eisner College of Education		
Counseling	MS	2008-09
Deaf Studies	BA	2006-07
Education	MA	2009-10
Educational Administration	MA	2009-10
Special Education	MA	2009-10
College of Engineering and Computer Science		
Civil Engineering	BS	2007-08
Computer Engineering	BS MS 2006	2007-08
Computer Science	BS	2007-08
Computer Science	MS	2010-11
Construction Management Technology	BS	2009-10
Electrical Engineering	BS	2007-08
Electrical Engineering	MS	2009-10
Engineering	BS	2007-08
Engineering	MS**	2009-10
Engineering Management	MS**	2007-08
Manufacturing Systems Engineering	BS MS 2006	2007-08

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.
**Also offered through special sessions.

ACADEMIC PLAN
2005-2006 through 2010-2011
California State University, Northridge
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Engineering and Computer Science (continued)		
Materials Engineering	MS 2005	
Mechanical Engineering	BS MS 2005	2007-08
Software Engineering	MS 2006	
Structural Engineering	MS 2006	
College of Health and Human Development		
Child Development	BA	2010-11
Communicative Disorders	BA-MS*	2010-11
Environmental and Occupational Health	BS	2007-08
Environmental and Occupational Health	MS	2005-06
Family and Consumer Sciences	BS-MS	2007-08
Interior Design		2010-11
Nutrition, Dietetics, and Food Science		2008-09
Health Administration	MS	2006-07
Health Science	BS	
Radiologic Technology		2008-09
Health Administration		2008-09
Health Education		2006-07
Kinesiology	BS-MS	2009-10
Athletic Training		2005-06
Nursing	BS	2009-10
Physical Therapy	MPT	2008-09
Public Health	MPH	2005-06
Recreation	BS-MS	2010-11
College of Humanities		
Asian American Studies	BA	2005-06
Chicana and Chicano Studies	BA-MA	2009-10
English	BA-MA	2009-10
French	BA-MA	2009-10
German	BA	2009-10
Humanities	BA	2006-07
Liberal Studies	BA	2009-10
Linguistics	BA-MA	2007-08
Modern Jewish Studies	BA 2005**	
Philosophy	BA	2009-10

Note: Underlined programs, including the options noted, are nationally accredited subject areas.

*Also offered through special sessions.

**To be offered in collaboration with CSU campuses at Chico, Long Beach, San Diego, and San Francisco.

ACADEMIC PLAN
2005-2006 through 2010-2011
California State University, Northridge
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
College of Humanities (continued)			
Religious Studies	BA		2010-11
Spanish	BA-MA		2009-10
Women's Studies	BA		2006-07
College of Science and Mathematics			
Biochemistry	BS	MS 2005	2008-09
Biology	BA-MS		2010-11
	BS		
Biomedical Physics	BA		2010-11
Chemistry	BA-MS		2008-09
	BS		
Genetic Counseling	MS		2006-07
Geology	BS-MS*		2005-06
Mathematics	BA-MS		2010-11
	BS		
Physics	BA-MS		2010-11
	BS		
College of Social and Behavioral Sciences			
African American Studies	BA		2007-08
Anthropology	BA-MA		2005-06
Geography	BA-MA		2008-09
History	BA-MA		2010-11
Political Science	BA-MA		2005-06
Psychology	BA-MA		2007-08
Public Administration	MPA**		2009-10
Public Sector Management	BA**		2008-09
Sociology	BA-MA		2005-06
Social Work	MSW		2011-12
Urban Studies and Planning	BA		2010-11

*The MS in Geology is offered cooperatively with CSU campuses at Long Beach and Los Angeles.
**Offered through special sessions.

ACADEMIC PLAN
2005-2006 through 2010-2011
California State University, Northridge
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Interdisciplinary Programs		
Information and Knowledge Management	MA 2005*	
Information and Library Management	MA 2005*	
Interdisciplinary Studies	MA	2009-10
Special Major	BA	2005-06

*To be offered through special sessions.

ACADEMIC PLAN
2005-2006 through 2009-2010
California State Polytechnic University, Pomona

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Agriculture		
Agricultural Biology	BS	2007-08
Agricultural Science	BS	2005-06
Agriculture	MS	2007-08
Agronomy	BS	2007-08
Animal Health Science	BS	2007-08
Animal Science	BS	2007-08
Apparel Merchandising and Management	BS	2007-08
Food Marketing and Agribusiness Management	BS	2005-06
Food Science and Technology	BS	2007-08
Foods and Nutrition	BS	2007-08
Horticulture	BS	2007-08
Landscape Irrigation Science	BS	2007-08
Soil Science	BS	2007-08
College of Business Administration		
Accountancy	MS 2006	
Business Administration	BS-MS	2009-10
	MBA	
College of Education		
Education	MA	2008-09
Educational Administration and Leadership	EdD*	2008-09
Gender, Ethnicity, and Multicultural Studies	BA	2005-06
Liberal Studies	BA	2005-06
College of Engineering		
Aerospace Engineering	BS	2005-06
Chemical Engineering	BS	2005-06
Civil Engineering	BS	2005-06
Computer Engineering	BS	2008-09
Construction Engineering Technology	BS	2005-06
Electrical Engineering	BS-MS	2005-06

Note: Underlined programs are nationally accredited subject areas.

*Offered jointly with the University of California, Irvine; California State University, Fullerton; California State University, Long Beach, and California State University, Los Angeles.

ACADEMIC PLAN
2005-2006 through 2009-2010
California State Polytechnic University, Pomona
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
College of Engineering (continued)			
Electronics and Computer Engineering Technology	BS		2005-06
Engineering	MS		2005-06
Engineering Management	MS		2005-06
Engineering Technology	BS		2005-06
Industrial Engineering	BS		2005-06
Manufacturing Engineering	BS		2005-06
Materials Engineering	BS*		2005-06
Mechanical Engineering	BS-MS		2005-06
Structural Engineering	MS		2005-06
College of Environmental Design			
Architecture	Barch**-MArch		2008-09
Art	BA		2009-10
Graphic Design	BFA		2008-09
Landscape Architecture	BS-MLA		2005-06
Regenerative Studies	MS		2008-09
Urban and Regional Planning	BS-MURP		2009-10
College of Letters, Arts, and Social Sciences			
Anthropology	BS		2005-06
Behavioral Sciences	BA		2005-06
Communication Arts	BS		2008-09
Economics	BS-MS		2005-06
English	BA-MA		2009-10
Geography	BS		2005-06
History	BA-MA		2009-10
Kinesiology	BS-MS		2009-10
Music	BA		2005-06
Philosophy	BA		2008-09
Political Science	BA		2009-10
Psychology	BA-MS	MA 2005	2005-06

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.
**Also offered through special sessions.

ACADEMIC PLAN
2005-2006 through 2009-2010
California State Polytechnic University, Pomona
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Letters, Arts, and Social Sciences (continued)		
Public Administration	MPA	2009-10
Social Sciences	BS	2005-06
Sociology	BA	2005-06
Spanish	BA	2009-10
Theatre	BA	2008-09
College of Science		
Biological Science	MS	2005-06
Biology	BS	2005-06
Biotechnology	BS	2005-06
Botany	BS	2005-06
Chemistry	BS-MS	2009-10
Computer Science	BS-MS	2007-08
Environmental Biology	BS	2008-09
Geology	BS	2009-10
Integrated Earth Studies	BS	2007-08
Mathematics	BS-MS	2007-08
Microbiology	BS	2005-06
Physics	BS	2007-08
Zoology	BS	2005-06
Collins School of Hospitality Management		
Hotel and Restaurant Management	BS	2006-07
Other		
Special Major	BA*	
Degrees Offered Through Special Sessions		
Management	MS	2005-06

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.

ACADEMIC PLAN
2005-2006 through 2010-2011
California State University, Sacramento

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts and Letters		
Art	BA-MA	2010-11
Communication Studies	BA-MA	2010-11
English	BA-MA	2006-07
French	BA	2009-10
Graphic Design	BS	2009-10
History	BA-MA-PhD*	2006-07
Humanities	BA	2007-08
Interior Design	BA	2009-10
Journalism	BA	2009-10
Learning Skills		2005-06
Liberal Arts	MA	2008-09
Music	BA	2010-11
	BM-MM	
Philosophy	BA	2007-08
Photography	BA**	2005-06
Spanish	BA-MA	2009-10
Teaching English to Speakers of Other Languages	MA	2008-09
Theatre Arts	BA-MA	2009-10
College of Business Administration		
Accountancy	MS	2005-06
Business Administration	BS-MBA	2005-06
	MS	
Urban Land Development	MS	2009-10
College of Education		
Child Development	BA	2007-08
Counseling	MS	2009-10
Education	MA	2009-10
Educational Leadership	EdD***	2010-11
School Psychology	MA 2005	
	EdS 2005	
Vocational Education	BVEd****	2010-11

Note: Underlined programs are nationally accredited subject areas.
*Emphasis in Public History; offered jointly with the University of California, Santa Barbara.
**Authorized as a pilot program from fall 2001 to fall 2006.
***Offered jointly with the University of California, Davis and Sonoma State University.
****Offered through special sessions.

ACADEMIC PLAN
2005-2006 through 2010-2011
California State University, Sacramento
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Engineering and Computer Science		
Civil Engineering	BS-MS	2009-10
Computer Engineering	BS-MS	2009-10
Computer Science	BS-MS	2009-10
Construction Management	BS	2009-10
Electrical and Electronic Engineering	BS-MS	2009-10
Mechanical Engineering	BS-MS	2009-10
Mechanical Engineering Technology	BS	2009-10
Software Engineering	MS	2009-10
College of Health and Human Services		
Division of Criminal Justice		
Criminal Justice Administration	BS-MS	2005-06
Division of Health and Physical Education		
Health Science	BA	2010-11
Kinesiology	BS-MS	2010-11
Physical Therapy	MPT	2009-10
Recreation Administration	BS-MS	2006-07
Speech Pathology and Audiology	BS-MS	2007-08
Division of Nursing		
Nursing	BS-MS	2005-06
Division of Social Work		
Social Work	BA-MSW	2006-07
College of Natural Sciences and Mathematics		
Biological Sciences	BA-MS BS	2008-09
Chemistry	BA-MS BS	2007-08

Note: Underlined programs are nationally accredited subject areas.

ACADEMIC PLAN
2005-2006 through 2010-2011
California State University, Sacramento
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Natural Sciences and Mathematics (continued)		
Geography	BA	2010-11
Geology	BA-MS*	2007-08
	BS	
Mathematics	BA-MA	2007-08
Physical Science	BA	2008-09
Physics	BA-BS	2008-09
College of Social Sciences and Interdisciplinary Studies		
Anthropology	BA-MA	2005-06
Asian Studies	BA	2008-09
Economics	BA-MA	2010-11
Environmental Studies	BA	2006-07
Ethnic Studies	BA	2005-06
Family and Consumer Sciences	BA	2007-08
Government	BA-MA	2009-10
Government-Journalism	BA	2009-10
Liberal Studies	BA	2006-07
Psychology	BA-MA	2005-06
Public Policy and Administration	MPPA	2005-06
Social Science	BA	2006-07
Sociology	BA-MA	2005-06
Interschool and Interdisciplinary Programs		
Gerontology	BS	2009-10
Health Care Administration	MS 2005***	
International Affairs	MA	2009-10
Marine Sciences	MS****	2005-06
Special Major	BA-MA	2010-11
	BS-MS	

*Authorized as a pilot program from fall 2000 to fall 2005.
**To be offered jointly with the University of Southern California.
***To be offered through special sessions.
***The MS in Marine Sciences is offered at the Moss Landing Marine Laboratories. Sacramento students completing the Moss Landing program are eligible to have the degree conferred by California State University, Sacramento.

ACADEMIC PLAN
2005-2006 through 2014-2015
California State University, San Bernardino

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts and Letters		2007-08
Art	BA-MA	
Communication	BA	
Communication Studies	MA	
English	BA	
English Composition	MA	
French	BA	
Music	BA	MA 2005***
Philosophy	BA	
Spanish	BA-MA	
Theatre Arts	BA	MA 2005***
College of Business and Public Administration*		2006-07
Accountancy		MS 2005
Business Administration	BA-MBA	
	BS	
Information Systems and Technology		BS 2005
Public Administration	MPA	
College of Education		2008-09
Counseling	MS	
Education	MA	
Educational Administration	MA	
Leadership for Education		EdD 2005**
Rehabilitation Counseling	MA	
Special Education		MS 2006
Vocational Education	BVEd-BS	
College of Natural Sciences		2009-10
Biology	BA	
	BS-MS	
Chemistry	BA-BS	
Computer Engineering		BS 2005
Computer Science	BS-MS	

Note: Underlined programs are nationally accredited subject areas.

*The university has expressed interest in negotiating a joint doctoral degree in Information Science.

**To be offered jointly with University of California, Riverside and several CSU campuses.

***Approval will be contingent on evidence of sufficient student demand to sustain viable programs and on national accreditation of the subject area.

ACADEMIC PLAN
2005-2006 through 2014-2015
California State University, San Bernardino
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
School of Natural Sciences (continued)		
Computer Systems	BA	
Civil Engineering	BS 2006	
Electrical Engineering	BS 2006	
<u>Foods and Nutrition</u>	BS	
Geology	BA-BS	
Health Science	BS	
Health Services Administration	MS	
Kinesiology	BS MS 2007	
Mathematics	BA-MA	
	BS-MAT	
Mechanical Engineering	BS 2006	
<u>Nursing</u>	BS-MS	
Physics	BA-BS	
Public Health	MPH 2005*	
School of Social Sciences		2005-06
Anthropology	BA	
Child Development	MA 2005	
Criminal Justice	BA-MA	
Economics	BA	
Geography	BA	
History	BA	
Human Services	BA	
National Security Studies	MA	
Political Science	BA	
Psychology	BA-MA PhD 2005**	
	MS	
Social Science	BA-MA	
<u>Social Work</u>	BA-MSW	
Sociology	BA	
Urban Planning	MUP***	

Note: Underlined programs are nationally accredited subject areas.

*Approval will be contingent on evidence of student demand, well matched to program resources and focus.

**To be offered jointly with Loma Linda University.

***Not currently admitting students.

ACADEMIC PLAN
2005-2006 through 2014-2015
California State University, San Bernardino
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Interschool and Interdisciplinary Studies		
American Studies	BA	2007-08
Environmental Studies	BA	2005-06
Human Development	BA	2005-06
Interdisciplinary Studies	MA	2005-06
Liberal Studies	BA	2007-08
Special Major	BA	2005-06
Degrees Offered Through Special Sessions		
Education	MA*	2008-09
Liberal Studies	BA*	2007-08

*Not currently admitting students.

ACADEMIC PLAN
2005-2006 through 2011-2012
San Diego State University

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
College of Arts and Letters			
Afro-American Studies	BA		2009-10
Anthropology	BA-MA		2007-08
Asian Studies	BA-MA		2006-07
Chicana and Chicano Studies	BA	MA 2005	2007-08
Classics	BA		2008-09
Comparative Literature	BA		2009-10
Creative Writing	MFA		2009-10
Economics	BA-MA		2005-06
English	BA-MA		2009-10
European Studies	BA		2008-09
French	BA-MA		2008-09
Geography	BA-MA-PhD*		2010-11
	BS-MS		
German	BA		2008-09
History	BA-MA		2006-07
Humanities	BA		2008-09
International Business	BA		2005-06
Japanese	BA		2005-06
Latin American Studies	BA-MA		2005-06
Liberal Arts and Sciences	MA		2010-11
Linguistics	BA-MA		2005-06
Philosophy	BA-MA		2005-06
Political Science	BA-MA		2008-09
Religious Studies	BA		2006-07
Rhetoric and Writing Studies	MA		2006-07
Russian	BA		2008-09
Russian and Central European Studies	BA		2008-09
Social Science	BA		2006-07
Sociology	BA-MA		2010-11
Spanish	BA-MA		2006-07
Women's Studies	BA-MA		2007-08
College of Business Administration			
Accountancy	MS		2007-08
Business Administration	BS-MS		by option
	MBA		2008-09

Note: Underlined programs are nationally accredited subject areas.
*Joint doctoral program offered with the University of California, Santa Barbara.

ACADEMIC PLAN
2005-2006 through 2011-2012
San Diego State University (continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Education		
Counseling	MS	2006-07
Education	MA-PhD*	by option
	EdD**	2008-09
Educational Leadership	EdD*	2012-13
Rehabilitation Counseling	MS	2010-11
School Psychology	EdS 2005	
Special Education	EdD 2008*	
Vocational Education	BVEd	2010-11
College of Engineering		
Aerospace Engineering	BS-MS	2006-07
Bioengineering	MS	2009-10
Civil Engineering	BS-MS	2006-07
Computer Engineering	BS	2006-07
Construction Engineering	BS 2006	
Electrical Engineering	BS-MS	2006-07
Engineering Sciences (Applied Mechanics)	PhD*	2008-09
Environmental Engineering	BS	2006-07
Manufacturing and Design	MEng***	2005-06
Mechanical Engineering	BS-MS	2006-07
College of Health and Human Services		
Audiology	AuD*	2009-10
Communicative Disorders	BA-MA	2005-06
Gerontology	BA-MS	2007-08
Health Science	BS	2010-11
Hearing Science	PhD* 2008	
Language and Communicative Disorders	PhD*	2005-06
Nursing	BS-MS	2009-10
Public Health	MS-MPH-PhD*	2010-11
Public Health/Social Work	MPH/MSW	2009-10

Note: Underlined programs are nationally accredited subject areas.

