



**California State University, Sacramento  
Office of the President**

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December 22, 2015

**MEMORANDUM**

**TO:** Christine Mallon  
Assistant Vice Chancellor,  
Academic Programs and Faculty Development

**FROM:** Robert S. Nelsen  
President

A handwritten signature in blue ink that reads "Robert S. Nelsen".

**SUBJECT:** AA 2015-16, Request for Trustees Reports: Academic Plans and Accreditation Updates

Per coded memorandum AA 2015-16, I have reviewed the attached reports. Any further questions or clarifications needed should be addressed to Dr. Donald Taylor, Interim Assistant Vice President, Academic Programs & Educational Effectiveness at [dtaylor@csus.edu](mailto:dtaylor@csus.edu) or (916) 278-5933.

Attachments



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January 4, 2016

Christine Mallon  
Assistant Vice Chancellor Academic Programs  
The California State University  
401 Golden Shore Drive  
Long Beach, California 90502

Dear Dr. Mallon:

I am pleased to submit the Annual Trustees Report for 2016 on behalf of California State University, Sacramento. As requested the report has been reviewed by President Nelsen and includes updates on the following items:

- I. Proposed updates to campus academic plans;
  - a. Summary of updates to academic plans;
- II. Summary of program review, assessment findings, and improvement actions; and
- III. NO WASC ACTIONS THIS CYCLE (WASC Update NOT INCLUDED)
- IV. List of accredited academic units or programs

As noted above, this year there are no WASC actions to report.

Please let me know if you have any questions. Thanks.

Sincerely,

A handwritten signature in black ink that reads 'Donald S. Taylor'.

Donald S. Taylor, PhD  
Assistant Vice President (Interim)  
Academic Programs & Educational Effectiveness  
Office of Academic Affairs  
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California State University, Sacramento  
Response to AA 2015-16

**I. Proposed Updates to Campus Academic Plans**

The summary is attached as a separate document.

**II. Summary of Program Review, Assessment Findings, and  
Improvement Actions**

**Completed 2014/15**

**Introduction**

Academic programs at California State University, Sacramento are reviewed on a six-year cycle. One year prior to the program review, department faculty members initiate a self-study process. All programs are required to identify expected student learning outcomes and strategies for assessment; responses to assessment results are included in the self-study. California State University, Sacramento has adopted a Faculty Senate revision of our self-study guidelines that standardizes the requirements for the assessment process and requires full compliance with the standards in order to receive full six year approval for the program review. Currently, all programs have completed an assessment plan, and they have been asked to continue to review and update their plans.

Below are summaries of the program review recommendations, findings of assessment of student learning outcomes, and improvement actions taken by the following programs in 2014/2015: Criminal Justice, Geography and Kinesiology.

**Criminal Justice: BS/MS**

The mission of the Division of Criminal Justice is to “prepare the leaders of tomorrow’s criminal justice community to make effective and positive decisions. Through a multi-disciplinary curriculum and a faculty with diverse expertise, experiences and perspectives; (1) students are exposed to the theories, applications and ethics related to crime and justice. Guided by a faculty dedicated to innovative teaching, scholarly achievement and service, students will become confident, visionary professionals who (2) appreciate evidenced based reasoning, creative and critical thinking, (3) diversity, equity, and (4) believe in lifelong learning.” The elements of this Mission can be found in the Division’s Program Learning Goals as well.

**Bachelor of Science in Criminal Justice**

The Division's four main learning goals for the Baccalaureate program focus on the following:

1. Competency in the Discipline (of Criminal Justice), with specific emphasis on 6 areas including criminal and juvenile justice processes; criminology; law enforcement; law adjudication; corrections; and research and analytic methods;
2. Intellectual and Practical Skills, with specific emphasis on the ability of students to think critically, effectively communicate in writing, speech, and interpersonal relations;
3. Values: Personal and Social Awareness, with specific emphasis on student capacity for ethical reasoning, life-long learning, cultural/global awareness, sensitivity and respect for diversity, civic-mindedness and social responsibility; and
4. Integrative Learning, with specific emphasis on student capacity for leadership in the field and complex problem-solving. These Program Learning Goals align closely with the University's Baccalaureate Learning Goals, all of which are demonstrated through the application of knowledge and skills to complex social, political, economic, and global problems.

