Academic Program Review
BS Career and Technical Studies

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APROC Recommendation to Faculty Senate
BS Career and Technical Studies
11/20/2020

The Academic Program Review Oversight Committee (APROC) affirms that the Department of Undergraduate Studies in Education has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the BS Career and Technical Studies. APROC recommends that the next program review be scheduled for six years from Faculty Senate approval; or, should the College of Education decide to schedule a college-wide program review, the next program review will occur at that time.

APROC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies

Department of Undergraduate Studies in Education:
Bachelor of Science Career and Technical Studies
California State University, Sacramento

Self-Study

Sherrie Carinci, Program Coordinator
Sheri Hembree, Department Chair

December 2019

The Bachelors of Science in Career and Technical Studies (BSCTS) is scheduled to undergo program review in the 2019-2020 cycle. This document includes the self-study, conducted by BSCTS faculty. This report is based upon several items, including the faculty and staff extensive knowledge of the degree programs within the state of California, the 2006 program review the CSUS Annual Assessment Reports and supporting documentation produced by the program, interviews with program administrative personnel, faculty, students, graduates, and employers.

Page number

I.   General program information

The Bachelor of Science in Career and Technical Studies (BSCTS) is designed to prepare individuals with practical, marketable skills to successfully enter new careers or advance in their current professions. As an online degree completion program, BSCTS is designed specifically for working adults, whereby students enroll in classes while still balancing all of life's other responsibilities. The program is also unique to this population in that it allows students to receive credit for professional work experience toward credit earned toward a Bachelor's degree.

The BSCTS academic program is housed within the Undergraduate Branch in the College of Education, but is programmatically administered by the College of Continuing Education (CCE), allowing it to be offered with the flexibility of. Self-support outside the campus general fund expenditures. Similar degree programs are offered at CSU campuses in San Bernardino and Long Beach; however, Sac State's is the largest Career and Technical Degree Program in the state, enrolling an average of 20-25 new students each semester. Fall 2019 had the highest enrollment with 35 students admitted.

a. History of BSCTS Program

The California State University, Sacramento (CSUS) Bachelor of Science Career and Technical Studies (BSCTS) degree program began in 1992 as a Bachelor of Vocational Education which was originally designed to meet needs of educators in Adult Vocational Education programs.   In 2009, the degree was changed to BSCTS in response to the industry focus on education and career aspects of employment, and on workforce development and training/facilitating skills used in the workplace.

In 2011, an online course option was created in response to student feedback and in 2011-2012 began to offer both on campus (face to face) courses and on line course options. The demand for the on line courses grew and the on campus (face to face) enrollment declined in such a way that by 2019, only on line courses are now offered. However, on campus (face to face) modality will still be considered should the demand arise.

b. Current Degree Program

The BSCTS program is very well-regarded by students and graduates. Numerous graduates commented that they had received promotions or job commendations that were directly related to participation in and completion of the BSCTS program.

In November of 2018, current BSCTS students met with the program administration and faculty and shared their thoughts and opinions of how the program could be improved. From this student feedback the faculty revised the curriculum to better meet students' needs. Courses have

been redesigned to be more focused on the workforce development aspect of the program. The goal of this restructure of courses is to better serve our students by offering practical applications using workforce development competencies and educational theoretical frameworks for research and professional development. Central to goals and objectives of the program, the restructure emphasizes historical and current state of workforce innovations, and directive learning strategies that and facilitate training practices. Attachment A indicates the previous and current courses in the BSCTS program.

In order to maintain the quality of course delivery, BSCTS faculty were systematically trained to shift to the online modality of instruction. Staff trainers from IRT attended three faculty meeting (September 2018, April 2019, August 2019) to provide hands-on training on the campus Learning Management System (Canvas) and assist faculty to create a dynamic online presence, and offered the opportunity for further individual trainings with IRT staff, and have been trained to use systems for online communication with groups of students, such as Zoom Video Conferencing.

Result from student surveys indicate that faculty and staff members of the program demonstrate genuine concern for the students, especially of the differences adult learners bring to the program. Students are most appreciative of those efforts and attribute their success in the program to the level of support provided by faculty and staff who teach in and work for the BSCTS program.

As a returning adult student, it can be difficult for students to navigate through the CSU system. This program is designed to offer student support to make that transition as smooth as possible for reentry adults. Therefore, the BSCTS program includes specialized academic advising and support for students in the program helping to make the transition to the university as successful as possible for each student.

This personalized academic advising also guides students as they complete their bachelor's degree at Sacramento State. As it is important to stay current with academic advising requirements, the BSCTS staff recommends students meet with the program advisor each semester. The BSCTS staff also offers assistance and acts as facilitators with other university departments such as Admissions and Records and Degree Evaluations.

New Degree Objectives
Bachelor of Science Career Technical Studies is undergoing major curriculum revisions to be more inclusive and relevant to educators and career professionals. The curriculum was redesigned to be more focused on the workforce development aspect of the program. As part of the redesign of the program, new program objectives were created to meet the focus and intent of new course curriculum and direction of the program. Objectives of the degree program include the following:

> *Upon completion of the program, students will be able to*:
> 1) Supervise, train, and teach a diverse global workforce using the concepts of andragogy;

2) Apply best practices in business and school finance, and labor relations to workplace environments;

3) Exercise effective leadership by developing team projects, practicing team building strategies, utilizing cooperative management skills and design solutions, and employing work force development techniques;

4) Apply curriculum and instruction development in current, relevant, stimulating and motivating lesson plans, course development and instructional strategies;

5) Use technology in teaching, training, and leadership in their respective workplaces.

6) Use current and advanced technology in research and writing.

7) Perform rigorous academic research relevant and applicable to their academic and/or industry environment, seeking resolution to issues and projects in their employment environment.

8) Use both qualitative and quantitative research to write essays, papers, and research reports that contain clear, coherent, evidence-based arguments.

9) Compose written documents and reports utilizing conventions of edited Standard English and discipline-based APA writing style.

10) Assess regional employment needs, utilizing questionnaires, Internet resources, and personal interviews.

11) Assemble community professionals from private and public education, for-profit and not-for-profit organizations, business, and industry to provide immediate feedback on workforce training and human resource needs.

12) Develop and write grant proposals for utilization in the classroom environment as well as in industry.

Courses in the BSCTS Program:
EDUC 102   Foundations in Career Technical Studies.
     3 Units
EDUC 103   Assessment and Instruction in Adult and Organizational & Training.
     3 Units
EDUC 104   Issues of Diversity in Schools and the Workplace.
     3 Units
EDUC 105   Program Design in Career and Technical Studies
     3 Units
EDUC 106   Individual Growth- Personal assets, life experiences, and philosophies.
     3 Units
EDUC 107   Designing Solutions.
     3 Units
EDUC 109   Career Guidance in Career Technical Studies.
     1 Unit

EDUC 110   Current Issues in Workforce Development.
       3 Units
EDUC 112   Organizational Policies, Finance, and Legislation.
       3 Units
EDUC 113   Implement digital technologies with ethical knowledge.
       3 Units
EDUC 114   Theories and Practices of Multiculturalism in Education and Organizations.
       3 Units
EDUC 115   Improvement Science for Organizational Effectiveness.
       3 Units
EDUC 116   Methods of Inquiry in Career Technical Studies.
       3 Units
EDUC 118   Integrative Perspectives in Team work and Leadership.
       3 Units

       Total 40 Units

Faculty and Staff

The BSCTS program provides a blend of knowledge, theory, and practical application in the real world. Teaching and learning beyond the walls of academia is inherent in this program and College of Education's mission. Faculty who teach in this program are active in their areas of expertise, both in research and publication of scholarly work. They bring the practical experience of their professions into the University classroom, engaging in various writing genres, modeling professional ideals, and encouraging the best from the community of students in the program.

Program Faculty

Course evaluations are generally quite positive, with the average student evaluation score for most instructors at 4.40 out of 5.00. Since 2017, all faculty in the program are reviewed for teaching effectiveness based on student evaluations from which the College makes recommendations for the best staffing of courses, and individual feedback and acknowledgement for each faculty member. Currently there are eight faculty who teach in the program, three of whom also teach in other on-campus College of Education programs. The other five faculty members work in various positions within workforce development, supervision of schools, and career technical education professions.

Terry Ahrens
Mr. Terry Ahrens graduated Summa Cum Laude in 1997 for the first cohort of the BVE program, which later became the BSCTS program. He holds credentials in five of the fifteen CTE career sectors recognized by the California Commission on Teacher Credentialing, in addition to his multiple subject credential. At National University, Mr. Ahrens teaches four

graduate-level courses in the Best Practice strand of the Master of Arts in Teaching (MAT) program.

Terry's K-12 career includes teaching in a variety of CTE courses in a broad array of settings and populations. Mr. Ahrens served nine years as a support provider in the BTSA and PAR programs, serving the needs of beginning teachers and those who are facing challenges in their classroom practice. Outside of the classroom, Mr. Ahrens served as the WASC accreditation coordinator covering ROP programs in the greater Sacramento region. He also coordinated a regional conference involving representatives from all major health providers, CTE administrators and instructors in health related fields.

Mr. Ahrens joined the BSCTS faculty in 2007, and he has previously taught the EDUC 102 Foundations in Career and Technical Studies and EDUC 112 Organizational Policies, Finance, and Legislation courses. Currently, Mr. Ahrens teaches the EDUC 105 Program Design in Career and Technical Studies and EDUC 109 Career Guidance in Career and Technical Studies. Courses. He also oversees and presents at the new student orientations to ensure that new students are well-informed on expectations and strategies of undergraduate academic work.

Sherrie Carinci
Dr. Sherrie Carinci, MA, Human Resource Management, Ed.D. is a scholar/researcher in the field of gender and multicultural patterns in the area of education, business, and society. She is a Professor for the College of Education, California State University, Sacramento. Dr. Carinci is the Undergraduate Coordinator for EDUC General Education courses which includes the Bachelor of Career and Technical Studies program. She is also the Coordinator for the MA in Education, Behavioral Science Gender Equity program. Dr. Carinci teaches various courses for the College of Education, as well as Introduction to Business courses for Consumes River College. Dr. Carinci has done extensive research in the area of social constructs of gender equity, intersectionality, inclusive teaching strategies in P-16 context, and workforce and diversity inclusion strategies.

In 2012 and 2002, Dr. Carinci was awarded the College of Education Outstanding Teacher of the Year Award. She also was awarded 2011, the CSU, Sacramento "Woman of Influence" honor and CSU, Sacramento Undergraduate Distinguished Scholar Award. As a consultant, she advises several organizations and agencies throughout California on integrated strategies used in the workplace. Dr. Carinci teaches with high regard EDUC 104 Issues of Diversity in Schools and the Workplace and EDUC 114 Theories and Practices of Multiculturalism in Education and Organizations for the BSCTS program.

Publications:
Adult Education Research Conference Proceedings. (2010). Becoming gender relevant: A pre/post examination of university students attitudes and perceptions of gender constructs in education and society. *Adult Education Research Conference Proceedings.*

Carinci. S & Wong, P. (2009). Does Gender Matter? An exploratory study of perspectives across genders, age, and education. *Journal of International Research on Education.*

Cornish, D., Carinci, S., & Noel, J. (2012). The new politics of the textbook: A project of critical examination and resistance. *Sense Publishers: Peer Reviewed.*

CSU Monograph Series, Stylus Publisher. (2007). Examining gender and classroom teaching practices in gender, identity, equity, and violence. *CSU Monograph Series, Stylus Publisher.*

Hawaii International Conference on Education Conference Proceedings. (2019). An examination of American and British teachers and their perception regarding preservice training on gender equity and bullying/cyber-bullying awareness. *Hawaii International Conference on Education Conference Proceedings.*

Johnson R., Smith, K., & Carinci, S. (2009). Preservice female teachers' mathematics self-concept and mathematics anxiety: A longitudinal study. *Springer Publishing, the Netherlands.* Globalisation book series.

Thomson, Wadworth Publishing; Mason, OH. (2018). It's more than just the trees! Sacramento state's mission of providing an excellent academic experience. Foundations: A reader for new college students. *Thomson, Wadworth Publishing; Mason, OH. 2009 Revised and reprint in First Year Students Course Reader 2018.*

University Microfilms Inc. Publication. (2004). Gender equity training in selected California preservice teacher preparation programs. *University Microfilms Inc. Publication.* University of San Francisco Dissertation.

Esther Hattingh
Dr. Hattingh is a technology consultant, curriculum developer, and entrepreneur. As the world of technology exploded Dr. Hattingh's inquisitiveness to learn about communicative technologies set a journey to earn a bachelors in multi-media communication. Hence, the drive to stay current in educational technologies resulted in earning a master's in educational technology from CSU, Sacramento in 2006 and a doctorate in Educational Leadership from CSU, Sacramento in 2016.

Dr. Hattingh has enjoyed ten plus years sharing knowledge and experiences at top technology and university settings. She reaches outstanding results by applying learning theories and educational technologies. Esther has been recognized by William Jessup University for developing outstanding Professional Competencies Curriculum for Career and Life Planning, Outstanding Teaching and Learning Model, 16th Annual Conference for Academic Technology for Authoring Tools, Women of Influence Award in recognition of valuable contribution to the enhancement of the quality of life and educational opportunities at California State University, Sacramento. Dr. Hattingh joined BSCTS faculty in 2017 teaching EDUC 113 Implement digital technologies with ethical knowledge.

Publications
Hattingh, E., Martinez-Alire, C., Shea, A., & Turner, C. (2016). *A leader's process: Educational, social, and community value*. https://csus-primo.hosted.exlibrisgroup.com/permalink/f/tu2a5d/01CALS_ALMA71409358850002901

Hattingh, E., Chung, C., & Wang, C. (2014) *Multi-frame Analysis to Online Learning Spaces*. Presented at SITE, Jacksonville, Florida https://www.learntechlib.org/primary/p/130727/

Wang, C., Chung, C., & Hattingh, E. (2014) *A Blending Approach in Technology Integrated ESL Writing Instruction*. Presented at SITE, Jacksonville, Florida
https://www.learntechlib.org/primary/p/130922/

Nancie McLaughlin

Ms. Nancie McLaughlin has served more than two decades as an entrepreneur and educator in California. Her passion for education and the pursuit of excellence has made her an educational leader in arts education and business management. Additionally, Nancie has served as Executive Director for the local not for profit, Sierra Performing Arts Association. Ms. McLaughlin is also the owner and director for McLaughlin Studio of Music, Dance and Theater Arts.

Nancie earned her BS degree in Career Technical Studies and her MA in Education, Behavioral Science Gender Equity from California State University, Sacramento. She also holds an Associate Arts degree in Business Administration. Nancie is currently a lecturer for the College of Education and Department of Theatre and Dance. In the public business world, Nancie has facilitated several workforce development training programs in Northern California which provide training and advancement to a diverse learning community.

Ms. McLaughlin's dedication to workforce development and education has played an extensive role in defining Nancie's educational career. Through her educational pursuits Nancie aims to help students grow emotionally, intellectually, and socially by providing an environment that is safe, supports risk-taking, and invites sharing of ideas. Ms. McLaughlin currently teaches EDUC103 Assessment and Instruction in Adult and Organizational & Training and EDUC118 Perspectives in Leadership for Career Technical Education.