*Joint doctoral programs are offered or proposed with the following institutions:

Audiology, Hearing Science, Language and Communicative Disorders, Engineering Sciences, Public Health, Special Education	University of California, San Diego
Education (PhD)	Claremont Graduate University
Educational Leadership	UC San Diego and CSU San Marcos

**The EdD is offered jointly with the University of San Diego in the following areas: Teaching and Learning, Educational Technology, and Human Development Services.

***Authorized as a pilot program from fall 2000 to fall 2005.

ACADEMIC PLAN
2005-2006 through 2011-2012
San Diego State University (continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
College of Health and Human Services (continued)			
Social Work	BA-MSW*	PhD 2007**	2007-08
College of Professional Studies and Fine Arts			
Art	BA-MA		2006-07
	MFA		
Child Development	BS-MS		2005-06
City Planning	MCP		2009-10
Communication	BA-MA	PhD 2006**	2006-07
Criminal Justice Administration	BS		2009-10
Dance	BA-BFA		2008-09
Exercise Physiology	MS		2005-06
Foods and Nutrition	BS		2005-06
Hospitality and Tourism Management	BS		2005-06
Journalism	BA		2006-07
Music	BA-MA		2008-09
	BM-MM		
Nutritional Science	MS		2005-06
Nutritional Science/Exercise Physiology	MS/MS		2005-06
Kinesiology	BA-MA		2005-06
	BS		
Public Administration	BA-MPA		2009-10
Recreation Administration	BS		2005-06
Television, Film, and New Media Production	BS-MA		2005-06
Theatre Arts	BA-MA		2005-06
	MFA		
Urban Studies	BA		2009-10
College of Sciences			
Applied Mathematics	MS		2005-06
Astronomy	BA-BS-MS		2006-07
Biology	BA-MA		2006-07
	BS-MS-PhD**		
Biomedical Quality Systems	MS***		2008-09
Chemical Physics	BS		2009-10

*Option within the MSW program is coordinated so that students may earn simultaneously an MSW degree from San Diego State University and a JD degree from California Western School of Law.

**Joint doctoral programs offered or proposed: Social Work with University of Southern California, Communication with Fielding Graduate Institute; Biology with UC San Diego.

***Authorized as a pilot program from fall 2004 to fall 2009.

ACADEMIC PLAN
2005-2006 through 2011-2012
San Diego State University (continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Sciences (continued)		
Chemistry	BA-MA	2005-06
	BS-MS-PhD*	
<u>Clinical Psychology</u>	PhD*	2008-09
Computational Science	MS-PhD*	2008-09
Computer Science	BS-MS	2005-06
Earth Sciences (Geophysics)	PhD* 2007	
Ecology	PhD*	2005-06
Environmental Sciences	BS	2007-08
Evolutionary Biology	PhD* 2006	
Geological Sciences	BS-MS	2008-09
Mathematics	BA-MA	2005-06
	BS	
Mathematics and Science Education	PhD*	2011-12
Microbiology	BA-MS	2006-07
	BS	
Physical Science	BA	2005-06
Physics	BA-MA	2009-10
	BS-MS	
Psychology	BA-MA	2010-11
	MS	
Radiological Health Physics	MS	2009-10
Regulatory Affairs	MS	2010-11
Statistics	BS-MS	2005-06
Interdisciplinary Programs		
Criminal Justice and Criminology	MS	2009-10
Hospitality and Tourism Management	BS	2005-06
Latin American Studies/Business Administration	MA/MBA	2005-06
Liberal Studies	BA	2008-09
Modern Jewish Studies	BA**	2007-08
Interdisciplinary Studies	BA-MA-MS	2005-06
International Security and Conflict Resolution	BA	2007-08

*Joint doctoral programs are offered or proposed with the following universities:

Computational Science	Claremont Graduate University
Ecology	University of California, Davis
Evolutionary Biology	University of California, Berkeley
Mathematics and Science Education, Earth Sciences, Chemistry, Clinical Psychology	University of California, San Diego

**Offered in collaboration with CSU campuses at Chico, Long Beach, and San Francisco.

ACADEMIC PLAN
2005-2006 through 2009-2010
San Diego State University
Imperial Valley Campus

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
Business Administration	BS	2008-09
Criminal Justice Administration	BS	2009-10
Education	MA	2007-08
English	BA	2009-10
History	BA	2006-07
International Business	BA	2009-10
Latin American Studies	BA	2009-10
Liberal Studies	BA	2010-11
Mathematics	BA	2010-11
Psychology	BA	2010-11
Public Administration	BA	2009-10
Social Sciences	BA	2006-07
Sociology	BA	2010-11
Spanish	BA	2006-07

ACADEMIC PLAN
2005-2006 through 2009-2010
San Francisco State University

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Behavioral and Social Sciences		2006-07
Anthropology	BA-MA	
Criminal Justice	BA	
Economics	BA-MA	
Geography	BA-MA	
History	BA-MA	
Human Sexuality Studies	MA	
International Relations	BA-MA	
Labor Studies	BA	
Political Science	BA-MA	
Psychology	BA-MA	
	MS	
Public Administration	MPA	
Social Science	MA	
Sociology	BA	
Urban Studies	BA	
College of Business		2009-10
Business Administration	BS-MS	
	MBA	
College of Creative Arts		2007-08
Art	BA-MA	
	MFA	
Cinema	BA-MFA	
Cinema Studies	MA	
Dance	BA	
Drama	BA-MA	
Industrial Arts	BA-MA	
Industrial Technology	BS	
Music	BA-MA	
	BM-MM	
Radio-Television	BA-MA	
Theatre Arts	MFA	

ACADEMIC PLAN
2005-2006 through 2009-2010
San Francisco State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Education		2005-06
Communicative Disorders	BA-MS	
Education	MA	
	EdD-PhD*	
Educational Leadership	EdD**	
Special Education	MA	
College of Ethnic Studies		2007-08
Asian American Studies	BA-MA	
Black Studies	BA	
Ethnic Studies	MA	
Raza Studies	BA	
College of Health and Human Services		2009-10
Apparel Design and Merchandising	BS	
Counseling	MS	
Dietetics	BS	
Family and Consumer Sciences	BA-MA	
Gerontology	MA***	
Health Education	BS	
Interior Design	BS	
Kinesiology	BS-MA	
Nursing	BS-MS	
Physical Therapy	MS-DPT****	
Physical Therapy Sciences	DPTSc****	
Public Health	MPH	
Recreation	BA-MS	
Rehabilitation Counseling	MS	
Social Work	BA-MSW	

Note: Underlined programs are nationally accredited subject areas.

*The EdD and PhD in Education with emphasis in Special Education are offered jointly with the University of California, Berkeley.

**Offered jointly with the University of California, Berkeley; California State University, East Bay; and San José State University.

***Not currently admitting students.

****Offered jointly with the University of California, San Francisco..

ACADEMIC PLAN
2005-2006 through 2009-2010
San Francisco State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Humanities		2008-09
Chinese	BA-MA	
Classics	BA-MA	
Comparative Literature	BA-MA	
Creative Writing	MFA	
English	BA-MA	
French	BA-MA	
German	BA-MA	
Humanities	BA-MA	
Italian	BA-MA	
Japanese	BA-MA	
Journalism	BA	
Modern Jewish Studies	BA*	
Philosophy	BA-MA	
Philosophy and Religion	BA	
Spanish	BA-MA	
Speech Communication	BA-MA	
College of Science and Engineering		2009-10
Applied Geosciences	MS	
Applied Mathematics	BS	
Atmospheric and Oceanic Sciences	BS	
Biochemistry	BS	
Biology	BA-MS	
	BS	
Biomedical Laboratory Science	MS	
Civil Engineering	BS	
Chemistry	BA	
	BS-MS	
Clinical Science	BS	
Computer Engineering	BS	
Computer Science	BS-MS	
Electrical Engineering	BS	
Engineering	MS	
Geology	BA-BS	
Mathematics	BA-MA	
Mechanical Engineering	BS	

Note: Underlined programs are nationally accredited subject areas.
*Offered in collaboration with CSU campuses at Chico, Long Beach, and San Diego.

ACADEMIC PLAN
2005-2006 through 2009-2010
San Francisco State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Science and Engineering (continued)		
Physics	BA	
	BS-MS	
Interdisciplinary		
American Studies	BA	2006-07
Child and Adolescent Development	BA	2006-07
Environmental Studies	BA-BS	2006-07
Hospitality Management	BS	2009-10
Liberal Studies	BA	2008-09
Marine Sciences	MS*	2009-10
Museum Studies	MA	2008-09
Special Major	BA-MA	2008-09
Statistics	BS	2009-10
Technical and Professional Writing	BA	2008-09
Women Studies	BA-MA	2008-09

*The MS in Marine Sciences is offered at Moss Landing Marine Laboratories.   San Francisco students completing the Moss Landing program are eligible to have the degree conferred by San Francisco State University.

ACADEMIC PLAN
2005-2006 through 2009-2010
San José State University

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs

College of Applied Sciences and Arts

Advertising	BS		2006-07
Criminal Justice Administration	BS-MS		2005-06
Health Science	BS		2005-06
Journalism	BS		2006-07
Kinesiology	BS-MA		2006-07
Mass Communication	MS		2006-07
Nursing	BS-MS		2005-06
Nutritional Science	BS-MS		2007-08
Occupational Therapy	BS-MS	PhD 2006*	2008-09
Public Health	MPH		2006-07
Public Relations	BS		2006-07
Recreation	BS-MS		2006-07

College of Business

Accountancy	MS		2006-07
Business Administration	BS-MBA		2006-07
Taxation	MS		2006-07

College of Education

Collaborative Leadership for Teaching and Learning		EdD 2005**	
Communicative Disorders and Sciences	BA		2008-09
Education	MA		2008-09
Educational Leadership	EdD***		2009-10

College of Engineering

Aerospace Engineering	BS-MS****		2005-06
Aviation	BS		2005-06
Chemical Engineering	BS-MS****		2005-06
Civil Engineering	BS-MS****		2005-06
Computer Engineering	BS-MS****		2005-06
Electrical Engineering	BS-MS****		2005-06

*To be offered jointly with Saybrook Graduate School.

**To be offered jointly with the University of California, Santa Cruz and California State University, Monterey Bay.

***Offered jointly with the University of California, Berkeley; California State University, East Bay; and San Francisco State University.

****MS programs in Engineering will be reviewed in 2006-07.

ACADEMIC PLAN
2005-2006 through 2009-2010
San José State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Engineering (continued)		
Engineering	BS-MS*	2005-06
Industrial and Systems Engineering	BS-MS*	2005-06
Industrial Technology	BS	2007-08
Materials Engineering	BS-MS*	2005-06
Mechanical Engineering	BS-MS*	2005-06
Quality Assurance	MS	2007-08
Software Engineering	MS	2010-11
College of Humanities and the Arts		
Art	BA-MA	2009-10
	BFA-MFA	
English	BA-MA	2005-06
Chinese	BA	2006-07
Creative Arts	BA	2005-06
Creative Writing	MFA	2009-10
Dance	BA	2008-09
Foreign Language and International Economics	BA 2006	
French	BA-MA	2006-07
German	BA	2006-07
Graphic Design	BFA	2009-10
Humanities	BA	2006-07
Industrial Design	BS	2009-10
Interior Design	BFA	2009-10
Japanese	BA	2006-07
Linguistics	BA-MA	2007-08
Music	BA-MA	2007-08
	BM	
Philosophy	BA-MA	2009-10
Radio-Television-Film	BA	2009-10
Religious Studies	BA	2005-06
Spanish	BA-MA	2006-07
Teaching English to Speakers of Other Languages	MA	2007-08
Theatre Arts	BA-MA	2007-08

Note: Underlined programs are nationally accredited subject areas.
* MS programs in Engineering will be reviewed in 2006-07.

ACADEMIC PLAN
2005-2006 through 2009-2010
San José State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term		Schedule for Review of Existing Programs
College of Science			
Applied and Computational Mathematics	BS		2006-07
Biological Science	BA-BS		2005-06
Biological Sciences	MA-MS		2005-06
Biotechnology	MBT*		2008-09
Chemistry	BA-MA		2007-08
	BS-MS		
Computer Science	BS-MS		2005-06
Earth Science	BA-BS		2005-06
Geology	BS-MS		2005-06
Mathematics	BA-MA		2006-07
	MS		
Meteorology	BS-MS		2005-06
Natural Science	BA		2005-06
Natural Science	MA		2009-10
Physics	BA-MS		2006-07
	BS		
College of Social Sciences			
Anthropology	BA		2005-06
Applied Anthropology		MA 2006	
Behavioral Science	BA		2005-06
Communication Studies	BA-MA		2007-08
Economics	BA-MA		2005-06
	BS		
Environmental Studies	BS-MS		2005-06
	BA		
Geography	BA-MA		2006-07
History	BA-MA		2009-10
Political Science	BA-MA		2008-09
Psychology	BA-MA	BS 2006	2008-09
	MS		
Public Administration	MPA		2007-08
Social Science	BA		2007-08
Sociology	BA-MA		2006-07

Note: Underlined programs are nationally accredited subject areas.
*Offered through special sessions.

ACADEMIC PLAN
2005-2006 through 2009-2010
San José State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Social Work		
African-American Studies	BA	2005-06
Mexican-American Studies	MA	2005-06
<u>Social Work</u>	BA-MSW	2008-09
<u>Urban Planning</u>	MUP	2008-09
Division of Library and Information Science		
<u>Library and Information Science</u>	MLIS	2007-08
Interdisciplinary Programs		
Child Development	BA-MA	2007-08
Global Studies	BA	2009-10
Hospitality Management	BS	2009-10
Human Factors/Ergonomics	MS	2006-07
Interdisciplinary Studies	MA-MS	2005-06
Liberal Studies	BA	2006-07
Software Engineering	BS	2009-10
Special Major	BA-BS	2007-08
Transportation Management	MS	2006-07
Other		
Marine Sciences	MS*	2005-06
Degrees Offered Through Special Sessions		
Vocational Education	MA	

Note: Underlined programs are nationally accredited subject areas.
*The MS in Marine Sciences is offered at the Moss Landing Marine Laboratories. San José students completing the Moss Landing program are eligible to have the degree conferred by San José State University.

ACADEMIC PLAN
2005-2006 through 2009-2010
California Polytechnic State University, San Luis Obispo

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Agriculture		
Agricultural Business	BS	2005-06
	MS	2009-10
Agricultural Systems Management	BS	2009-10
Agricultural Science	BS	2008-09
Agriculture	MS	2009-10
Animal Science	BS	2009-10
Bioresource and Agricultural Engineering	BS	2008-09
Crop Science	BS	2005-06
Dairy Science	BS	2009-10
Earth Sciences	BS	2009-10
Environmental Horticulture Science	BS	2005-06
Environmental Management and Protection	BS	2009-10
Food Science	BS	2009-10
Forestry and Natural Resources	BS	2008-09
Forestry Sciences	MS	2009-10
Fruit Science	BS	2005-06
Nutrition	BS	2009-10
Plant Protection Science	BS	2005-06
Recreation, Parks, and Tourism Administration	BS	2005-06
Soil Science	BS	2009-10
Wine and Viticulture	BS	2008-09
College of Architecture and Environmental Design		
Architectural Engineering	BS	2008-09
Architecture	BArch-MS	2009-10
City and Regional Planning	BS-MCRP	2009-10
Construction Management	BS	2007-08
Landscape Architecture	BLA	2007-08
College of Business		
Accounting	MS*	
Business Administration	BS-MBA	2009-10
Economics	BS	2009-10
Industrial and Technical Studies	MS	2009-10
Industrial Technology	BS	2008-09
Vocational Education	BVEd*	

Note: Underlined programs are nationally accredited subject areas.
*Not currently admitting students.

ACADEMIC PLAN
2005-2006 through 2009-2010
California Polytechnic State University, San Luis Obispo
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Engineering		
Aerospace Engineering	BS-MS*	2008-09
Biomedical Engineering	BS 2005	
Civil and Environmental Engineering	MS	2005-06
Civil Engineering	BS	2008-09
Computer Engineering	BS	2008-09
Computer Science	BS-MS*	2008-09
Electrical Engineering	BS-MS*	2008-09
Engineering	BS-MS*	2008-09
Environmental Engineering	BS	2008-09
Industrial Engineering	BS-MS*	2008-09
Manufacturing Engineering	BS	2008-09
Materials Engineering	BS	2008-09
Mechanical Engineering	BS-MS*	2008-09
Software Engineering	BS	2009-10
College of Liberal Arts		
Art and Design	BFA	2005-06
Child Development	BS	2005-06
Communication Studies	BA	2005-06
English	BA-MA	2008-09
Graphic Communication	BS	2008-09
History	BA-MA	2008-09
Journalism	BS	2006-07
Liberal Studies	BA-BS	2008-09
Modern Languages and Literatures	BA	2005-06
Music	BA	2007-08
Philosophy	BA	2005-06
Political Science	BA	2008-09
Psychology	BS-MS	2005-06
Public Policy	MPP	2009-10
Social Sciences	BS	2008-09
Theatre Arts	BA	2005-06

Note: Underlined programs (including the MS in Psychology) are nationally accredited subject areas.
*MS programs in Engineering are scheduled for review in 2005-06.