### **1. Sample of Student Learning Outcome Assessed**

For the period covered by this review the department focused on **Intellectual and Practical Skills** with a specific learning objective for **“students to think critically.”** The tool used to assess this outcome was the VALUE Rubric which was administered in two sections of the senior capstone class CRJ 190 from a signature assignment. The range of possible scores on this rubric is 1 – 20. According to the VALUE Rubric, critical thinking is defined as “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.”<sup>1</sup> Based on the Critical Thinking VALUE Rubric, the **criteria for performance measurement** include the following:

### **2. Summary of findings from Student Learning Outcomes Assessment**

The data resulted in the following findings:

- \* Explanation of issues = 2.8
- \* Evidence = 2.6
- \* Influence of context & assumptions = 2.6
- \* Student's position = 2.6
- \* Conclusions and related outcomes = 2.5

Total: 13.6

Data collected from this assessment cycle suggest that students are meeting the MILESTONE level of performance for Critical Thinking, which was determined to be an “average” level of performance. In fact, in all previous assessment efforts, Criminal Justice students performed at an “average” level.

### **3. Summary of Some Improvement Actions Taken**

The most significant change the Division made was to refine its long-term assessment plan. Their experience assessing critical thinking illustrated the need to develop stronger processes for data collection and to build in more time and organization for data analysis. They observed that they had been more inclined to think of evaluating critical thinking on the course level. It has taken several iterations to begin to shift their thinking to *program level* evaluation. The previously developed long-term plan was to spend one year to measure an important component of each program goal. As a result, the program will continue with the established order of the long-term plan but will put more time into each goal, minimally, to spend at least two years per goal. By spending two years on each goal, the Division will continue to ‘close the loop,’ or bring the data and information back to the faculty and then work together to strengthen or develop how we deliver our curriculum.

Secondly, another action is make necessary edits to their signature assignment and to the critical thinking VALUE rubric to build a stronger match between the two. The Division will also ensure there are longer time-frames to administer the signature assignment. Each of the CRJ 190 sections is now in a 75 minute time slot (as opposed to the 50 timeframe of 2012), which will help minimally with students attempting to demonstrate their higher order thinking skills.

Thirdly, the program is developing a new data analysis plan and communicates it clearly regarding roles and expectations of each faculty member.

## **Master of Science in Criminal Justice**

### **1. Sample of SLO assessed in the MS in Criminal Justice**

By the time of the Program review the graduate program had just developed Graduate Learning Outcomes. They were:

Independently apply critical and original analysis to issues and research in the field of Criminal Justice; Integrate knowledge to understand and apply research methodology to criminal justice problems and decision making; Conduct original independent and/or critical research and evaluations; Demonstrate competency, originality, and critical analysis in writing; Demonstrate the capacity to critically assess and develop innovative approaches in pursuit of a just and effective criminal justice system.

As the department works to implement these goals, they will use findings to make plans for improvement.

### **4. Other Significant Findings from the Program Review (BS/MS Criminal Justice)**

Of the 46 faculty members in the Division of Criminal Justice (as of spring 2015), 22 are part-time. The Program Review notes with approval, and in agreement with External Consultant Dr. Ruth E. Masters, that the Division has shown dedication to part-time faculty in various ways:

The part-time faculty is well integrated into the program “as opposed to some programs in

which part-time faculty generally arrive, teach their classes, and leave” (Dr. Masters p. 8). They are welcome to attend regular faculty meetings. A twice-a-year meeting is held specifically for them. The quality of their teaching is evaluated seriously by the Division. “All adjuncts have an RTP binder like tenure-track probationary faculty. With most Criminal Justice programs this would not be required. Continued support for adjunct learning is needed.” (Dr. Masters pp. 8-9)

Through both a commendation and a recommendation, the Program Review formalizes this approval, while also calling for support from the Dean:

Commendation 3 (to the Division of Criminal Justice): The review team and the external consultant commend the Division for integrating the part-time faculty into its decision making process and taking seriously the review process to ensure the quality of the teaching they deliver.

Recommendation 1 (to the Division of Criminal Justice): Make every effort to provide the part-time faculty continued support for their teaching and learning.

The Program Review notes with concern the relatively high student-faculty-ratio in the Division generally, and points specifically to the current enrollment caps of certain core requirement courses as causing problems that impede student learning and progress toward completion of degree. The enrollment caps in CRJ 152, 153, and 154 are typically 60+. The Program Review calls for action on the part of both the Dean and the Division:

Recommendation 1 (to the Dean of Health and Human Services): College support to allow CRJ 152, 153, and 154 to be taught with a lesser enrollment cap.