Francisco Reveles

Dr. Francisco Reveles is the Yuba County Superintendent of Schools. He was appointed on August 1, 2016 and won reelection in 2018. Dr. Reveles also is a professor for the College of Education, California State University, Sacramento. He has shared his leadership as Department Chair and Senior Researcher, and has extensive graduate level experience training leaders for public schools and institutions of higher learning. Dr. Reveles has conducted studies on local, national, and international projects pertaining to the educational achievement and emotional

development of children from diverse linguistic and cultural backgrounds. Dr. Reveles is also the developer/writer of model drop-out prevention curricula specifically aimed at Latino youth, author of school textbooks for Latino/Migrant students with support from the California Department of Education, author of publications addressing the growing gang influence in schools, and producer of films relating to Latino/Migrant youth.   Dr. Reveles is a respected and valued BSCTS faculty member. He currently teachers EDUC 107

Publications

Best practices associated with program implementation. (2003). High Risk Youth Education & Public Safety Program for first time youth offenders and those exiting state correctional institutions and entering public schools. (Senate Bill 1095)

Cada Cabeza Es Un Mundo (Each Mind is a World). (1995). It has been designated as the California Latino High School Dropout Prevention Project (Two Volumes).

Designing and implementing innovative programming in school/probation collaborations. (1999).

Duane E. Campbell (2008). Publication of chapter in *Choosing democracy: A practical guide to multicultural education* (3rd ed). Chapter aimed at teachers, school counselors and school administrators titled *Knowing What Time It Is: Re-Examining Gang Awareness Training, Identification, and Practices for Educators*.

*The EDWIN (*Spanish). (2014). Coordinated the development of a comprehensive college preparation guide in Spanish for Latino high school students and parents.

Encuentros: Hombre a hombre. (2000). This dynamic and richly illustrated bilingual textbook (with a forward by Latino actor Edward James Olmos) is aimed at adolescent Latino Youth.

Fostering dialogue with the latino community: Reducing youth gang violence. (2010*)* Sutter County Probation, Yuba County, Ca.

Knowing what time it is: Latino gang-associated youth - Research and practice. (2013).

Louise Stymeist
Ms. Louise Stymeist has been a part-time instructor in the BCTS program since 2004. Ms. Stymeist holds a Bachelor's degree in Human Relations and a Master of Science degree in Human Resources Management with an emphasis in Organizational Development from Golden Gate University. She is currently the Director of Career Technical Education (CTE) at the Sacramento County Office of Education where she leads a team of dedicated professionals focused on supporting innovative practices for high quality CTE throughout Northern California.

During her 25-year career as a CTE leader, she has successfully run a multi-million-dollar CTE program in a large urban school district, written multiple state approved CTE courses, supported

dozens of CTE teachers through their credentialing process, mentored new CTE administrators, provided workshops and conference presentations, and served as an advisor on multiple state and national committees. Ms. Stymeist currently teaches EDUC 110 Current Issues in Workforce Development and EDUC 115 Improvement Science for Organizational Effectiveness.

Tim Taylor
Mr. Tim Taylor is a graduate of California State University, Chico. He was the Butte County Superintendent of Schools for seven years, 2012-2018, including the era of the Camp Fire and evacuation of the Oroville Dam. He has also been an administrator at the Sacramento County Office of Education and Elk Grove Unified School District.

Tim has been in education for over 33 years as a teacher and administrator in a variety of settings including High School, Alternative Education, Juvenile Hall, Preschool and Adult Education.   In 1994 he was selected as the Sacramento Teacher of the Year while teaching in Sacramento Juvenile Hall. As County Superintendent in Butte he supported the County Office primary mission: "Where Children Come First."

Mr. Taylor has sat on many board and committees throughout California including: Butte County Community Corrections Partnership, Butte First Five Commission, Butte County Public Health Policy Council, California Fire Fighter Joint Apprenticeship Council, California Small School Districts Association and Chair of the California K through 12 High Speed Network Advisory Board. As the Butte County Superintendent of Schools he was instrumental in expanding his County Office to become a statewide leader providing services in all 58 Counties; including the largest programs in the state in the areas of: Migrant Education, Parolee and Veterans Reentry Centers, and Bilingual Education Teaching Pipeline. Mr. Taylor was also the County Superintendent during the Camp Fire, the worst fire in California history and was responsible for getting 32,000 students back to school safely, despite 5,000 students losing their homes.

Mr. Taylor is currently working in Sacramento the Executive Director of Small Schools of California representing over 550 small school districts providing advocacy, legislation, and professional development representing 60% of the schools in California. Mr. Taylor teaches EDUC 112 Organizational Policies, Finance, and Legislation for the BSCTS program.

Michael Washington
Dr. Michael Washington is a graduate from the Bachelor of Science Career and Technical Studies program in 2004. He earned his master's degree in Educational Leadership and Policy Studies from California State University, Sacramento. In 2019, Dr. Washington earned his doctorate in social justice education through a joint program at Claremont Graduate University and San Diego State University. Washington has published journal articles and book chapters, and has presented at several conferences nationwide, including the American Educational Research Association, the American Association for Adult and Continuing Education, the National Association for Multicultural Education, the Ethnographic and Qualitative Research Conference, the Universal Design for Learning Conference, the Council for the Study of Community Colleges, the Adult Education

Research Conference, as well as Canada's CONGRESS of the Humanities & Social Sciences Canadian Educational Conferences.

Dr. Washington has taught for the College of Education's Graduate and Professional Studies program, teaching courses in Education Leadership. In 2016, began teaching in the Bachelor of Science in Career and Technical Studies program. Currently, Dr. Washington teaches EDUC 102 Foundations in Career Technical Studies for the program.

Jon Wedding

Dr. Jon Wedding graduated with a Bachelor of Science in Career and Technical Studies in 2011 and earned a Master of Arts in Education-Behavioral Science in 2014 from California State University, Sacramento. Jon was awarded the Outstanding Graduate Student and graduation commencement speaker for the College of Education Winter Commencement 2014. Dr. Wedding completed his doctorate in Organizational Leadership in 2019 from University of the Pacific with a dissertation focused on action research to develop and implement an organizational leadership development program using design thinking and stakeholder co-creation.

Dr. Wedding has a variety of experience in education, training and development, and organizational improvement strategies. He created and managed a training program for businesses and followed his passion for teaching into a K-12 when he taught high school English and served as a school administrator. Recently, Dr. Wedding has moved back into private industry focusing on training and development and organizational improvement. Jon's work addresses managing the corporate leadership development programs in the utility industry. Dr. Wedding also oversees the cultural initiative including the design and facilitation of discussion groups created to capture the perceptions of staff from various roles across organizations. With community partners, Dr. Wedding implemented an innovation program specially designed to meet the diverse needs of businesses units across various organizations. Dr. Wedding currently teaches EDUC 106 for the Bachelor of Science Career and Technical Studies.

Administrative Staff

Nicole Baptista – Program Manager

Nicole Baptista has worked with BSCTS program and College of Continuing Education since 2001. Ms. Baptista has worked in higher education for 25 years. She began her career with BSCTS as the program representative and was promoted to program manager in 2015. As the program advisor and manager, Nicole advises students prior to applying to the program and reviews applications details. She also mentors students throughout their residency in the program and their educational career. Students are encouraged to contact the Nicole each semester to review their course plans, especially when selecting general education courses, and to check in on their degree progress. Nicole Baptista is a key asset in the advisement and graduation outcomes for the BSCTS program.

Jackie Jang – Senior Program Coordinator

Jackie Jang has worked with BSCTS program and College of Continuing Education since 2009. Ms. Jang has worked in higher education for nine years. As the program coordinator, Ms. Jang's role is as recruitment contact and student/faculty overseer is paramount to students' success in the BSCTS program. She attends various outreach events and information sessions on the program at community colleges, and meets with local businesses including SMUD, PG&E, VSP, and Golden One to promote the BSCTS program. Jackie also meets with various correctional department agencies including Sacramento Mail Jail briefings several times a year. Once recruited to the program, Jackie assists students with the application process and tracks their status once in the program. As Senior Program Coordinator, Jackie also coordinates room reservations for faculty meetings, creates faculty contracts, and routes program activity proposals, and communicates regularly with students regarding deadlines and textbook information.

d. Facilities and Support

Currently all courses in the BSCTS program are taught online. Most faculty work from their residence or use the computer lab located in Napa Hall provided by College of Continuing Education. Semi-annual faculty meetings and faculty trainings are provided in Napa Hall at the College of Continuing Education, at CSU, Sacramento.

e. Student Data

The comments in this section are based on review of student-produced material and feedback from faculty and staff who oversee the program. The BSCTS students are adult learners coming into the program with extensive work experience. The degree requirements are: 7 years of work experience, (hours teaching or training others) or 5 years work experience with an Associate of Arts Degree. These requirements insure that students are able to bring work experience into the program. Most students who enter the program have recent college or university experience.

Student Demographics

The BSCTS program's student population is very diverse. The numbers of students who identify as Hispanic/Latinx has increased each year since 2015-2016 school year, and has a focus on recruiting and maintaining a highly diverse student population where all students are supported to succeed in their courses and academic goals.

BSCTS Students' Demographic Summary

Year	# admitted	Average Age range	Gender	Ethnic/Orgin	Transfer units at admission	# of years of work experience
2015/2016	31	45-54	29% Males, 71% Females	52% White, 48% Ethnic	74% 31-69 units 26%- 70+	65% 5years w/ AA 35%- 7+ years
2016/2017	32	35-44	31% Males, 69% Females	41% White, 59% Ethnic	63% 31-69 units 37%- 70+	56% 5years w/ AA 44%- 7+ years
2017/2018	31	34-44	45% Males, 55% Females	61% White, 39% Ethnic	81% 31-69 units 19%- 70+	29% 5years w/ AA 71%- 7+ years
2018/2019	40	45-54	40% Males, 60% Females	40% White, 60% Ethnic	45% 31-69 units 55%- 70+	48% 5years w/ AA 52%- 7+ years
2019/2020	34 spring only	35-44	41% Males, 59% Females	38% White, 62% Ethnic	68% 31-69 units 32%- 70+	21% 5years w/ AA 79%- 7+ years

Student Ethnicity

Ethnicity	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
American Indian or Native American				1	0
Asian or Pacific Islander	2	1	0	0	3
Black American or African	6	8	6	10	3
Hispanic or Latinx	7	13	6	13	15
White/ Caucasian	16	10	19	16	13

CSUS – BSCTS Support of On-Campus Associations or Clubs

There is no campus-based student association or group specific to the BSCTS program at Sacramento State. However, students and graduates of the program reported that they had formed informal study and support groups in the program, and that these groups and the peer

support were contributing factors in completing the degree. The students who took face to face, on campus courses reported closer personal ties with peers than the online students.

Graduation and Retention Rates
Retention rates in the BSCTS major courses are high compared to other degree programs at Sacramento State. Between 42% and 44% of the students graduate within 18 months of entering the program. The remaining students work individually with the program advisor who reviews necessary coursework to help students graduate in a timely manner. Many students who do not graduate within the 18-month period are deficient in general education coursework which are typically taken at a community college. The BSCTS administrative staff continue to work closely with students in course advising and mentoring to help them meet the graduation requirements.

Alumni data show that graduates of the program have pursued careers in the industry. Many alumni report that they are employed as teachers in regional occupation programs, private post-secondary institutions, community colleges, correctional facilities and adult schools. Other students are employed in business and organizational settings, such as trainers and facilitators in public or private industry, human resource recruiters and placement personnel, mediators or labor relations specialists, school-to-work coordinators, administrators, managers and supervisors in public or private industry. Ten graduates from recent cohorts have continued on to earn Masters and Doctorate degrees and are teaching at the university level. Other graduates have used their skills from the program in managing their own small businesses and working as consultants in various businesses, industries, and educational institutions.

Graduation Rates

Spring 2019	Fall 2018	Spring 2018	Fall 2017	Spring 2017	Fall 2016	Spring 2016	Fall 2015	Spring 2015
5	5	15	24	4	7	15	1	26

A review of the course schedules and discussions with 20 students and five alumni reveals that offering the program in an online six week course format works well with students work and home life schedules. Student comments concerned with the survey data that the skills and knowledge they gained in the on line courses were skills that they could use immediately in their jobs and teaching.

II. Program Outcomes and Assessment

BSCTS courses have been designed to build on student's ability to critically examine the issues in schooling, workplace, and society. A student's ability to inquire and analyze research is assessed throughout the program. Students work closely with faculty members

teaching our courses moving from benchmark skills to capstone skill by the end of our program. When students are writing the portfolio, they receive regular feedback in order to help them demonstrate an understanding of inquiry and analysis at the degree level.

a. BSCTS- Program Outcomes

Systematic use of assessment data aimed at carefully constructed program outcomes have allowed the faculty to revise and strengthen course curriculum, including the content and sequence of courses, and for recruitment efforts and analysis. Faculty teaching courses in the program use these program outcomes as guide when designing projects, group activities, readings, and written assignments.

1. **Provide a pool of professionally trained and academically degreed personnel who are poised to meet the increased workplace needs of industry and education.**

- The BSCTS graduate has demonstrated the knowledge, skills, and attitudes necessary to supervise, train, and teach a diverse global workforce using the concepts of andragogy.
- BSCTS graduates have been assessed by use of the triangulation model: rigorous entry/exit portfolio review, academic and industry based assessment, faculty-student interviews, graduate questionnaire and entry/exit interview.
- BSCTS graduates have demonstrated the ability to perform rigorous academic research relevant and applicable to their academic and/or industry environment seeking resolution to issues and projects in their employment environment. Projects are presented and reviewed by faculty and peers.
- BSCTS graduates have been observed demonstrating "doing-based" education by peer-practice, peer and instructional feedback, and personal reflection assignments.
- The BSCTS graduate has participated in Faculty Meetings, and focus groups providing objective and structured feedback aimed at increasing the richness and effectiveness of the BSCTS program.
- The BSCTS graduate demonstrated an understanding of business and school finance, labor relations, leadership and supervision skills by developing team projects, practicing team building strategies, utilizing cooperative management skills and total quality management tools culminating in a written project and demonstration before an audience of peers and faculty.

2. **Provide rich, rigorous, and relevant curriculum and instruction that encourages high standards of academic productivity that is measured in rubrics.**

- The BSCTS graduate meets the academic standards and industry requirements for the Designated Subjects Adult Credential as assessed by the California Commission on Teacher Credentialing

- The BSCTS graduates will demonstrate the time and academic standards to clear their credential within the time period of the BSCTS program.
- The BSCTS graduate has successfully completed the CSUS Writing Proficiency Examination as a requirement for CSUS graduation.
- The BSCTS graduate has demonstrated the concentrated ability to utilize technology in teaching, training, and leadership through project-based competency as reviewed by faculty and peers.
- The BSCTS graduate demonstrates broad-based application of curriculum and instruction development as provided by academic and professional adjunct faculty resulting in current, relevant, stimulating and motivating lesson plans, course development and instructional strategies as reviewed by faculty and peers.
- The Faculty Review Team reads and reviews a sample of student culminating projects from all coursed to assure that students have met the program and course objectives as stated in syllabi.