ACADEMIC PLAN
2005-2006 through 2009-2010
California Polytechnic State University, San Luis Obispo
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Science and Mathematics		
Biochemistry	BS	2009-10
Biological Science	BS-MS	2005-06
Chemistry	BS	2009-10
Ecology and Systematic Biology	BS	2005-06
Kinesiology	BS-MS	2005-06
Mathematics	BS-MS	2008-09
Microbiology	BS	2005-06
Physical Science	BS	2009-10
Physics	BA-BS	2009-10
Polymers and Coating Science	MS*	2006-07
Statistics	BS	2008-09
Interdisciplinary and Interschool Programs		
Engineering Management	MS/MBA	2005-06
Transportation Planning	MS/MCRP	2005-06
College of Education		
Education	MA	2005-06
Educational Leadership	EdD**	2009-10
Degrees Offered Through Special Sessions		
Interdisciplinary Studies	BA	2009-10

*Authorized as a pilot program from fall 2002 to fall 2007.
**Offered jointly with the University of California, Santa Barbara.

ACADEMIC PLAN
2005-2006 through 2014-2015
California State University, San Marcos

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs		Schedule for Review of Existing Programs

College of Arts and Sciences

Anthropology		BA 2007	
Applied Physics		BA 2007	
Biochemistry	BS		2005-06
Biotechnology		BS 2005	
Biological Sciences	BS-MS		2008-09
Border and Regional Studies		BA 2006	
Chemistry	BS	MS 2006*	2005-06
Communication	BA		2006-07
Computer Science	BS-MS		2008-09
Criminology and Justice Studies	BA		2008-09
Economics	BA		2005-06
History	BA	MA 2006	2009-10
Human Development	BA		2008-09
Liberal Studies	BA		2007-08
Literature and Writing Studies	BA-MA		2009-10
Mass Communication		BA 2005**	
Mathematics	BS-MS		2009-10
Political Science	BA		2009-10
Psychology	BA-MA		2005-06
Social Sciences	BA		2006-07
Sociological Practice	MA		2008-09
Sociology	BA		2008-09
Spanish	BA-MA		2006-07
Special Major	BA		2006-07
Visual and Performing Arts	BA		2006-07
Women's Studies	BA		2007-08

College of Business Administration

Business Administration	BS-MBA		2007-08

College of Education

<u>Education</u>	MA		2005-06
Educational Leadership		EdD***	2009-10

Note: Underlined program is a nationally accredited subject area.
*Approval will be contingent on evidence of sufficient student demand to sustain a viable program.
**Offered jointly with the University of California, San Diego and San Diego State University.

ACADEMIC PLAN
2005-2006 through 2014-2015
California State University, San Marcos
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs	Schedule for Review of Existing Programs
Health and Human Services Programs		
Kinesiology	BA	2009-10
Nursing	BS 2006	
Other		
Public Administration	MPA 2007	

ACADEMIC PLAN
2005-2006 through 2009-2010
Sonoma State University

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
School of Arts and Humanities		
American Multicultural Studies	BA	2008-09
<u>Art</u>	BA-BFA	2005-06
Art History	BA	2005-06
Chicano and Latino Studies	BA	2006-07
Communication Studies	BA	2006-07
English	BA-MA	2007-08
French	BA	2005-06
Global Studies	BA	2007-08
Liberal Studies (Hutchins School)	BA	2005-06
<u>Music</u>	BA	2005-06
Philosophy	BA	2007-08
Spanish	BA	2005-06
Theatre Arts	BA	2006-07
School of Business and Economics		
Business Administration	BS-MBA	2005-06
Economics	BA	2005-06
School of Education		
Education	MA	2005-06
Educational Leadership	EdD*	2007-08
School of Natural Sciences		
Biology	BA-MS	2007-08
	BS	
Chemistry	BA-BS	2007-08
Computer and Engineering Science	MS**	2007-08
<u>Computer Science</u>	BS	2007-08
Engineering Science	BS	2007-08
Geology	BA-BS	2007-08
Kinesiology	BS-MA	2005-06
Mathematics	BA-BS	2005-06
<u>Nursing</u>	BS-MS	2006-07
Physics	BA-BS	2007-08

Note: Underlined programs are nationally accredited subject areas.
*Offered jointly with the University of California, Davis and California State University, Sacramento.
**Offered only through special sessions.

ACADEMIC PLAN
2005-2006 through 2009-2010
Sonoma State University
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
School of Social Sciences		
Anthropology	BA	2006-07
<u>Counseling</u>	MA	2005-06
Criminal Justice	BA	2005-06
Cultural Resources Management	MA	2007-08
Environmental Studies	BA-BS	2006-07
Geography	BA	2007-08
History	BA-MA	2007-08
Human Development	BA	2005-06
Political Science	BA	2007-08
Psychology	BA-MA*	2006-07
Public Administration	MPA	2007-08
Sociology	BA	2007-08
Women's and Gender Studies	BA	2007-08
Other		
Special Major	BA-BS	2006-07
Interdisciplinary Studies	MA-MS	2006-07

Note: Underlined programs are nationally accredited subject areas.
*Also offered through special sessions.

ACADEMIC PLAN
2005-2006 through 2012-2013
California State University, Stanislaus

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts, Letters and Sciences		
Agricultural Studies	BA	2009-10
Anthropology	BA	2008-09
Applied Studies	BS	2006-07
<u>Art</u>	BA-BFA	2009-10
Biological Sciences	BA-BS	2006-07
Chemistry	BA-BS	2007-08
Child Development	BA	2009-10
Cognitive Studies	BA	2008-09
Communication Studies	BA	2007-08
Computer Science	BS	2009-10
Criminal Justice	BA-MA	2010-11
Digital Design*	BA 2006	
Economics	BA	2008-09
English	BA-MA	2008-09
French	BA	2008-09
Geography	BA	2009-10
Geology	BS	2007-08
History	BA-MA	2009-10
Interdisciplinary Studies	MA-MS	2009-10
Liberal Studies	BA	2006-07
Marine Sciences	MS[**]	2010-11
Mathematics	BA-BS	2007-08
<u>Music</u>	BA-BM	2012-13
<u>Nursing</u>	BS	2007-08
Philosophy	BA	2007-08
Physical Sciences	BA	2006-07
Physics	BA-BS	2006-07
Political Science	BA	2011-12
Psychology	BA-MA	2010-11
	MS	
<u>Public Administration</u>	MPA	2011-12
Social Sciences	BA	2010-11
<u>Social Work</u>	MSW	2010-11
Sociology	BA	2009-10
Spanish	BA	2008-09

Note: Underlined programs are nationally accredited subject areas.

*The title of this program is under discussion.

[**]The MS in Marine Sciences is offered at the Moss Landing Marine Laboratories. Stanislaus students completing the Moss Landing program are eligible to have the degree conferred by California State University, Stanislaus.

ACADEMIC PLAN
2005-2006 through 2012-2013
California State University, Stanislaus
(continued)

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
College of Arts, Letters and Sciences (continued)		
Special Major	BA-BS	2010-11
Theatre Arts	BA	2012-13
College of Business Administration		
Business Administration	BS-MS MBA	2010-11
Computer Information Systems	BS	2010-11
College of Education		
Education*	MA	2009-10
Physical Education	BA	2010-11

Note: Underlined programs are nationally accredited subject areas.
*The university has expressed interest in developing a joint EdD in Science and Mathematics Education with the University of California, Merced.

ATTACHMENT B

CSU Baccalaureate Degree Programs:
Total Units Required

Campus	Degree programs now requiring 120 semester units (180 quarter units) for the baccalaureate degree	Degree programs for which the total units required for a baccalaureate degree have been reduced, but not to 120 semester units (180 quarter units)	Degree programs for which the total units required for a baccalaureate degree have not been reduced
Bakersfield	32	0	0
Channel Islands	9	1	0
Chico	54	0	14
Dominguez Hills	30	0	12
East Bay	45	1	2
Fresno	39	18	1
Fullerton	47	0	9
Humboldt	44	4	1
Long Beach (1)	74	10	33
Los Angeles (1)	34	8	16
Maritime Academy	1	0	5
Monterey Bay	11	2	1
Northridge	44	0	18
Pomona (1) (2)	76	31	0
Sacramento	40	1	7
San Bernardino (1)	43	3	12
San Diego	69	14	4
San Francisco (1)	109	1	8
San José (1)	64	9	22
San Luis Obispo (2)	39	10	16
San Marcos	20	1	1
Sonoma	34	3	6
Stanislaus	28	0	8
TOTAL	986	117	196

(1) Some or all options and concentrations are counted separately.
(2) Totals reflect reductions approved for 2005-2006.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Programs Reviewed During 2003-2004

Geology   BA/BS/MS
Mathematics   BS
Spanish   BA

Summary of Assessment Results

Geology.   One of the four student outcome goals for the Geology baccalaureate programs is based upon student's being able to gain employment within the career field, and Geology claims that their graduates were successfully employed at twice the rate for the other physical sciences (Chemistry and Physics) and at ten times the rate for the life sciences (Biology). Another of the four student outcome goals is focused on content and training in logical reasoning for prospective multiple-subjects teachers and single-subject science teachers, and Geology claims considerable success in achieving this goal through their participation in the Liberal Studies BA and Natural Sciences BA.

Mathematics. Mathematics has engaged in a department-wide discussion of its student learning outcomes and how each course in the program meets specific goals and objectives. In addition, Mathematics has been using the Major Fields Test for the past three years for all students in Senior Seminar.

Spanish. Spanish has four clear goals and fifteen measurable objectives for student learning outcomes, and it uses a comprehensive portfolio system to gather systematic data for these objectives.

Changes in Program Requirements Enacted or Recommended

Geology. No significant revisions of program requirements, standards, or operations were implemented as a result of the assessment process. The University Program Review Committee (UPRC) made three recommendations regarding the assessment of student learning outcomes in the Geology programs: (1) obtain student learning assessments for the separate components of the summer field course rather than relying only on the final course grade, so that the faculty would have more detailed information to apply to the specific student learning goals and objectives; (2) develop, in collaboration with the University Assessment Center, an assessment strategy to collect data on logical/critical reasoning skills in Geology service courses for General Education and Liberal Studies, as well as for major courses in the Geology BA and BS; and (3) extend successful assessment efforts for baccalaureate degree programs to the Geology MS program.

Mathematics. Mathematics did revise the developmental mathematics sequence from three courses to two courses so that all developmental mathematics courses would parallel the structure of the ALEKS-based courses (an online individualized program). It also revised one of the courses for Liberal Studies and another one for Business Administration. The laboratories for the calculus courses were separated into independent components so that the computer-based MAPLE system could be more effectively used by the students.

Mathematics has been working closely with the University Assessment Center to get more specific data regarding student learning outcomes so that the program would have more detailed information to consider in making additional revisions and refinements to service courses (developmental program, General Education, and Liberal Studies) as well as major courses.

Spanish. A major revision to the program is the recent implementation of a state-of-the-art computer-based language laboratory that not only facilitates student learning but also the gathering of systematic data on the progress of student learning.

Spanish has been encouraged to develop an independent laboratory course associated with each of its primary language courses, so that it would be easier to document laboratory utilization and individual student learning and relate those data to the goals and objectives.

CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS

Programs Reviewed During 2003-2004

No programs were reviewed, as no academic program at Channel Islands has been in existence for more than three years.

CALIFORNIA STATE UNIVERSITY, CHICO

Programs Reviewed During 2003-2004

No programs were reviewed in 2003-2004. The campus rescheduled 2004-2005 reviews to 2005-2006 so that it can continue to assess its program review guidelines and better align them with its upcoming WASC Education Effectiveness Review.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Programs Reviewed During 2003-2004

Applied Studies
Clinical Sciences
Health Science
Nursing

Summary of Assessment Results

Applied Studies. Applied Studies assesses student-learning outcomes by measurement of the graduation rate of majors, performance in APS 490 (Seminar in Occupational Leadership), grade points averages (GPA), and results of the Graduate Writing Examination. Applied Studies is an upper-division major; the graduation rate for the program shows that nearly 50% of the 43 students enrolled in 1999 graduated in 2001-2002, thus showing that students can graduate within a two-year period. The campus GPA for APS students is significantly better than the GPA for students in other programs within the College, which may be the result of the high level of motivation of students pursuing this degree.

Nursing. The students received high ratings by their employers, especially in the areas of critical thinking and problem solving. Student surveys reported some problems with the program, such as lack of face-to-face contact with faculty members and discussions in online courses. The students also reported poor syllabi and that the Master of Science in Nursing (MSN) role options did not adequately prepare them for their careers.

Changes in Program Requirements Enacted or Recommended

Applied Studies. As a result of program review, changes in the APS program are in process. The BS with a major in Applied Studies is being modified to enhance the learning outcomes and to streamline the applied component (formerly called the management component). As a result of the external review, APS 300, Ethos of the Liberal Arts in the Role of Work, has been added to the curriculum to emphasize integration of liberal arts with the students' previous course work, courses selected from the major's applied component, and student's career goals. APS 300 was approved by the university curriculum committee and is currently an elective. The course will be made a requirement when modifications to the whole program are approved. Program revisions underway include changing course requirements in the applied component. Five courses from the utilization category will be removed and replaced with seven new courses.

Nursing. As a result of student learning outcomes assessment reports, two Bachelor of Science in Nursing courses piloted intensive writing skills components beginning spring 2004. The program also identified other sources to assist students in developing their writing skills.

As a result of assessment activities, the programs implemented a best-practices conference to improve online courses, syllabi were revised, online organization of all courses was completed, and an advising program was implemented. The comprehensive exam for the MSN was revised with emphasis on analysis and synthesis of graduate-level content appropriate to the student's option. A new coordinator was hired for the Family Nurse Practitioner option, and major revisions and updates of content, course delivery, and program accessibility were made. As a result of these changes and their submission to the California Board of Registered Nursing for approval, an advanced pathophysiology course was also added. Changes are being made to the

clinical nurse specialist, gerontology, and parent-child role options in direct response to California Board of Registered Nursing requirements.

CSU Dominguez Hills is working aggressively to complete scheduled program reviews.

CALIFORNIA STATE UNIVERSITY, EAST BAY

Programs Reviewed During 2003-2004

Anthropology	BA/MA
Arts Administration	BA
Special Major	BA/BS/MA/MS
Speech Communication	BA/MA

Summary of Assessment Results

Anthropology. The department designed instruments to measure student-learning outcomes in specific knowledge and skill areas. Entry and exit tests were administered to 35 undergraduate majors in 2002 to test knowledge. Three portfolios were developed to measure skills. Preliminary rubrics were developed for both the knowledge and skills measurements. Student exit interviews and faculty interviews will be added to measure learning outcomes in the future. Recommendations have been made to continue developing the assessment plan and pilot an exit and follow-up survey of graduates.

Arts Administration. Student demand was not sufficient for program viability.

Special Major. The purpose of the Special Major is to allow students to develop their own interdisciplinary programs by utilizing the existing courses and faculty expertise already available on campus. It is only used when a proposed topic is sufficiently different from an existing degree, when faculty members with appropriate expertise are willing to serve on the committee, and when there are sufficient existing courses available for the student to take.

Because of its unique nature, no curriculum changes have been made to the program and, up until this time, no learning assessment plan has been developed. However, assessment of the program via student and faculty surveys has been the catalyst of some anticipated changes. Results from the student survey are positive: students are satisfied with the program and recognize its importance and value. Faculty views on quality control of the program seem to be mixed.

Speech Communication. The Speech Communication and Mass Communication Departments recently merged into a Department of Communication. The Speech Communication BA began

to pilot the assessment of three learning outcomes in spring 2004: knowledge, skill and disposition. These are to be assessed in an entry-level course, COMM 2100, and at the exit level in COMM 4875. The faculty is currently developing rubrics for these outcomes. These assignments will be embedded in each course. The emphasis will be on critical thinking and writing skills.

Changes in Program Requirements Enacted or Recommended

Anthropology. The program has made plans to arrange the curriculum to reduce the total units to degree to 180 quarter units. Other curricular changes made recently include consolidating some introductory level courses, adding a required applied anthropology course, and making Physical Archaeological Anthropology a required course.

Arts Administration. This program has been discontinued.

Special Major. The program is planning to develop outcomes assessment plans for individual special majors during the next five-year review period. Plans for the future include (i) requiring three to four learning outcomes for each special major to be developed by each student and (ii) continuing to monitor the surveys of graduating students and the faculty members on their committees for trend data.

Speech Communication. Changes in the curriculum have included adding a new common core course, Introduction to Communication Research, and a senior seminar in communication, and Histories of Film.

CALIFORNIA STATE UNIVERSITY, FRESNO

The campus temporarily suspended its academic program reviews to allow programs to develop learning outcomes assessment plans for each undergraduate and graduate degree program. The regular review of academic programs resumed in 2003-2004. In the interim, new program review guidelines were implemented, which have the program review process ending with an action plan meeting. This is an important step toward the integration of program review results into the annual planning and reporting activities of the program, which will include status reporting of student learning outcomes assessment activities.