Recommendation 2 (to the Division of Criminal Justice): Find a way to reduce the enrollment cap in CRJ 152, 153, and 154.

## **Geography BA**

The primary mission of the Geography Program is to provide students in the major (B.A.) with a solid undergraduate liberal arts education. A secondary goal is to prepare majors with the knowledge and skills needed to pursue a graduate degree in geography or to obtain employment in a geography-related field. The Geography Department has been formally assessing its performance in these areas via its own internal assessment process, university-wide assessment initiatives, and in response to recommendations from the Department’s previous program review report. The current assessment process builds on these efforts.

The Geography Department’s assessment process is designed: (1) to evaluate the degree to which students in the Geography B.A. program achieve its specified goals and outcomes; and (2) to identify potential areas for improvement. While course-level assessment of student performance takes place within the courses themselves, assessment of student performance at the programmatic level employs an additional set of assessment measures. Central to the Department’s assessment process are two

courses: GEOG 102 (Ideas & Skills in Geography), a gateway course taken by all students during their first fall semester in the major, and GEOG 190 (Senior Research Seminar in Geography), a capstone course, which requires the student to synthesize much of what he or she has learned as a major through design of an individualized research project. The latter course is taken during the student's final semester before graduation. These two classes have become central to the Geography assessment process.

### **1. Sample of Student Learning Outcomes and Findings**

2. Demonstrate competency in one or more of the basic geographic tools/techniques for data collection, display and analysis (Means of Assessment =GEOG 190 Senior Project).
3. Demonstrate graphic literacy in the use and analysis of maps, graphs, and spatial data sets (Means of Assessment = GEOG 190 Senior Project).
4. Synthesize geographic models, data and methodologies in research design (Means of Assessment = GEOG 190 Senior Project)
5. Acquire the overall competencies necessary to succeed in graduate school and post-graduation careers (Means of Assessment = Graduating Senior survey, periodic alumni survey).

### **2. Summary of findings from Student Learning Outcomes Assessment**

For SLO 1 & 2 above, students were found to have difficulty mapping data and interpreting mapped data.

For SLO 3 above, students were found to need a more solid grounding in the fundamentals of research design.

For SLO 4 above, survey respondents reported that internships offered the best way to prepare for both career readiness and grad school; yet they observed that internship information was not made available as effectively as it could.

### **3. Summary of some Improvement Actions Taken**

In response to the finding for SLO 1 and 2 above, the program used the assessment data to: (1) create a new course, GEOG 3, to introduce geography majors to maps, mapping, and geographical technologies at the lower division level; (2) they added a new assignment to GEOG 102 (Ideas & Skills in Geography), a gateway junior-level course, in which students map and analyze data; (3) they modified assignments in additional courses to develop the requisite skills; and (4) they began to require a professional-quality research poster as output at the end of GEOG 190, involving more focus on graphic display, including maps, diagrams, photographs, and charts.

In response to the finding for SLO 3 above the program: (1) added an exercise to GEOG 102 in which students review examples of published scholarly geographical research and describe their standard components; (2) faculty in other upper division courses increased their use of research articles as assigned readings and/or as sources used in term papers; and (3) faculty

teaching 190 now spend more time on the early phases of research to help students identify an appropriate research question and methods.

In response to the finding for SLO 4 above, the program refined its approach for notifying students about internship opportunities. Instead of keeping internship notices in a binder in the department office, they now post them to the department's webpage; and began using an online tool "SacSend" to disseminate internship material to all geography majors and minors.

#### **4. Other Significant Findings from the Program Review**

Drawing on input from External Consultant Dr. James Keese and through conversations with students and alumni, the Program Review discerned potential areas of improvement with regard to curricular offerings:

Recommendation 3: Consider adding flexibility, more professional content, and more technical content to departmental offerings by adding a statistics prerequisite to the Quantitative Methods in Geography course, creating a World Regional Geography course, creating a list of recommended electives from other departments, creating some joint minors with other related departments (Mathematics & Statistics, Computer Science, etc.), and/or creating a list of recommended minors from some of the same related departments.

Characterizing as "fairly effective" the department's current assessment effort, the Program Review commends the high degree of alignment between program learning goals and the University's Baccalaureate Learning Goals along with methods in place for assessing student learning.