3. **Provide the academic preparation necessary for graduates to enter an advanced university degree program.**

- The BSCTS graduate demonstrates the ability to perform research reflecting both qualitative and quantitative research methodology as evaluated by faculty and the faculty review team.
- The BSCTS graduate demonstrates the ability to write essays, papers, and research that contain clear, coherently, organized, defensible, containing substantial ideas.
- The BSCTS graduate demonstrates the ability to write utilizing CSUS/APA writing style.
- The BSCTS graduate demonstrates competence in the conventions of edited Standard English as evaluated by faculty for attention for completeness and follow-through.
- The BSCTS graduate demonstrates the use of current and advanced technology in the performance of research and writing as evaluated by faculty for originality, depth of focus and writing performance.

4. **Provide a center and vehicle for articulation related to the identification and fulfillment of employment needs in the region by bringing together employers and other representatives from private businesses, private and public educational agencies, and state agencies involved in career and technical education.**

- The BSCTS graduate has demonstrated the ability assess regional employment needs, utilizing questionnaires, Internet resources, and personal interviews. Culminating written and demonstrated projects are reviewed by faculty and peers.
- The BSCTS graduate demonstrates the ability to assemble community- professionals from private & public education, for-profit and not-for-profit organizations, business, and industry to provide immediate feedback on workforce training and human resource needs.

- The BSCTS graduate has demonstrated the ability to develop and write grant proposals for utilization in the classroom environment as well as in industry. Culminating written and demonstrated projects are reviewed by faculty and peers.
- The BSCTS graduate has demonstrated understanding and practice of business and school finance, labor relations, leadership and supervision skills. Assessment by faculty and peers is based on presentation and written projects.

Annual Assessment Reports

The BSCTS program has submitted annual assessment reports to the Office of Academic Program Assessment for 2015-2016, 2016-2017, and 2017-2018, each year reviewing one of the Program Learning Outcomes for the program. The following Sacramento State Baccalaureate Learning Goals were assessed in the annual assessment report: Written Communication, Critical Thinking, and Inquiry and Analysis.

The following Program Assessment Plan indicates where the Program Learning Goals are met within the context of the BSCTS courses: Knowledge in the Discipline, Modes of Inquiry, Communication in the Discipline, Civic and Cultural Knowledge and Competence and Professional and Career Knowledge and Behaviors.

Program Assessment Plan for Bachelor of Science Career and Technical Studies

Overarching Program Learning Goals	Corresponding Program Learning Outcomes (PLOs). (Each must directly relate to one or more Program Goals)	In which course(s) will the PLO(s) be assessed?[3][4]	In which year will the PLO(s) be assessed and how often?	What types of assessment activities[1] will be used to collect the data?	What types of tools[2] will be used to score/evaluate the activity? Who will develop/modify the tool and/or evaluated the activities?	How will the data be collected? By whom?	How will the data be reported[3] (both aggregated and disaggregated, and by whom? What will be the standard of performance?	Who will analyze the data?	How will the data be used? By whom?
I. Knowledge in the Discipline	1. Demonstrate knowledge of skills, attitude, to train, supervise and teach a diverse workforce.	102 (I),103 (I), 104(D), 105(D), 106(D)107(D) 114(M)	2019-2020 (Self Study), and 2025-2026 (Self Study)	Key Assignments	Assignment rubric by multiple faculty	Multiple faculty in PLO relevant courses	Program coordinator prepares aggregate data and evaluation for program discussion annually for CSUS review.	Program coordinator	Program faculty will determine if any changes need to occur based on assessment analysis and what changes would best benefit our program and our students
	2. Demonstrate understanding of business and school finance, labor relations, team building strategies, cooperative management skills, and topic workforce development.	102(I), 105(I), 106(I), 110 (I,D), 112 115(D),116((M)							
	3. Demonstrate understanding and application of major theoretical adult learning perspectives through analysis and reflection.	102 (I), 104 (I,D), 114 (M)							
II. Modes of Inquiry	1. Demonstrate the ability to use qualitative methods, observation and assessment techniques in academic and business research models.	103(I), 112(I), 115(D), 116(M)	2019-2020 (Self Study), and 2025-2026 (Self Study)	Key Assignments	Assignment rubric by multiple faculty	Multiple faculty in PLO relevant courses	Program coordinator prepares aggregate data and evaluation for program discussion annually for CSUS review	Program coordinator	Program faculty will determine if any changes need to occur based on assessment analysis and what changes would best benefit our program and our students
	2. Students demonstrate an understanding of the framework and methodology of quantitative research, including the ability to locate, understand, critique and report research findings.	103(I), 107(I) 112(I), 115(D), 116(M)							
	3 Students are able to apply critical thinking to the examination of research, theory and issues in the discipline.	102(I), 104(I), 106(D), 107(D), 110(D), 114(M)							

	PLO	Curriculum Map	Timeline						
III. Communication in the Discipline	1. Demonstrate proficient levels of discipline-specific writing skills in organization, style and focus, point of view, usage, structure, mechanics and format.	102(I),103(I), 104(I),106(I), 107(I),109(M), 110(D),114(D), 115(D),116(M) 118(D)	2019-2020 (Self Study), and 2025-2026 (Self Study)	Key Assignments	Assignment rubric by multiple faculty	Multiple faculty in PLO relevant courses	Program coordinator prepares aggregate data and evaluation for program discussion annually for CSUS review	Program coordinator	Program faculty will determine if any changes need to occur based on assessment analysis and what changes would best benefit our program and our students
	2. Demonstrate competency in the use of information technology for the purposes of augmenting discipline-based inquiry, including use of technology tools in the analysis, application and evaluation of information.	103(I)105(I), 107(I),113(D,M)							
	3. Demonstrate proficient levels of discipline-specific oral communication skills in presentation of knowledge or analysis, organization, use of language and methods of delivery.	102(I), 103(I), 104(I), 106(D), 107(D), 110(D), 114(D), 118(M)							
IV. Civic and Cultural Knowledge and Competence	1. Demonstrate evidence of cultural knowledge and competence, including attitudes of understanding and respect for diverse individuals in academic and applied settings.	104(I,D), 106(D), 107(D), 114(D,M), 118 (D,M)	2019-2020 (Self Study), and 2025-2026 (Self Study)	Key Assignments	Assignment rubric by multiple faculty	Multiple faculty in PLO relevant courses	Program coordinator prepares aggregate data and evaluation for program discussion annually for CSUS review	Program coordinator	Program faculty will determine if any changes need to occur based on assessment analysis and what changes would best benefit our program and our students
	2. Apply the skills of teamwork, creative thinking and problem solving in engagement with student peers, faculty and community partners in academic, public and private sectors.	102(I), 104(I), 105 (I), 106(D), 107(D), 110 (D), 114(D), 115 (D), 118 (D, M)							
	3. Demonstrate knowledge and understanding of civic and community resources and issues through engagement with professional associations and/or academic communities.	102 (I), 106 (D), 107 (D), 110(D,M), 112 (M)							

V. Professional and Career Knowledge and Behaviors			2019-2020 (Self Study), and 2025-2026 (Self Study)	Key Assignments	Assignment rubric by multiple faculty	Multiple faculty in PLO relevant courses	Program coordinator prepares aggregate data and evaluation for program discussion annually for CSUS review	Program coordinator	Program faculty will determine if any changes need to occur based on assessment analysis and what changes would best benefit our program and our students
	1. Demonstrate ability to create developmental curriculum, methods and learning experiences for academia, and public and private sector.	103(I, D) 105 (I), 107(D,M), 110(D),112(D)							
	2. Demonstrate knowledge of school, community, social service and other professional, career and educational opportunities in the field of career and technical studies, with an emphasis on workforce development.	102(I), 105(I), 106(D),107(D), 110(D,M)							
	3. Apply understandings of developmental concepts and project-based learning through leadership competencies.	105(I), 118(D)							
	4. Demonstrate the practice of discipline-specific professional ethics and responsibilities in academic, and applied settings.	102(I), 104(I) 110(D), 114(D) 118(D)							

[1] Examples of activities: student work, exams, surveys, portfolios, e-portfolios, research projects, student reflections, quiz, final exam, presentations, projects, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, qualifying or comprehensive examination..
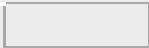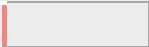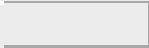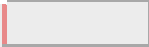
[2] Examples of Assessment Tools: Rubrics (that produce scores based on established criteria – can be used with most activities listed above), documentation of value added score gains, checklists, point system based on specific criteria, etc.

[3] "I" stands for "Introduced", "D" for "Developed", and "M" for "Mastered"
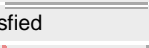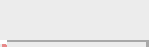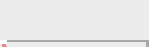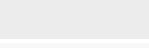
b. Student Surveys

Surveys were sent out to alumni from BSCTS program on August 26, 2019 and closed on November 15th, 2019. Ninety-seven surveys were sent to graduates with 28 responding to the survey. Although the number of respondents is low, the feedback from the graduates offers strong insights to how the faculty and courses met students personal and career needs. Alumni from 2010 – 2018 were surveyed for this report.

When graduates were asked "Indicate your level of quality of faculty instruction you received in your major courses," the majority (26 of 28) of students replied that they were very satisfied (8) or somewhat satisfied (4).

Q2. Please indicate your level of satisfaction with the following: - The quality of faculty instruction you received in your major courses		
Count	**Percent**	
19	67.86%	Very satisfied
7	25.00%	Somewhat satisfied
1	3.57%	Neutral
0	0.00%	Somewhat dissatisfied
1	3.57%	Very dissatisfied
28	Respondents	

When graduates were asked "Indicate your overall experience in the program," the majority (25 of 28) stated that they were very satisfied (10) or somewhat satisfied (2).

Q6. Please indicate your level of satisfaction with the following: - Your overall experience in the major		
Count	**Percent**	
21	75.00%	Very satisfied
4	14.29%	Somewhat satisfied
1	3.57%	Neutral
1	3.57%	Somewhat dissatisfied
1	3.57%	Very dissatisfied
28	Respondents	

22

The alumni survey also asked a variety of questions pertaining to the Sac State Baccalaureate Learning Outcomes as they relate to the BSCTS courses and program. Questions regarding critical thinking, creative thinking, information literacy, effective writing, effective oral communication, problem solving, ethical reasoning, and civic knowledge and engagement were all included in the survey. In all the above stated areas, graduates noted that these areas were covered considerably in the program. In two areas, *teamwork* (21 out of 22) and *intercultural knowledge* (23 out of 24) respondents noted these topics as being considerably developed the while in the program. The feedback provided in the alumni survey indicates that the BSCTS program is meeting students' needs and expectations for learning and career development and are meeting the Sac State Baccalaureate Learning Goals. Alumni Student Survey results (Attachment B).

III Focused inquiry

a. Definition of Career and Technical Studies

The BSCTS program is a degree completion program designed to meet regional needs for workforce development. The program is designed to prepare individuals with practical, marketable skills to successfully enter new careers or advance in their current fields.

This degree program provides students with the flexibility of online courses, the ability to utilize previous work experience for academic credit, enhancement of job training skills, pay scale mobility and professional status, the opportunity to teach and train others about their life's work, a stepping stone to a graduate program, mentored by experienced faculty, and further career possibilities.

The BSCTS program works closely with several agencies in the Sacramento area. Companies such as SMUD, PG&E, VSP, and Golden One have had employees graduate from the BSCTS program. Other agencies that recruit students to the program include Law Enforcement Agencies (Main Jail briefings, and Sac PD), Best Buy, and Sheet Metal Workers Association. The Program also works closely with Los Rios Community Colleges, Sierra College, San Joaquin Delta College and Chabot Pathways program leads/students in the PACE Program. The BSCTS senior program manager meets with college counselors, staff, and CTE instructors/students.

Most students continue to work in their current field while taking BSCTS courses. A bachelor's degree is in Career and Technical Studies opens up doors for students in various fields such as working in higher education and career advancement opportunities. Jon Wedding, a former graduate from BSCTS and current faculty in the programs stated *"The flexibility of the classes allowed me to continue to work and learn skills that were applicable to my job. I was able to apply content I learned in class and the mentorship from instructors directly to my career and my life."*

b. Other BSCTS Programs in California

In the past, there were several programs in the CSU system which focused on adult vocational education. In recent years, the focus of study has changed to Career and Technical Studies in order to meet the needs of industry and students' opportunities and career goals. As of 2019, there are currently two other programs in the CSU system that offer degrees in Career and Technical Studies; CSU, Long Beach and CSU, San Bernardino. Descriptions of these programs from University catalogs are listed below.

California State University, Long Beach- Bachelor of Arts in Liberal Arts Degree completion program.
The Bachelor of Arts in Liberal Arts (BALA) Degree Completion Program at CSULB is a hybrid (courses partially face to face and on line) program which assists students who want to acquire the skills most sought-after by employers, including communication, critical thinking, language and literature, analytical and scientific reasoning, quantitative analysis, and philosophical foundations. The two-year BALA program is designed to serve the needs of working professionals who are re-entering education with some college credits already completed, and are ready to finally earn their degree. Students receive personalized attention from staff and expert instructors, while gaining access to networking opportunities with fellow professionals. (CSU, Long Beach web site)

California State University, San Bernardino- Bachelor of Arts in Career and Technical Studies
The Bachelor of Arts in Career and Technical Studies (BCTS) a face to face (on campus) program and is designed to provide candidates with significant occupational and teaching experience the opportunity to have that experience count as partial credit toward a baccalaureate degree. Applicants must possess a high school diploma or its equivalent and five years of work experience and/or education directly related to each subject the candidate teaches. (CSU, San Bernardino web site)

With the lack of university programs offering degrees in Career and Technical Studies, our BSCTS program stands out as an innovative option that is lacking in the CSU system. The scarcity of university programs focusing on Career and Technical Studies gives our program an incentive to develop courses and strengthen the program in order to meet the needs of students who are interested in this educational and career path.

c. Courses

There are 14 core courses offered once, in a two year rotation with nine courses being offered annually. Courses cap at 30 students per section. The courses are taken on line with each course being offered in a six-week session. In order to meet upper division General Education requirements, three other upper division courses are offered to students in the on line format from various disciplines from the university. These upper division, general education courses vary but meet the Writing Intensive, Race and Ethnicity, and A-D Graduation requirements.

Core courses currently offered in the newly restructured BSCTS program:

EDUC 102   Foundations in Career Technical Studies.

This course will introduce students to Career & Technical Studies with a focus on college and career readiness by developing a foundation for careers as teachers, trainers, and facilitators in the public and private sector. Students will also explore brain based learning, historical and legislative developments in CTE and Adult Education, lesson plan development, as well as different teaching and learning strategies for participation in a 21st century workforce.

Students will be able to:
1. Define Career and Technical Education, and its various career field options.
2. Identify the differences between Pedagogy, Andragogy, Heutagogy, Technoheutagogy and Geragogy.
3. Explain historical aspects of career technical education in the United States.
4. Demonstrate a basic understanding of how the brain works related to learning.
5. Demonstrate understanding of the California Standards for Career Ready Practice.
6. Show familiarity with the Carl D. Perkins Career and Technical Education Act and the Workforce Innovation and Opportunity Act (WIOA).
8. Identify individual student learning styles and learn teaching strategies for teaching students from diverse backgrounds.