The programs scheduled to be reviewed were the BS with a major in Agricultural Business, BS and MS in Computer Science, BA with a major in Economics, MS in Engineering, BA with a major in Geography, BA and MA in Music, BA with a major in Social Work, Master of Social Work, and BA with a major in Theater Arts. These programs submitted their self-studies in fall 2003 and had the review team site visits in spring 2004. Currently the departments and deans are responding to the review teams' reports, and academic senate program review committees are reviewing these documents. The programs will then formulate action plans based on their program goals and needs and the recommendations from the review team and the senate

committees.   The process culminates with the action plan meeting, where the program representatives, deans, and provost meet to determine what actions will be taken to ensure program improvement and accomplishment of program goals prior to the next review.   The objective is to complete the action plan meetings by the end of spring 2005.

In order to address workload concerns and duplication of program efforts, the campus has implemented a ten-year program review cycle for accredited programs and a seven-year review cycle for all other programs.

CALIFORNIA STATE UNIVERSITY, FULLERTON

Programs Reviewed During 2003-2004

Asian American Studies	BA option
Communications	MA
Communicative Disorders	BA/MA
Comparative Literature	BA/MA
English	BA/MA
Linguistics	BA/MA
Religious Studies	BA

Summary of Assessment Results

Asian American Studies. The program faculty has developed a practical plan to assess student progress in achieving the program's learning goals, and it has begun implementation.   The assessment features a comparison of essays written on a common topic by students entering and graduating from the program. Full implementation depends upon the inauguration of a new capstone course that is now part of the curriculum. Initial administration of the essay has helped the department to refine its approach, even though the faculty has been able to make few comparisons of the performance of entering and graduating students thus far.

Communications. During 2003-2004, the MA degree program in Communications underwent a performance review. The results showed some noteworthy achievements over the past seven years, such as establishing an MA degree through Hong Kong University and developing a global focus for the program's integrated communications curriculum. The program review identified several resource-related and academic issues that are being remedied by the changes that are taking effect. To respond to the faculty workload problem, the assignments of faculty members who supervise graduate theses and projects are being adjusted.

Communicative Disorders. The culture of assessment and accountability is gradually taking shape in the College of Communications. The college is focusing on the strength and vitality of ways and means by which the faculty and students can know that they are succeeding.   The

departments in the college have formulated specific and measurable objectives for their undergraduate degree programs. They are currently in the process of developing assessment processes and procedures. The Communicative Disorders Bachelor of Arts degree program has developed a series of knowledge-based learning objectives. The Communicative Disorders faculty is developing a formative and summative assessment program to ensure that all undergraduate majors meet the required competencies upon graduation.

The Communicative Disorders Master of Arts degree program in the Department of Human Communication Studies went through an accreditation program review in 2003-2004 by the American Speech-Language-Hearing Association. That accrediting body placed the speech-language pathology program on probationary status for one year, and students have been given the requisite notification of that action. Concerted activities are being undertaken to address the identified deficiencies.

English/Comparative Literature/Linguistics. Through its participation in the grant-funded, national project on Quality in Undergraduate Education, the Department of English and Comparative Literature has made good progress in establishing program-level goals for student learning in each of its three BA programs and has in place detailed plans for implementing the regular assessment of student progress in achieving the program goals. An initial experiment with soliciting essays from graduating students taking 400-level classes produced a limited response. Refining its assessment activities and integrating them as an ongoing activity of the department will now be a high priority for the department.

Religious Studies. The Department of Comparative Religion has developed a set of goals for student learning for the BA with a major in Religious Studies. In addition to a variety of assessments at the individual course level, the department carries out assessment at the program level in several ways.

- Two required courses, a gateway course, CPRL 300, Methods of Studying Religion, and a capstone course, CPRL 485, Major Religious Thinkers and Concepts, offer the department the opportunity to assess student progress toward achieving the program's goals. The department is in the process of refining assessment tools for use in these entry and exit courses.

- Just before their graduation, students are provided with an exit questionnaire that asks them to evaluate the program, especially in regard to how well it met their expectations.

- Every two to three years, the department sends a survey to alumni to seek feedback and information about their progress in careers and graduate studies.

- • The faculty as a whole reviews and discusses the outcomes of the surveys and their observations of student performance in the gateway and capstone courses.

The challenge remaining for the department is to refine techniques of assessing student learning directly and then to make improvements in the program as a result of what is learned.

Changes in Program Requirements Enacted or Recommended

Asian American Studies. Because Asian American Studies is a relatively new program, only one change in curriculum and requirements occurred during the review period, and there were no changes in the number of units required for the degree. The one change that occurred was the replacement of English 301, Advanced College Writing, with Asian American Studies 400, Research Writing in Ethnic Studies, to meet the course component of the Graduation Writing Assessment Requirement.

Communications. The faculty has added a second 500-level research course to the research requirements for the MA. The new core course is COMM 507, Communication Research Design, which combines qualitative and quantitative research. An additional change in the curriculum is the new requirement that students must complete a minimum of seven 500-level courses for graduation. In addition, the department will hold an annual orientation for new graduate students.

Communicative Disorders. The MA program has developed approximately 200 knowledge-based competencies that students must achieve in order to earn the degree. Students' achievement of the competencies is determined on the basis of a series of ten written examinations that are given throughout students' studies. The faculty on a regular basis updates the examinations, and the program is assessing the reliability of the judgments made by readers of the students' responses. The requirement started with the class that matriculated in the fall semester of 2003.

As a result of the review, there are several recent changes in the requirements for the MA degree in Communicative Disorders. The requirement that students complete either a thesis or a directed graduate research project was changed. Students can still complete one of these, but it is not a requirement. The exit requirement of written comprehensive examinations remains, but the scope of the examinations has been enlarged to emphasize outcomes assessment as previously described.

English/Comparative Literature/Linguistics. Ongoing assessment has led the department to restructure its graduate program to provide students with a stronger foundation in key areas of the discipline and to reflect recent changes in the study of literature and language. In place of the former 15-unit core requirement and the 12-unit emphasis category, the department has implemented a 12-unit package of proseminars, a 3-unit course in the analysis of discourse, and

9 units of seminars. The new study plan for the MA in English includes newly developed proseminars (readings courses) to ensure that students are exposed broadly to English studies.

Religious Studies. While the department has added a number of new courses to its curriculum during the review period, there have been no changes in course requirements or in the number of units required for the degree. A goal for the future is to add a specialist in Islamic Studies to the faculty, making possible a new minor in Islamic Studies.

HUMBOLDT STATE UNIVERSITY

Programs Reviewed During 2003-2004

Art	BA
Environmental Science	BS
Forestry	BS
Geography	BA
Journalism	BA
Oceanography	BS
Philosophy	BA
Theatre Arts	BA/MA/MFA

Summary of Assessment Results

Art. Reviewing assessment process results, the department concluded that students were meeting student learning outcome expectations unevenly in the existing nine traditional studio art subdisciplines, because of budget-driven decline of resources, and that digital art course content in particular requires enhancement.

Environmental Science. Review of evidence available from assessment measures raised concern that for this popular and campus-appropriate interdisciplinary program, (i) the very uneven enrollment in the options presents staffing challenges, (ii) the ethics option does not have science content appropriate to a BS, and (iii) there is not a formal interdisciplinary oversight committee to guide curriculum development.

Forestry. The outcomes assessment measure associated with the professional field employment of graduates in Forestry provided evidence that revision of curriculum and outcomes in this professional preparation Bachelor of Science degree major was needed to reflect contemporary career objectives.

Geography. Assessment of learning outcomes associated with the mastery of contemporary resources in the discipline indicated a program weakness in the area of digital cartography.

Journalism. The Department of Journalism and Mass Communication was one of the first on campus to establish learning outcomes assessment, in part because digital advances have driven relatively rapid changes in the field.

Oceanography. Discussion in an assessment retreat of expectations for student competence in biological oceanography revealed that the retirement of the primary faculty member in that subdiscipline was not being adequately offset by available faculty coverage.

Philosophy. The yearly assessment retreat examined exit interviews, alumni surveys, and undergraduate surveys, which led to the conclusion that student learning outcomes in ethics were not being uniformly achieved.

Theatre Arts. The most pressing issues to address in the graduate and undergraduate programs of the Department of Theatre, Film and Dance arise from longstanding structural circumstances, notably the high proportion of faculty members participating in the Faculty Early Retirement Program (FERP) and the reductions in funding, which have not permitted mitigation of the diminishment of faculty resources. The student learning outcomes and assessment measures the department has developed will have greater effect in subsequent years, after the campus makes headway on the structural issues.

Changes in Program Requirements Enacted or Recommended

Art. A conflation of studio art subdisciplines is under way to provide personnel resources for development of digital art courses. The department is instituting an enrollment management procedure for lower-division studio courses. Students in this large and distinctive major will have deeper experience with digital resources available to studio artists.

Environmental Science. The 13 options will be examined and reduced to those which are viable, an interdisciplinary oversight committee is being established; the learning outcomes and assessment measures will receive appropriate attention as the curriculum is vetted; and the Ethics option will be studied, via inter-college consultation, as a candidate for revision to a BA degree. This fairly new major, established in 1995, is in a third stage of development as a field of study, and it will provide a good opportunity for the faculty and administration to engage in cross-college consultation and cooperation toward a common goal to advance a program highly appropriate to our campus mission within the CSU.

Forestry. The department has established a new option in Wildland Fire Management within the BS program. There are but two BS programs in the CSU providing professional education in the field of forestry, and they must provide for the needs of a large industry with elements in state and federal government and private-sector businesses. The ability of an academic department to adjust to the needs of a professional field is a crucial factor in program success.

Geography.   The department made the choice to limit traditional regional geography course requirements, redirect personnel resources to the newer area of mapping sciences (digital cartography), and delete courses no longer necessary as a result of the changes. Graduates can be assured of better preparation for graduate study and work in the field.

Journalism.   To maintain the ability of the faculty to address student learning outcomes in photojournalism and video production, the department has moved completely away from "wet chemistry" photographic techniques to digital photography, and digital taping has replaced analog-based instruction.   Graduates will have preparation appropriate to expectations in professional employment and graduate study.

Oceanography.   No modifications were made to the program. However, the department made a case for a replacement position in this essential part of the curriculum, since no realistic acceptable course substitutions exist.   This is a distinctive CSU BS program, the only Oceanography major in the system, and it needs the faculty resources to support it with the level of professional excellence program integrity requires.

Philosophy.   The goals of the department will be better served by (i) implementing a new minor in ethics and (ii) better fostering self-direction and student motivation by incorporating more upper-division electives in the BA program.   Students will have a deeper knowledge of the standards of conduct and the moral judgments that characterize the study of ethics within the foundations of philosophy.

Theatre Arts. The decision has been made to suspend the MFA, engage a curriculum consultant, prioritize and justify FERP replacement positions, and review curriculum goals and the associated student learning outcomes and assessment measures. These actions should improve the match between curriculum goals and resources and improve the definition of the constituent curricula in this multifaceted department.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Programs Reviewed During 2003-2004

Accountancy	BS option
Business Administration	BS
Finance, Real Estate, and Law	BS option
Geology	BS
Human Resources Management	BS option
International Studies	BA
Management	BS option
Operations Management	BS option
Physical Therapy	MPT

CSU Long Beach is continuing its development of a more comprehensive and effective means for measuring student learning and then employing the findings to guide decision in the areas of curriculum development, including general education. The Director of Program Review and Assessment chaired an ad hoc committee that produced a proposal for a formal campus policy on program review. The Academic Senate is currently considering a proposed reorganization of the two councils (Program Review and Planning and Graduate Council) and one committee (Assessment Committee) currently charged with program review and assessment, with the goal of strengthening and streamlining the program review and assessment process. In addition, each of the seven colleges has now appointed an assessment coordinator, many at the Associate Dean level. This group is working to develop a new campuswide assessment plan to strengthen the university's commitment to continuous quality improvement.

Summary of Assessment Results

Accountancy. The Department of Accountancy has adopted general statements of student learning outcomes, including (i) the development of superior accounting and management skills necessary to be responsive to the needs of a dynamic accounting profession and (ii) the development of students' communication, computer, and research skills, along with their accounting expertise. In conjunction with the college-wide plan mentioned above, the department is developing specific assessment measures and a plan to use the results of assessment to inform decisions. Historically, the department has used alumni surveys to assess student-learning outcomes. The department has also monitored the pass rate for its graduates on the Certified Public Accountant (CPA) examination, which averages about 25%-27% on the first attempt, compared to a national rate of 10%.

Business Administration. The BS with a major in Business Administration was accredited by the Association to Advance Collegiate Schools of Business (AACSB) in 2001. In 2003-2004, the undergraduate degree program was subject to a separate internal review. Current campus policy calls for the review of each department within the College of Business Administration, since students select a major emphasis for the BS degree in one of the departments. The college is in the process of developing a college-wide assessment plan, which will provide basic information on student learning outcomes for all departments. In addition, each department will develop more specific measures geared to students in its major. A college-wide pilot is now being implemented.

Finance, Real Estate, and Law. The Department of Finance, Real Estate, and Law has adopted general statements of student learning outcomes, including the development of proficiency in technical skills; oral and written communication skills; ability to think logically and develop a comprehensive business plan; ability to work in groups and handle leadership roles, develop sound business ethics, understand diversity, and be aware of multinational business markets. In conjunction with the college-wide plan mentioned above, the department is developing specific assessment measures for both incoming and graduating students as well as a plan to use the

results of assessment to inform decisions. The department has also used surveys of alumni as well as questionnaires for current students to assess student-learning outcomes. The department needs to develop a process to respond to concerns reported on the alumni survey.

Geology. The Department of Geological Sciences has adopted a list of specific student learning outcomes, including the ability to identify and classify geological materials; produce and interpret maps; produce and interpret scientific data; apply fundamentals to solving geologic problems; use the scientific method; use observational skills in the field; and conduct independent field work. To assess student attainment of these learning outcomes, the department monitors its graduates' pass rates on the comprehensive examination of the California Board of Registration for Geologists and Geophysicists, which is higher than average; keeps track of the number of graduates admitted to doctoral study; and keeps track of the number of graduates who secure professional employment in the field. The department also uses an alumni questionnaire, which generally confirms the department's success. The program review report, however, noted departmental concerns with the limited ability of students in the major to use the scientific method in course projects and difficulties expressed by students with completing a required six-week summer capstone field seminar. The department is developing a plan for using the results of assessment in a systematic way to improve student learning.

International Studies. The degree is an interdisciplinary program that is based in the Department of Political Science. The student learning outcome objectives are to equip students with the skills in language, analytical thinking, research, and economic literacy that are necessary for graduate study and careers in international fields. Students must also participate in a study-abroad program or international internship and speak a language in addition to English.

Management/Operations Management/Human Resource Management. The Department of Management and Human Resource Management has adopted general statements of student learning outcomes in three areas of specialization: in Management, students acquire the knowledge and skills to assume entry-level professional positions and progress through middle and upper management careers; in Operations Management, students gain competence in the conceptual, systematic and analytical tools required for entry-level and advanced positions in goods-producing and service-oriented industries; and in Human Resource Management, students acquire either functional skills in employment, compensation administration, labor-management relations and negotiations, and international human resources for entry-level professionals, or people-management skills, leadership, motivation and organizational development for advanced professionals. In conjunction with the college-wide plan mentioned above, the department is developing specific assessment measures for both incoming and graduating students, and a plan to use the results of assessment to inform decisions. Currently, the department monitors student GPAs as an indicator of learning outcomes and has used feedback from an advisory board to expand opportunities for student learning experiences. The program review report noted that the department has an annual retreat, which could form the basis of the process to make decisions based on student learning outcome assessment information.

Physical Therapy. The degree was established in 1997, and the first students were admitted in 1998. The degree was accredited in 2003 by the Commission on Accreditation in Physical Therapy Education (CAPTE) for ten years. In 2003-2004, an internal program review was conducted, which generally confirmed the information reported in the previous year's (2002-2003) summary. The program has student learning outcomes consistent with the expectations of the accrediting body. The program uses several measures of student learning, including a student questionnaire, evaluation of the student's clinical practice, a survey of employers, and pass rates on national examinations for professionals, which are high. The program also monitors the employment of graduates.

Changes in Program Requirements Enacted or Recommended

Accountancy. No changes were reported.

Business Administration. No changes were reported.

Finance, Real Estate, and Law. The results of a standardized final examination administered in all sections of FIN 300 have been used to make course improvements.

Geology. No changes were reported.

International Studies. No changes were reported.

Management/Operations Management/Human Resource Management. No changes were reported.

Physical Therapy. The program has taken actions to respond to concerns identified by the accrediting body, students, and employers, such as integrating service learning into one course and giving more importance to community service and *pro bono* work in another course.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Programs Reviewed During 2003-2004

French	BA/MA
Geography	BA/MA
History	BA/MA
Japanese	BA
Kinesiology	BS/MS
Psychology	BA/MA/MS
Spanish	BA/MA

Summary of Assessment Results

French/Japanese/Spanish. The Department of Modern Languages and Literatures implemented a two-step assessment plan to assess all majors. Upon entry into the program, students are assessed in four areas: listening comprehension, speaking, reading comprehension, and writing. Students must achieve a rating of "advanced" or 80% in French and Spanish in order to be approved as competent in the language. Students also develop portfolios of documents that provide evidence of their professional knowledge, skills, reflections, and proficiency in language, culture, linguistics and literature. The department also uses surveys of students and alumni, and comprehensive examinations.