Commendation 4: The Department takes assessment seriously and has produced a system of assessment that focuses on student learning.

The Program Review, drawing upon the Office of Academic Program Assessment's review of annual assessment reports, is quite specific with regard to steps toward further enhancement:

Recommendation 4: Consider improving a fairly effective assessment effort by becoming more aware and conversant about the goals and objectives for departmental general education and service courses that teach numerous students.

#### **Kinesiology and Health Science BS and MS degree programs**

The Department of Kinesiology and Health Science consists of four undergraduate Bachelor of Science degrees including Athletic Training, Exercise Science, Physical Education, and Health Science. Available are eight concentrations including Exercise Science and Therapeutic Exercise and Rehabilitation, General Physical Education and Blended Physical Education, and Health Care Administration, Community Health Education, and Occupational Health and Safety. Two minors are available in Coaching and Supplementary Authorization in Physical Education. The department also has a graduate program in Kinesiology with concentrations in Movement Studies and Exercise Science.



## **BS Degree Programs: Health Science; Athletic Training; Exercise Science; and Physical Education**

### **1. Sample of Student Learning Outcomes and Findings**

Given the diversity and range of degree programs in this department, and the absence of an integrated plan of student learning outcomes (other than the graduating student survey administered by the university) the program review process was used to each degree program to design and implement their assessment outcomes and proposed methodology as well as more general outcomes in the areas of written communication; oral communication, and Inquiry and Analysis. They also modified the VALUE Rubrics as tool to assess general learning outcomes. In addition, because Athletic Training and Physical Education are externally accredited they also follow student learning activities prescribed by their accrediting bodies. Athletic Training is accredited by the Commission on Accreditation of Athletics Training Education (CAATE) and Physical Education is accredited by the California Commission on Teacher Credentialing (CCTC). During their most recent accreditation reporting periods both programs satisfactorily met the standards and expectation of their accrediting agencies.

Exercise Science developed a plan to annually assess its program with an exit questionnaire and exit exam. The results of this assessment will help shape curricular decision as well as monitor the successes of the program. The Health Science program will undertake rigorous continuous assessment. Each year the program measurement and assessment tools will be revised to demonstrate formative and summative assessment of both specific student learning in courses as well as overall program and concentration effectiveness.

Below are some sample SLOs now developed for all degree undergraduate degree programs in the department:

#### **Health Science Learning Outcomes:**

Students will be able to:

1. Demonstrate critical thinking skills through the application of health promotion, prevention and protection theories and concepts.
2. Integrate diverse disciplines such as Sociology, Psychology, Chemistry, Biology, Anatomy, Physiology, and the identification and control of psycho-social and physical factors affecting health.
3. Use fundamental statistics and research methods for the systematic study and evaluation of the distribution and determinants of health risk in populations.
4. Demonstrate effective writing composition and oral communication skills.
5. Use computer technology to research, analyze, communicate and present health information.
6. Work collaboratively with others in problem solving, research, decision-making and the completion of projects.
7. Articulate values, ethics and standards of the profession.

#### **Athletic Training Learning Outcomes:**

Students will be able to demonstrate:

Content Knowledge: To analyze, critically think, and solve problems as they relate to the areas of prevention, recognition, evaluation, immediate care, rehabilitation and

reconditioning of athletic injuries including: Care of Athletic Injuries, Principles and Techniques in a Clinical Setting, Clinical Evaluation of the Lower Extremity, Clinical Evaluation of the Upper Extremity, and Therapeutic Exercise.

Problem-Solving: To demonstrate the ability to problem-solve in a clinical experiences in order to be prepared for the BOC national certification exam.

Professionalism: To demonstrate a personal commitment to professional development and to show the responsibility necessary to be an effective certified athletic trainer.

### **Exercise Science Learning Outcomes:**

Students will be able to understand:

Human Movement: To examine and analyze physical activity and motor skill performance as they relate to the physiological, psychological as well as the social responses and adaptations to exercise, health promotion, and disease prevention

Application: To demonstrate knowledge of the basic sciences and application to Exercise Science and develop the skills necessary to collect, analyze, interpret, and present data.

Exercise testing and prescription: To demonstrate the ability to measure physiological outcomes and exercise prescriptive techniques related to the skeletal, neuromuscular, metabolic, and/or cardio- respiratory systems. To be able to perform exercise testing and exercise prescription and programming for primary and secondary prevention and rehabilitation of chronic disease or sport injury

Health Management: To demonstrate an understanding about the importance of regular physical activity associated with good health management.

