

## AGENDA

### COMMITTEE ON EDUCATIONAL POLICY

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

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

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

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

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

**January 22-23, 2019**

**Members Present**

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

Trustee Taylor called the meeting to order.

**Approval of Minutes**

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

**Associate Degree for Transfer**

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

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

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

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

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

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

### **Student Financial Aid**

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

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

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

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

### **The Wang Family Excellence Awards**

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

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

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

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

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

Trustee Taylor adjourned the Committee on Educational Policy.

## COMMITTEE ON EDUCATIONAL POLICY

### Academic Planning

#### Presentation By

Loren J. Blanchard  
Executive Vice Chancellor  
Academic and Student Affairs

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

#### Summary

In accordance with California State University (CSU) Board of Trustees policy established in 1963, this item summarizes the CSU academic planning process, including the long-range program planning activity that took place since January 2018. The proposed resolution approves additions and modifications to campus academic plans and the CSU Academic Master Plan.

#### Background

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

1. Changes to program projections
  - New projections proposed for addition to ten-year campus academic plans and to the CSU Academic Master Plan (**Attachment A**)
  - Existing projections that will be removed from the CSU Academic Master Plan and campus academic plans
2. Changes to existing degree programs
  - Degree programs suspending new admissions
  - Discontinuance of existing degree programs
3. Total units required for Bachelor of Arts (BA) and Bachelor of Science (BS) degree programs
4. Summary of Western Association of Schools and Colleges (WASC) Senior College and University Commission accreditation visits (**Attachment B**)
5. Accredited academic programs and departments (**Attachment C**)
6. CSU degree proposal, review and approval process (**Attachment D**)

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

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

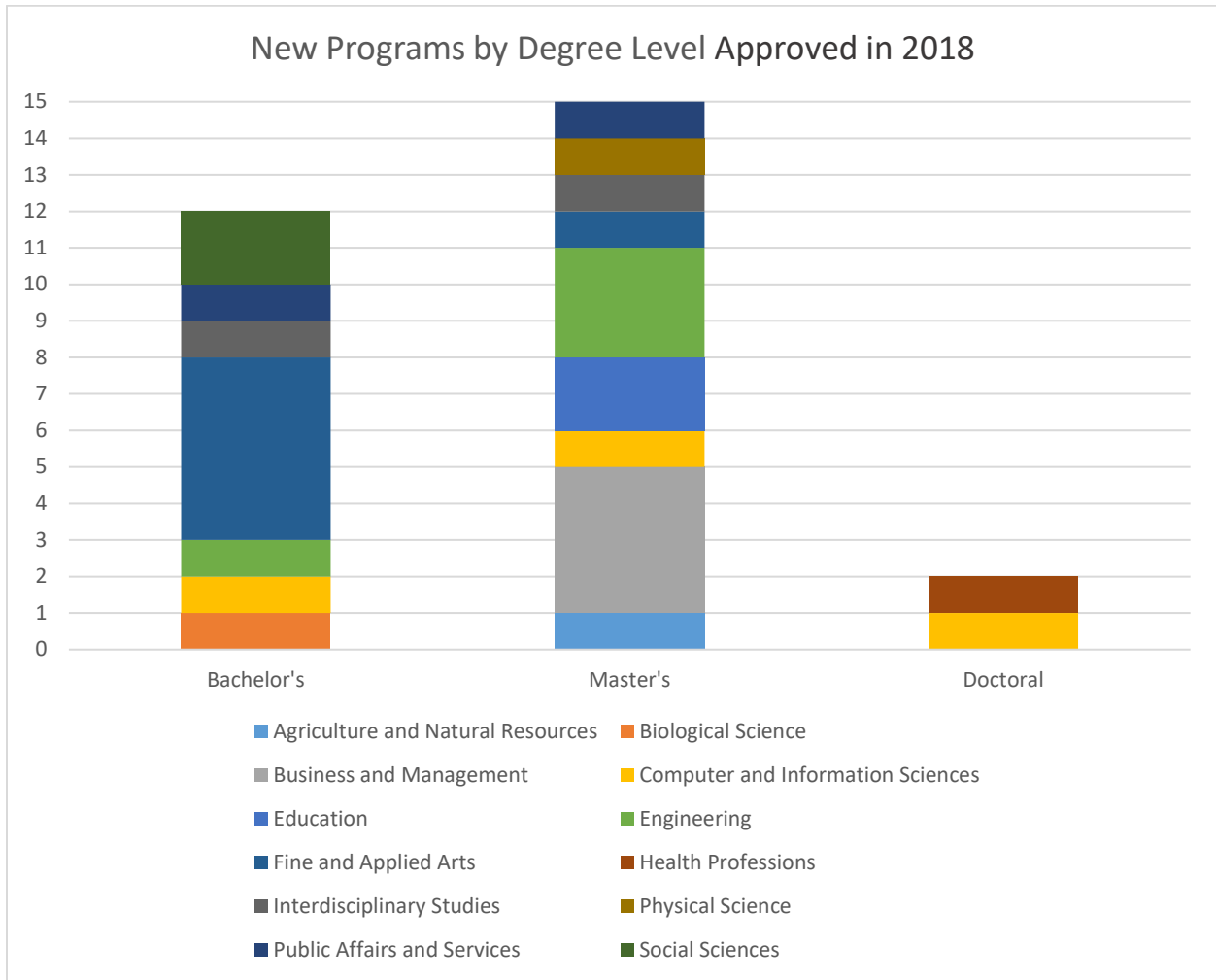
In the past year, the Office of the Chancellor received 26 proposals for new degree programs. A degree proposal may be developed only after trustees approve the preliminary step: a degree projection, which is a long-term plan to develop a degree program. As a result of trustee approval of projections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