Geography. The Department of Geography decided to develop a full-scale diagnostic examination that would measure undergraduate geographic learning that includes academic and technical skills, as well as qualitative and quantitative reasoning. The examination was developed as a web-based assessment instrument to allow students easy access, create an effective collection for data, and reduce the intrusion into class time. The electronic template for such an examination was previously developed by two CSULA faculty members. The test was divided into 65 objective questions and a short essay. Eight of the nine learning outcomes assessed in this exam were based on content found in the core courses for the program, required for all undergraduate majors. Prior to the development and use of the exam for assessment, the department made major changes to its curriculum. This meant that student participants in the assessment were part of a transitional group who may not have benefited from the program changes; however, the results of the examination were somewhat better than the department expected. The department observed that the Physical Geography results were somewhat better than the Cultural-Human Geography results, and thus the program is considering curriculum changes in the future.

History. The assessment measures for the BA and MA in History were designed to assess subject matter knowledge, research, analytical, and presentation skills. In the two program assessments conducted for the BA program during this review period, the department looked at a series of research papers from the research seminar courses. Using a grading rubric, the department determined that in most categories student papers fulfilled the learning outcomes. This was especially so in the category of presentation competencies. All the papers assessed were written in grammatically correct English, with the appropriate use of footnotes and bibliography. Most of the papers were successful in indicating the historical context of the problem that was being analyzed and adducing relevant historical facts in support of their argument. However, some students were less adept at elaborating a thesis and explaining its relevance to the available historical scholarship. Finally, students tended to rely heavily on secondary source material, rather than primary sources to build the bulk of their research papers. For the MA program, written papers from the capstone course were also evaluated. The findings in the graduate program were similar to those of the undergraduate level.

Kinesiology. The School of Kinesiology and Nutritional Science has developed assessment plans and student learning outcomes for the undergraduate and graduate programs. For the most part, the programs adopted the highly defined learning outcomes developed by the CSU Kinesiology Chairs Council. For the BS program, the school undertook an analysis of program curriculum to identify where the instruction intended to produce each of the learning outcomes occurs. Courses were selected that were particularly relevant to specific learning, and the faculty members teaching those courses were asked to judge the percentage of students who achieved the learning outcomes. At the graduate level, the school developed a survey of student perceptions of the extent to which graduate students acquired a mastery of identified outcomes. A similar survey was developed to obtain faculty perceptions of the extent to which student achieved the learning outcomes for the graduate program.

Psychology. The Department of Psychology uses several assessment measures, including surveys and review of course syllabi. One of the major efforts of the department was to assess whether students graduating from the program has sufficient skills to present grammatically correct and articulate written and oral arguments on issues in psychology. The department developed a specific writing rubric that consisted of six broad writing dimensions: ideas, organization, voice, word choice, sentence fluency and conventions. The rubric was applied to samples of student work from the required upper-division writing courses in the major as students enrolled in those courses learned a disciplined approach to writing of acceptable APA-style scientific papers.

Changes in Program Requirements Enacted or Recommended

French/Japanese/Spanish. The department has made adjustments in response to relevant information it received through the assessment process. Changes were made to the curriculum of the program. Two on-line courses in French were created to mitigate what are often low-enrolled courses. In Spanish, a new course in Hispanic film was created, and a number of courses were modified to reflect recent advances in linguistics. The department also created a service-learning course in intermediate written Spanish to be offered in general education. In response to student comments about the graduate comprehensive examination in Spanish, the pattern for administering the exam was modified.

Geography. The assessment findings caused the department (i) to reconsider how to assure consistent instruction of content in the highly technical computer and geographic information systems courses and (ii) to review appropriate articulation with community colleges.

History. The department is reevaluating the teaching of historiography and research competency, and changes are still under consideration. Program review has recommended that the Department of History develop more quantifiable means of assessing student learning outcomes.

Kinesiology. The assessment measures were applied to a limited number of students. The school reported that at this point, the data sets were too small to be meaningful as a basis for programmatic improvement. While the school has created well-defined outcomes and assessment measures, they have only chosen to use indirect assessment measures that rely on the perceptions of faculty and students. Program review recommendations stipulate the development and implementation of direct assessment of student learning and the further use of the results to inform and improve the program.

Psychology. The results of the writing assessment project provided empirical means for assessing the degree of writing improvement. The department, wishing to effectively leverage resources, developed a specific reference handbook on scientific writing skills. The handbook systematically takes students through the complete writing process in the development of an APA-style paper. Through a series of chapters in the handbook, students are presented with relevant materials and samples given to guide them in improving their scientific writing skills. The handbook is easily accessed by students through the department web page and now utilized in all the department's upper-division writing courses.

CALIFORNIA MARITIME ACADEMY

No programs were scheduled for review in 2003-2004.

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

Programs Reviewed During 2003-2004

Teledramatic Arts and Technology   BA

Summary of Assessment Results

Teledramatic Arts and Technology. The major learning outcomes (MLOs) for the Teledramatic Arts and Technology (TAT) program describe complex, higher-order knowledge and skills commensurate with a baccalaureate degree. They include observable and assessable student behaviors and are clear, concise, and unambiguous, with one exception: MLO 4. The division of the MLOs into foundations, preproduction, production, post-production and distribution creates a scope and depth of learning from a fundamental level to a skills-oriented level and to a theoretical and transition-to-the-marketplace level appropriate for a baccalaureate degree.

It is clear that the achievement of the MLOs is effective for students' future endeavors from a technical skills standpoint. However, the campus committee and external reviewers agreed that a stronger foundational perspective would aid the students in whichever media they choose to pursue. In addition, the committee and external reviewers suggested that the

program consider broader emphases so that students develop skills in an area more so than in a specific medium (e.g., theatre and film/video).

The assessment protocols for each MLO do stipulate clearly what types of documentation students should submit as evidence of learning for each MLO, and they also clearly identify the criteria used to review student work or documentation for each MLO. The protocols do explain the standards to be used to rate student work. However, some of the standards are somewhat vague and unquantifiable. The TAT program's assessment protocols represent a valid assessment of student learning related to the MLOs. There is not clear evidence, though, that the assessment within the courses incorporate the same protocols.

Changes in Program Requirements Enacted or Recommended

Teledramatic Arts and Technology. It was recommended that**:**

- The TAT program's MLO 4 be revisited and reworked for clarity.

- The program consider broader emphases so that students develop skills in an area more so than in a specific medium (e.g., theatre and film/video).

- The program would benefit from a technological support staff line to maintain and support student learning.

- The program needs a stable budget allocation to remain up to date on necessary equipment and software for the marketplace. The alumni input specifically noted a weakness in film editing software.

The TAT program is currently engaged in updating its Five-Year Program Improvement Plan, based on the findings of this program review. In February the program will submit its response to the program review findings, along with its updated plan to Provost Cordero de Noriega.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Programs Reviewed During 2003-2004

Accountancy	BS
Business Administration	BS/MBA
Civil Engineering	BS
Electrical Engineering	MS
English	BA/MA
Environmental and Occupation Health	BS/MS

French	BA/MA
German	BA
Interior Design	BS option
Journalism	BA
Kinesiology	BS/MS
Liberal Studies	BA
Mass Communication	MA
Mechanical Engineering	MS
Nursing	BS
Spanish	BA/MA

Summary of Assessment Results

Business Administration/Accountancy. The programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB). In spring and fall 2002, curricular changes related to cross-functional knowledge, oral and written communication skills, and development of workplace skills were made for the BS degree program with a major in Business Administration. The courses in basic business communications and statistics were moved to the lower-division curriculum and a "gateway" course was added to certify students for retention of lower-division concepts and skills needed to succeed in upper-division courses. All options have a common set of required, core courses. The MBA program was also reviewed in 2002. Curricular changes include courses with integrated content, clarification of the foundation courses, a field study alternative to the comprehensive examination, and a new mission statement.

The changes in the foundation knowledge and the evaluation of knowledge through the gateway certification process better prepares undergraduate students with the skills, knowledge and abilities needed to succeed in upper-division coursework. The gateway course has assisted in "breaking down silos in the curriculum." In addition, the lower-division core is articulated with institutions from which many students transfer to CSU Northridge. Courses in the MBA program focus on interrelationships among the disciplines that comprise the study. The culminating experiences require students to analyze, integrate, and synthesize material from across the business disciplines. All curricular changes have been made consistent with the mission of the college and the agreed-upon outcomes of the program. Assessment is embedded within all courses.

Civil Engineering. Curriculum improvements include changes to the geotechnical foundation design course, creating a prerequisite for AM 317, adding a second course to CE 408 to strengthen the survey/measurement area, and eliminating civil engineering elective units.

The changes were based on data gathered from various evaluation methodologies used to assess program outcomes. These program outcomes and assessments used for program improvement were required by the Accreditation Board for Engineering and Technology (ABET).

Strengthening the surveying/measurement area made improvements in the civil engineering program. Students can demonstrate proficiency in all four areas of civil engineering.

Electrical Engineering. Curriculum improvements include course modifications and the addition of new and experimental courses. The Option in Electrical Engineering within the MS in Engineering was replaced by the MS in Electrical Engineering, approved to start spring 2003. A proposal for a new MS in Computer Engineering was presented. Students from multiple disciplines work in teams and learn interdisciplinary interaction. Assessment is being expanded to include student portfolios. The curriculum is continuously modified based on recent technical advances. Assessment data are regularly evaluated, providing breath and depth of a dynamic program.

English. Based on assessments, no changes were indicated for the BA and MA programs. However, low enrollments in the integrated credential option suggested that modifications of the program should be sought with collaboration from faculty members in the College of Education. The intensity and popularity of the creative writing program has created excessive faculty workloads that have yet to be addressed. Having strong BA and MA programs, faculty members focused their attention on service areas, such as adding electives in children's literature and adolescent literature for credential candidates and providing a more collegial agreement about sharing classes and faculty in the Linguistics program. The program received high marks on student and alumni surveys. The faculty members are especially responsive to students' needs and desires, as well as attentive to the needs of the marketplace and the university.

Environmental and Occupation Health. MATH 103 replaced MATH 105 because it provided more applicable calculus instruction. The faculty aligned the curriculum with the learning outcomes required for ABET accreditation. The program requirements were reduced by two units. Full accreditation was achieved, and no deficiencies were noted.

French/German/Spanish. Curriculum was aligned with the learning outcomes. All programs were modified to require 48 units, except the program for Teacher Education. A major in Languages and Cultures is being considered. To improve the consistency of instruction in multiple sections of 100-, 200-, and 300-level courses, each language section selected common textbooks, syllabi, and calendars. Generic rubrics to assess written and oral communication in all languages were developed. Through the common core of each major, students will receive consistent, sequenced, high-quality instruction. The newly proposed major in Languages and Cultures could expand interdisciplinary learning opportunities for students. A new certificate program using existing courses has also been proposed.

Interior Design. An assessment of student work based on accreditation standards of the Foundation for Interior Design Education Research (FIDER) suggested that some program modifications were needed, such as strengthening graphic identification skills, improving understanding of two- and three-dimensional elements, and improving competency in sketching

and rapid visualization. In addition to these recommendations, one faculty member must become NCIDQ qualified. These recommended changes are under way. It was also recommended that an option in Facilities and Design Management be added to the curriculum. There is high student demand for this program, and it is the only FIDER-accredited CSU program between San Diego and Fresno. Some of the improvements in the program will require faculty collaboration from two other departments. Modifications of selected courses to include specified information and skills required in FIDER standards should bring the program to full compliance by the next visit. The program received accreditation.

Journalism. Broad curriculum revisions in spring 2004 were focused on developing strong writing skills, the importance of ethics, uses of technologies for computer-assisted reporting and news delivery, and the growth of convergence (ability to work in more than one media type). Visual communication was added to the core curriculum, as well as choices in upper-division and interdisciplinary courses. The new core provides students with a strong foundation in writing and reporting, along with a strong understanding of visual communication and ethics. Upper-division coursework in the concentrations allows students to develop expertise without sharply defined sequences. The major requires the smallest number of units in the university. The program was found to be in full compliance with standards of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

Kinesiology. Courses with multiple sections are assigned to full-time faculty to develop common course content and guidelines for consistency in student outcomes. The curriculum was aligned with a revised department mission statement and student learning outcomes. A revised curriculum is being proposed for the curriculum review process in 2005-2006. The proposal will include course modifications, new courses, and course deletions. The mission statement and the curriculum had not been reviewed and updated for over ten years; these revisions are important for meeting the current needs of students, the profession, and the university. The newly proposed program will be in alignment with the college and department missions and the student learning outcomes.

Liberal Studies. A new liberal studies program with three options and its own program code was adopted in 2002 to meet SB 2042's Standards for Quality and Effectiveness for Subject Matter Programs and Standards for Quality and Effectiveness of Multiple Subject Teacher Preparation Programs. New courses were added to meet SB 2042 standards in technology, classroom inclusion, health science, and linguistics. Two programs, ITEP freshman and ITEP juniors, were developed for different audiences. A gateway course was developed to provide a cohort experience for ITEP juniors. Assessment of the ITEP-freshman option resulted in shifting the arts modules to a later semester. The program addresses the required credential standards with sequenced courses. The program is fully approved by the California Commission on Teacher Credentialing, and the broad course of study is recognized for its innovation and quality.

Mass Communication. Two options of the Mass Communication MA program will be split: the Journalism department will continue to offer the MA in Mass Communication, and a new MA in

Screenwriting is being proposed by the Cinema and Television Arts department. The Graduate Studies Committee approved these changes. The division of the two programs will enhance the visibility of both.

Mechanical Engineering. A program modification is under way, with consolidation of courses and a sharper focus, particularly in the area of biomedical instrumentation. Electives offered in the program give students flexibility to explore and collaborate with other departments. The program will take advantage of the potential interdepartmental synergy to leverage its resources. Plans under way for a well-defined, sequenced program should result in a fiscally sound, high-quality graduate education.

Nursing. The curriculum was updated May 2003. The program modifications included an online pathophysiology course, revision of the professional nursing and the leadership courses, and the addition of a health assessment course. The program is sequentially and logically organized to facilitate student achievement of expected results. It has three sequential levels of nursing coursework: foundation, application and synthesis. Students who continue their employment in nursing can successfully complete the program as part-time students. The program is completely aligned with requirements of the Commission on Collegiate Nursing Education (CCNE) found in *The Baccalaureate Essentials* document. The program received accreditation.

Changes in Program Requirements Enacted or Recommended

Business Administration/Accountancy. Curricular changes were made to the lower-division program to ensure carefully articulated, sequenced instruction, including validation of extended student learning outcomes. The MBA program prepares students for professional growth by integrating current business theory and practices with their own career goals. Assisting MBA students with career planning and placement will be increased.

Civil Engineering. Courses were modified, a new course was added, and the program was reduced by three units.

Electrical Engineering. The MS in Electrical Engineering replaced the Option in Electrical Engineering within the MS in Engineering

English. The BA and MA programs currently offer comprehensive coverage of all major topics in the discipline and provide a suitable range of choices for students.

Environmental and Occupation Health. A change in the mathematics requirement was implemented.

French/German/Spanish.   The program has been streamlined, and a new program is being proposed.

Interior Design. Course modifications are being proposed to meet FIDER recommendations.

Journalism. Curriculum changes include 21 course modifications, 5 new courses and 3 deleted courses.

Kinesiology.   The mission statement and student learning outcomes have been revised. Curriculum changes being proposed will include course modifications, new courses, and deletion of courses.

Liberal Studies.   A completely new program with three options to meet new subject matter credential requirements was approved in 2002. Four new courses were added to meet additional requirements. Changes in course scheduling were made to improve the sequencing of this interdisciplinary major.

Mass Communication. The campus is proposing to convert the option in Screenwriting into a separate MA program.

Mechanical Engineering. Program modifications include consolidation of courses and clearer statements of learning outcomes.

Nursing. One new course and three course modifications were approved.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Programs Reviewed During 2003-2004

Anthropology	BS
Communication Arts	BS
Economics	BS/MS
Education	MA/credential programs
Philosophy	BA
Social Sciences	BS
Theatre	BA
Urban and Regional Planning	BS/MURP

For a number of years, academic programs have had the option to conduct an assessment plan review in lieu of an academic program review. The assessment plan review centers on the development of a comprehensive set of learning outcomes and a feasible, sustainable plan for assessment, evaluation of assessment results, and use of these results for program improvement. The university asks that outside reviewers focus on the quality of the assessment plan; however,

they are also expected to assess the overall health of the department and its programs. After the review cycle in which the assessment plan is prepared, the department resumes the standard program review for subsequent cycles. In 2003-2004, each department that conducted a review selected the assessment plan review.

Summary of Assessment Results

Anthropology.   Among the assessment tools are student surveys, an alumni survey, exit interviews, a senior portfolio, a senior capstone course, in-class examinations, and research projects. Students express satisfaction with the faculty, advising, and curriculum but indicate that laboratories and activity sections need improvement.

Communication Arts.   Assessment tools include a senior internship, external recognition of student work, exit interviews, assessment by an advisory panel, and student evaluations. The review suggests that the department enhance its partnerships with other academic units and increase its visibility off campus; the internship is excellent experience for the students—a tool for visibility and for assessment.