Integrative Learning: To demonstrate the ability to integrate learned competencies and skills as part of prescribed integrative learning activities and experiences throughout the curriculum.

### **Physical Education Learning Outcomes and Findings:**

Students will be able to demonstrate competency in:

Content Knowledge: knowledge of the field of physical education including growth, motor development, motor learning, science of human movement, sociological and psychology of human movement, assessment and evaluation principles, physical education technology, movement concepts and forms, and integration of concepts.

Instructional Strategy: a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

Fieldwork: planned, structured field experiences in departmentalized classrooms that are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations.

Professional Development: To make positive professional contributions, and to exhibit the professional disposition of an effective emerging professional.

## **2&3. Findings and future improvement actions**

Findings for these outcomes are not yet available. The Program Review Report did observe that the department will need to develop effective tools for measuring these outcomes. Specifically: “develop explicit standards of performance for all assessment tools and PLOs and report the percentages of students who meet these standards at graduation; include PLOs, expectations, and rubrics in all course

syllabi/assignments in the program that claims to introduce/develop/master the PLO; make sure that the rubrics used in any courses to evaluate/assess student work (i.e., take home midterm exam) align directly and explicitly with PLOs and the key assignments; use assessment data and feedback from the Office of Academic Program Assessment to update the assessment plan and improve curriculum, advising, PLOs, and policy; use curriculum maps to show how the whole curriculum—not just the course where the data is collected—plans to improve the specific learning outcomes assessed the previous year; and conduct follow-up assessments to see if any changes have significantly improved student learning.” These findings have laid a clear road map for the department in its implementation of robust student learning assessment over the next 5 years.

### **MS Degree Program in Kinesiology**

The graduate program leading to the Master of Science degree in Kinesiology is designed to expand the student’s knowledge and to augment their qualifications for leadership in their chosen profession. The objectives of the program are to increase the student’s breadth and depth of knowledge relative to the discipline of Kinesiology and Exercise Science. The program provides students the opportunity to engage in scholarly activity that includes analytical thinking, interpreting, evaluating, and reporting published research, as well as designing and conducting independent research. It also provides a focus of study that will enhance career commitment and allow for experiences that will lead to continued self-development and growth.

In 2008 the MS in Kinesiology curriculum was re-vamped and degree programs renamed to comply with current titles within the field. Courses were generated to comply with the accrediting body in sports psychology. The program is presently considering applying for recognition by the National Strength and Conditioning Association ([www.nasca.com](http://www.nasca.com)). The Exercise Science concentration is also considering accreditation by the American College of Sports Medicine (<http://www.acsm.org>).

### **2&3. Summary of SLO and Improvement Actions for the MS Program in Kinesiology**

The Self Study did not mention how the program is currently being assessed. The Program Review Team recommended that the MS program faculty meet with the campus Office of Academic Program Assessment (OAPA) and the Office of Graduate Studies to develop a holistic plan to assess the program utilizing both direct and indirect measures employing appropriate sample sizes.

## **4. Other Significant Findings from the Program Review (BS and MS degree programs)**

The Program Review considered carefully the Department of Kinesiology and Health Science’s efforts to reduce the unit-count of its major programs to 60 or fewer. For the most part, these efforts have succeeded. Work continues on this front in two degree programs, to which the following Recommendations are directed:

**Recommendation 1:** The curriculum for Athletic Training Program and the Exercise Science Program must be reviewed and restructured to downsize to 60 units or lesser.

Recommendation 2 (to the Dean and Provost): The review team strongly recommends that KHS avail the services of a discipline specific curriculum consultant from outside the university to study the curriculum structure and recommend changes where necessary.

Like most academic units on campus, the department has made strides recently in the area of assessment of student learning. The Program Review, while acknowledging credit where due, also attends carefully to areas in need of further improvement. The gist of this mixed review and the main suggestions for improvement are captured in the following:

Commendation 8: The department of KHS is commended for developing comprehensive Learning outcomes and Assessment strategies.

Recommendation 9: Echoing the sentiments voiced by Dr. Hall, the review team suggests that each program explore the possibility of developing signature assignments that will directly assess program and department learning objectives; and, develop standardized rubrics for assessment. KHS could consult the Office of Program Assessment to fine-tune its assessment strategies if necessary.