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

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

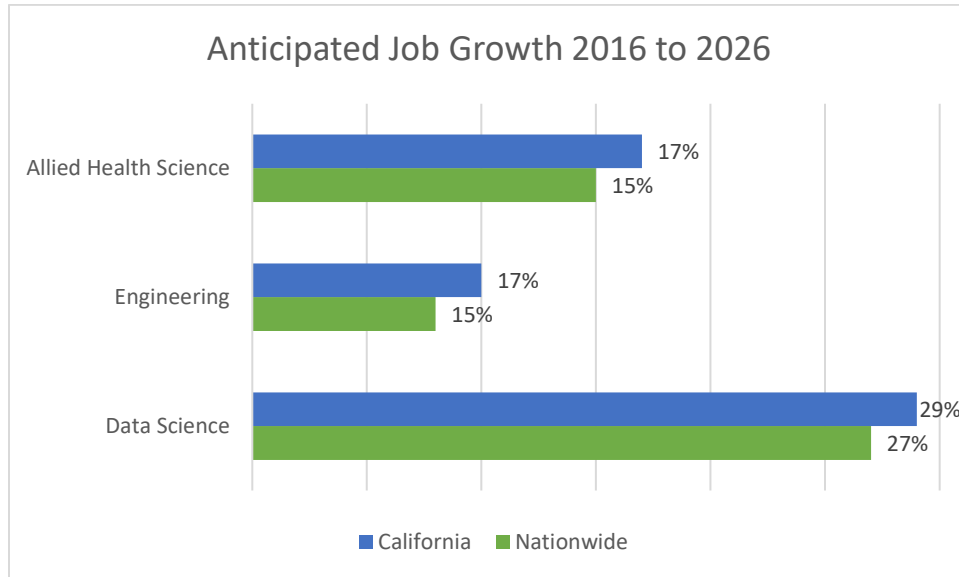
Finally, several new fine arts degrees were approved as campuses worked towards developing degree programs that met national accreditation standards in the arts as well as emerging trends in the disciplines.

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



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

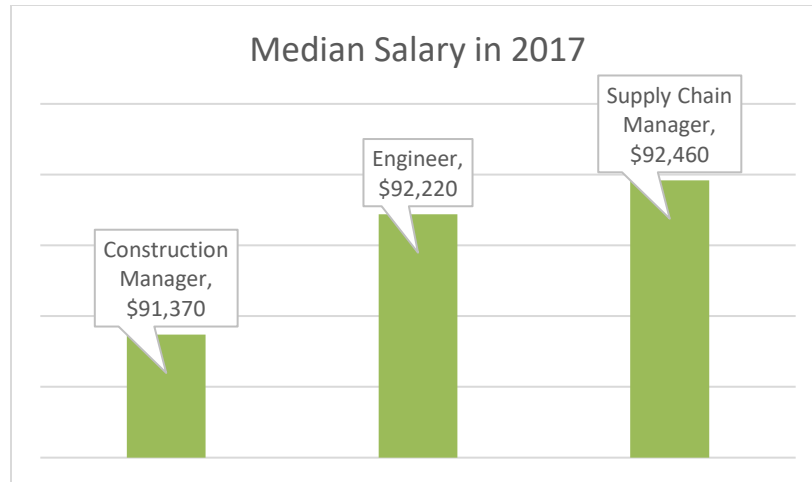




(United States Department of Labor, 2019)  
(State of California Employment Development Department, 2019)

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

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



(United States Department of Labor, 2019)

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

## 1. Changes to Program Projections

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

The Academic Programs and Faculty Development Department at the Office of the Chancellor maintains the CSU Academic Master Plan, a comprehensive list of projected programs, existing degree programs and program-review schedules for authorized degree programs. The CSU Academic Master Plan, which guides program, faculty and facility development, will be updated to reflect the resolution adopted by the board at the March 2019 meeting. The CSU Academic Master Plan and each campus academic plan will thereafter be posted online as resources for university planning.

In addition to the CSU Academic Master Plan, the Office of the Chancellor maintains the CSU Degrees Database, an online inventory of all authorized degree programs and associated concentrations (focused areas of study within the degree program). The CSU Degrees Database informs the public CSU Search Degrees website (<http://degrees.calstate.edu>), a tool for exploring the bachelor's and graduate degree programs and concentrations currently offered at CSU campuses.

The projections listed below and in **Attachment A** indicate campus intention to develop degree programs within the coming decade. Across the system, 26 new projections are proposed, 10 at the undergraduate level and 16 at the graduate level. New programs are planned in response to student demand, employer need, faculty interest, and licensure and accreditation requirements.

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

Recommendations for board approval of campus academic plans (including proposed projected programs) follow Office of the Chancellor review of campus projection proposals. Review includes consideration of “declared policy of the board to encourage broadly based degrees of high academic quality and to avoid unnecessary proliferation of degrees and terminologies” (REP-91-03). Projected programs are removed from campus academic plans if a full degree proposal is not submitted to the Office of the Chancellor within five years of the date originally projected for implementation.

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

## **New Projections**

**Dominguez Hills**

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

**Fullerton**

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

**Long Beach**

BS Environmental Engineering

**Los Angeles**

BS Engineering Technology  
MS Marketing

**Northridge**

MS Nursing

**Pomona**

MS Digital Supply Chain Management

**Sacramento**

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

**San Bernardino**

BFA Art  
BFA Design

### **San Diego**

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

### **San Francisco**

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

### **San Marcos**

BS Cybersecurity  
MA Multilingual and Multicultural Education

### **Removed Projections**

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

### **Dominguez Hills**

MA Spanish

### **Fresno**

BA Dance

### **Fullerton**

BS Environmental Engineering  
BS Software Engineering  
MS Human Services

### **Northridge**

BS Neuroscience

MS Entrepreneurship  
MS Finance  
MS Management

**Sacramento**

MS Finance

**2. Changes to Existing Degree Programs**

**Programs Suspending New Admissions**

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

**Fullerton**

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

**Long Beach**

MA Applied Sociology  
MA Education, Option in mathematics Education

**Los Angeles**

MA Industrial and Technical Studies  
MS Criminal Justice

**Monterey Bay**

BA Integrated Studies

**Northridge**

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

MS        Engineering  
MA        Theatre Arts

**San Bernardino**

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

**San José**

BS        Nutritional Science  
MA        Quality Assurance  
MS        Recreation

**San Luis Obispo**

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

**Sonoma**

BS        Special Major (Interdisciplinary Studies)

**Discontinuance of Existing Degree Programs**

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

**Dominguez Hills**

BA        Communications  
BA        Digital Media Arts

**Monterey Bay**

MA Interdisciplinary Studies

**Pomona**

MS Agriculture, Integration Science

**Sacramento**

BS Athletic Training

**San José**

BA Social Science

BS Athletic Training

MA French

MA Theatre Arts

**San Luis Obispo**

BA Liberal Studies

EdD Educational Leadership

**Sonoma**

BA Environmental Studies

BA Geography

MA Kinesiology

**Stanislaus**

BA French

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

During Office of the Chancellor review of BA and BS degree proposals, the 120-unit limit remains a central consideration in evaluating curricular coherence and quality, student-learning outcomes, quality assurance, access, fiscal responsibility and service to students and employers. Ninety-eight percent of undergraduate programs require no more than the allowable number of units, whether through Title 5 allowances, or Chancellor-authorized exceptions. Title 5 allows for more than a 120-unit total for Bachelor of Fine Arts, Bachelor of Music, Bachelor of Architecture, Bachelor of Landscape Architecture and integrated teacher education preparation (ITEP) programs.

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

The CSU Board of Trustees adopted a resolution in January 1991 that requires an annual agenda item on academic planning and program review, including information on recent campus accreditation visits from the WASC Senior College and University Commission



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

**5. Accredited Academic Programs and Departments**

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

**6. CSU Degree Proposal, Review and Approval Process**

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

The following resolution is recommended for adoption and refers to changes in the CSU Academic Master Plan and campus academic plans described in this agenda item.

**RESOLVED**, by the Board of Trustees of the California State University, that the amended projections to the Academic Plans for the California State University campuses (as identified in Agenda Item 2 of the March 18-20, 2019 meeting of the Committee on Educational Policy) be approved and accepted for addition to the CSU Academic Master Plan and as the basis for necessary facility planning; and be it further

**RESOLVED**, that those projected degree programs proposed to be included in campus academic plans be authorized for implementation, at approximately the dates indicated on Attachment A, subject in each instance to the chancellor's review, approval, and confirmation that there exists sufficient societal need, student demand, feasibility, financial support, qualified faculty, facilities and information resources sufficient to establish and maintain the programs; and be it further

**RESOLVED**, that degree programs not included in the campus academic plans be authorized for implementation only as pilot or fast-track programs or as modifications of existing degree programs, subject in each instance to Chancellor's Office approval and CSU policy and procedures.

**CSU Academic Master Plan  
Ten-Year Overview of Planned Programs**

Projections Proposed to the CSU Board of Trustees  
Planned for Implementation between 2019-20 and 2028-29

Planned degree programs (“program projections”) appear in bold red font and are proposed for board approval at the March 2019 meeting. Existing, previously approved program projections appear in black font. Projected degree programs may remain on the CSU Academic Master Plan for five years after the originally approved implementation date, which appears in the far right column. Within that five-year window, planned launch years may be adjusted in response to societal need or campus schedules and resources. Current planned implementation years appear in the column to the left of the degree program. Subsequent to approval of a projection, the campus may develop a full degree implementation proposal, which requires the chancellor’s approval in order for a program to enroll students.

| <b>Campus</b>      | <b>Currently Planned Implementation Year</b> | <b>Degree Designation</b>             | <b>Title</b>                    | <b>Year Originally Approved for Implementation</b> |
|--------------------|--|---------------------------------------|---------------------------------|--|
| <b>Bakersfield</b> | <b>2019</b>                                  | BA                                    | Latina/o Latin American Studies | 2019   |
|                    |  | BS                                    | Public Health                   | 2019   |
|                    |  | MS                                    | Applied Economics and Analytics | 2019   |
|                    |  | MS                                    | Computer Science                | 2017   |
|                    | <b>2020</b>                                  | MS                                    | Accounting                      | 2020   |
|                    |  | MS                                    | Finance                         | 2020   |
|                    |  | MS                                    | Kinesiology                     | 2020   |
|                    | <b>2021</b>                                  | MS                                    | Technology Management           | 2021   |
| MS                 |  | Logistics and Supply Chain Management | 2022                            |  |

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

| Campus | Currently Planned Implementation Year | Degree Designation | Title                                 | Year Originally Approved for Implementation |
|--------|---------------------------------------|--------------------|---------------------------------------|---|
| Chico  | 2020                                  | BA                 | European Studies                      | 2020  |
|        |                                       | BA                 | Intersectional Chicana/Latina Studies | 2020  |
|        |                                       | BS                 | Geography                             | 2020  |
|        |                                       | MA                 | Teaching                              | 2015  |

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

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

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

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

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

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

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

| Campus | Currently Planned Implementation Year | Degree Designation | Title | Year Originally Approved for Implementation |
|--------|---------------------------------------|--------------------|-------|---|
|--------|---------------------------------------|--------------------|-------|---|

|                         |             |    |              |      |
|-------------------------|-------------|----|--------------|------|
| <b>Maritime Academy</b> | <b>2020</b> | BS | Oceanography | 2019 |
|-------------------------|-------------|----|--------------|------|

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

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

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

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

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

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

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



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

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

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

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

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

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

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

**California State University, Dominguez Hills**

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

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

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

**Humboldt State University**

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

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

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

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

### **Sonoma State University**

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

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

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

**California State University Accredited Program, by Campus**

**California State University, Bakersfield**

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

**California State University Channel Islands**

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

**California State University, Chico**

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

**California State University, Dominguez Hills**

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

**California State University, East Bay**

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



**California State University, Fresno**

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

**Fresno (continued)**

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

**California State University, Fullerton**

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

**Humboldt State University**

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

**California State University, Long Beach**

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

**Long Beach (continued)**

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

**California State University, Los Angeles**

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

**Los Angeles (continued)**

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



**California State University Maritime Academy**

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

**California State University, Monterey Bay**

| <b>Program</b>   | <b>First Granted</b> | <b>Renewal Dates</b> |
|--|----------------------|----------------------|
| College of Business                                    | 2017 (candidacy)     | 2021                 |
| Nursing  | 2016                 | 2019                 |
| Physician Assistant MS                                 | 2019 (provisional)   | 2024                 |
| Social Work MSW  | 2014                 | 2018                 |
| Preliminary Multiple Subject Teaching Credential       | 1994                 | 2020                 |
| Preliminary Single Subject Teaching Credential         | 1994                 | 2020                 |
| Preliminary Education Specialist Teaching Credential   | 2001                 | 2020                 |
| Pupil Personnel Services Credential: School Psychology | 2016                 | 2020                 |

**California State University, Northridge**

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

**Northridge (continued)**

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

**Northridge Credential Programs**

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

**Northridge Credential Programs (continued)**

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

**California State Polytechnic University, Pomona**

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

**Pomona (continued)**

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

**California State University, Sacramento**

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



**Sacramento** (continued)

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

**California State University, San Bernardino**

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

**San Diego State University**

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

**San Francisco State University**

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

**San José State University**

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

**San José (continued)**

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

**California Polytechnic State University, San Luis Obispo**

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

**San Luis Obispo** (continued)

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



**California State University San Marcos**

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

**Sonoma State University**

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

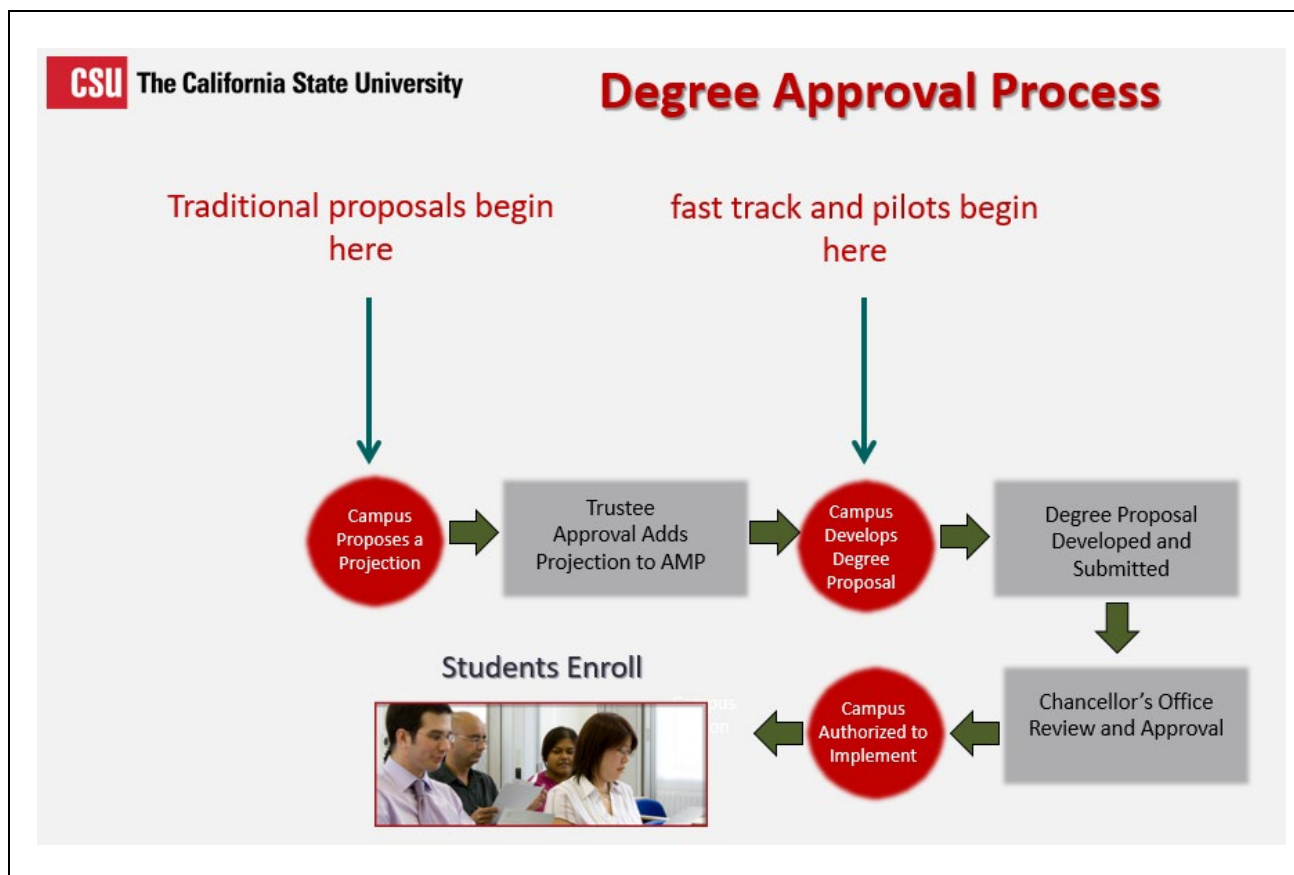
**California State University, Stanislaus**

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

### CSU Degree Proposal, Review and Approval Process

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

Illustration 1



## **The Traditional Process**

### **Degree Projections**

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

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

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

### **Additional Criteria for Projected Bachelor's Degree Programs**

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

Resource: [http://www.calstate.edu/APP/documents/Breadth\\_EPR85\\_13.pdf](http://www.calstate.edu/APP/documents/Breadth_EPR85_13.pdf).

### **Additional Criteria for Projected Graduate Degree Programs**

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

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

Resources:

[http://www.calstate.edu/APP/documents/Graduate\\_Level\\_EPR\\_82\\_39.pdf](http://www.calstate.edu/APP/documents/Graduate_Level_EPR_82_39.pdf) and

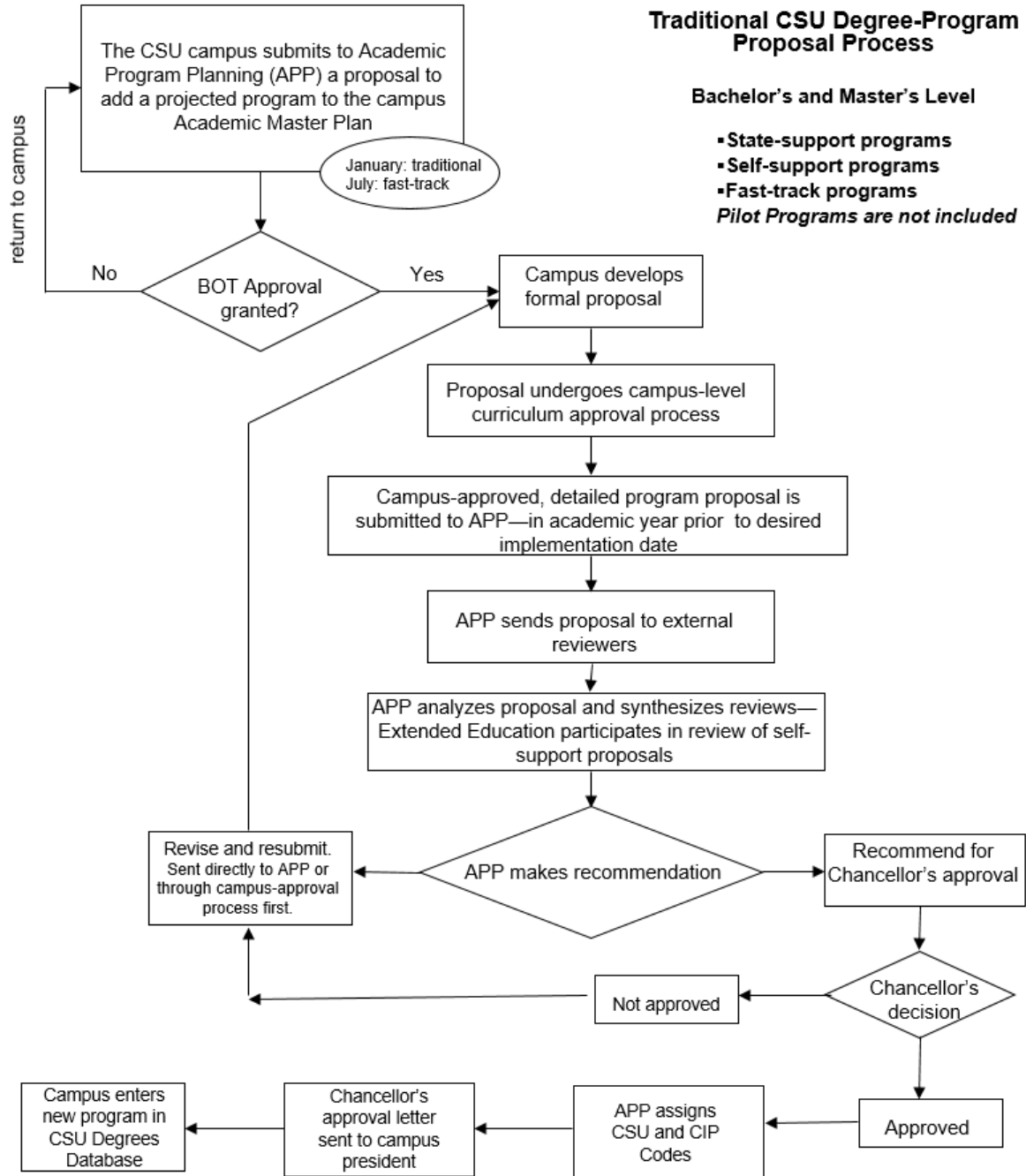
[http://www.calstate.edu/APP/documents/AAP\\_91\\_04\\_Recommendations\\_Graduate\\_Education.pdf](http://www.calstate.edu/APP/documents/AAP_91_04_Recommendations_Graduate_Education.pdf)

### **Degree Program Proposal Development and Review Process**

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

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

**Illustration 2**



## **Degree Proposal Review Criteria**

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

### **Faculty**

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

### **Curriculum**

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

### **Resources**

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

### **Assessment of Program Quality and Student Learning**

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



### **State Need and Student Demand**

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

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

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

### **The Fast-Track Process: Combined Projection and Proposal**

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

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

### **Fast-Track Criteria**

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

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

### **Fast-Track Timelines**

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

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

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

### **Submitting Fast-Track Proposals**

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

Resource: [http://www.calstate.edu/app/documents/Fast\\_Track\\_Pilot\\_Programs.pdf](http://www.calstate.edu/app/documents/Fast_Track_Pilot_Programs.pdf)

### **The Pilot Degree Program Proposal Process**

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

### **Pilot-Program Criteria**

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

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

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

### **Pilot Program Implementation Procedures**

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

### **Pilot Operational Policy**

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

### **Pilot Conversion Procedures**

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

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

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Academic Preparation**

#### **Presentation By**

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Academic Success and Inclusive Excellence

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

#### **Background**

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

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

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

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

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

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

#### *Assessment and Placement*

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

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

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

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

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

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

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

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

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

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

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

*The CSU Early Start Program*

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

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

### *Developmental Education Reform*

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

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

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

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

*Math/Quantitative Reasoning Outcomes*

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

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

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

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

*Written Communication*

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

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



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

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

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

### *Early Interpretations*

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

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

### *Systemwide Evaluation*

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

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

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

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

## **Summary**

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

## **COMMITTEE ON EDUCATIONAL POLICY**

### **Student Financial Aid**

#### **Presentation By**

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Dean Kulju  
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#### **Summary**

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

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

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

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

## **Reinstatement of Year-Round Pell Grants**

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

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

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

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

## **Proposed Cal Grant Reforms**

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

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

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

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

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

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

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

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

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

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

### **Conclusion**

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

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

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

## **COMMITTEE ON EDUCATIONAL POLICY**

### **External Partnerships**

#### **Presentation By**

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

#### **Background**

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

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

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

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

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

### *CSU Super Sunday*

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

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

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



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

### *Summer Algebra Institute*

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

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

### *Cultural Initiatives*

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

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

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

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

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

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

#### *Center for Community Engagement*

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

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

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

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

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

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

## **Summary**

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