Economics. Assessment tools include a two-quarter sequence of capstone courses, a comprehensive examination, and a program survey. Undergraduate and graduate enrollment has increased. The department has administered the assessment tools it developed at least once. As a result, an exit examination will be incorporated into capstone course.

Education. Tools include surveys of students at different points in their studies, an exit survey, an electronic portfolio, and administrator feedback forms. The campus was visited for a second time by a California Commission on Teacher Credentialing (CCTC) accreditation team, to review steps taken to resolve concerns from the previous visit; some standards were not met, and students were confused about requirements.

Philosophy.   Among the assessment tools are a portfolio that includes coursework, a self-assessment essay, a seminar paper, and a critical thinking examination; an exit survey; an alumni survey; and the graduation writing test. The department has developed a successful capstone course; the number of majors is growing, as philosophy in increasingly seen as a pre-law major; students have requested more discussion of twentieth-century philosophy.

Social Sciences. Student proficiency is assessed upon entry into the major. Tools for assessing outcomes at graduation include a student portfolio, a senior capstone course, employer and graduate-school surveys, and an alumni survey. The department has aligned courses with articulated learning outcomes and instituted student portfolios and exit interviews.

Theatre. Assessment tools include a department retreat, an alumni survey, a senior project, a portfolio, adjudication of productions, and graduation exit interviews. The department has

aligned courses with articulated learning outcomes and instituted student portfolios and exit interviews.

Urban and Regional Planning. Assessment tools include examinations, discussions, in-class writings, presentations, take-home assignments, and an alumni survey. Students were pleased with development of communication and collaborative problem solving skills. They were not satisfied with training in quantitative analysis and conservation of resources.

Changes in Program Requirements Enacted or Recommended

Anthropology. Changes in the program include the following:

- Transformation of the program from a traditional form to one that is more technical, that is more applied, and that has three options
- Phasing out of the computer-based anthropology option
- Creation of new courses in forensic anthropology and anthropology of gender for majors and to satisfy upper-division general education requirements for other students
- Creation of a new service-learning course in archaeological theory and method
- A review of course offerings for redundancy

Communication Arts. Changes in the program include the following:

- Reduction of units in the core from 34 to 20
- Reduction of units in each option
- Creation of six new courses in the major and deletion of seven existing courses
- Creation of two new general education courses
- Elimination of the Communication minor and revision of other minors

Economics. Changes in the program include the following:

- Reduction in the number of senior-level economics courses in the undergraduate core
- Introduction of four new general education courses
- Elimination of the graduate option in Economics Education
- Increase in the level of courses used to fulfill requirements for the MS

Education. Changes in the programs include the following:

- Creation of an all-university committee, in connection with a leadership plan to provide clear communication and management
- Addition of counselors and coordinators to provide leadership and evaluation of specific parts of the program

- Increase in the coordination of placements for early field experiences
- Creation of new seminars for student teachers and interns
- Revision of literacy courses
- Revision of courses for education specialists
- Publication of handbooks covering all program offerings

Philosophy. Enacted or recommended changes in the program include the following:

- Reduction in the capacity of the senior capstone course
- Restructuring of the Education and Society option to make it more attractive to future K-8 teachers
- Restructuring of the Science and Society emphasis to increase the number of majors and double majors
- Increase in the number of Honors Program courses

Social Sciences. The program is being revised to align with revised subject matter requirements for the single subject teaching credential

Theatre. The program has instituted professional adjudications for productions and post-performance discussions.

Urban and Regional Planning. Changes in the program include the following:

- Increased emphasis on community engagement
- Increased amount of project-based fieldwork in the capstone course
- Integration of geographical information systems (GIS) into the curriculum

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Programs Reviewed During 2003-2004

Continuing Education
French   BA
Gerontology   BS
Government   BA
Library
Spanish   BA
Theatre Arts   BA

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. As with many universities in the CSU system, compliance with this requirement has been slow and difficult. However, last year the university adopted a faculty senate revision of its 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 programs have completed an assessment plan, and they will be asked to review and update those plans in the spring. In addition, 36 departments have completed at least one direct measure of student learning.

Although the CSU system now requires only a report on the assessment results noted in program reviews, CSU Sacramento continues to perform traditional program reviews, including the self-study process and the internal review team, along with an outside consultant, who interviews faculty, staff, the dean, and other appropriate administrators. We have found that these traditional reviews provide valuable information regarding the quality of instruction, the fiscal stability, the governance structure, and the interpersonal relations of department personnel. Departments that undergo national accreditation review are allowed to use their accreditation self-study and visitor report to answer some or all of the questions on the self-study with the permission of Academic Affairs.

Summary of Assessment Results

Continuing Education. As a self-support unit, the College of Continuing Education differs from other academic departments in the nature of its program review. While there is greater focus on financial and organizational issues, there is, nonetheless, considerable attention given to student learning. The adult, non-degree courses are typically assessed in terms of student satisfaction through telephone surveys. Results show that 91.7% expressed high levels of satisfaction with certificate programs, and delivery by instructors showed equally high results. Overall, the participants rated the certificate programs as extremely valuable or very valuable by 86.5%.

The college also has one undergraduate degree, the Bachelor of Vocational Education. This program's faculty developed an assessment plan and evaluated course-embedded learning objectives and student portfolios during the spring. The program itself is scheduled for program review in summer 2005. Specific assessment results will be reported following that review. The program also received WASC approval as an off-campus program in summer 2004.

Other off-campus degree-granting programs within the college include the Master of Social Work, the MA in Education (Option in Special Education), and the Master of Science in Business Administration (Option in Taxation).

French/Spanish. Spanish and French are the two degree programs housed in the Foreign Language Department. The French Department has developed assessment instruments for the major and the Spanish Department has in place an exit examination to assess student

achievement of goals and objectives. Over the past five years, performance on the Spanish examination indicates weaknesses in verbs, grammar theory, and composition. The other areas of oral comprehension, vocabulary, spelling, and oral interviews yielded satisfactory results. Recommendations to the two departments include the following: develop a direct measure of outcomes for the French major, consider whether the department will assess its minor programs, consider whether the department will assess the acquisition of skills in the basic language classes in all languages.

Gerontology. The Gerontology program is an interdisciplinary program offering a bachelor's degree and a minor and located in the College of Social Sciences and Interdisciplinary Studies. Currently serving only 29 students, the program remains under careful scrutiny with regard to resource allocations. The assessment process for the program includes annual student and alumni surveys, employer surveys, and a review of student portfolios. The employer surveys revealed an average rating of the quality of graduates of 4.3 out of a possible 5.0. Each student develops a portfolio over the senior year, which is submitted to the professor in charge of the internship class. A sample of the senior portfolios is reviewed each semester by the faculty to look for trends in student learning. The self-study reports satisfactory results on the portfolios. The review team recommended a closer linkage between the departmental learning outcomes and the portfolio assessment. The department has also set up a process for assessing student writing, which is scheduled for implementation every three years. No results are yet available.

Library. The university library took the very unusual approach of responding to the self-study by developing an assessment process that focused on student learning outcomes. The decision came as a direct result of the library's attempt to revise its mission and goals in terms of student learning. The assessment instruments used by the library included user surveys, the system-administered survey of student needs and priorities (SNAPS), the National Survey of Student Engagement (NSSE), an annual review of borrowing, and an annual review of database and print periodical usage statistics. These instruments yielded a great deal of data. Some of the more interesting results are provided below.

When asked to rate the quality of the library collections, 66% responded "Excellent" or "Good."

When asked to rank a list of 22 educational experiences by frequency, the top two activities of students were (1) having worked on a paper or project that required integrating ideas or information from various sources and (2) having included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments. Both these responses have significance for the use of library collections.

When asked to rate library holdings relative to their field, the faculty rated the library 2.36 (out of 4.0), while the average for 64 comparison institutions was 2.55. The library was troubled by this result and plans to examine the issue more closely.

When faculty was asked to rate satisfaction with the library's "ability to meet the research needs of students in their programs," the average was 3.16 out of a possible 4.0. Closer examination of the responses shows that 29% were either dissatisfied or very dissatisfied and 43% were either satisfied or very satisfied.

When asked whether or not their classes required library work, 81% of lower-division students reported that they needed to use the library for their courses, while 75% of upper-division students reported the need for the library.

This self-study was extremely rich in data and interesting in its approach. One came away from the review with the clear impression that the library is central to learning at the university, and the library faculty and staff are highly reflective, fearless, and proactive in their own self-assessment.

Theatre Arts. The external consultant in the program review of the Department of Theatre and Dance stated that the department's self-study suggests a fundamental misunderstanding of the purpose of developing a learning outcomes plan. The self-study itself describes various assessments and activities in individual classes. However, the assessment plan needs to include a mission statement, general goals along with specific learning sub-goals that support the mission statement, and a curriculum matrix that charts courses in which learning objectives are introduced, emphasized, and/or reinforced. Also missing in the department's current assessment plan are mention of specific assessment activities and how these activities are analyzed to evaluate the effectiveness of curricular offerings. The department already engages in numerous learning assessment opportunities, including auditions, productions, and showcases. However, it has not made use of these experiences in relation to program evaluation. The review team recommended that the department, as soon as possible, should identify a committed faculty member to coordinate the development of the learning outcomes plan. The campus assessment coordinator will work with the department in the coming semester.

Changes in Program Requirements Enacted or Recommended

Continuing Education. No changes in program requirements were reported.

French/Spanish. No changes in program requirements were recommended.

Gerontology. The program review team recommended adding a graduate level internship and thesis course to the Gerontology curriculum.

Library. Changes have not yet been recommended.

Theatre Arts. No changes in program requirements were recommended.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Programs Reviewed During 2003-2004

Education	MA/credential programs
Educational Administration	MA

Summary of Assessment Results and Changes Recommended

Education/Educational Administration. California State University, San Bernardino underwent an accreditation review conducted jointly by the National Council for Accreditation of Teacher Education (NCATE) and the Committee on Accreditation (COA) of the California Commission on Teacher Credentialing (CCTC). The COA approved a request by the institution to use the NCATE Visit Standards and Conceptual Framework, and the NCATE team report format, to meet the requirements of the CCTC's Common Standards. There was extensive cross-referencing of the NCATE Unit Standards with the CCTC Common Standards. Also, the institutional report (self-study report) provided supplemental language, incorporating areas of the CCTC Common Standards not directly referenced in the NCATE Standards. The team report utilized the NCATE standards report format. The total merged team, NCATE and COA, reviewed each standard and standard elements, including the NCATE Conceptual Framework and the supplemented areas of the Common Standards. The total merged team voted as to whether the standard was met, not met, or met with areas for improvement.

Team clusters for (1) basic (multiple subjects, single subject, and designated subjects) credential programs, (2) special education credential programs, and (3) services (administration, pupil personnel, and school nurse) credential programs reviewed extensive data regarding all credential programs. Appropriate information and findings were provided by other team members to each of the various credential areas. Following discussion of each credential program area, the total merged team decided whether the program standards were met, met minimally, or not met.

The decision to recommend NCATE accreditation was based on team consensus that the six NCATE Standards were met, although the team determined that some standards were met with identified areas for improvements. Also the team determined that all CCTC Program Standards were met with the exception of Education Specialist Program Level II Standards 10 and 11. Standard 10 was found to be minimally met with qualitative concerns. Standard 11 was not met, as there were no clearly defined provisions and procedures for activities outside institutions of higher education. Specific recommendations for remedying deficiencies were included in the team report.

SAN DIEGO STATE UNIVERSITY

Programs Reviewed During 2003-2004

Education (selected concentrations)   MA
Rehabilitation Counseling   MS

The academic review process recognizes the university's abiding commitment to improving the academic quality of its programs in a collaborative and reflective fashion. The provost delegates operational functions to either the Office of Undergraduate Studies or the Office of Graduate and Research Affairs, depending on whether the department does or does not have a graduate program. Student learning outcomes assessment has been included in the academic review process since 1999.

During the academic year 2003-2004, academic reviews were curtailed because of budget constraints. The programs of only one department were reviewed. Academic reviews have been reinstated for 2004-2005. Two reviews will take place in spring 2005, and eleven reviews are scheduled for fall 2005.

Summary of Assessment Results

Education (selected concentrations)/Rehabilitation Counseling.   The Department of Administration, Rehabilitation, and Postsecondary Education employs three primary ways to assess its student learning outcomes: (a) portfolio assessment for students in the Postsecondary Education Leadership program; (b) comprehensive examinations for students in Rehabilitative Counseling; and (c) student, graduate, and employer surveys. The portfolio is developed around a theme depicting students' growth and development throughout the program. Artifacts of student work, which are aligned with student learning outcomes, are gathered for the portfolio. The student orally presents the portfolio to a three-member panel. Comprehensive examination questions are also aligned with student learning outcomes and modeled after the national Council on Rehabilitative Education Certification. As a result of examination of and reflection on the results from both direct [portfolios, comprehensive exams] and indirect [surveys] evidence, several curricular changes have been implemented.

Changes in Program Requirements Enacted or Recommended

Education (selected concentrations)/Rehabilitation Counseling.   Changes include making ARP 607, Applications of Rehabilitation Technology a required course; consistently offering ARP 747, Leadership in a Multicultural Society; and infusing the issues of ethics and professionalism across the curriculum.

SAN FRANCISCO STATE UNIVERSITY

Programs Reviewed During 2003-2004

Cinema	BA/MFA
Cinema Studies	MA
Creative Writing	BA concentration/MA concentration/MFA
Gerontology	MA
Industrial Arts	BA/MA
Industrial Technology	BS
Museum Studies	MA
Raza Studies	BA
Recreation	BA/MS
Sociology	BA
Vocational Education	BVE

Summary of Assessment Results

Cinema/Cinema Studies.   The Department of Cinema has identified three major learning objectives for undergraduate majors. Each objective is being assessed by faculty and by a survey instrument, with one objective assessed each year. Students in the MFA program are assessed in regard to four learning objectives. Student outcomes have improved significantly under the first learning objective (capability of producing individual creative film works). At least 80% of MA students achieve satisfactory mastery of relevant film history and/or theory and are able to conduct close textual analysis of written and cinematic texts.

Creative Writing. The Creative Writing Department uses portfolios and self-reflective essays to assess undergraduate student learning.   While almost 90% of students met or exceeded expectations related to the stated learning objectives, more emphasis will be placed on "revision" and "craft elements" in upper division courses and portfolio requirements. MA and MFA students are assessed in a variety of ways by faculty, as well as through an exit survey and alumni tracking. Ninety-seven percent of exit survey respondents found their experience useful or extremely useful.

Gerontology. The Gerontology Program has devised a series of measures to assess competence in three learning areas. The program has had major successes in students' giving presentations at national meetings and a 100% success rate in students passing the Residential Care Facilities for the Elderly [RCFE] state examination. However, an external review of the program noted that the range of course offerings and curricular emphases appeared to exceed faculty resource capabilities.

Industrial Arts/Industrial Technology/Vocational Education. The Department of Design and Industry utilizes a culminating senior course and an exit survey to assess student learning. The DAI 460 portfolio course continues to enhance the quality of students' portfolio work from their respective BA and BS courses. There remains a need for a more structured portfolio review and assessment mechanism for proper preparation for student admission into the DAI 505 capstone course, which is the forum for evaluating the efficacy of the program's learning objectives. During this course, students develop a comprehensive research and applied project, the quality of which is assessed by a faculty committee.

Museum Studies. The Museum Studies Program identified three learning objectives to introduce practical experience at several points in the master's degree. Each objective was measured through completion of an activity ranging from developing a database to developing promotional brochures to designing and curating an exhibit. While each activity encountered unanticipated obstacles, student learning was unimpeded, encompassing skills such as outreach, networking, teamwork, and working with museum professionals. The program's external reviewers cited the program as one of the top Museum Studies programs in the country.

Raza Studies. Of the six defined learning objectives of Raza Studies, three were recently assessed using a review of written work, portfolios, an online community service learning survey, and internship supervisor assessments of student outcomes. Superior student outcomes were achieved (as ranked by both student self-assessment and supervisor assessment) in the ability to define and critically to assess the contemporary social, economic, cultural, political, and public policy issues that confront Chicano and Latino people in the United States. Excellent results were also noted in student ability to analyze the relationship of United States foreign policy and contemporary Latino immigration, settlement, and social issues. Agency supervisor assessments of student performance indicate superior outcomes in community service learning.

Recreation. The Department of Recreation and Leisure Studies employs a senior survey and an intern supervisor survey to assess seven key learning objectives. The accreditation standards of the National Recreation and Park Association/American Association for Leisure & Recreation define core knowledge about the leisure services profession. The assessment data show positive results for all objectives. For each measure, at least 82% of students surveyed either agreed or strongly agreed that that objective had been met. Intern supervisor assessment was likewise high, with at least 81% of intern supervisors rating the students "satisfactory" or above on each measure assessed by the intern supervisor survey. Assessment endeavors in 2003-2004 covered (a) student understanding of contemporary professional issues and the trends impacting leisure and human services agencies and (b) ethical principles and professionalism as applied to all professional practices, attitudes, and behaviors in leisure service delivery. Intern supervisors indicated that over 80% of undergraduate majors evaluated were determined to possess these understandings at an acceptable to highly acceptable level. An external review of the graduate program noted some discontinuity between stipulated learning objectives and course offerings.

Sociology. Programmatic assessment of student learning occurs in five core courses: Sociological Analysis, Sociological Theory, Research Methods, Senior Seminar, and Sociology Internship, utilizing a standardized Student Learning Outcome Assessment Form. The data show some impressive improvements in student performance. However, they also suggest areas that need to be monitored, such as the decline in performance on some learning objectives between the sociological theory and research methods courses. The department's emphasis on writing proficiency has been and continues to be a pedagogical foundation of the curriculum. Substantive essay examinations and term papers have been incorporated into all upper-division courses.

Changes in Program Requirements Enacted or Recommended

Cinema/Cinema Studies. The department is reconsidering its culminating experience to sharpen its relevance to the learning objectives of the MA.

Creative Writing. The department is adding a course on the business of creative writing to meet student needs.

Gerontology. A major curricular assessment by a university-wide Gerontology Task Force is now under way.

Industrial Arts/Industrial Technology/Vocational Education. As a result of its program review, the department has determined that it should devote all of its attention at the undergraduate level to its BA program. Thus the BS and the BVE are now slated for discontinuation.

Museum Studies. No programmatic changes were reported.

Raza Studies. The department plans to stress community service learning further throughout the curriculum and to broaden the scope of learning objectives in this arena.

Recreation. A major curricular revision has been instituted at the graduate level.

Sociology. The department is discussing ways to ameliorate the observed decline in performance on some learning objective.

SAN JOSÉ STATE UNIVERSITY

Programs Reviewed During 2003-2004

Geography	BA/MA
Kinesiology	BS/MA
Library and Information Science	MLIS/Library Media Teacher credential program
Sociology	BA/MA

Summary of Assessment Results

Geography. The Geography BA program has developed a mission statement, program goals and three types of learning outcomes: knowledge, skills and perspectives. In fall 2001, a comprehensive assessment plan was developed. At the time the self-study was written, learning outcomes had been mapped to courses, but data had not been collected. An assessment plan for the graduate program is still under development.

Kinesiology. At the time the self-study was completed, the units in the BS with a major in Kinesiology varied between 124 and 128, depending on the concentration. As part of the extensive strategic planning that occurred in preparation of the self-study, a plan was developed to reduce units to 120.

Outcomes of the strategic planning process included a department mission statement, a set of core values, and program educational objectives for the undergraduate and graduate degree programs as well as for the activity program. Program assessment included data collected from students, alumni, internship supervisors, external practitioners, and experts in specific content areas. Assessment data indicated that curricula are current and of high quality, but laboratories and other recreation facilities require extensive upgrading and modernization to improve student learning.

Library and Information Science. The Master of Library and Information Science (MLIS) is unique within the CSU. The program serves the entire state of California with its two main campus centers at San Jose State University and CSU Fullerton, and smaller centers at several other CSU campuses. Many of the courses are offered online or via interactive video. The Library and Information Science programs have developed detailed educational objectives and three types of learning outcomes: cognitive, skill, and affective. Program outcomes are mapped to courses, and methods of assessment are specified for each.

Sociology. The Sociology programs have developed a mission statement, program goals and two types of learning outcomes: knowledge and skills. For the BA degree, the faculty has designed and tested an instrument consisting of ten multiple-choice objective questions and two essay responses to assess knowledge skills. Students were able to demonstrate their abilities in analysis and application, but they scored less well on the objective questions (generally definitions). Data were available at the time the self-study was written, but no actions had been taken.

In fall 2000, the program began testing the writing skills of incoming graduate students. Students who do not demonstrate the expected level of writing skills in the first semester are required to take an undergraduate writing course to improve. In order to graduate, MA students are required to pass several three-hour written comprehensive examinations. The data from these examinations were not presented or analyzed. A request was made for more detailed data analysis in the next review cycle.

Changes in Program Requirements Enacted or Recommended

Geography. A new course entitled "Geography of the Global Economy" was created to expand the global emphasis of the program.

Kinesiology. All concentrations have been reduced to 120 units. The university has allocated some funds for facilities improvement, and a joint City of San José-San José State recreational facility is under discussion.

Library and Information Science. The following actions were taken as a result of the program review:

- Based on student surveys, faculty feedback and informal student feedback, a blueprint was developed to specify which mode of delivery (e.g. web-based, live, interactive video) is most effective for each course.

- Several courses (LIBR 240, LIBR 242, LIBR 246, and LIBR 251) were revised to provide more focus on current and emerging information technology.

- LIBR 286 was increased from 1 to 3 units to provide more rigorous study of and practice in improving interpersonal communication skills.

- A task force was established to explore a joint doctoral program with the Communication Department at the University of California, San Diego.

To make the administration of the program more consistent with that of other academic programs, particularly with respect to faculty oversight of the curriculum, the School of Library and Information Science was moved from the Office of Graduate Studies and Research to the College of Applied Sciences and Arts.

Sociology. The department recommendation was to explore the inclusion of additional material related to the three fundamental theoretical approaches in Sociology in every upper-division course.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, SAN LUIS OBISPO

Programs Reviewed During 2003-2004

Aerospace Engineering   BS
Agricultural Systems Management   BS

Bioresource and Agricultural Engineering	BS
Civil Engineering	BS
Computer Engineering	BS
Computer Science	BS
Construction Management	BS
Electrical Engineering	BS
Environmental Engineering	BS
Forestry and Natural Resources	BS
Industrial Engineering	BS
Manufacturing Engineering	BS
Materials Engineering	BS
Music	BA

Academic program review at California Polytechnic State University, San Luis Obispo, has undergone a major transformation during the past few years, with the intent of making the process

(a) more focused on key issues facing each program, within the context of priorities at the college and university levels;
(b) more evidence-based, with particular attention to the use of results from learning outcomes assessment; and
(c) more action-oriented, with the required preparation and adoption of an action plan for program improvement.

Where applicable, to avoid duplication of effort, the process is synchronized and integrated with external professional accreditation.

The year 2003-2004 saw the completion or near-completion of several reviews begun during the transitional period as the new process was being introduced. These included most of the undergraduate engineering programs, whose re-accreditation visits from the Accreditation Board for Engineering and Technology (ABET) had taken place during the previous year. As reported last fall (Accountability Indicator 1), at that time "most departments had previously developed and reported program-level student learning objectives and/or outcomes, and many had begun to employ indirect measures of learning outcomes (such as alumni surveys, senior exit survey and senior exit interviews) but fewer were making—or knew how to make—direct measurements."

Nevertheless, actions already taken, as well as those planned, for most of the programs whose reviews were completed in 2003-2004 reflected some use of the results of learning outcomes assessment.

Programs undergoing review during this period were also asked to address several university priorities (in addition to the definition and assessment of learning outcomes), which in some cases resulted in significant changes in program requirements. Reflecting a CSU priority, all

programs—whether undergoing review or not—have been challenged to reduce total unit requirements and/or to justify why they have been unable to reach the systemwide minimum of 180 quarter units. The program review process was used to revisit and underscore the importance of achieving the total unit reduction goal. The university's progress to date toward meeting this goal is reported elsewhere.

Other university priorities that programs were asked to address include:
- (i) the improvement of orientation and advising (including the improvement of curricular flowcharts, orientation courses, student tracking systems, etc.);
- (ii) the improvement of mechanisms to ensure timely completion of the senior project;
- (iii) the improvement of policies and expectations governing change of major; and, more generally,
- (iv) the improvement of graduation rates.

As a result, all of the undergraduate engineering programs are re-examining their curricular flowcharts, e.g., to ensure that they reflect a realistic rate of progress to graduation (without appearing to encourage or sanction students' extending their time at the campus) and that they are not misleading with regard to the need to take certain general education courses in particular quarters.

Changes in Program Requirements Enacted or Recommended in Response to Assessment Results: Examples

Aerospace Engineering. The faculty intends to establish a student advisory board to review proposed flowcharts and curricular changes.

Bioresource and Agricultural Engineering. Based on analysis of students' scores on the Fundamentals of Engineering exam, the faculty in Bioresource and Agricultural Engineering made curricular changes in the computer topics area. The faculty also decided to emphasize the resource implications of engineering solutions in the program's technical courses, reflecting an assessment of students' learning of "the impact of engineering students in a global and societal context."

Civil Engineering. Civil Engineering faculty members are planning to advise students in a way that is tied more closely to their progress through the curriculum.

Computer Engineering. The director of the program will monitor progress toward degree for Computer Engineering majors and require special counseling for those who are not making the expected progress toward graduation.

Computer Science. The faculty has decided to introduce a program of advising sessions for freshmen and juniors that will encourage students to choose an advisor (rather than just going to an assigned advisor) and to meet with the advisor on a regular basis.

Construction Management. Construction Management faculty members reacted to an assessment result (largely based on alumni input) by adding a significant portion of business-related courses, enough to fulfill the requirements for a Minor in Business Administration.

Electrical Engineering. The faculty has modified its grading practice in senior project courses, with the effect of decreasing "tremendously the number of students leaving Cal Poly without their degree being finished."

Environmental Engineering. Faculty members in Environmental Engineering are planning to refine their orientation course.

Forestry and Natural Resources. The faculty has substantially upgraded the program's Senior Project Manual to include information on what is expected in a high-quality senior project report.

Industrial Engineering. The faculty used assessment results to identify the need for greater curricular coverage of engineering ethics as well as of modern engineering tools. The department plans to appoint a senior project coordinator to meet with all senior project students at least once a week.

Manufacturing Engineering. The faculty used assessment results to identify the need for greater curricular coverage of engineering ethics as well as of modern engineering tools. The department plans to appoint a senior project coordinator to meet with all senior project students at least once a week.

Materials Engineering. Faculty members satisfied themselves that the integration of statistics exercises into a microelectronics processing laboratory course was producing a greater sense of statistical concepts among their students, and they made a four-year commitment to systematically integrate statistics into all laboratory courses.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS

Program Reviews Completed During 2003-2004

Business Administration	BS/MBA
Communication	BA
Biological Sciences	BS/MS
Sociological Practice	MA
Sociology	BA

Summary of Assessment Results

Biological Sciences. The department has identified an array of Student Learning Outcomes (SLOs) in its bachelor's degree program and has been advised by the college dean and the Program Assessment Committee to develop a matrix cross-listing the SLOs and courses offered in the major as a tool for better understanding where the student learning outcomes are addressed in the curriculum. The department has also been urged to bring its SLOs more directly to the attention of its majors, both on the departmental website and in course syllabi.

Most of the assessments undertaken in the Biological Sciences program are classroom assessment techniques. The Program Assessment Committee has commended the faculty for its dedication to the improvement of classroom pedagogy but offered advice on how to use some of these classroom assessment techniques to gather information on a longer time-scale that can be used for programmatic improvement.

Business Administration. The College of Business Administration has developed Student Learning Outcomes based on requirements of the Association to Advance Collegiate Schools of Business (AACSB)—augmented by some additional SLOs—and clearly related these to the courses required by each of the major's current options. The table of correspondences between the SLOs and the courses will need revisiting in light of changes being made in the curriculum. The college's Undergraduate Curriculum Committee has already begun the process of refining the learning outcomes and relating them to the courses in the new proposal.

Some preliminary efforts to assess student learning have been attempted—through the data collected by Dey Systems from various constituencies, for example—but these have not yet given rise to an ongoing process aimed at understanding and improving student learning.

The college's well-developed senior experience provides an unusually strong set of authentic student materials that could serve as the basis for assessing how well graduating seniors have mastered key learning outcomes. The Program Assessment Committee has suggested that the college develop specific mechanisms for using existing materials to assess cumulative student learning (e.g., developing rubrics to score selected student essays, using elements of the CPA exam to assess cumulative learning among Accounting students, development of a campus-developed examination that could be closely aligned with the college's SLOs, and comparing case-study papers prepared by beginning and graduating students to assess cumulative learning in particular areas).

Communication. The Communication Department has developed a list of nine clearly articulated Student Learning Outcomes. The stated learning outcomes are primarily geared toward understanding subject content; only a few are skill-based. The requirements of the curriculum are aligned with these student learning outcomes, albeit imperfectly. The Program Assessment Committee has recommended that the department develop a matrix cross-listing the SLOs and

courses offered in the major, paying particular attention to which outcomes are addressed in the required core courses and which appear to be concentrated in elective courses.

The department has decided to establish a multifaceted capstone course requirement in order to provide a suitable setting for assessing students' understanding of and skills in a range of key communication concepts featured in the department's learning objectives. The Program Assessment Committee has urged the department to build on this promising beginning by making assessment of cumulative student learning integral to the capstone course. The Program Assessment Committee has also suggested additional methods of assessment that might be explored, including (i) the use of case studies in various courses to trace students' understanding of one or two of the learning outcomes and (ii) embedded questions related to the learning outcomes within course examinations.

Sociology/Sociological Practice. Ten Student Learning Outcomes have been developed, which clearly spell out what is important for the Sociology student. The Program Assessment Committee has endorsed a suggestion from the college dean that the department develop a matrix cross-listing the SLOs and the courses offered in the major, as a tool for better understanding where the student learning outcomes are addressed in the curriculum. The department has also been urged to bring its SLOs more directly to the attention of its majors, both on the departmental website and in course syllabi.

Assessment of student learning in Sociology is based on several sources of information, including qualitative data on student achievement in the capstone course. Student readiness for advanced courses emerged from the program review as an area of special concern.

Changes in Program Requirements Enacted or Recommended

Biological Sciences. In order to align the curriculum better with programmatic SLOs and to improve student achievement in quantitative and computational skills, the requirement that students take either a second semester of calculus or a biostatistics course has been strengthened by requiring all Biological Sciences majors to take the biostatistics course (with a laboratory).

Business Administration. The program review of the Business Administration major has served to stimulate a comprehensive reconsideration of the major; the changes proposed as a result are currently under review by the Academic Senate. The college is proposing to strengthen student preparation for upper-division business courses by replacing a single four-unit Accounting survey course with a pair of three-unit courses (financial accounting and managerial accounting) and by replacing a single three-unit Economics survey course with a pair of three-unit courses (microeconomic and macroeconomics). A lower-division business law course, which had long been strongly recommended, will now be required. A new business writing course to be taken after completion of the lower-division general education writing course is being added to the required pre-business core. In response to feedback from both students and faculty, the number of units allocated to the senior experience is being reduced.

The college proposes to split two of its four options: the currently combined Accountancy/Finance option will become separate Accounting and Finance options, while Service Sector Management will divide into Marketing and Management options. Prompted by feedback from alumni, the Global Business Management Option is introducing four tracks: Management, Marketing, Logistics (or "operations," to prepare students for position in global businesses), and Area (for students who have a geographic focus and second-language proficiency). Separation of the options and introduction of the tracks will allow for greater differentiation between the core and elective requirements, thereby more effectively addressing each option's (or track's) distinctive SLOs. In all options (including High Technology Management), program requirements are being revised for better alignment with SLOs.

Communication. Based on its program review analysis, the department is looking to strengthen student advising with two goals in mind. One concern is that students take the appropriate sequence of courses, which might be fostered with the addition of prerequisites to upper-division courses as well as the development of "graduation roadmaps" as mandated by the Chancellor's Office. A second concern is helping students to make course selections that align with their career goals. Additionally, the department plans to respond to student requests for more practical applications by strengthening independent study and internship opportunities.

Sociology/Sociological Practice. To improve student learning, the department has recently moved from three-unit to four-unit classes, with the additional unit allowing greater depth and breadth in individual courses (e.g., additional subject coverage and use of pedagogical strategies designed to deepen student comprehension of and ability to apply key concepts). Additionally, major requirements were expanded to include a course on social inequality and both quantitative and qualitative research methods courses; these new requirements better align the degree program with the department's SLOs. Finally, a new concentration (Critical Race Studies) has been added to the Sociology major.

Units were also changed for the Sociological Practice program, with foundational courses going from three units to four units to give these course the desired level of intensity, and with elective seminar courses being reduced from three units to two units to keep the total units in the program approximately the same and to allow students to take a variety of seminar courses.

SONOMA STATE UNIVERSITY

Sonoma State University completed the interim program review cycle in the fall of 2003 with review of the final degree program to submit its report, American Multicultural Studies. This cycle, initiated in 2000-2001, was a three-year special program review cycle whose main purpose was to establish assessment of student learning, develop feedback mechanisms, and begin a process of continuous improvement of educational effectiveness. At this time, all degree programs have completed the interim program review and have established student learning

outcomes; adopted specific assessment approaches at the program level; and have established feedback mechanisms to communicate to faculty and to improve and revise curriculum as necessary.

In fall 2004 all departments and programs submitted an "Annual Report on Assessment of Student Learning Outcomes." These reports outlined the program assessments that were conducted in 2003-2004; the results of the assessments conducted; the methods of feedback to provide information to faculty to support program improvement and educational effectiveness; the changes, if any, made to pedagogy, curriculum, advising, etc., as a result of the assessments; and the nature and kinds of assessments to be conducted in 2004-2005.

Following a review of the annual reports by the faculty assessment coordinator, the associate vice provost for academic programs, and an assessment group organized by the provost, all departments were placed in one of three stages of development of programmatic assessment for educational effectiveness. A rubric was designed that articulates for departments their placement in one of three stages: beginning, developing, or competent. Meetings were held with each school dean to review the findings. In spring 2005, all departments will submit to their school deans a three-year plan for assessment of educational effectiveness that moves them to the competent stage in all categories. It is anticipated that these assessment plans, coupled with the annual report of assessment activities, will form the basis of departmental program review in the future.

A new program review protocol, which has as its focus educational effectiveness and meets the requirements of the WASC 2001 Handbook of Accreditation, was developed in the spring and summer of 2004 by a faculty subcommittee. It is currently undergoing review and approval through the Educational Policies Committee and the campus Academic Senate. It will be fully implemented in fall 2005. All departments will be reviewed under the new protocol over the next three years to coincide with the WASC reaffirmation-of-accreditation process in 2008-2009.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

Programs Reviewed During 2003-2004

Anthropology	BA
Economics	BA
English	MA
French	BA
Geography	BA
Physical Education	BA

Summary of Assessment Results

Anthropology.   The Anthropology faculty developed a set of program learning goals and an assessment matrix that evaluates how those goals are met and measured by each of the courses in the program.

Economics.   The Economics department recognizes student assessment to be an ongoing process within the profession of economics and uses professional judgment to assess student learning. Evidence of program quality results from informal evaluations such as contact with alumni, performance information from alumni employers, comments from current students in the required senior seminar class, a guest book on the website to seek feedback, observation of enrollment trends and program requirements, and tracking of alumni with regard to advanced education and employment. Greater articulation of the program's student learning objectives and a demonstration of outcomes are expected in the next program review. The department utilizes alumni feedback and evaluation in assessing the program and curriculum. Curricular changes occurring over the past five years have resulted from assessment of student needs as well as a response to changing trends in the field.   Since the last five-year review, the department experienced a significant growth in the number of majors, and the average class size also increased.

English. Currently, the English department designs learning objectives consistent with the overall objectives and desired outcomes of the program. Students with a GPA of 3.5 or higher may complete a thesis or special project in lieu of two seminar courses. Each graduating MA student must present research at a formal department colloquium.   The department began developing a formal assessment plan for the graduate program in fall 2002, and it is also developing its own teaching evaluation form to supplement the university-wide IDEA form, which does not adequately address the department's assessment needs. Faculty members design objectives and evaluate outcomes on a course-by-course basis.

French.   The French program is currently undergoing university review for possible program discontinuation. Unfortunately, program enrollments and the availability of faculty resources have declined severely over the past decade, thereby jeopardizing program vitality and quality.

Geography.   The geography faculty uses a learning goal matrix, individual instructor course assessment, student advisement, and teacher evaluations to examine the degree to which the eight major competencies are being addressed at the individual level. These assessment methods have resulted in discussions regarding the need to reevaluate whether human geography courses provide enough emphasis on communication skills and to ensure that students have greater competency in computer skills and map interpretations.

Physical Education. The Physical Education faculty developed a curriculum map of core course competencies, ensuring that all learning competencies identified as essential by the statewide

Kinesiology programs are addressed in the curriculum. The department surveyed a random sample of its majors.

Changes in Program Requirements Enacted or Recommended

Anthropology. In response to the assessment of student learning objectives, program changes were made: a greater focus on the applied aspects of the field (helping business and governments to mitigate a wide range of problems), a greater balance between archaeology and physical anthropology, and the addition of an upper-division computer science course. Additionally, with the use of an alumni survey developed and employed in response to the last five-year review, the department received recommendations that they will utilize to improve program quality in the future. These plans include improving technology and teaching resources, enhancing dedicated instructional space, and retaining student enrollments in the program. Other resulting program changes include (1) focusing on "applied" aspects of the program (the department applied for and received instructional mini-grants and service learning grants to add or revise courses with an applied component), (2) increasing connections with the local community, and (3) reorganizing courses into applied tracks that would make students more competitive in the current job market.

Economics. Department priorities were identified as a result of the faculty's professional judgment: upper-division Liberal Studies social science integrative courses, an Applied Economics concentration in Agricultural Studies, increased course offerings at the Stockton campus, econometrics and industrial organization courses to enhance workforce preparation, and increased contact with K-12 education (greater outreach by the Center for Economic Education).

English. Indications from student surveys have led the department to consider developing a wider array of literature courses as well as taking into consideration the necessity of having a wide selection of days and times for classes to make them more accessible to students who work outside or inside the home, and offering intensive summer courses targeted for local teachers. The faculty developed a new dual concentration in Literature and Rhetoric and Teaching of Writing/TESOL. The department, in response to the last five-year review, had also continued its efforts to diversify curriculum and faculty. The shifting job market for English graduates led faculty to consider preparing students for career opportunities outside of teaching, such as a graduate certificate program in professional and technical writing. Also under review is enhancing the program through offerings in post-colonial, ethnic, non-American, and world literature in response to the university's diverse student population.

French. University action on program discontinuation is pending.

Geography. The program modified its curriculum by removing some existing courses and adding several new courses to the curriculum (geographic information systems, agricultural studies, and world and regional geography). The program students have benefited from the addition of two laboratory spaces. In response to recommendations made in the last five-year

review, the faculty developed and received a National Science Foundation equipment grant that provided funding for the geographic information systems (GIS) laboratory. Faculty members are working toward increasing awareness of GIS in the region, encouraging public-private partnerships for research and nonprofit application development, and developing the concept of the Bio-Ag outdoor field site.

Physical Education. Changes include discontinuing concentrations in Athletic Training and Health, because of changes in teacher credentialing laws and national program standards. The Wellness concentration was revised to meet current market needs for fitness specialists, as identified by students, resulting in a Health and Wellness Promotion concentration. Data from the survey are being reviewed to evaluate the physical education competencies and student-focused objectives. In September 1999, the Warrior Fitness Center opened which allowed the department to significantly increase its course offering and provided a laboratory for many professional courses. The department also developed an online advising program for students and continues to participate actively in university-sponsored recruiting functions. Additionally, the program modified the curriculum in response to new developments in the field and alumni feedback, which allowed for course offerings to be streamlined and increased enrollment in specialized courses.

ATTACHMENT C

California State University, San Bernardino
Preparatory/Capacity and Educational Effectiveness Reviews
Reaffirmation of Accreditation
Western Association of Schools and Colleges
2003-2004

Summary

California State University, San Bernardino hosted its Preparatory/Capacity Review on March 5-7, 2003, and its Educational Effectiveness Review on October 15-17, 2003. WASC's Accrediting Commission for Senior Colleges and Universities reaffirmed the university's accreditation for ten years at its meeting on February 19-20, 2004. This is the longest possible re-accreditation permitted by this regional accrediting body.

The letter conveying the Commission's decision, like the visitation team reports, is largely laudatory. The Commission shared the visitation team's positive impression of the university's development as a growing and dynamic institution responding to demographic changes. Specific concerns of teams from prior accreditation visits in 1994 and 1998 about governance, communications, planning, grievances and assessments have all been satisfactorily addressed. The university's process of gathering and synthesizing the data in the reports (and the online portfolio which supports them) were praised, along with its plethora of initiatives responding to the needs of the region. The "culture of evidence" and willingness to assess and review results was seen as one of the university's strong points. With programs such as the new Learning Research Institute working in consort with our Teaching Resources Center, Assessment Committee, and student assistance programs, the campus is "poised to become a rising star" in this area.

The WASC "action letter" summarizes the findings of the reports and recommendations from both of the visitation teams for the Preparatory/Capacity review held in March 2003 and the Educational Effectiveness review held in October of 2003. Without making any additional recommendations, the WASC action letter from Executive Director Ralph Wolff focuses on two areas for recommendations:

1) **Strategic Planning**

- The link between planning and budget needs to be strengthened with prioritization of projects central to the university's mission.

- A more aggressive budget reallocation process should be considered in light of the current state and university budget concerns.

- The institutional vision should be "sharpened" to include a "clarified direction for the upcoming decade."

- The campus is urged to make better use of data collected, studies and reports, and measurements of results of programs and initiatives.

- The institution needs to take care to be balanced in its support for new initiatives, such as the Palm Desert campus, and the maintenance of core programs on the main campus.

2) **Continued Growth as a Learning Organization**

- While praising progress made, diversity and student advising are noted as requiring special attention.

- Some units and program (especially the General Education program, interdisciplinary programs, distributed learning, and outreach initiatives) lag behind the rest of the university in developing procedures for assessing contributions to and outcomes of student learning.

- Special attention should be given to commitments made to new programs *and* ongoing obligations to all programs.

- Steps should be taken to ensure that reports and other evaluative materials that regularly identify areas of concern are acted upon at unit levels and above to assure compliance.

The university will be expected to make a written progress report in March 2008 on the issues identified and actions recommended in our self-studies and the visitation team reports.

A written proposal for the next cycle of WASC accreditation, including format, topics and themes to be emphasized, will be due October 15, 2010. This will begin process of self-study and reporting for the Preparatory/Capacity Review visit in spring 2013 and the Educational Effectiveness review in spring 2014.

**California State Polytechnic University, Pomona
Special Visit
Western Association of Schools and Colleges
2003-2004**

Summary

In October 2003, WASC made a special visit to Cal Poly Pomona. This visit was recommended by the Commission in its action letter of March 2001 and focused on the Commission's concerns in the area of (1) shared vision and governance; (2) planning and institutional research; (3) assessment and learning-centeredness; and (4) general education. The following is a summary of the March 2004 Commission response to the special visit.

In the area of shared governance, the visiting team commended the university for the collaboration that led to the development of a shared vision in anticipation of the appointment of a new university president. They also acknowledged that much work remained in the area of shared governance. Over the past year, the university administration and the faculty leadership have dedicated significant time and energy to the development of strong working relationships. Among the results of these efforts are: a new technology governance structure; a Senate Executive Committee defined in response to a suggestion from the president; the president's attendance at Senate Executive Committee meetings; and a faculty-initiated focus on learning-centeredness that the president has endorsed and supported.

The university's planning and institutional research capacity has been enhanced dramatically by the creation of an Office of Institutional Research, Assessment, and Planning and the appointment of an Executive Director. The new office was not in place at the time of the special visit; however, the visiting team acknowledged the strides that had been made in the area of enrollment management planning, data warehousing, technology planning, and institutional research. The team called on the university to engage in a planning process that links planning and budgeting. During 2003-04 the president engaged the campus in budget "cafes" to plan for a challenging 2004-05 budget. The campus has launched a comprehensive prioritization and recovery process that is inclusive in terms of both participation by the campus community and scope of review.

The visiting team acknowledged progress in the area of assessment and learning-centeredness and here, again, the university has continued to make significant strides. The visiting team found greater involvement of faculty with assessment. As further evidence of this involvement, nearly 150 faculty members were registered for an on-campus Assessment conference on January 21-22, 2005.

Progress in the area of general education was also acknowledged. The current GE program was characterized as "coherent and innovative." Policy was in place last fall to ensure that assessment was taking place in each general education course. This fall the Academic Senate and administration developed a new policy for the assessment of the general education program as a whole. The development of this policy represented a successful instance of the university's new culture of shared governance; the policy allocates appropriate responsibility to the faculty and the administration for carrying out the assessment of general education.

The university is pleased with the report of the visiting team and proud of the progress it continues to make on the issues identified in previous WASC visits.

COMMITTEE ON EDUCATIONAL POLICY

Proposed Title 5 Amendments to Expand Bases of Prohibited Discrimination for Recognized Student Groups

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Christine Helwick
General Counsel

Summary

This information item proposes amendments to Title 5 to expand the bases of prohibited discrimination for recognized student groups, consistent with the law and other statements of university policy. This item will return to the Board for action at the May meeting.

Background

At the January meeting a question was raised in connection with approval of auxiliary financing for student housing at San Diego State University concerning potential discrimination by Greek organizations.

Title 5 of the California Code of Regulations currently prohibits all recognized student organizations, including fraternities and sororities, from restricting membership on the basis of race, religion, or national origin. Recognized student organizations are the only student groups that have the right to receive benefits, resources and privileges from CSU (including university or auxiliary financing), or to use campus facilities. While not every Greek organization located near a CSU campus seeks to become an officially recognized student organization, most do. Many national Greek organizations require their local chapters to seek official campus recognition. All five of the SDSU sororities involved in the January financing item are recognized student organizations, and therefore have agreed to abide by the university's non-discrimination policy.

In researching the circumstances of the January item, it became apparent that the non-discrimination policy set out in Title 5 is outdated, because it does not include all of the current grounds of impermissible discrimination established in the law, and set forth in other statements of university policy, and because it is restricted to membership. It also is in need of an update generally in its language and presentation. Therefore, at the May meeting, the

following amendments to Title 5 will be recommended for action (new language in *italics*; old language in ~~strikethrough~~):

Article 4. Nondiscrimination in Student Organizations

§ 41500   Withholding of Recognition

No campus shall recognize any fraternity, sorority, living group, honor society, or other student organization which ~~restricts membership~~ *discriminates* on the basis of race, religion, ~~or~~ national origin, *ethnicity, color, age, sex, marital status, citizenship, sexual orientation, or disability.*~~, or which otherwise has a membership policy requiring discrimination based on race, religion or national origin.~~ *The prohibition on discrimination on the basis of sex does not apply to social fraternities or sororities.*

§ 41501   Definition of Recognition

Recognition as used in this article shall include, but not be limited to, the granting by a campus of any benefit, resource, or privilege whatsoever, or allowing the use of campus facilities to any such student organization described in Section 41500 of this article.

§ 41502   Time Limitation for Conforming [Repealed in 1977]

§ 41503   Filing Requisites

Each student organization shall deposit with the ~~Dean of Students~~ *Vice President of Student Affairs* or equivalent officer of the campus ~~by January 1, 1960~~, copies of all constitutions, charters or other documents relating to ~~their~~ *its* policies ~~with reference to basis for choice of membership~~. ~~By the same date, t~~*T*he student organizations shall ~~in like manner~~ *also* deliver to ~~said dean~~ *the Vice President of Student Affairs* or equivalent officer a statement signed by the president or similar officer of the local student organization ~~to the effect~~ *attesting* that ~~there are~~ *the organization has* no rules or policies which ~~inhibit members from accepting students without discrimination on account of~~ *discriminate on the basis of* race, religion, ~~or~~ *national origin, ethnicity, color, age, sex, marital status, citizenship, sexual orientation, or disability* ~~in the selection of new members~~. ~~Such~~ *This* statement shall be renewed annually and the other documents required by this section shall be refiled within 90 days after any substantive change or amendment.

§ 41504 Penalties

Should the national governing body of any organization described in Section 41500 take any action which has the effect of penalizing or disciplining any branch or chapter at a campus in order to enforce a ~~membership~~ policy of discrimination based on race, religion*, ~~or~~* national origin, *ethnicity, color, age, sex, marital status, citizenship, sexual orientation, or disability,* recognition of ~~said~~ *that* organization by any campus shall be immediately withdrawn.

§ 41505 Athletics and Other Intercollegiate Activities

No campus shall enter into intercollegiate activities which will subject its students directly or indirectly to discrimination or segregation on the basis of race, ~~national origin,~~ ~~or~~ religion, *national origin, ethnicity, color, age, sex, marital status, citizenship, sexual orientation, or disability.*

COMMITTEE ON EDUCATIONAL POLICY

Highlighting the Role of the California State University and the Hispanic Association of Colleges and Universities

Presentation By

Charles B. Reed
Chancellor

Alexander Gonzalez
President
California State University, Sacramento

Background

The Hispanic Association of Colleges and Universities (HACU) was established in 1986 and today represents more than 400 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America and Spain. Member institutions in the United States represent less than 7% of all higher education institutions nationwide, but together they are home to more than two-thirds of all Hispanic college students. In 1992, HACU led the effort to convince Congress to formerly recognize colleges with high Hispanic enrollment as federally designated Hispanic Serving Institutions (HSI) and to begin targeting federal appropriations to those campuses.

For the first time ever, HSIs were granted $12 million in 1995 from federal resources and the funding has increased since then. In 2004, for example, $94 million was awarded to HSIs from Title V of the Higher Education Act. HACU has recommended $175 million be granted for fiscal year 2006.

California is home to one-third of all Latinos in the nation, and the California State University in turn is the single, largest institution serving and meeting the higher education needs of the nation's largest ethnic population. Of the 23 CSU campuses, eleven are officially designated as HSI. HSI institutions are identified based upon enrollment data reported to the federal government. In addition, nine other campuses and the Chancellor's Office are members of HACU. Overall, Hispanic students make up nearly a quarter of the total CSU student population. Furthermore, the CSU annually confers 58 percent of the state's bachelor's degrees earned by Hispanic students.

The CSU plays a central and critical role in both the leadership and membership of HACU. Dr. Alexander Gonzalez, President of California State University, Sacramento, last fall was elected chairman of the HACU Board of Directors. Upon his selection as chairman, HACU President

and CEO Antonio R. Flores remarked, "HACU welcomes the visionary leadership of Dr. Gonzalez, a renowned champion of academic access and excellence for our nation's diverse communities of learning." In addition to President Gonzalez, President Gordon and President Emeritus Tomas Arciñiega serve on the HACU Board, and President Lyons serves on the Government Relations committee.

HACU is committed to Hispanic success in education, from kindergarten through graduate school and into the work force of tomorrow. The CSU is equally committed to HACU's crucial goals: to promote the development member colleges and universities; to improve access to and the quality of postsecondary educational opportunities for Hispanic students; and to meet the needs of business, industry and government through the development and sharing of resources, information and expertise.