### **III. Summary of WASC Comprehensive or Educational Effectiveness Visits**

There are no WASC actions for this cycle.

### **IV. List of Accredited Academic Units or Programs**

This document is attached as a separate document.

## California State University Accredited Programs, by Campus

### California State University, Bakersfield

Programs	First Granted	Renewal Date
Business Administration BS	not specified	2017-18
Business Administration MBA	not specified	2017-18
Chemistry BS	not specified	2018-19
Counseling MS	not specified	2021-22
Education MA	not specified	2021-22
Nursing BS	not specified	2021-22
Public Administration MPA	not specified	2015-16
Social Work MSW	not specified	2022-23

**ACADEMIC PLAN**  
**2015-16 through 2025-26**  
**California State University, Sacramento**

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
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**College of Arts and Letters**

<u>Art</u>	BA-MA	2010-11‡
Communication Studies	BA-MA	2012-13‡
Dance	BA	2018-19
English	BA-MA	2012-13‡
Film Studies	BA2013-14	
French	BA	2018-19
<u>Graphic Design</u>	BS	2018-19
History	BA-MA-PhD*	2012-13‡
Humanities	BA	2014-15‡
Humanistic Studies		BA 2016
<u>Interior Design</u>	BA	2018-19
Journalism	BA	2012-13‡
Learning Skills		2012-13‡
<u>Music</u>	BA	2018-19
	BM-MM	
Philosophy	BA	2014-15
Photography	BA	2010-11‡
Spanish	BA-MA	2018-19
Teaching English to Speakers of Other Languages	MA	2013-14‡
<u>Theatre</u>	BA	2018-19

**College of Business Administration**

Accountancy	MS	2016-17
<u>Business Administration</u>	BS-MBA	2016-17
	MS	
Finance		MS 2013

**College of Education**

American Sign Language/ Deaf Studies	BA	
<u>Child Development</u>	BA-MA	2009-10‡
<u>Counseling</u>	MS	2009-10‡
<u>Education</u>	MA	2009-10‡
<u>Educational Leadership</u>	EdD**	2010-11‡
School Psychology	MA-EdS **	2009-10‡
Career and Technical Studies	BS	2010-11‡

**ACADEMIC PLAN**  
**2015-16 through 2025-26**  
**California State University, Sacramento**

Existing Schools/Divisions and Degree Programs Offered	Proposed Degree Programs Fall Term	Schedule for Review of Existing Programs
<b>College of Continuing Education</b>		
		2021-22
<b>College of Engineering and Computer Science</b>		
<u>Civil Engineering</u>	BS-MS	2015-16
<u>Computer Engineering</u>	BS-MS	2015-16
<u>Computer Science</u>	BS-MS	2015-16
<u>Construction Management</u>	BS	2015-16
<u>Electrical &amp; Electronic Engineering</u>	BS-MS	2015-16
<u>Mechanical Engineering</u>	BS-MS	2015-16
<u>Software Engineering</u>	MS	2014-15
<b>College of Health and Human Services</b>		
<u>Athletic Training</u>	BS	2018-19
<u>Criminal Justice Administration</u>	BS-MS	2018-19
<u>Health Science</u>	BS	2012-13‡
<u>Health Services</u>		BS 2016
<u>Kinesiology</u>	BS-MS	2012-13‡
<u>Nursing</u>	BS-MS	2010-11‡
<u>Physical Therapy</u>	MPT-DPT	2011-12‡
<u>Recreation Administration</u>	BS-MS	2011-12‡
<u>Social Work</u>	BA-MSW	2011-12‡
<u>Speech Pathology &amp; Audiology</u>	BS-MS	2013-14
<b>College of Natural Sciences and Mathematics</b>		
<u>Biological Sciences</u>	BA-MA	2010-11‡
	BS-MS	
<u>Biochemistry</u>	BS	2013-14
<u>Chemistry</u>	BA-MS	2013-14
	BS	2013-14
<u>Earth Science</u>	BA	
<u>Geography</u>	BA	2010-11‡
<u>Geology</u>	BA-MS	2015-16
	BS	
<u>Mathematics</u>	BA-MA	2014-15
<u>Mathematics and Applied Computing</u>	BS	
<u>Physics</u>	BA	2018-19
	BS	2018-19