EDUC 103   Assessment and Instruction in Adult and Organizational & Training

Demonstrates how to develop performance criteria, continuously assess learner performance levels and evaluate student achievement. Students develop a standard-based course outline and prepare training modules and units of instruction of use for individual, small group and whole class delivery systems.

Students will be able to:
1 Describe the relationship between assessment and instruction.
2 Compare the different types of assessments and instruction models.
3 Develop a rubric and apply this type of assessment to a student created instructional model.
4 Design interrelated assessment and grading techniques.
5 Create effective "teacher created" assessments.

EDUC 104   Issues of Diversity in Schools and the Workplace

Demonstrates how to encourage excellence among and design instruction from different gender, ethnic, sexual orientation, language, and ability groups. This course aims to including research and discussion on education and employment law in regards to sensitivity towards cultural heritages, principles of language acquisition, bias free instructional/workplace materials and inclusive practices.

Students will be able to:
1. Describe and evaluate ethical and social values in schools and society.
2. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.
3. Describe issues of diversity and its effects on education and the workforce.
4. Explain and critically examine social dynamics of ethnicity, gender, special needs as applied to

issues in the

schooling and workforce.

5. Identify stereotyping in the media which students and employees are exposed.

6. Analyze textbooks and other educational media for bias.

7. Examine the effects of harassment in schooling and the workplace.

8 Examine ways to provide motivation and support to students and employees.

9. Identify and discuss legal requirements affecting school and workplace policy on discrimination and bias.

EDUC 105   Program Design in Career and Technical Studies

Explores aspects of CTS program design and management. Investigates aspects of organizing a program following guidelines detailed in the California Career Technical framework. Considers methods of program evaluation following the model set forth by the Western Association of Schools and Colleges (WASC). Examines leadership qualities and values, analyzing potential benefits and liabilities of various leadership styles.

Students will be able to:

1. Investigate their own educational leadership styles and values as leaders in Career Technical Education

2. Design viable Career Technical Education programs consistent with guidelines set forth by the California Department of Education.

3. Apply best-practice leadership and program evaluation principles and practices in real-world situations involving Career Technical Education.

4. Reflect on attitudes, values and beliefs about educational leadership and how these inform their decision-making and interactions with future stakeholders in Career Technical Education.

EDUC 106   Individual Growth- Personal assets, life experiences, and philosophies.

This course is designed as a primer for EDUC 107 by introducing concepts, exercises, and research that focus on the personal elements associated with leadership and self-growth. Participants will develop greater self-awareness and understanding of key personal assets/issues that impact leadership development and enhance organizational communication and growth. The impact of life experiences and personal philosophies will be discussed as they relate to effective leadership development. An inter-interdisciplinary approach to personal growth and development will be emphasized.

Students will be able to:

1. Identify and explore pivotal life experiences that have influenced their view of world and outlook on life.

2. Discuss how personal philosophies/life struggles can impact communication styles, leadership development, and core values.

3. Identify and discuss selected Leadership Models and Implications for Ethical Decision-Making.

4. Outline elements of leadership from a personal perspective that incorporate best practices and research.

5. Identify basic motivational concepts with implications for the work setting.

6. Identify basic group processes associated with change and conflict.

7. Complete a series of self-inventories to assess personal strengths, attitudes, and areas for growth.
8. Appreciate the strategic value of Staff Team-building activities.

EDUC 107   Designing Solutions.

Offers student participation in an innovative solutions to organization, team, and individual needs. Using design thinking's iterative process, students will be able to identify needs and develop potential solutions to meet those needs to improve performance.

Students will be able to:
1. Execute decision making models and practices associated with design thinking and innovation.
2. Explore current organizational improvement trends.
3. Discuss opportunities to improve organizational, team, and individual performance.
4. Identify and discuss fundamental aspects of change management.
5. Evaluate program/organizational performance.

EDUC 109   Career Guidance in Career Technical Studies.

Examines the professional history of students and assists them in gathering documentation to support their Experimental Learning Portfolio for submission to the CSU Reviewing Committee. Assists students in identifying goals for professional accomplishment.

Students will be able to:
1. Differentiate between appropriate qualifications required for respective industry sector (credential, certificate, license, etc.).
2. Differentiate among the various types of experience such as work, supervision, teaching, training, and volunteering.
3. Prepare an original and authentic application reflecting the student's professional history based on his or her chosen industry sector.
4. Provide original and authentic evidence documenting claimed work and educational experiences.

EDUC 110   Current Issues in Workforce Development.

EDUC 110 is an in-depth investigation of various challenges and issues facing workforce development professionals in the public and private sectors. Students will utilize Design Thinking tools in order to identify and study critical workforce development issues, and develop solutions that benefit the individual and organization.

Students will be able to:
1. Explore various CTE delivery models as they relate to adult learning.
2. Identify key attributes of high-quality career technical education.
3. Describe current issues effecting career technical education in public and private sectors including legislation, policy, finance, and marketing.
4. Reflect on the appropriate application of problem solving models to specific issues or problems within career technical education.
5. Define issues of equity and access pertaining to career technical education.
6. Formulate essential questions to inform the decision making process during by utilizing design

thinking.
7. Identify an example of a specific issue or problem within the arena of Career and Technical Studies and present potential solutions to it.
8. Work collaboratively with those who come from diverse cultural backgrounds.

EDUC 112   Organizational Policies, Finance, and Legislation.

This course aims to provide students with information which will enhance their understanding of organizational finance, legislation and policies. Critical to this course is the understanding that CTE organizations rely on local, state and national policy, finance and legislation to function.

Students will be able to:
1) Examine the history of career technical education legislation and relate it to current issues.
2) Describe current legislation and implications in the CTE field and review California 5 year CTE Plan as required by federal law.
4) Explain international, federal, state, and local funding of CTE, including alternative funding resources such as Foundations, Local Accountability Plans; Grants and Business Partnerships.
5) Write a mini grant and present a legislative bill or policy for CTE funding project focused on the local, state or national level.
6) Describe major legislation and policy in CTE programs of study in K-12 schools, community colleges, apprenticeships, private post-secondary schools, regional occupational programs, charter schools, correctional education, distance learning and private industry education and training.
7) Explain current international legislative and policy priorities and the impact on CTE programs.

EDUC 113   Implement digital technologies with ethical knowledge.

Develop professional competencies in digital and emerging technologies, defined by the National Association of Colleges and Employers (NACE) taskforce. Cultivate a keen awareness about digital technologies when blending fundamental ethical principles and foresight to make quality decisions. Identify and implement effective pathways to learn and ethically adapt emerging technologies strategically. Solve problems effectively to attain sustainable goals.

Students will be able to:
1. Analyze digital technology issues
2. Make fact based, ethical decisions related to technology
3. Overcome digital technology problems
4. Demonstrate critical thinking skills in using technology
5. Demonstrate originality and inventiveness in solving technological problems

EDUC 114   Theories and Practices of Multiculturalism in Education and Organizations

An introduction to the study of the multiculturalism and its impact on schools and the workplace. The primary objective is to provide a learning environment which is conducive to the development of knowledge, understanding, and skills consistent with multicultural training and pluralistic philosophies. Students will examine the work of adult education theorists and business scholars that impact schools and the workforce. The course examines social institutions, beliefs, customs, and social trends affecting adult education, organizations, and the workforce.

Students will be able to:

1. Explain the social, economic, political, and philosophical forces influencing school and organization changes.

2) Analyze the social institutions, beliefs, customs, and social trends affecting adult education, organizations, and the workforce.

3) Describe the changing demographics in California and its relation to cultural issues and workforce trends.

4) Demonstrate an understanding of the theories and practices in relational to multiculturalism.

EDUC 115   Improvement Science for Organizational Effectiveness.

EDUC 115 explores improvement science methods for disciplined inquiry to solve specific problems of practice. Using assessment tools, strategic planning, systems thinking and organizational development, this course focuses on creating innovative solutions to business and marketplace challenges.

Students will be able to:

1. Describe and evaluate various methods of improvement science as they relate to adult learning.

2. Explain and apply a PDCA/PDSA cycle to a current career technical education or workforce development program.

3. Reflect upon the issue of equity and access and its effects on education and the workforce.

4. Identify ways to provide motivation and support to students and employees.

5. Apply improvement science methods to evaluate a current work situation.

EDUC 116   Methods of Inquiry in Career Technical Studies.

This course provides students with a broad overview of methods and models of academic research. Students will evaluate sources and prioritize those with the highest quality according to key identifying factors. Students will gain understanding of how individual research models are matched to specific issues and problems within the domain of Career Technical Studies, and relate these to their own individual growth and career development based upon their particular interests, goals and strengths.

Students will be able to:

1) Explore various models of academic research as they relate to Career Technical Studies.

2) Identify key attributes of high-quality sources for academic research.

3) Describe specific characteristics of relevant models of academic research.

4) Reflect on the appropriate application of various models of academic research to specific issues or problems within the field of Career Technical Studies.

5) Define ethical considerations pertaining to the selection of and impact on research subjects.

6) Formulate essential questions to inform the decision making process during the design phase of research.

7) Identify an example of a specific issue or problem within the arena of Career Technical Studies and present justification for employing one of the models of academic research addressed during the course.

EDUC 118   Integrative Perspectives in Team work and Leadership.

This course explores methods of integrative thinking, holistic leadership practices, cultural perspectives, and mindful communication techniques for current and future leaders. This course defines leadership styles and gives students the opportunity to apply integrative thinking models across multiple disciplines.

Students will be able to:
1) Describe the process by which individuals identify goals, build skills, advance leadership values in professional and personal life.
2) Describe the relationship between leadership, management and communication.
3) Assess the different types of leadership styles.
4) Apply the models of Integrative Thinking across multiple disciplines.
5) Engage in mindful communication solutions across multi-cultural perspectives.
6) Implement a solution-oriented project based on current 21st century leadership issues.

d. Curriculum Map

The following Curriculum Map indicates where outcomes are being met in specific courses in the program. The outcomes that are reviewed are; Competence in discipline, Knowledge of human cultures and physical and natural world, Integrative thinking, Personal and social responsibility, and Intellectual and practical skills. The map designates if the outcome is introduced, developed, or mastered in a particular course. The curriculum map was developed by faculty who teach specific courses and could identify the outcome related to the curriculum in their course.

Curriculum Map Matrix- BS, Career and Technical Studies

Place an I, D, or M in each cell above to indicate where the program content related to each SLO is introduced (I), developed (D), and/or mastered (M).

	EDUC 102 Foundations in Career Tech Studies	EDUC 103 Assess Instruct	EDUC 104 Issues of Diversity in Schools & Organization	EDUC 105 Program Design in Career Tech Stud	EDUC 106 Individual Growth	EDUC 107 Designing Solutions	EDUC 109 Career Guidance in Career Tech	EDUC 110 Current Issues in Workforce Development	EDUC 112 Organization Policies Finance	EDUC 113 Implemendigital Tech	EDUC 114 Theories and practice of Multicultural	EDUC 115 Improve Science for Organizational Effectiveness	EDUC 116 Method Of Inquiry	EDUC 118 Intergrat Perspect Leadership
1. Competence In discipline	I	I	I	I	D	D	D	I	D	I	M	M	I	M
2. Knowledge of human cultures and the physical and natural world	I	I	D		D		I	I	I		M	M	D	D
3. Integrative learning	I	D	D	D	D	M	D	D	D	I	D	M	D	D
4. Personal and social responsibility	I	I	D	D	D	D	I	D	I	I	M	M	D	D
5. Intellectual and practical skills	I	I	D	D	D	D	D	D	I	I	M	M	D	M

e. Comprehensive Assignment Assessment

The BSCTS faculty use the below rubric as a guide when creating and assessing assignments used their courses. This rubric allows faculty to determine the level of inquiry and competency in student's work and understanding of course objectives. This rubric is shared with students so that they have a clear understanding of how their work is assessed and integrated with the program competencies.

BSCTS Assignment Rubric
For Course and Program Competency

	High-Intermediate (4)	Low-Intermediate (3)	Emerging (2)	Novice (1)
Lifelong Learning "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence"	Sometimes contributes rich insights into complex topics; developing confidence in personal knowledge base and capacity to learn; reflects on the role of accumulated effort in building long-term knowledge	Deeper exploration of a variety of topics with a sustained record of contributions to self and peers; learning processes may be formulaic and/or tentative	Sustained focus on several explorations showing initiative in the collaborative; occasional insights and contributions to self and peers, moving beyond basic facts; independent interests and focuses appearing	Superficial exploration of one or more topics related to the theme of the learning collaborative; attention to basic facts; depends on close guidance
Integrative Thinking "…an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus…"	Defends one's choice of a major and a discipline with evidence of self-understanding, disciplinary understanding, interdisciplinary similarities and differences, and realistic (i.e., career), worthwhile goal direction	Articulates one's own long-term personal and academic learning goals; makes a personal map or action plan to improve or grow in goal areas; searches for ways to apply understandings across disciplines	Beginning to identify self as a learner with personal and academic experiences; beginning to adapt knowledge, concepts, and tools across disciplines; uses a variety of media and forms to convey meaning	Rarely connects personal experiences to content studied formally in the classroom or in an informal co-curricular experience; stays within the confines of assignments and disciplines

Intercultural Competence "…a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008)	Beginning to analyze salient identities and power relations; explores intercultural issues seeking similarities between differing cultural contexts; sometimes open to entering unknown or unplanned cultural interactions and deepens insight into behaviors from them	Identifies one's own cultural norms and shows basic knowledge of other cultural perspectives; sometimes able to complete intercultural tasks with general instructions	Dawning awareness of one's own cultural norms and possible differences with others; seeks clarity about the definition of culture as it relates to intercultural interactions; interested in different perspectives on culture	Surface, vague, or inaccurate concept of culture; over-relies on instructions to complete intercultural tasks assigned in the collaborative; uncomfortable or resistant or uninterested in cultural frame shifting
Information Literacy "…to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand…"	Concerned with evaluating sources for accuracy, authority, potential bias, currency, completeness, relevance; clear understanding of and intolerance for plagiarism; uses basic storage tools to manage large amounts of information	Readily identifies research questions important to the course theme; uses a simple search strategies effectively; often locates relevant sources of information; beginning to question the reliability and validity of sources	Beginning to clarify important research questions related to the course theme; trying to determine key concepts and search terms with guidance; relies less and less on directed quoted material and more on own words; beginning to value and practice documentation;	Vague or prescribed definitions of research questions important to a course theme, topic, or issue; rarely identifies needed information; struggles with problems evaluating, connecting, and integrating information from sources

f. Inquiry and Analysis for Writing Assignments – Value Rubric

All courses in the BSCTS program have signature writing assignments as part of the course. In 2016, an assessment of students writing abilities were reviewed and scored for EDUC 102 and EDUC 104. Using the results from 2016 Annual Assessment Report on Value Rubric PLO #3 assessing Written Communication, the finding from this analysis indicated the following:

Summary of Written Assignment Data

Overall, EDUC 102 and 104 students scored well in their writing assignments. The Online and On Campus students in EDUC 102, scored at 87% with the highest graded assignment at Level 3 in APA formatting and in Content. No students scored at Level 1 in any of the three areas (APA formatting, grammar and spelling and Content). However, in EDUC 102 students seemed to have some issues with grammar and spelling as the majority scored at Level 2 at (61%) and only 38% scored at Level 3.

In the On Campus courses of EDUC 104 class, slightly over half of the students (56%) scored at Level 1 in APA formatting and 43% scored at Level 1. No students scored at Level 3 in EDUC 104. No Online section of EDUC 104 were included in this review. These data results are significantly lower than scores in both, the Online and On Campus sections of EDUC 102. These differing results may reflect the standards and expectations of the instructor. In addition the assignment in EDUC 104 incorporated more details than in EDUC 102.

The results indicate that there were some differences found between the Online and On Campus students writing. A few Online students had difficulty with APA and 74% of On Campus students scored at Level 2 in Grammar and Spelling. A slightly greater percentage of Online students (56% vs 44%) scored at Level 3 in Content area.

The data suggest that some attention needs to be given to the instructions provided in the writing assignment to ensure that the detail is consistent across classes in the BSCTS program. Second, attention is also needed in the area of APA formatting in order for the expectations be made clear and consistent across classes, regardless if it is the first or last class in the Program.

Based on the data present in the 2015-2016 Annual Assessment Report, BSCTS faculty were given, as part of our faculty meetings, two workshops on writing format and use of APA. Strong and weak student writing assignments were shared with faculty and were reviewed in the workshops. Faculty also agreed to use one standard value rubric for all written assignments used in the courses in the program. Dr. Carinci and Mr. Ahrens provided education to BSCTS faculty on APA citations, referencing's, and content development. Below is the Value Rubric PLO #6 used in BSCTS course writing assessments.

Appendix I: Value Rubric for PLO 6: Inquiry and Analysis for Writing Assessment
(Rubric used for BSCTS Writing Assessment)

Written Communication VALUE Rubric
for more information, please contact value@aacu.org

	Capstone 4	Milestones 3	2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).

Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

IV. Summary, Recommendations, and Conclusions

a. Program Working Practices

Based on faculty and student support staff feedback, there are several areas of continued growth for the BSCTS program. As the student numbers increase, there will be two tracks of courses offered so that class size can be reasonable for faculty. Classes will cap at 30 students with a new section opened after 30 students. By offering courses two times a year, class sizes will remain efficient for faculty to provide feedback and assessment of students work.

Faculty will continue to receive training and development for online teaching practices. The faculty will to meet one-on-one with CSUS IRT support staff in designing and updating content for the revised course offerings.

b. Current and Five Year Plan

The following is a five-year plan for improvement of the BSCTS program based on faculty, advising support staff, recruitment staff within both the College of Education and College of Continuing Education regarding the future goals and objectives for the program.

1) **To ensure the revised courses are meeting program expectations, students will be surveyed throughout the first and second year of the program to ask students for their opinion for the program and areas of improvement. We will convene a student focus group in fall 2021 to talk with students about the coursework, faculty on line interaction, and how the courses have impacted their careers. Faculty will also meet to address how their course is meeting the specific learning goals of the program and the CSUS Bachelorette Learning Goals.**

2) **Faculty will continue to receive the most up-to-date training on online teaching practices. In order to meet ADA requirements, all faculty will have voice caption included in all media used in their on line courses. This requirement will be implemented on all media used in the program by 2021.**

3) **The program and faculty will continue to remain current on state and national trends in Career and Technical Education and Workforce Development. Faculty teaching in the BSCTS program will be encouraged to attend conferences and trainings to enhance their understanding of trends in this field of study. Resources will be needed to support faculty in maintaining career development for their course.**

4) **The BSCTS program will continue to utilize the College of Continuing Education marketing resources to recruit high quality students for the program. Part of this marketing strategy will be to continue to use social media networks to connect to prospective students. Another source of marketing will be for the BSCTS to host alumni events for students to reconnect with faculty. This type of marketing can allows former students to help promote how the program impacted their life and careers. We will continue to work with community colleges, local business, and agencies to recruit students for the program.**

5) **As the student enrollment numbers increase, we will continue to develop and recruit a strong pool of new faculty who have experience in Career Technical Studies, Workforce Development, Education, and Business strategies. This pool of faculty will also demonstrate a keen working knowledge of on line teaching practices.**

6) **The program coordinator will continue to provide an annual assessment examining program learning outcomes with a focus each year on one of the Sac State Baccalaureate Learning Outcomes.**

7) **In order to prepare for our next program review, we would also like to add additional questions to any alumni survey giving to our graduates as the BSCTS program has specific goals and objectives that we would like to review and build upon for improvement to our program.**

8) **We would like to continue our work with the community and local agencies to continue to build a strong, revenant program. Input from SMUD, PG&E, VSP, and Golden One and the Los Rios Community College District (ACE Program), and Sacramento County Office of Education will be useful in developing future program and course redesign. We would like to continue to get feedback from our faculty members who are leaders in local school districts (Dr. Reveles, and Mr. Taylor who have Superintendent experience). One aim for our program would to find another agencies and community college to build pathways to our program and reconnect with students earlier on their education journey.**

c. Conclusions

Based on the data provided in this program review, it is apparent that faculty, staff, and administration are proud of the BSCTS program and the education, skills, and expertise the program provides to students. The efforts to revise courses and program's mission speaks to the commitment of faculty, advising and recruitment staff on the benefits and importance of the topics being addressed in the BSCTS program.

Appendices

Attachment A

Previous BSCTS courses and catalog description	New courses and catalog descriptions
Total 39 Units	Total 40 Units

EDUC 102. Characteristics and Management of Career Technical Education. 3 Units Demonstrates how to design motivating instruction that builds self-esteem, maintains on-task behavior, and promotes learning among students at different developmental levels and of varying abilities. Examines stages of development of the career technical education learner and methods of maintaining student discipline using strategies that are free of bias and promote learning among diverse students.	**EDUC 102 Foundations in Career and Technical Studies. 3 Units** This course will introduce students to Career & Technical Studies with a focus on college and career readiness by developing a foundation for careers as teachers, trainers, and facilitators in the public and private sector. Students will also explore brain based learning, historical and legislative developments in CTE and Adult Education, lesson plan development, as well as different teaching and learning strategies for participation in a 21st century workforce.
EDUC 103. Assessment and Instruction in Career Technical Education. 3 Units **Prerequisite(s):** EDUC 102. Demonstrates how to develop performance criteria, continuously assess student performance levels, prepare lesson plans and units of instruction for use with individual, small group, and whole class delivery systems, keep accurate records of student achievement, and perform program evaluations.	**EDUC 103 Assessment and Instruction in Adult and Organizational Training. 3 Units** Demonstrates how to develop performance criteria, continuously assess learner performance levels and evaluate student achievement. Students develop a standard-based course outline and prepare training modules and units of instruction of use for individual, small group and whole class delivery systems.
EDUC 104. Teaching Diverse Learners in Career Technical Education. 3 Units Demonstrates how to encourage excellence among and design instruction for students from different gender, ethnic, religious, sexual orientation, language, and ability groups. Includes consideration of relevant law, sensitivity towards cultural heritages, principles of language acquisition, bias free instructional	**EDUC 104 Issues of Diversity in Schools and the Workplace. 3 Units** Demonstrates how to encourage excellence among and design instruction from different gender, ethnic, sexual orientation, language, and ability groups. This course aims to including research and discussion on education and employment law in regards to sensitivity towards cultural heritages,

materials, and inclusionary programs. Examines the work of major education theorists and the research on effective teaching practices. Demonstrates the use of technology and computers in instruction.	principles of language acquisition, bias free instructional/workplace materials and inclusionary practices.
EDUC 105. Advanced Instructional Design, Program Evaluation and Leadership in Career Technical Education. 3 Units Demonstrates how to recruit, place and guide students, organize a program advisory committee, plan and manage a program budget, implement a plan for preventive maintenance, manage customer service, and reflect current professional association best practices. Examines local state, and federal structure of technical education. Demonstrates how to plan and prepare a complete course of instruction, including goals, lesson plans, materials, strategies, and assessment procedures, teaching critical thinking and problem solving skills. Develops and uses student and employer follow-up studies as a part of an evaluation plan that leads to program improvement.	**EDUC 105.** **Program Design in Career and Technical Studies. 3 Units** Explores aspects of CTS program design and management. Investigates aspects of organizing a program following guidelines detailed in the California Career Technical framework. Considers methods of program evaluation following the model set forth by the Western Association of Schools and Colleges (WASC). Examines leadership qualities and values, analyzing potential benefits and liabilities of various leadership styles.
EDUC 106. Instructional Supervision/Coordination I of Career Technical Education. 3 Units **Prerequisite(s):** Students must be admitted to the BSCTS program Offers student participation in performance-based objectives program addressing the following major topics: Principles of supervision, supervision models, consultation and coordination skills, facilitation skills, curriculum management, and labor relations.	**EDUC 106 Individual Growth -Personal assets, life experiences, and philosophies. 3 Units** This course is designed as a primer for EDUC 107 by introducing concepts, exercises, and research that focus on the personal elements associated with leadership and self-growth. Participants will develop greater self-awareness and understanding of key personal assets/issues that impact leadership development and enhance organizational communication and growth. The impact of life experiences and personal philosophies will be discussed as they relate to effective leadership development. An inter-interdisciplinary approach to personal growth and development will be emphasized.
EDUC 107. Instructional Supervision/Coordination II of Career Technical Education. 3 Units	**EDUC 107 Designing Solutions. 3 Units** Offers student participation in an innovative solutions to organization, team, and individual needs. Using design thinking's iterative process,

Prerequisite(s): Student must be admitted to the BSCTS program Offers student participation in a performance-based objectives program addressing the following major topics: School finance, grants and proposals, teacher observation models, staff development models, and total quality management practices.	students will be able to identify needs and develop potential solutions to meet those needs to improve performance.
EDUC 109. Career Guidance in Career Technical Education. 1 Unit **Prerequisite(s):** Application for Review of Work Experience) Examines the occupational history of students and assists them in gathering documentation to support their request to the CSU Reviewing Committee. Assists students in identifying goals for professional accomplishment. Credit/No Credit	**EDUC 109 Career Guidance in Career and Technical Studies. 1 Unit** **Prerequisite(s):** Application for Review of Work Experience) Examines the professional history of students and assists them in gathering documentation to support their Experimental Learning Portfolio for submission to the CSU Reviewing Committee. Assists students in identifying goals for professional accomplishment. Credit/No Credit No letter grade is awarded; 1.0 Academic Credit (C/NC) is awarded upon successful completion (at or above 70% of total possible points) of EDUC 109, which includes the submission of the completed Experiential Learning Portfolio (ELP).
EDUC 110. Current Issues in Career Technical Education. 3 Units **Prerequisite(s):** Student must be admitted to the BSCTS program Provides in-depth investigation of various problems and issues confronting the career technical educator in public and private sectors. The class will focus on the specific issues of adult career development and perspectives of work. These issues will be explored from both global and personal perspectives. Students will gain awareness and understanding in relation to	**EDUC 110 Current Issues in Workforce Development. 3 Units** An in-depth investigation of various challenges and issues facing workforce development professionals in the public and private sectors. Students will utilize Design Thinking tools in order to identify and study critical workforce development issues, and develop solutions that benefit the individual and organization.

their own individual career development, as well as the career development of those with whom they work or will work.	
EDUC 111. Education for Career Technical Students with Special Needs. 3 Units Introduces concepts and practices of inclusion of special needs students as provided for under federal legislation and case law. Methods of adapting instruction and devising positive behavioral supports for students of diverse abilities are studied. Methods of assessing the progress of students with diverse abilities are examined.	Deleting course: Course was part of the old credential designation.
EDUC 112. Legislation and Financing of Career Technical Education. 3 Units **Prerequisite(s):** Student must be admitted to the BSCTS program Offers a historical review of legislation and financing of career technical education programs at the federal, state, and local levels, addressing community colleges, regional occupational programs, secondary schools, corrections, private post-secondary schools, private industry education and training.	**EDUC 112 Organizational Policies, Finance, and Legislation. 3 Units** This course provides a historical review of legislation and financing of workforce programs at the federal, state, and local levels, addressing workforce training. Students will gain understanding of current policies, fiscal and legislative trends and initiatives and relate these to their own individual growth and career development.
EDUC 113. Introduction to Technology Based Teaching Strategies in Career Technical Education. 3 Units **Prerequisite(s):** Student must be admitted to the BSCTS program Examines the use of computers and their application in career technical instruction. Applications involving direct instruction, discovery learning, problem solving, assessment, practice and presentation are learned. Other technologies that support teaching and learning	**EDUC 113 Implement digital technologies with ethical knowledge.** **3 Units** Develop professional competencies in digital and emerging technologies, defined by the National Association of Colleges and Employers (NACE) taskforce. Cultivate a keen awareness about digital technologies when blending fundamental principles and foresight to make quality decisions. Identify and implement effective pathways to learn and

are studied and practiced. Issues involved in access to and use and control of computer based technologies in a democratic society are studied.	adapt emerging technologies strategically. Solve problems effectively to attain sustainable goals
EDUC 114. Multicultural Career Technical Education for a Pluralistic Society. 3 Units **Prerequisite(s):** Student must be admitted to the BSCTS program Examines cultural diversity and the historical and cultural traditions of the major cultural, ethnic, and linguistic groups in California. Methods of effective ways to include cultural traditions and community values in the instructional program are learned. Principles of second language acquisition, language teaching strategies, and curriculum adaptions for students whose second language is English are studied.	**EDUC 114 Theories and Practices of Multiculturalism in Education and Organizations. 3 Units** An introduction to consideration of cultural diversity, study and discussion of the historical and cultural traditions of the major cultural groups in California society, and examination of effective ways to include cultural traditions and community values in the instructional program and business environments. The primary objective is to provide a learning environment which is conducive to the development of knowledge, understanding and skills consistent with multicultural training and pluralistic philosophy. Examination of the work of adult education theorists and business scholars that impact schools and the workforce.
EDUC 115. Behavior Management and Total Quality Management in Career Technical Education Program. 3 Units **Prerequisite(s):** Student must be admitted to the BSCTS program Teaches students how to manage the classroom and learning behavior of career technical education students in various settings under various circumstances. Total Quality Management procedures for career technical education/training programs are studied.	**EDUC 115 Improvement Science for Organizational Effectiveness. 3 Units** Explores improvement science methods for disciplined inquiry to solve specific problems of practice. Using assessment tools, strategic planning, systems thinking and organizational development, this course focuses on creating innovative solutions to business and marketplace challenges.
HLSC 136. School Health Education. 2 Units **Prerequisite(s):** CPR training; may be taken concurrently.	Delete HLSC 136 - Course was part of the old credential designation. Add EDUC 116 and EDUC 118

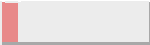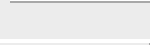|	
T Provides teacher candidates, social workers, and nurses an understanding of the educational methods, processes, and content of the scope of health education as provided in the Framework for Health Instruction of the California State Department of Education. Offers an understanding of current problems related to personal, family and community health. General theories and organization for teaching health education will be discussed. Meets the requirement for teacher candidates under the SB2042. **Note:** Not open to lower division students.	**EDUC 116 Methods of Inquiry in Career and Technical Studies. 3 Units** This course provides students with a broad overview of models of academic research. Students will gain understanding of how individual research models are matched to specific issues and problems within the domain of career technical studies, and relate these to their own individual growth and career development based upon their particular interests, goals and strengths. **EDUC 118 Integrative Perspectives in Team work and Leadership. 3 Units** Explores methods of integrative thinking, holistic leadership practices, cultural perspectives, and mindful communication techniques for current and future leaders. This course defines leadership styles and gives students the opportunity to apply integrative thinking models across multiple disciplines.
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43

2019 CTS Alumni Survey

Description:
Date Created: 8/26/2019 4:22:15 PM
Date Range: 8/26/2019 12:00:00 AM - 11/15/2019 11:59:00 PM Total
Respondents: 28

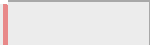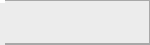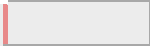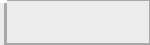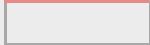| Q1. Among the following factors, which ONE was the MOST important in selecting your major?		
Count	Percent	
1	3.70%	I enjoyed a course I had related to the major.
11	40.74%	I thought it would prepare me for a career in the field.
0	0.00%	I had always been interested in studying the major.
8	29.63%	I heard good things from peers about the major.
3	11.11%	My coursework at a community college led me to the major.
4	14.81%	I was impressed with the faculty in the major at Sacramento State.
27	Respondents	

Q2. Please indicate your level of satisfaction with the following: - The quality of faculty instruction you received in your major courses		
Count	Percent	
19	67.86%	Very satisfied
7	25.00%	Somewhat satisfied
1	3.57%	Neutral
0	0.00%	Somewhat dissatisfied
1	3.57%	Very dissatisfied
28	Respondents	

Q3. Please indicate your level of satisfaction with the following: - The quality of the courses you took in your major		
Count	Percent	
16	59.26%	Very satisfied
6	22.22%	Somewhat satisfied
1	3.70%	Neutral
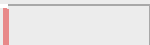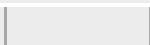
2	7.41%	Somewhat dissatisfied
2	7.41%	Very dissatisfied

27	Respondents

Q4. Please indicate your level of satisfaction with the following: - The intellectual challenge you received in the major

Count	Percent	
15	57.69%	Very satisfied
5	19.23%	Somewhat satisfied
4	15.38%	Neutral
1	3.85%	Somewhat dissatisfied
1	3.85%	Very dissatisfied

26	Respondents

Q5. Please indicate your level of satisfaction with the following: - The ability of the department to schedule classes that would allow you to graduate within a reasonable period of time

Count	Percent	
24	85.71%	Very satisfied
3	10.71%	Somewhat satisfied
1	3.57%	Neutral
0	0.00%	Somewhat dissatisfied
0	0.00%	Very dissatisfied

28	Respondents

Q6. Please indicate your level of satisfaction with the following: - Your overall experience in the major

Count	Percent	
21	75.00%	Very satisfied
4	14.29%	Somewhat satisfied
1	3.57%	Neutral

Count	Percent		
1	3.57%		Somewhat dissatisfied
1	3.57%		Very dissatisfied

28 Respondents

Q7. How satisfied are you with the level of preparation you received from the major in relation to succeeding in the world after college?

Count	Percent		
16	57.14%		Very satisfied
5	17.86%	Somewhat satisfied	
5	17.86%	Mixed feelings	
1	3.57%		Somewhat dissatisfied
1	3.57%		Very dissatisfied

28 Respondents

Q8. How well did the curriculum in your program provide you with the discipline-specific skills needed to succeed in your chosen field?

Count	Percent		
12	42.86%		Exceptionally well
7	25.00%		More than adequately
6	21.43%		Adequately
2	7.14%		Less than adequately
1	3.57%		Not at all
0	0.00%		Not applicable

28 Respondents

Q9. How well did the curriculum in your program provide you with understanding of the methods and practices of the profession?

Count	Percent		
11	39.29%		Exceptionally well
6	21.43%		More than adequately

8	28.57%	Adequately
2	7.14%	Less than adequately
1	3.57%	Not at all
0	0.00%	Not applicable

28   Respondents

Q10. To what extent did your major help you develop the following types of knowledge and proficiencies? - Careful reading (Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.")

Count	Percent	
14	56.00%	Considerably
8	32.00%	Sufficiently
2	8.00%	Somewhat
1	4.00%	Very little

25   Respondents

Q11. To what extent did your major help you develop the following types of knowledge and proficiencies? - Critical thinking (Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.)

Count	Percent	
18	75.00%	Considerably
3	12.50%	Sufficiently
3	12.50%	Somewhat
0	0.00%	Very little

24   Respondents

Q12. To what extent did your major help you develop the following types of knowledge and proficiencies? - Creative thinking (Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.)

Count	Percent	
16	69.57%	Considerably
5	21.74%	Sufficiently
2	8.70%	Somewhat

| 0 | 0.00% | Very little |

23   Respondents

Q13. To what extent did your major help you develop the following types of knowledge and proficiencies? - Understanding and using quantitative information (Quantitative Literacy or Quantitative Reasoning is a competency and comfort in working with numerical data. Individuals with strong quantitative skills possess the ability to reason and solve quantitative problems from a wide array of contexts and situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats [using words, tables, graphs, mathematical equations, etc.])

Count	Percent	
12	48.00%	Considerably
5	20.00%	Sufficiently
8	32.00%	Somewhat
0	0.00%	Very little

25   Respondents

Q14. To what extent did your major help you develop the following types of knowledge and proficiencies? - Information literacy and research skills (Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.")

Count	Percent	
17	70.83%	Considerably
5	20.83%	Sufficiently
2	8.33%	Somewhat
0	0.00%	Very little

24   Respondents

Q15. To what extent did your major help you develop the following types of knowledge and proficiencies? - Effective writing (Effective written communication is the development and expression of ideas in writing.)

Count	Percent	
18	72.00%	Considerably
6	24.00%	Sufficiently
1	4.00%	Somewhat
0	0.00%	Very little

25   Respondents

Q16. To what extent did your major help you develop the following types of knowledge and proficiencies? - Effective oral communication (Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.)

Count	Percent		
20	80.00%	Considerably	
3	12.00%	Sufficiently	
2	8.00%		Somewhat
0	0.00%		Very little
25	Respondents		

Q17. To what extent did your major help you develop the following types of knowledge and proficiencies? - Teamwork (Teamwork is behaviors under the control of individual team members [effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions].)

Count	Percent		
16	72.73%	Considerably	
5	22.73%	Sufficiently	
0	0.00%		Somewhat
1	4.55%		Very little
22	Respondents		

Q18. To what extent did your major help you develop the following types of knowledge and proficiencies? - Problem-solving (Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.)

Count	Percent		
15	60.00%	Considerably	
6	24.00%	Sufficiently	
2	8.00%		Somewhat
2	8.00%		Very little
25	Respondents		

Q19. To what extent did your major help you develop the following types of knowledge and proficiencies? - Ethical reasoning and action (Ethical reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.)

Count	Percent		
18	75.00%	Considerably	
5	20.83%	Sufficiently	
1	4.17%		Somewhat

Count	Percent		
0	0.00%		Very little

24	Respondents

Q20. To what extent did your major help you develop the following types of knowledge and proficiencies? - Civic knowledge and engagement (Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.)

Count	Percent		
15	62.50%		Considerably
3	12.50%	Sufficiently	
5	20.83%	Somewhat	
1	4.17%		Very little

24	Respondents

Q21. To what extent did your major help you develop the following types of knowledge and proficiencies? - Intercultural knowledge and competence (Intercultural knowledge and competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.")

Count	Percent		
16	66.67%	Considerably	
7	29.17%	Sufficiently	
1	4.17%		Somewhat
0	0.00%		Very little

24	Respondents

Q22. To what extent did your major help you develop the following types of knowledge and proficiencies? - Foundations and skills for lifelong learning (Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.")

Count	Percent		
18	72.00%		Considerably
6	24.00%	Sufficiently	
1	4.00%		Somewhat
0	0.00%		Very little

25	Respondents

Q23. To what extent did your major help you develop the following types of knowledge and proficiencies? - The ability to integrate or connect ideas or information (Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.)

Count	Percent	
16	69.57%	Considerably
6	26.09%	Sufficiently
1	4.35%	Somewhat
0	0.00%	Very little
23	Respondents	

Q24. To what extent did your major help you develop the following types of knowledge and proficiencies? - The ability to apply your knowledge to new situations or problems

Count	Percent	
16	66.67%	Considerably
7	29.17%	Sufficiently
1	4.17%	Somewhat
0	0.00%	Very little
24	Respondents	

Q25. Which of the following best describes your current primary activity?

Count	Percent	
22	88.00%	Employed full-time
1	4.00%	Employed part-time
2	8.00%	Graduate/professional school full time
0	0.00%	Graduate/professional school part time
0	0.00%	Military service
0	0.00%	Not employed, seeking employment, admission to graduate school, or other opportunity
0	0.00%	Not employed by choice (homemaker, volunteer, traveling, etc.)

| 25 | Respondents |

25   Respondents

Q26. Which of the following best describes your career path since graduation? (Check all that apply)

Count	Respondent %	Response %	
6	25.00%	18.75%	Work in private sector
2	8.33%	6.25%	Work in non-profit sector
16	66.67%	50.00%	Work in public sector (local, state, or federal government)
8	33.33%	25.00%	Graduate school
0	0.00%	0.00%	Career training or other instruction (non-graduate school)
0	0.00%	0.00%	None of the above

24   Respondents

32   Responses

Q27. How important to your current employer is your undergraduate degree?

Count	Percent	
10	41.67%	Very important
8	33.33%	Somewhat important
5	20.83%	Only slightly important
1	4.17%	Not important at all
0	0.00%	Not applicable

24   Respondents

Q28. My current job: (Check all that apply)

Count	Respondent %	Response %	
12	50.00%	11.01%	Is related to my undergraduate major
15	62.50%	13.76%	Uses important skills I gained during college
9	37.50%	8.26%	Is related to my desired career path
12	50.00%	11.01%	Is work I find meaningful

Count	Percent			
13	54.17%	11.93%		Allows me to continue to grow and learn
14	58.33%	12.84%		Pays enough to support my desired lifestyle
16	66.67%	14.68%		Pays health insurance benefits
18	75.00%	16.51%		Is likely to continue until I wish to leave
0	0.00%	0.00%		Not applicable

24	Respondents
109	Responses

Q29. What is your gender?

Count	Percent		
16	66.67%		Female
8	33.33%		Male
0	0.00%		Transgender Man
0	0.00%		Transgender Woman
0	0.00%		Gender Queer/Non-Binary
0	0.00%		Other (please specify)

	Count	Percent	
	0	0.00%	Prefer not to say

24	Respondents

Q30. What is your age?

Count	Percent		
0	0.00%		20 - 24
1	4.17%		25 - 29
2	8.33%		30 - 34
6	25.00%		35 - 39
3	12.50%		40 - 44
4	16.67%		45 - 49
7	29.17%		50 or above
1	4.17%		Prefer not to say

24	Respondents

Q31. What is your racial/ethnic identity?

Count	Percent	
6	25.00%	African American/Black, non-Hispanic
0	0.00%	Native American or Alaska Native
8	33.33%	Caucasian/White
6	25.00%	Mexican/Hispanic/Latino
1	4.17%	Asian
1	4.17%	Pacific Islander/Native Hawaiian
0	0.00%	Foreign/Nonresident Alien
1	4.17%	Other/multiracial
1	4.17%	Prefer not to say

24 Respondents

Q32. Which of the following best describes you in relation to the degree(s) you received from Sacramento State?

Count	Percent	
24	100.00%	I received a Bachelor's degree only.
0	0.00%	I received a Master's degree only.
0	0.00%	I received both a Bachelor's and Master's degree.
0	0.00%	I do not have a degree from Sacramento State.

24 Respondents

Q33. In what year did you receive your Bachelor's degree?

Count	Percent	
0	0.00%	2010
0	0.00%	2011
0	0.00%	2012

Count	Percent		Year
0	0.00%		2013
3	20.00%		2014
2	13.33%		2015
1	6.67%		2016
6	40.00%		2017
3	20.00%		2018
15	Respondents		

Q34. In what year did you receive your Master's degree?

Count	Percent		Year
0	0.00%		2010
0	0.00%		2011
0	0.00%		2012
0	0.00%		2013
0	0.00%		2014
0	0.00%		2015
0	0.00%		2016
0	0.00%		2017
0	0.00%		2018
0	Respondents		

External Reviewer Report
Bachelor's of Science - Career Technical Studies
External Reviewers: Amy Schulz and Trish Kelly
March 2, 2020

I.   **Culture of Continuous Improvement**

   a. Has the academic unit made reasonable responses to the Recommendations from the last program review?

   The BSCTS program has been responsive to student and workforce needs with continuous and substantial program improvements. The Self-Study report prepared in December 2019 reflected the revamping of the program since November 2018, based on input received from students and response from program administrators and faculty. Most notably was the change to offer the program completely online. This change was the result of student demand for online education to meet their personal and work schedules. This was a massive shift in the program, which was previously offered on Friday nights and weekends. There was significant effort and investment of faculty to be trained in online teaching technologies and methodologies over the 2018-19 academic year. Although some faculty were reluctant to switch to online teaching, the faculty felt supportive through the process.

   When they started teaching online, they noted that students were served well and faculty were well-prepared to provide an interactive learning experience through distance education. Students have responded positively to online course offerings. In student interviews, students were appreciative of the flexibility in online courses. One student missed the face-to-face interaction of an on-ground class, but she acknowledged that with her own life circumstances this would be a difficult format. Overall faculty and students have embraced this challenging transition from on-ground to online courses resulting in a degree. Faculty and administrators also have the mindset and commitment to continuous process improvement.

II.   **Student Learning and Curriculum**

   a.   Has the academic unit responded adequately to major trends in the discipline?

   A recent evolution of the program has been to include an emphasis on workforce development and labor market needs in the region. There has been a significant move to develop curriculum and course content reflect this change. The program was originally developed to serve vocational and Career & Technical educators in the field. In recent years, while the program included vocational educators, other students included professionals in the workforce seeking degree completion to enhance their work in a variety of ways, including supervision, human resources, training, and collaboration in a multicultural workforce. Faculty have responded to this evolution through course revisions in curriculum to reflect the new focus of the program. With the focus on CSU Sacramento as a regional

anchor institution, and given the critical need to address regional workforce issues – especially with the looming retirement of skilled baby boomers, the program contributes to upskilling of working professionals.

b.   Do the program learning outcomes, curriculum, and course offerings seem appropriate in light of similar programs in this discipline?

The BS in Career Technical Studies is a unique degree, and it appears that only one other university is offering a similar degree. The original degree was very specifically targeting students who were concluding trade apprenticeships and had an interest in teaching in K12 schools and community college or training within a workplace environment. Since the original intention of the program, students from a variety of backgrounds, including public safety, civil servants, and the private sector, have been drawn to the program for the degree completion opportunities. The curriculum has evolved accordingly to more broadly address workforce development and training issues in order to serve a more diverse student audience. Its growing enrollment signals the perceived value of the program.

c.   To what degree are program learning outcomes being assessed, and results of this assessment informing appropriate improvements to enhance student learning?

The BSCTS faculty have developed a *Value Rubric for PLO 6: Inquiry and Analysis for Writing Assessment.* Data collected on the writing and APA skills of students has shown a slight advantage of on campus students over online students. Faculty have taken this difference into account and are incorporating interventions to address clearer instructions in writing assignments and expectations for APA formatting for online students.

Assessment data shared was limited to the writing abilities of students. It would have been helpful to have access to more data related to program outcome assessments. It was the reviewers' understanding that access to data is limited in the BSCTS program due to its unique operational structure at the College of Continuing Education.

An overall insight from the Office of Academic Program Assessment indicated that the program is one of the best career development programs in the region. It is good on course learning outcomes and great on program learning outcomes, and these positive outcomes can be better linked and organized, and made more explicit related to mission and great value.

d.   To what degree has the program integrated the Sac State's general undergraduate/graduate learning outcomes, assessed, and communicated the results of this assessment informing department, school, and university discussions?

BSCTS faculty have co-created a comprehensive assignment assessment rubric to use when developing assignments in their classes. Assignments should include components of the rubric to move students toward course and program

competency as the progress through the program. The rubric includes the following categories:

- Lifelong Learning: *All purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence*
- Integrative Thinking: *An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus*
- Intercultural Competence: *A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts. (*Bennett, J.M. 2008)
- Information Literacy: *To know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.*

This rubric is used to assess student learning and skills attainment in how it applies to being a bachelor's level student at CSU Sacramento as well as the BSCTS program as a whole. Faculty communicate this purpose to students so that they are also aware of the expected competencies as a Sac State student.

e.   To what degree has the program reflected on learning in light of unique factors (modality, student populations, and facilities) to inform assessment discussions and planning?

The BSCTS program has been designed specifically to meet the needs of its students from the content and courses to the operational structure at the College of Continuing Education. This program truly meets students where they are in life. Students might find themselves in this program for a variety of reasons, including completing a trade apprenticeship, seeking degree completion, or a desire to train or teach others in the workplace or an educational institution. For instance, students submit a portfolio of their professional work experience to gain credit for their experience and prior learning. In addition, students are able to apply their work experience throughout their coursework, many apply their learning on the job immediately. The BSCTS program exemplifies meeting students' needs in a modern educational setting.

The program administrators and faculty work closely with students on recruitment, preparing them for the program, and helping them attain success through the course of the program; they have a clear view of the needs of the students and integrate them into the assessments and planning.

f.   To what degree are curricular bottlenecks being identified, and results of this assessment informing appropriate improvements?

The BSCTS program is a cohort model, in which a group of students start together and take the same class to complete within a set amount of time. BSCTS faculty have recognized that this is not always possible for all students. To accomodate students at different levels and needs and in anticipation of

growth in the program, the courses will be offered twice annually, instead of once a year. This will help eliminate completion bottlenecks for students and allow for expansion in the program. It will also help address some challenges students may face when the sequencing for classes changes due to their schedules. As noted, the staff and faculty are in frequent communication with students, which informs their planning.

III. Student Success

a. Does each degree program predict sustained student enrollment to accomplish desired learning and timely graduation?

The BSCTS program team is prepared for increased enrollment. The deans of the College of Continuing Education and the College of Education separately acknowledged the potential for growth of the program, especially given the workforce needs in the region. The BSCTS program aligns with Project Attain!, a major regional effort to increase degree completion rates throughout the Sacramento region. Because the operational functions are housed at the College of Continuing Education, there is more flexibility for the program to grow as demand increases. The program does not require additional full-time faculty at this point in time. Increased capacity could be addressed with new part-time faculty hires, or increased teaching time for current faculty. There would possibly be a need for increased staffing to accommodate more enrollment. Under the College of Continuing Education, new staffing positions can be added as needed.

b. How is the degree program using data to recruit and admit a diverse student population?

The CTS program attracts a diverse population of working adults who desire to complete their bachelor's degree. It appeared that university data access was limited, but the College of Continuing Education collected their own data of prospective students and current students. Recruiting efforts at education fairs and targeted workplaces, such as the sheriff's department and State of California, have resulted in a diverse student population. There is an opportunity to expand partnerships with major employers and institutions for outreach and recruitment, especially as the program will serve their needs for employee upskilling and degree attainment for career mobility.

c. How is the degree program using data to improve student retention and graduation?

The assessment rubrics are valuable tools in assessing student learning, which results in student retention and higher graduation rates. Admittedly, it seemed there were limits to how data can be accessed throughout the institution. However, the program staff and faculty work in close coordination with students to identify needs and help them move through the program.

d.   How is the degree program using data to gauge post-graduation success?

The College of Continuing Education has collected data separate from the university-wide data system. Because of this separate system, they seem to have a better ability to track graduates and alumni of the program. There is an intention to expand upon outreach activities post-graduation, including through surveys, alumni gatherings and other means.

e.   Do students have a clear understanding of program requirements, procedures, and learning outcomes, and to what degree are programs considering student feedback to improve communication on student expectations?

Because this program is operated by the College of Continuing Education, they are able to provide customized support specific to the program. The program advisor and coordinator provide one on one intake services to explain the program requirements, procedures and learning outcomes in depth. Through various mechanisms, the program does seek and consider student feedback on expectations.

f.   Do students have access to writing/tutoring assistance, adequate advising, career guidance, library, technology, and to what degree are programs using comments and complaints to improve academic support services?

While students do have access to these on campus services, most students are working adults who have chosen this online program because they are not able to come to campus on a regular basis. It was unclear if students are taking advantage of these services. Initial writing assessments revealed that on-campus students scored better than online students. Online students could benefit from increased access to resources. It was also noted that if the program expand, increased access to technology resources might be needed.

IV.   Resources and Capacity

a.   Does each degree program have the capacity to accomplish desired learning and timely graduation?

As a cohort style program, students understand the requirements to graduate and completion rates are good. Some have to take courses on pre-requisites at the community college level to complete, and the staff seek to ensure that

students have the information and access they need to move forward to completion.

b.   How does the program insure the recruitment and retention of qualified and diverse faculty and staff?

 The program currently has a faculty and staff that are qualified and diverse. Several have been through the program and have attained graduate degrees and understand the need of the students as working professionals. The program has a pool of prospective faculty and reviews the list each year

c.   Does the program have a multiyear hiring plan to insure adequate faculty and staff expertise to deliver the curriculum, implement future offerings, and realize long range strategic plans?

Currently, the BSCTS program requires only a full-time faculty program director and the rest of the faculty are part-time. This model works well to meet needs as they emerge. The full-time faculty director oversees the program in its entirety. She is passionate about the program's success, and the results speak for themselves. It would be wise to have another full-time faculty member involved in the program as the program grows and for succession planning purposes. If the program expands, an additional program administrator staff might be needed as well.

d.   Does the program have adequate facilities and equipment to deliver the curriculum, implement future offerings, and realize long range strategic plans?

As a fully online program, it currently has the facilities and equipment necessary to implement future offerings and long range strategic plans. Students have the options to access computers and assistance at Napa Hall on campus. If the student enrollment increases significantly, there may be a need to increase computer access for students.

e.   Does the program have adequate library resources and technology to deliver the curriculum, implement future offerings, and realize long range strategic plans?

The IRT has offered technology resources and training for faculty to transition to online teaching. If the faculty pool increases, there may be need for expanded IRT resources. The faculty noted how valuable the training has been and how responsive to their needs the IRT has been. They will continue to be a resource as the faculty expand their capabilities for online instruction, especially for interactive learning tools.

V.   Strategic Planning and Budgeting

a.   Does the program have clear improvement actions that can serve as the basis for an action plan?

By making the transition to offer a 100% online program, the BSCTS has recently taken action to both improve and expand the program. Faculty are continuing to build their skills for this modality.

b.   Does the program have a clear idea of how they might go about connecting these actions to campus-wide resources and support systems to improve student success, student learning, curricular improvement, and operational efficiencies?

During the site visit, there were many conversations about how to connect actions to campus-wide resources and support systems. It is not clear that there is currently a plan in place to do this. It is apparent to the external reviewers that the will and the potential are present to make these vital connections. There also is an appreciation of the fact that as a program that contributes to the region's workforce development capabilities, the program aligns well with the University's mission as an anchor institution.

c.   Does the program have a clear idea of how they might incorporate self-study and program review findings into college-wide planning and budgeting conversations to ensure student learning and success.

This process could proceed through further planning with the College of Education.

VI.   Overall Commendations

1. **Transition to Online Program:** The decision and implementation to transition to a fully online program needs to be noted. This was a challenging change for faculty, and they embraced the vision and grew into the new iteration. Current students spoke about how the online format has allowed them to continue their education while working and maintaining personal responsibilities. BSCTS leadership and faculty should be recognized for this difficult, but advantageous, evolution. This change will increase the capacity of the program and increase access to students in the region and beyond.
2. **Comprehensive Assignment Assessment:** This rubric was co-created among BSCTS faculty to guide faculty in assignment development and how assignments tie to course and program outcomes. We commend the process of collaborative faculty input to

develop the rubric. The result is an effective tool that faculty and students can apply to be intentional about their teaching and learning. The pragmatic application of the rubric results in relevant and rigorous learning outcomes.

3. Dedication of Faculty and Staff. The Program Administrator, faculty and staff have a high degree of commitment and dedication to both the program and the students, providing a strong level of support to help students succeed, and a culture of continuous process improvement. The students participating in the program review expressed their appreciation.

VII.   Overall Recommendations

1. **Data:** Because this program is self-supported through the College of Continuing Education, there seems to be a division with the data resources of state-supported programs on the main campus. We recommend an action plan to integrate data systems so that student and assessment data is more accessible. This could also include a BSCTS Fact Book. This would help increase awareness of the program and linkages to other programs and departments. There also could be better mining and analysis of existing data. Integrate into a five year action plan/roadmap, which would help align program and course learning outcomes.
2. **Advisory Board:** There are key industry partners involved with the BSCTS program, including SMUD, Los Rios Community College District, and the County of Sacramento Sheriff's Department. It would be valuable to convene a formal industry and educational partner advisory meeting. The objectives of the BSCTS program align with regional workforce goals, and potential partners might not realize the resources available. An advisory board could serve to inform workforce needs and how that translates into the curriculum. In addition, an advisory members could serve as a foundational network to spread the word about the BSCTS. This process could result in more formalized and sustained partnerships with major employers, providing for recognized pathways for adult educational attainment, including the State of California. Work with the State to redefine required work competencies/job requirements.
3. **Anchor Institution Activity:** The results of the BSCTS program impact the surrounding community and serve anchor institution goals. This should be documented by the leadership of CSU Sacramento and shared with the greater community. The value added to the community and the region is invaluable and should be celebrated.

4. **Faculty Support.** The program would benefit from an increased budget for faculty, for staff development, training, program review, curriculum development, staff meetings and so forth. Currently none of this time and effort is compensated. This will also provide capacity for the program review for fall 2021, following student surveys and a focus group, so they can discuss how their courses meeting specific learning goals.
5. **Program Promotion.** This is one of the best career development programs in the region, supporting upskilling and career mobility, including through providing credit for work experience, and regional workforce development. This should be made more widely-known, showcasing student successes. The program should be marketed as a solution for companies and organizations to meet their staff development needs. Both the College of Continuing Education and College of Education could expand marketing.
6. **In-Person Activity/Connectivity.** With online learning, there are less opportunities for face to face interaction between program administrators, faculty and students. Options

could include more alumni and student get togethers, face to face program information sessions, more thorough exit interviews, electronic surveys sent to graduates,

7. **Program Expansion.** An on-campus Face to Face modality could be considered in the future if demand should arise; recognizing that the online modality is very successful and in demand. Some program review participants mentioned that face to face learning helped with cohesion, communication and connection. If the program expanded to a certain level in the future, perhaps a dual modality program could be considered (although it would likely be expensive).

8. **Institute an Adult Learners Success Center.** The unique operational and instructional partnership of the BSCTS has proven itself to serve adult learners in the region in ways to meet needs and strengths of adult learners. This proof of concept could be expanded to serve adult learners in other disciplines and fulfill a regional demand for degree completion.

Academic Program Review

Bachelor of Science - Career Technical Studies
College of Education

Review Team Chair Dr. Jian-zhong "Joe" Zhou, Library

External Consultants
Dr. Amy Schulz, Dean of Division of Business & Technology, Sierra College
Ms. Trish Kelly, Managing Director of Valley Vision

March 2020

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Individuals Interviewed
Amy Wallace, AVP, Academic Affairs
Sherrie Carinci, BSCTS Program Coordinator
Sheri Hembree, College of Education Undergraduate Chair
Alexander "Sasha" Sidorkin, Dean
Karen O'Hara College of Education Associate Dean
James German, Undergraduate Dean
Amy Liu, Director of Academic Program Assessment
Jenni Murphy, CCE Dean
Jill Matsueda, CCE Director of Academic Program
Jackie Jang & Nicole Baptista, CCE staff members
BSCTS faculty
BSCTS students (some via zoom)
BSCTS alumni (some via zoom)

Documents Consulted
BSCTS Self Study: December 2019.
BSCTS External Consultants Report: March 2020.
Facts Book, Undergraduate Studies in Education, 2017.
BSCTS Alumni Survey, August 2019.
BSCTS Courses Schedule, 2019.
California Career Technical Education Model Curriculum Standards, 2017.
BSCTS course syllabus EDUC 102 – 118 (10 courses).
Child Development BA and MA Self-Study, Spring 2018.
State Policies Impacting CTE: 2018 Year in Review.
California State Five-Year Plan for Career and Technical Education, 2014.
Career Technical Education: Funding & New State Oversight, 2018.
Career Technical Education in California: Just the Facts, 2018.
California CTE Model Curriculum Standards: Health Sciences and Medical Technology, 2017.

I. BSCTS Review Process

The BS Career and Technical Studies (BSCTS) is a unique undergraduate program at California State University, Sacramento. Not only all the BSCTS courses are delivered online, but also the BSCTS is under the auspice of both the College of Education (CoE) and College of Continuing Education (CCE). The admission and the tuition are administered by the CCE, while the curriculum and the faculty recruitment are managed by the CoE. Both colleges are responsible for the student success in the BSCTS program.

The Program Review Chair met the BSCTS Coordinator in March 2019 and gave a presentation in April 2019 at the BSCTS all faculty meeting, explaining the process of the program review. In the summer 2019, the BSCTS Coordinator completed the Self-Study Proposal working with her colleagues in CoE and CCE, and the Review Chair was trying to collect data from the *Department Factbook* and *Alumni Survey*. To his surprise, neither Factbook nor recent Alumni Survey was available for BSCTS from the Office of Institutional Research (OIR). With help from the OIR and Academic Affairs, a new Alumni Survey was sent out in fall semester 2019 and at the same time CCE compiled student data from 2015 to 2019. The BSCTS Coordinator completed the Self-Study and submitted names of five External Consultants (EC) by the end of 2019. The Review Chair had a few suggestions on Self-Study report and the final version was completed on January 2, 2020 and signed by the Dean of College of Education. The date of EC's campus visit was set on February 3-4, 2020, and a copy of the two-day visit schedule, the Self-Study Report, the 2019 Alumni Survey, faculty and student demographics, graduation rate in two years, all course syllabus and student recruitment information were sent to the two EC in early January 2020.

Before the two-day on campus visit, the Review Chair, the Program Coordinator, and the two EC had a Zoom meeting to discuss the schedule and whether EC needs additional documents. Due to the special nature of BSCTS program, the on-campus visit on February 3-4 itinerary was scheduled between 12 noon to 8 pm for each day (the itinerary is attached). The majority of BSCTS faculty and some students and alumni came during the evening session of February 3, and more students, alumni, and faculty (some joined via zoom) in the evening of February 4, 2020. The EC report was turned in on March 3, 2020.

BSCTS Self-Study

The Self-Study is very thorough and self-reflective. It has four major sections:

1. General Information
2. Program Outcomes and Assessment
3. Focused Inquiry

4. Summary, Recommendations, and Conclusions

The Self-Study attachment has all classes' description and 2019 alumni survey result. The faculty and student data in the Self-Study are crucial since there is no Department Factbook from the Office Institutional Research.

External Consultants' Report

One EC is the Dean of Career and Technical Education from a local community college, and the other EC is the Managing Director of Valley Vision, a Sacramento region workforce and economic development thinktank. The two consultants spent two 8-hour days at Sac State, with a schedule packed with meetings and classroom participations. This is the first time that the new EC Report Template has been used. The EC Report has the following major sections:

1. Culture of Continuous Improvement
2. Student Learning and Curriculum
3. Student Success
4. Resources and Capacity
5. Strategic Planning and Budgeting
6. Overall Commendations
7. Overall Recommendations

The EC Report highly commended the exclusive online program of BSCTS, the assignment assessment rubrics, and the dedication of BSCTS faculty and staffs toward student success. In the next section, EC Report recommendations will be discussed with additional input from the Review Chair.

II.   Recommendations

Based on the Self-Study and EC Report, the Review Chair asks that the BSCTS program consider the followings in the next 5-7 years:

1. Data Collection. This is in the EC Report and the it is hard to find BSCTS faculty and student data from the university central data repository. The 44% graduation rate within two years for BSCTS students reported in the Self-Study is much better than the campus wide transfer student's graduation rate, but such data is not available on Sac State Web site. I recommend the BSCTS program working with CCE and Office of Institutional Research to build Department Factbook for better data mining and analysis.

2. Program Expansion and Promotion Beyond Sacramento Region. Since Sac State BSCTS is one of the very few career and technical studies bachelor's degree programs in the state, BSCTS could expand marketing to statewide government agencies, large employers, and other career and technical certificate or associate degree programs in high

schools or community colleges. I also recommend featuring a BSCTS student in the "Made at Sac State" video series to help promote BSCTS in the social media.

3. The EC report recommend reconsidering the face-to-face modality to expand the program, partially because the Undergraduate Dean asked, "What is BSCTS students campus experience", which was almost non-existing under the current online modality. I don't think face-to-face cohort instruction on campus is feasible for the self-support program to expand, especially to students outside the state capital region. However, I do recommend adding some in-person activities. For example, an annual on campus BSCTS graduation celebration to increase the connection among faculty, administrative staffs, students, and alumni. Another example will be an exit interview (could be online) and a database of alumni's contact information for future connection.

4. Advisory Board. To establish an advisory board is in the EC Report and I concur. I want to add that if the goal of expansion is beyond the Sacramento region, the board members should be statewide as well. The board meeting can be conducted online periodically.

5. Work experience requirement for BSCTS admission. During EC campus visit, there were questions from students and alumni whether the seven-year work experience (five with an Associate degree) was too long. This was not in the final EC Report, but I want to bring it up and have the College of Education re-evaluate the work year requirement.

6. Understanding and Using Quantitative Information. Quantitative reasoning is one of the five basic competencies according to WASC. In the alumni survey, less than 50% alumni think that the BSCTS program help them considerably in quantitative reasoning, while other competencies, such as writing, oral communication, and critical thinking received much higher percentages. EDUC 116 Research Methods is the only one that offers quantitative research together with qualitative and mixed-method research methods. The textbooks by John Creswell is a classical one for many graduate level programs in social sciences. Additional statistics review sessions may help undergraduate to understand the quantitative inquiry. Another quantitative information is the financial data. EDUC 112 - Organizational Policies, Finance & Legislation is the only one covers financial information as well as grant writing. I would recommend the curriculum to include some organization's financial analysis in the future. I believe that leaders, even in non-profit organizations, should be able to read and understand an organization's financial statements -- the balance sheet, the income statement, and the cash flow statement.

7. More Financial Data for the BSCTS Program. Since BSCTS is a self-support program with CCE, there is no pre-determined student enrollment numbers set by the Chancellor's Office. The CCE per unit tuition of $425 is considerably higher than the regular in-state tuition for an undergraduate degree. With President Trump signing the Career and Technical Education for the 21st Century Act (Perkins V) in 2018, out of $1.2 billion dollars federal Perkins fund, California received over $110 million. Are any BSCTS

students covered by the Perkins fund? Do most employers have tuition assistance program for BSCTS students. If the BSCTS program doubles in size, will the cost be doubled as well (typically not)? Without enough financial data for the self-support program, it is hard to see the marginal returns v. marginal costs when the program expands.

8. Faculty and Staff Professional Development. I agree with EC report Recommendation #4 to have a program for faculty and staff professional development. In an online curriculum environment with almost all part-time faculty, it will be a challenge to implement faculty training and curriculum development. However, to ensure the long-term quality of BSCTS program, it is necessary to have both a budget and allocated time for faculty and staff for training and development.

APROC BSCTS Program Review Chair: Joe Zhou

Signature: *Zhou, Jian-zhong*   Date: April 1, 2020

MOU/Action Plan

The current Action Plan was composed based upon results from the recent self-study, external reviewer report, and internal reviewer report for the BS in Career Technical Studies, College of Education.

Program: Bachelor of Science in Career Technical Studies
College: Education

Date: July 1, 2020

Program Review Finding Cite self-study, external review, internal review, and/or accreditation documentation	2 YR List goal, success indicator, responsible parties, and resource implications.	4 YR List goal, success indicator, responsible parties, and resource implications.	6 YR List goal, success indicator, responsible parties, and resource implications.
To Maintain Success			
Student and faculty data (including workload, demographics, and graduation/retention rates) are difficult to find, likely due to it being administered by two different colleges.	BSCTS program will work with College of Continuing Education (CCE) and Office of Institutional Research to build a more comprehensive program Factbook for annual reports of faculty/student data. Success: Annual program factbook shared with Department/program and both Colleges. Faculty coordinator will work with program staff and OIR to ensure reliable data are collected annually.	Continued annually; Success: 3 years of data collected to evaluate trends in student and faculty demographics.	Continued annually; Success: 5 years of data collected to evaluate trends in student and faculty demographics.
Current students and recent graduates of the program reported that they had formed informal study and support groups in the program, and that these groups and the peer support were contributing factors in completing the degree. The students who took face to face, on campus courses reported closer personal ties with peers than the online students.	Support in-person activities (Alumni gatherings, BSCTS graduation celebration to increase the connection among faculty, administrative staff, students, and alumni). Develop and collect exit interviews (could be online) and a database of alumni contact information for future connection.	Continue to support alumni and student networking opportunities; Continue to collect Exit interviews and use data to make adjustments to curriculum/experiences.	Continue to support alumni and student networking opportunities; Continue to collect Exit interviews and use data to make adjustments to curriculum/experiences.

Currently there are eight faculty who teach in the program, three of whom also teach in other on-campus College of Education programs. The other five faculty members work in various positions within workforce development, supervision of schools, and career technical education professions.	Continue to develop and recruit a strong pool of new faculty. Encourage faculty to attend conferences and trainings to enhance their understanding of trends in this field and to maintain relevant knowledge of workforce trends.		
To Improve Student Learning (consider university/college goals on learning, research/scholarship, diversity)			
The data suggest that some attention needs to be given to the instructions provided in the writing assignment to ensure that the detail is consistent across classes in the BSCTS program.	Continue annual assessment activities examining program learning outcomes related to student writing with Sac State Baccalaureate Learning Outcomes and reflect to make curriculum and program adjustments as needed.	Continued annual assessment activities examining program learning outcomes related to student writing with Sac State Baccalaureate Learning Outcomes and reflect to make curriculum and program adjustments as needed.	Continued annual assessment activities examining program learning outcomes related to student writing with Sac State Baccalaureate Learning Outcomes and reflect to make curriculum and program adjustments as needed.
Assessment data shared was limited to the writing abilities of students. It would have been helpful to have access to more data related to program outcome assessments.	Expand annual assessment activities examining all program learning outcomes with Sac State Baccalaureate Learning Outcomes and reflect to make curriculum and program adjustments as needed.	Continue annual assessment activities examining all program learning outcomes with Sac State Baccalaureate Learning Outcomes and reflect to make curriculum and program adjustments as needed. By year 4, 80% of learning outcomes should be assessed	Continue annual assessment activities examining all program learning outcomes with Sac State Baccalaureate Learning Outcomes and reflect to make curriculum and program adjustments as needed. By year 6, in time for the next program review, 100% of learning outcomes should be assessed
Attention is also needed in the area of APA formatting in order for the expectations be made clear and consistent across classes, regardless if it is the first or last class in the Program.	Make certain all instructors are adhering to the latest APA manual, the 7th edition. Provide guidelines shared among all faculty. Regularly assess student performance and examine course syllabi.	Make certain all instructors are adhering to the latest APA manual, the 7th edition. Provide guidelines shared among all faculty. Regularly assess student performance and examine course syllabi.	Make certain all instructors are adhering to the latest APA manual, the 7th edition. Provide guidelines shared among all faculty. Regularly assess student performance and examine course syllabi.
In the alumni survey, less than 50% alumni think that the BSCTS program help them considerably in quantitative reasoning, while other competencies,	In Fall 2020, examine the program curriculum for increased attention to quantitative analysis of financial and outcome data.	Assess student performance on quantitative reasoning in two courses in the program (early and late).	Continue to assess student performance on quantitative reasoning in two courses in the program (early and late).

such as writing, oral communication, and critical thinking received much higher percentages.			
Course evaluations are generally quite positive, and all faculty in the program are reviewed by a committee for teaching effectiveness from which the College makes recommendations for the best staffing of courses, and individual feedback and acknowledgement for each faculty member.	Provide faculty with continuous opportunities for training and development for online teaching practices. Provide faculty with the opportunity to meet one-on-one with CSUS IRT support staff in designing and updating content for the revised course offerings.		
There was significant effort and investment of faculty to be trained in online teaching technologies and methodologies over the 2018-19 academic year. Faculty and administrators also have the mindset and commitment to continuous process improvement.	Annually assess access issues related to the learning environment, and ensure that all video and visual media are fully accessible by Dec. 2020.	Annually assess access issues related to the learning environment, and accessibility of course content.	Annually assess access issues related to the learning environment, and accessibility of course content.
To Improve Student Success (consider university/college goals on recruitment, retention, graduation, diversity, engagement)			
The BSCTS program's student population is very diverse. The numbers of students who identify as Hispanic/Latinx has increased each year since 2015-2016 school year, and has a focus on recruiting and maintaining a highly diverse student population where all students are supported to succeed in their courses and academic goals.	Monitor student demographics at admission and graduation to ensure maintenance of diversity of program and for achievement gaps.	Continue to monitor student demographics at admission and graduation to ensure maintenance of diversity of program and for achievement gaps.	Continue to monitor student demographics at admission and graduation to ensure maintenance of diversity of program and for achievement gaps.
College of Education should re-evaluate the seven year work requirement, as it may keep qualified students out of the program.	College has submitted Program proposals to reduce the number of years of work to three instead of seven.	Assess student numbers and diversity after this change to admission requirements.	Assess student performance and graduation rates to examine for negative repercussions of reducing the work requirmetns.

To Build Partnerships and Resource Development to Enhance the Student Experience (consider university/college goals on university as place, university experience, community engagement)

Sac State BSCTS is one of the very few career and technical studies bachelor's degree programs in the state, BSCTS could expand marketing to statewide government agencies, large employers, and other career and technical certificate or associate degree programs in high schools or community colleges.	Continue to work with community colleges, local businesses, and agencies to recruit students for the program and to develop internship opportunities for students.	Bring program to onsite locations (offer face to face at company's sites or community colleges	
The results of the BSCTS program impact the surrounding community and serve anchor institution goals. This should be documented by the leadership of CSU Sacramento and shared with the greater community. The value added to the community and the region is invaluable and should be celebrated.	Use "Made at Sac State" video series of alumni in social media to help promote the BSCTS program	Use "Made at Sac State" video series of alumni in social media to help promote the BSCTS program	Use "Made at Sac State" video series of alumni in social media to help promote the BSCTS program
It would be valuable to convene an Advisory Board of formal key industry partners involved with the BSCTS program. The objectives of the BSCTS program align with regional workforce goals, and potential partners might not realize the resources available. An advisory board could serve to inform workforce needs and how that translates into the curriculum. In addition, advisory members could serve as a foundational network to spread the word about the BSCTS.	Establish an advisory board to include stakeholders beyond the Sacramento region, and meetings will be conducted online twice per year.	Assess the increase/maintenance of formalized and sustained partnerships with major employers, providing for recognized pathways for adult educational attainment, including the State of California.	

To Improve Strategic & Budget and Operational Effectiveness and to Ensure Sustainability (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)

BSCTS could expand marketing to statewide government agencies, large employers, and other career and technical certificate or associate degree programs	In coordination with the College of Continuing Education marketing staff, develop a long-term strategy to recruit high quality students for the	Examine student data to assess whether or not it is reaching wider markets. Expand on marketing recruitment if it is not.	Examine student data to assess whether or not it is reaching wider markets. Expand on marketing recruitment if it is not.

in high schools or community colleges.	program; this should include continued use of social media networks to connect to prospective students.		
The program would benefit from an increased budget for faculty, for staff development, training, program review, curriculum development, staff meetings, etc. Currently none of this time and effort is compensated.	Work with CCE administration to develop a strategic budget and explore external grant opportunities to sustain funding for the program.	Continue and maintain budget.	Continue and maintain budget.
Inadequate financial data for the self-support program and therefore, it is hard to see the marginal returns v. marginal costs when the program expands.	Work with CCE administration to develop a strategic budget and explore external grant opportunities to sustain funding for the program.	Continue and maintain budget.	Continue and maintain budget.
An on-campus Face to Face modality could be considered in the future if demand should arise; recognizing that the online modality is very successful and in demand. Some program review participants mentioned that face to face learning helped with cohesion, communication and connection. If the program expanded to a certain level in the future, perhaps a dual modality program could be considered			

Department Chair Name/Signature: Sheri Hembree, Chair

College Dean Name/Signature: Alexander Sidorkin, Dean