**ACADEMIC PLAN**  
**2015-16 through 2025-26**  
**California State University, Sacramento**

<b>Existing Schools/Divisions and Degree Programs Offered</b>	<b>Proposed Degree Programs Fall Term</b>	<b>Schedule for Review of Existing Programs</b>
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**College of Social Sciences and Interdisciplinary Studies**

Anthropology	BA-MA	2018-19
Asian Studies	BA	2018-19
Economics	BA-MA	2015-16
Environmental Studies	BA	2014-15
	BS	2014-15
Ethnic Studies	BA	2018-19
Family and Consumer Sciences	BA	2013-14
Government	BA-MA	2018-19
Government-Journalism	BA	2018-19
Liberal Studies	BA	2018-19
Psychology	BA-MA	2012-13
Public Policy & Administration	MPAA	2018-19
Social Science	BA	2011-12
Sociology	BA-MA	2018-19
Women's Studies	BS	2018-19

**Interschool and Interdisciplinary Programs**

Gerontology	BS	2018-19
Health Care Administration	MS***	
International Affairs	MA	2018-19
Marine Sciences	MS†	
Special Major	BA-MA	2010-11
Urban Land Development	MS	2009-10

Note: Underlined programs are nationally accredited subject areas.

\* Emphasis in Public History; offered jointly with the University of California, Santa Barbara.

\*\* Concurrent Degree

\*\*\* Offered through special sessions.

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

‡ Program has received an extension or is currently under review



**California State University, Sacramento**  
**Trustees Reports: Academic Plans and Accreditation Updates**

**I. Proposed Updates to Campus Academic Plans**

**2. Summaries:**

**BA, Humanistic Studies**

The Humanistic Studies BA is designed as a pilot program and will be offered as a completion degree program to serve the needs of former students who have left the university with at least 90 units but need a way to finish their degree while juggling family and work. Several universities, notably BYU and Sonoma State, have had success with such programs. We have studied these programs, consulted with our College of Continuing Education (CCE), and devised a program that we believe meets the needs and interests of such students and our institution. With this program, we can allow such students to complete the BA without displacing existing students from regular courses or adding to existing resource challenges.

This program was originally proposed as the Bachelor of Arts, Arts and Letters Completion degree and approved in 2013. The Chancellor's Office; however, has required that the program receive a CIP identifier. In consultation with the Chancellor's Office, we have decided that the best fit is the CIP code 24.013 (Humanistic Studies). To match the category, we need to change the name of the program to BA, Humanistic Studies.

For this campus, the Humanistic Studies degree program, when approved, will offer a tool to improve graduation rates and build links to the non-traditional student population and broader educated community as a form of outreach. The first two are well-known issues, and this program can provide a means to address both in one measure. Many students who disappear from the University without graduating have not lost interest in completing their degree; rather, completing life interests have merely taken precedence for a time. Yet such students count against our graduation rates. For each student that returns, enrolls in the Humanistic Studies program, and completes the 36-unit program, our graduate rates improve.

As a pilot program we will be able to assess its impact against our expectations and adapt it to the conditions in the Sacramento region as these become apparent.

**Bachelor of Science, Health Services**

The Department of Kinesiology and Health Science is proposing a pilot degree program: the Bachelor of Science in Health Services. The BS in Health Services, when approved, will be an interdisciplinary major, drawing together multifaceted health related courses to expose students to the continuum of factors that affect the human health condition.

The need for a degree in the area of allied health professions is supported by the findings of the U.S. Bureau of Labor. The U.S. Bureau of Labor Statistics 2014 (BLS) estimates that the healthcare industry will grow substantially in the next few years with an addition of 3.5 million new wage and salary jobs by 2020. The Healthcare industry, according to the BLS, is the fastest-growing industry in the nation. Currently, the health care workforce is rapidly expanding with gains of some 23,000 per month nationally (Employment Situation Summary, BLS, April 2013). Allied health professions are found not only in hospitals and doctor's offices, but in settings as residential and nursing facilities, outpatient facilities, medical and diagnostic laboratories, government agencies, schools, correctional facilities, to name just a few. A survey in 2012 entitled, "Nursing and Allied Health Care Professionals Workforce Report," also concludes that the health care sector continues to be among the fastest growing sectors of the economy. Using the BLS occupational projections, a March 2012 report by Center for Health Workforce Studies (CHWS) shows that the total number of healthcare workers across all employment sectors will increase by more than 4.7 million between 2010 and 2020. In addition, another 2.7 million healthcare workers will be needed to replace individuals expected to leave their jobs.

The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors.