

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 3:05 p.m., Tuesday, March 11, 2008

Herbert L. Carter, Chair
Carol R. Chandler, Vice Chair
Jeffrey L. Bleich
Debra S. Farar
George G. Gowgani
William Hauck
Peter G. Mehas
Lou Monville
Jennifer Reimer
Craig R. Smith
Glen O. Toney

Consent Items

Approval of Minutes of Meeting of January 22-23, 2008

Discussion Items

1. Academic Planning and Program Review, *Action*
2. Proposed Revision to Title 5 Relative to Graduate and Post-Baccalaureate Admission Criteria, *Information*
3. Faculty-Student Research and Mentorship, Special Focus: Health Sciences, *Information*

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

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

January 22-23, 2008

Members Present

Herbert L. Carter, Chair
Carol R. Chandler, Vice Chair
Roberta Achtenberg, Chair of the Board
Debra S. Farar
George G. Gowgani
William Hauck
Peter G. Mehas
Lou Monville
Charles B. Reed, Chancellor
Jennifer Reimer
Craig R. Smith
Glen O. Toney

Approval of Minutes

The minutes of November 13, 2007 were approved by consent as submitted.

Honorary Degree Nominations

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

Community Engagement in the California State University

Since 1997, the CSU's reputation as a leader in community service learning has risen to national prominence. Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard and Administrative Director, Center for Community Engagement Season Eckardt summarized for information the Center's five-year strategic vision. Numerous in-and out-of-class teaching achievements including successful mentor relationships were presented by Long Beach BLAST President Jean Egan. The Committee also recognized Ms. Eckardt for her long-standing service to, and her many achievements on behalf of, the CSU.

Troops to College: A California Initiative

Under the leadership of Chancellor Reed, the CSU has made California the nation's model in providing educational opportunities to active duty service members and veterans. Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard and Assistant Vice Chancellor, Student Academic Support Allison G. Jones, presented a number of active collaborations, outcomes, and achievements between the State of California, the U.S. Armed Forces, and veterans' entities to date. Implementing a statewide roll out with the Governor and expanding consistent use of American Council on Education (ACE) Guide in the evaluation of military training for academic credit were presented as next steps to the Board.

Proposed Title 5 Revision: Amendment to Student Conduct Code

In response to a recent court decision to clarify that the statement of expected "Student Responsibilities" does not establish grounds for a student disciplinary charge, General Counsel Christine Helwick presented for final action, a non-substantive amendment to the CSU Student Conduct Code. The committee unanimously recommended approval by the Board of the proposed resolution (REP 01-08-02).

California State University: Remediation Policies and Practices: Board Expectations and Directives

Following the consideration of an Information Item on this topic at the Board's September 2007 meeting, Academic Affairs was asked to forward to the Academic Senate CSU, for review and comment, eight proposed principles for bringing non-proficient entering first-time freshmen to college-level proficiency. In a context of Academic Senate CSU recommendations, Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard provided an overview of this topic, and recommended a resolution for Board adoption. The Board discussed success rates for students who are redirected to the community colleges for remediation, and how the "nearly proficient" freshman is determined. The committee unanimously recommended approval by the board of the proposed resolution (REP 01-08-01).

Trustee Carter adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning and Program Review

Presentation By

Gary Reichard
Executive Vice Chancellor
and Chief Academic Officer

Summary

In accord with Board of Trustees policy established in 1963, this item summarizes the California State University academic planning process and reports the program planning, review, and learning-outcomes assessment activity that took place over the past year. Also included are projected academic curricular plans, summaries of activity related to accreditation or re-accreditation by the Western Association of Schools and Colleges (WASC), and a summary of efforts undertaken to reduce the total number of required units in baccalaureate degree programs. Program projections for each campus have been updated to cover the years 2008-2009 through 2017-2018.

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

Background

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

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

1. Summary of California State University Processes for Review and Approval of Proposed Degree Programs

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

A. Traditional Process

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

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

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

As adopted by the Board of Trustees in July 1997, the fast-track process shortens the time to implementation by allowing program implementation proposals to be submitted at the same time that the projection is proposed to the trustees. A proposed fast-track degree program must meet the following criteria:

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

C. Pilot-Program Process

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

1. Pilot Implementation Procedures

- a. Prior to implementation, the campus is obligated to (1) notify the chancellor's Office of plans to establish the program and (2) to provide a program description and curricular requirements.
- b. While Chancellor's Office approval is not required, a pilot-program must be acknowledged by the Chancellor's Office before the program is implemented.
- c. A campus may implement a pilot program without first proposing the projection on the campus Academic Plan. In such cases, the program will be identified as a pilot program in the next annual update of the campus Academic Plan.
- d. The CSU Chancellor's Office will notify CPEC.

2. Pilot Operational Policy

- a. A pilot program is authorized to operate only for five years.
- b. If no further action is taken by the end of the five years, no new students could be admitted to the pilot program.
- c. The campus is obliged to make appropriate arrangements for students already enrolled to complete the program.

3. Pilot Conversion Procedures

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

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

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

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

Last year, for the first time, campus Academic Plans were posted on the Academic Program Planning Website at: <http://www.calstate.edu/app/programs/amp/>. Following board adoption of this agenda item, the newly approved campus plans will replace last year's plans.

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

A. *New program projections*

CHANNEL ISLANDS

<u>2008</u>	BS	Exercise Science
	BS	Health Science
	BS	Nutrition
<u>2013</u>	MS	Applied Sociology

CHICO

<u>2008</u>	BA	Chemistry
	BS	Animal Science
<u>2009</u>	BA	Legal Studies

DOMINGUEZ HILLS

<u>2008</u>	BS	Sports, Entertainment and Hospitality Management
	MS	Environmental Science (Fast Track)

EAST BAY

<u>2008</u>	BA	Hospitality Management
	MS	Construction Management
	MS	Recreation Management

FRESNO

<u>2008</u>	BS	Athletic Training
	BFA	Graphic Design
	EdS	School Psychology

FULLERTON

<u>2008</u>	BS	Athletic Training and Sports Medicine
<u>2009</u>	BA	Earth Science
	BSE	Software Engineering
	MA	Chemistry

FULLERTON (continued)

	MA	Adult and Lifelong Learning
	MA	Statistics
	MS	Integrated Marketing Communication
	MFA	Screenwriting

2010 MA **Japanese**
 MA **Liberal Studies**

2011 MA **Criminal Justice**

2012 BA **Chinese Studies**

HUMBOLDT

2008 BA **Child Development**
 BA **Environmental Studies**
 BA **Recreation Administration**

2009 BS **Marine Biology**

LONG BEACH

2009 BA **Engineering Systems**

LOS ANGELES

2009 BA **Food Science**
 MS **Technology**

2013 MS **Liberal Studies**

MONTEREY BAY

2010 MSW **Social Work**

NORTHRIDGE

2008 BS **Athletic Training**

NORTHRIDGE (continued)

2009 BS **Information Technology**
 MS **Computer Engineering**
 MS **Structural Engineering**

	AuD	Audiology
<u>2010</u>	MS	Quality Management
	MBA/JD	Business Administration and Law (joint degree; law school to be determined)
<u>2011</u>	BS	Industrial and Quality Management

POMONA

<u>2008</u>	BA	Science, Technology, and Society
	MA	Psychology

SACRAMENTO

<u>2009</u>	BS	Athletic Training
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SAN BERNARDINO

<u>2008</u>	BA	Arabic
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SAN DIEGO

<u>2008</u>	BA	Computer Science (pilot program at Imperial Valley Campus)
<u>2009</u>	BA	Health Communication
	Ph.D.	Geophysics (with Scripps Institute of Oceanography and UCSD)
	Ph.D.	Bioengineering (with UCSD)
	Ph.D.	Structural Engineering (with UCSD)
	Ph.D.	Electrical and Computer Engineering (with UCSD)

SAN FRANCISCO

<u>2009</u>	AuD	Audiology
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SAN JOSÉ

<u>2008</u>	BFA	Dance
	MARA	Archives and Records Administration (fast-track)
	MS	Medical Product Development Management

SAN LUIS OBISPO

<u>2008</u>	MA	Economics
	MS	Industrial and Technical Studies
<u>2009</u>	BS	Agricultural Communication
	BS	Sociology
	MS	Biomedical Engineering

SAN MARCOS

<u>2009</u>	MS	Nursing
<u>2100</u>	BA	Ethnic Studies

SONOMA

<u>2008</u>	BA	Applied Statistics
	BS	Statistics
	MA	Spanish

STANISLAUS

<u>2008</u>	BA	Gender Studies
	BFA	Theatre Arts
<u>2009</u>	MAT	Education/Teaching

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

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

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

In 1971, the Board of Trustees adopted policy requiring that each campus review every academic program on a regular basis. Subsequently, summaries of campus program reviews

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

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

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

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

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

Since 2000, through the course of regularly scheduled program reviews, campus faculty have examined the total baccalaureate units required for virtually every one of the 1,346 programs offered in the CSU. As of this report, a dramatic 87% of baccalaureate programs have achieved the goal or have reduced units required for the baccalaureate degree. A total of 80% percent of reviewed baccalaureate degree programs require no more than 120 semester units (180 quarter units). Six percent of all CSU programs reduced the total number of units required, but remained above the target.

Only 13% of all CSU baccalaureate degree programs offered have been reviewed but required units were not able to be reduced. Those programs still requiring more than 120

units are most often professionally oriented programs in such fields as engineering, computing, clinical sciences, journalism, and the arts (Bachelor of Fine Arts and Bachelor of Music programs), as well as integrated programs of teacher preparation that incorporate both subject matter and professional preparation. The persistent higher-unit requirements are therefore most often related to professional accreditation or professional standards, or they are based on the input of industry advisory boards.

The Title 5 change appears to have had the effect intended. In support of the effort to continue careful planning in compliance with Title 5, the recently adopted outline for developing bachelor's degree program proposals now requires campuses to provide a rationale for any proposed degree program that exceeds 120 semester units or 180-quarter units. The final unit requirement for proposed bachelor's degree programs is subject to Chancellor's Office review and approval.

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

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

Nearly all 1,346 baccalaureate degree programs offered in the CSU have been analyzed through the process of regular program review, and 1,082—more than 80%—now require *no more than* 120 semester units (180 quarter units) to complete the degree.

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

Campuses have reviewed 83 degree programs and reduced the total units required for a baccalaureate degree, but not to 120 semester units (180 quarter units).

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

Between July 2000 and January 2007, a total of 181 of the degree programs reviewed were unable to reduce the units required for a baccalaureate degree. Higher unit requirements are associated with science programs, professional and accreditation standards, as well as with programming advice from industry boards and employers.

5. Program Discontinuations

Campuses have informed the chancellor of the following discontinued degree major programs.

Dominguez Hills	The MS in Engineering Management, originally authorized as a pilot program from fall 2002 through fall 2007, is discontinued.
Long Beach	The jointly offered CSU Dominguez Hills and CSU Long Beach Master of Science in Engineering Management pilot program will not seek to convert to permanent status. Fall 2007 was the last semester in which new students were enrolled.
San José	The MS in Accountancy and the MS in Instructional Design and Technology have been suspended.

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

The Board of Trustees adopted a resolution in January 1991 that requires the annual agenda item on academic planning and program review to include information on recent campus accreditation visits from the Western Association of Schools and Colleges. Summaries of the 2006-2007 campus WASC activities and visits can be found in **Attachment D**.

Proposed Resolution

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

RESOLVED, by the Board of Trustees of the California State University, that the amended projections to the Academic Plans for the California State University campuses (as contained in Attachment A to Agenda Item 1 of the March 11-12, 2008, meeting of the Committee on Educational Policy), be approved and accepted for addition to the CSU Academic Master Plan and as the basis for necessary facility planning; and be it further

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

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information resources sufficient to establish and maintain the programs will be available; and be it further

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

CAMPUS ACADEMIC PLANS
Summary of Proposed Program Projections
2008-2009 through 2017-2018

(Bold type denotes new proposed program projections)

BAKERSFIELD

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

CHANNEL ISLANDS

2008	BA	Chicano/Chicana Studies
	BS	Applied Physics
	MA	English
2009	MS	Biology
2010	BA	Anthropology
	BA	Philosophy
	BS	Exercise Science*
	BS	Health Science*
	BS	Nutrition*
	MFA	Art
2011	BA	Social Justice
	BA/BS	Kinesiology/Wellness/Nutrition
	BS	Computer Engineering
	MA	History
2012	BA	Geography and Urban Studies
	MPA	Public Administration

2013	BA	Social Work
	MS	Applied Sociology*
	EdD	Education

2014	MS	Nursing
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CHICO

2008	BA	Chemistry*
	BS	Animal Science*
2009	BA	Legal Studies*
	MS	Engineering Management
2010	EdD	Educational Leadership

DOMINGUEZ HILLS

2008	BS	Sports, Entertainment and Hospitality Management*
	MS	Applied Biotechnology Studies
	MS	Environmental Science* (Fast Track)

2009	BS	Exercise Science
	MA	Communication Disorders
	MA	Spanish
	MPH	Public Health
	EdD	Educational Leadership

2010	MS	Exercise Science
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EAST BAY

2008	BA	Hospitality Management* (fast track)
	MS	Construction Management* (fast track)
	MS	Recreation Management* (fast track)
	EdD	Education (Summer 2008)

FRESNO

2008	BS	Athletic Training*
	BS	Biomedical Physics
	BFA	Graphic Design*
	EdS	School Psychology*

FULLERTON

2008	BS	Athletic Training and Sports Medicine*
	BS	Software Engineering
	MS	Applied Biotechnology Studies
	MS	Engineering Management

2009	BA	Earth Science*
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	BSE	Software Engineering*
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	MA	Chemistry*
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	MA	Adult and Lifelong Learning*
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FULLERTON (continued)

	MA	Statistics*
	MS	Integrated Marketing Communication*
	MFA	Screenwriting*
2010	MA	Japanese*
	MA	Liberal Studies*
2011	MA	Criminal Justice*
2012	BA	Chinese Studies*

HUMBOLDT

2008	BA	Child Development*
	BA	Environmental Studies*
	BA	Recreation Administration*
2009	BS	Marine Biology*
	EdD	Education

LONG BEACH

2008	BA	Design
	MA	Global Logistics (Pilot Conversion)
	MFA/BFA	Theater Management
2009	BA	Engineering Systems*

LOS ANGELES

2008	MS	Applied Biotechnology
	EdD	Education
2009	BA	Food Science*
	MS	Technology*
(2009)	DNP	Doctor of Nursing Practice (joint partner to be determined)
2012	BA	Computer Science
	BA	Urban Studies
	PhD	Forensic Sciences (joint doctoral partner to be determined)
2013	BA	Computer Science

MA Liberal Studies*

MARITIME ACADEMY

2008	BS	Global Studies and Maritime Affairs
2009	BS	Science and Mathematics

MONTEREY BAY

2008	BS	Computer Science and Information Technology
	BS	Mathematics (pilot conversion)
	MS	Instructional Science and Technology (change in projected degree title)
2009	BA	Human Development
	MA	Applied Ethics and Communication
2010	MA	Critical and Applied Multi- Cultural Studies
	MS	Nursing
	EdD	Education
	MSW	Social Work*

NORTHRIDGE

2008	BS	Athletic Training*
	BS	Engineering Management
	MS	Taxation
	EdD	Educational Leadership
2009	BS	Information Technology*
	MS	Computer Engineering*
	MA	Humanities
	MS	Marketing and Design Management
	MPP	Master of Public Policy
	MS	Structural Engineering*
	AuD	Audiology*
	DPT	Physical Therapy (with UC San Francisco)
2010	MS	Quality Management*

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

NORTHRIDGE (continued)

		MBA/JD Business Administration and Law* (joint degree; law school to be determined)	MFA	Film, Television, and Digital Media
			PhD	English and Children's Literature (with UC Riverside)
			PhD	Information Systems (with Claremont Graduate University)
2011	BS	Industrial/Quality Management*	Ph.D.	Geophysics* (with Scripps Institute of Oceanography and UCSD)

POMONA

2008	BA	Science, Technology, and Society*	Ph.D.	Bioengineering* (with UCSD)
	MA	Psychology*	Ph.D.	Structural Engineering* (with UCSD)
	MS	Accountancy	Ph.D.	Electrical and Computer Engineering* (with UCSD)
2009	EdD	Educational Leadership		

SACRAMENTO

2008	BA	Earth Science	2010	EdD	Special Education (with UC San Diego)
	BS	Athletic Training*		PhD	Evolutionary Biology (with UC Riverside)
	EdS	School Psychology		PhD	Hearing Science (with UC San Diego)

SAN BERNARDINO

2008	BA	Arabic*	2011	PhD	Communication (with Fielding Graduate Institute)
	BS	Bioinformatics			
	MFA	Creative Writing	2012	PhD	Social Work (with USC)
	MFA	Studio Art			
2010	BS	Civil Engineering			
	BS	Electrical Engineering			
	BS	Mechanical Engineering			
	MS	Kinesiology			

SAN FRANCISCO

2009	AuD	Audiology*
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SAN DIEGO

2008	BA	Computer Science* (Pilot at Imperial Valley Campus)
	MS	Bioinformatics (PSM+ pilot Program)
	PhD	Earth Sciences (Geophysics)
(2008)	PhD	Evolutionary Biology (with UC Riverside)
2009	BA	Health Communication*
	BFA	Graphic Design
	MA	Translation and Interpreting

SAN JOSÉ

2008	BFA	Dance*
	MARA	Archives and Records Administration* (Fast-track)
	MS	MS Medical Product Development Management*
2009	BA	Foreign Language and International Economics
	EdD	Education

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

SAN LUIS OBISPO

2008	MAE	Master of Agricultural Education
	MA	Economics
	MS	Industrial and Technical Studies*
	MS	Polymers and Coatings (Pilot Conversion)
2009	BS	Agricultural Communication*
	BS	Sociology*
	MS	Biomedical Engineering*
2010	EdD	Education

SAN MARCOS

2008	BA	Digital and Media Arts
	BA	Global Studies
	BA	Philosophy
	MS	Chemistry
2009	BA	Child and Adolescent Development
	BA	Music
	MS	Nursing*
2010	BA	Ethnic Studies*
	EdD	Education

SONOMA

2008	BA	Global Studies
	BA	Applied Statistics*
	BS	Statistics*
	MA	Spanish*
2010	EdD	Education

STANISLAUS

2008	BA	Gender Studies*
	BFA	Theatre Arts*
	MS	Nursing
	EdD	Education
2009	MAT	Education/Teaching*

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

Program Review, Assessment Activity, and Changes Implemented

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Four programs completed their 5-year reviews between December of 2006 and December of 2007: Communications (BA), Anthropology (BA and MA), English (BA and MA), and Child, Adolescent and Family Studies (CAFS) (BA). All of these departments have department learning goals and objectives for the BA programs. As part of their review, the English Department has developed an impressive five-year departmental assessment plan—with a separate outcomes alignment matrix for each of its undergraduate programs. The Communications program has identified particular courses and experiences which correspond to each goal. They have also determined the specific criterion that will be measured and given examples of the types of evidence that can be used to assess the accomplishment of each goal. The Anthropology program has determined that majors will be administered a pre-post methods assessment questionnaire in the beginning upper division course and in the senior seminar course. The Anthropology majors will also be required to submit one paper from their junior year courses, one from their senior year courses, and a reflective essay assessing the improvement in their writing. The CAFS program has associated a set of signature assessment with each goal. These assessments include reflective papers on their fieldwork experiences, research papers, and power-point presentations demonstrating their communications skills.

The purpose of the English plan is to ensure the effective and timely assessment of student learning outcomes and to support the university's mission of institutional effectiveness and excellence. We are expecting that this plan will be a model for other programs. The English Department has made a concerted effort to differentiate between direct and indirect assessment, and they have also elected to focus on assessment that distinguishes between cognitive, attitudinal, and performance measures. The department has developed distinct program goals and objectives for each of its undergraduate emphases and has also developed an outcomes alignment matrix for each of those emphases. The plan employs a number of assessment tools: regular program Feedback Information Technique (FIT) evaluations by majors, Group Instructional Feedback Technique (GIFT) evaluations in randomly selected classes, surveys of expectations in the introduction to the major courses, surveys of majors throughout the program, and surveys in the senior seminar courses. The plan further calls for surveys of students one year, five years, and ten years after graduating as well as surveys of local employers of English graduates. There will also be annual surveys of the English faculty members which focus on the use of technology, their individual assessment tools, collaboration with high schools, etc.

We are continuing our campus-wide discussions related to defining student learning and to the assessment of student learning. The university has approached these discussions from a number of fronts: (i) a Delphi Study, (ii) our WASC accreditation preparation, and (iii) a number of university-wide discussions on student learning. In 2006 the WASC planning committee

developed and administered a three-stage Delphi study process to identify the characteristics of a CSUB graduate and the proposed themes for the WASC accreditation. The survey was administered to students, faculty, staff, administrators, alumni, individuals on the advisory board, and community members.

In the Spring of 2007 we submitted our WASC institutional proposal entitled: “Walking the Talk: the achievement of student learning and community engagement through university alignment and campus culture”. One critical step in this “walk” is the current state of the institution’s approaches to identifying and assessing student learning outcomes across the institution. Therefore we have identified university alignment, along with campus culture, as the main themes for our Capacity and Preparatory Review due in Spring 2009. The five student learning dimensions will be the “target” for both university alignment and campus culture. In addition, we have consequently determined that student learning, especially its systematic assessment, along with community engagement, will serve as the main themes for our Educational Effectiveness Review

The Delphi Study identified the following five key learning dimensions that should characterize all CSUB graduates: (1) critical reasoning and problem solving, (2) discipline-based and career-based learning, (3) mathematical reasoning, (4) civic engagement and personal/interpersonal development, and (5) unique learning outcomes. In October of 2007 we held a university-wide discussion to give the campus community (students, faculty, staff, and administrators) everyone an opportunity to define and refine these five learning dimensions and to discuss some strategies we can implement to achieve these learning dimensions. We have a second such discussion scheduled for January 25, 2008, with the title “Defining—and Refining—Student Learning II”. For this second session, the five learning dimensions will be reviewed from five different perspectives—basic skills/general education, discipline/majors, careers/career preparation, campus life—co-curricular and extra-curricular activities, and academic support services.

For each of the five dimensions, we want to be able to develop specific definitions and identify measurable indicators—hopefully for undergraduate and for graduate students. We also want to be able to map the campus learning environment to identify key components and their linkages and relationships that are critical for our undergraduate, and graduate, students to achieve the five learning dimensions in accord with the measurable indicators. Finally, we want to establish the expected level for each indicator for all our first-year students, i.e., new first-time freshman students, new transfer students, new re-entry students, and, if possible, new graduate students. Our perspective that our success with student learning will determine for us what “excellence” means at CSUB. The university’s five strategic planning goals and the WASC themes are integrated with, and will be guided by, the definitions, measurable indicators, and map of the campus learning environment that we develop.

Our campus has been following a pattern of requiring program reviews roughly every five years. In the fall of 2007 the Provost formed an Academic Resources Planning task force with the intent of investigating the university's approach to allocating available campus resources while balancing specific program needs while facing very difficult budgetary challenges. The general intent of the revised program reviews is to have the programs provide annual reports focusing on one of the five student learning dimensions and its assessment, accompanied by some specific program data and student/faculty accomplishments. Over a five year period the programs would focus on each of the student learning themes identified in the Delphi Study. The five year program review would then be a summary of the completed annual reports for that review cycle, along with a program plan based on an analysis of the data/information collected. This would greatly simplify our program review process, and it would make student learning the key component of the process. In addition, this approach would get the campus focused on student learning outcomes immediately, which would be very beneficial for us for both WASC and strategic planning. Most of our assessments would focus on the student learning theme for that year, and that would simplify the assessment process.

CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS

Since CSU Channel Islands opened its first undergraduate degrees in 2002, the campus has not conducted any program reviews through 2006-7. Our first five-year reviews are scheduled for 2007-08. Attached as Table 1 is the multi-year timetable for program reviews for each of our current majors, as developed by the Program Assessment and Review Committee (PARC), and approved by the Dean of Faculty and the Provost. The first programs up for review, beginning in fall 2007 are art, English, mathematics, and liberal studies.

Anticipating the arrival of program reviews, one of PARC's major activities this past year was development of *Guidelines for Program Review*, which is a handbook designed to assist program areas in completing successful reviews. These *Guidelines* were distributed widely to each of the programs and faculty, and appears on the campus website. At CSUCI program reviews are conducted on a five year cycle, and draw on the analysis of program resources, student learning outcomes and other assessment data that are conducted regularly by each program.

This past year, the Office of Institutional Research, working closely with program faculty, began developing Data Packs summarizing key statistical information that each program will use to conduct its annual assessments and five year reviews.

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

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

CALIFORNIA STATE UNIVERSITY, CHICO

B.S. Biological Science

In 2005-2006 the faculty conducted assessment of two student learning objectives via an analysis of a rubric that faculty filled out as students gave oral presentations on the results of scientific experiments to a class: 1) Students demonstrate an understanding of, and ability to use, the processes and methods of scientific inquiry. 2) Students can formally communicate the results of biological investigations using both oral and written communication skills. Results indicated that student instruction in graphing and analyzing data in the upper-division courses needed to provide students with more examples or proper graphs to see if this will improve performance in these classes. More opportunities for students to speak in class will be needed to improve the other difficulties with oral presentations, which most likely just need more student practice. The program will continue to develop assessment tools to monitor other SLOs over the next five years and will develop an exit survey for graduates that will specifically address the student learning outcomes of our program.

B.A. Child Development

The multiple methods of data collection provide the Child Development program with a clear picture of student learning. Students are very pleased with their learning and feel prepared to enter the workforce or graduate school. The faculty evaluate senior portfolios each semester stimulating conversations about curriculum and course alignment. These result in programmatic changes as needed. Students view themselves as competent in all areas of their learning in the strategic priorities across the five year period. Student assessment of their learning in The Foundations of Child Development and Child Assessment and Study priorities has increased. Improvements in Biology 118 and a new Child Development 240 course, "Issues in Assessment for Children and Families" have probably resulted in these increases. Collected data show high student achievement in Cluster C, Programs for Children and Families, and Cluster B, Child Assessment and Study. These clusters represent the practice classes in the major. Clearly the students assess themselves favorably in the "hands-on" coursework. Student satisfaction with the major has been measured beginning spring 2004 and confirm very high levels of student satisfaction. All indicators suggest that the CD Program has a comprehensive assessment program that receives ongoing student and faculty feedback. The Program will continue to review and implement new coursework as suggested by program measures. The assessment process could be more streamlined by using emergent technology to collect student feedback rather than relying on paper copies.

B.A. Economics

During the period under review, the Economics program has worked to more fully articulate a collective vision which in the past was not explicitly stated. A Mission Statement was created by the faculty with feedback from current majors and the newly instituted Advisory Board. As a

means of implementing the Mission Statement, an Assessment Committee was created which established six Student Learning Outcomes (SLOs). The faculty amended the program by changing its writing proficiency course, Econ 495, into a writing and assessment course open to second semester juniors and seniors. This change added one additional unit to the major. The purpose of this change was to allow for the course to be used to assess the six SLOs on a rotating basis, one each semester over a three year cycle. The exit survey was redone to include more detail. The faculty have been given the results of the surveys and discussion on the implications of the results and possible fine tuning of the instrument will be ongoing. In response to comments collected through the exit surveys that there is need for greater variety of upper division courses, the curriculum review plan was established. Relevancy of the curriculum will be maintained by each course being reviewed every third year or earlier if needed. The SLOs were included in the recent Alumni Survey and will continue to be included in future surveys.

B.A. English

The faculty developed processes for assessing student-learning outcomes and began the application of these processes in spring 2006. They do not yet have a formal instrument for assessing the program. However in fall 2006, the faculty collected and read student work from various core courses to assess using the matrix objectives. The results of this assessment will be used to see to what extent they fulfill the student learning objectives at the appropriate levels. Because they are in the beginning stages of major program assessment, it is not clear what protocol or rubric will be needed. The data will be used to modify, add, and eliminate courses to assure core competencies are being achieved. Overall, the program needs to do better in tracking the progress and satisfaction of majors through the program. The Assessment Committee will develop procedures for gathering formative and summative data from students.

B.S. Environmental Science

The Environmental Science Program has established six student-learning goals and developed an Environmental Science Program Goals Alignment Matrix, which relates each course in the program with one or more of the six student learning goals and indicates whether that course introduces, provides practice or develops the particular goal. During the coming academic year the program faculty will establish student - learning outcomes and assessment plans for the six student-learning goals.

B.A. German

The German program developed and implemented an assessment plan in 2000/01. As it became clear that there was no systematic way of conducting the exam, in fall 2004 the exam and exit requirements were incorporated into the curriculum of the capstone GERM 497 course, which has greatly facilitated its administration. From the portfolios, they are able to witness student progress from beginner to advanced levels of proficiency in writing. The exit exam reveals to us that students' learning in the German program has enriched their lives, influenced their personal development, and impacted their view of themselves and the world around them. They indicate

that they were inspired to consider viewpoints different from their own and as a result to shift and/or better define their own beliefs, discover and remedy their own political ignorance, and to be less judgmental. Learning German has made students better communicators by helping them to overcome apprehensiveness in interpersonal interactions and to become more lucid writers, and has given them confidence to express themselves. Students also report feeling a sense of fulfillment from mastering a language once considered insurmountable. Students expressed the desire for a larger variety of upper division courses to be offered each semester and a wish for classes with a greater number of students enrolled (i.e., more than just 5 or 6). Changes were made in the program over the past few years to remedy such issues. Other students expressed that they would prefer better grammar preparation in the second year of instruction, noting that they would feel better prepared to move into the upper division sequence. This is an area that still needs attention. In fall 2005, the Department of Foreign Languages and Literatures developed a new set of standards along with a new assessment plan which clearly delineates a semester-by-semester approach to the student learning outcomes. Assessment of the first outcome is scheduled to occur in spring 2006.

B.S. Geology

The Geology Program has established five student-learning goals and developed a Geology Program Goals Alignment Matrix, which relates each course in the program with one or more of the five student learning goals and indicates whether that course introduces, provides practice or develops the particular goal. Last academic year the program established student learning outcomes, an assessment plan for one of the goals (Goal 5), and carried out an assessment of the learning outcomes of that goal last semester. The program curriculum committee in consultation with the faculty, students and staff of the program and with the advice of the Department of Geological and Environmental Sciences Advisory Board, has reviewed and evaluated the program curriculum and two major revisions of the program and its constituent courses have been conducted during the period under review.

B.A. History

During the 2005-2006 academic year, History adopted a new Mission Statement, defined programmatic goals, and developed a set of seven Student Learning Outcomes. History faculty decided to utilize a system of embedded assessment of the program. In February 2006, the faculty adopted a preliminary assessment mechanism, assigning to the Ad Hoc Assessment Committee the task of measuring student mastery of SLO #1 in HIST 490, the capstone course. The Ad Hoc Committee drafted its report in May 2006 and submitted it for faculty discussion at the first monthly meeting in fall 2006. The faculty decided to create a permanent Assessment Committee to measure student mastery of SLOs and develop a permanent process to achieve this objective. History plans to measure one SLO each semester over the next three years. Once all of the SLOs have been assessed, faculty can evaluate the success of the program overall in fulfilling its mission and meeting its goals. This will make possible the development of a

cohesive and comprehensive instrument to assess the program, which will be in place beginning fall 2009. Between now and then, the faculty will test several other potential assessment tools, such as having the undergraduate advisors monitor more closely student progress toward program completion. In addition, the new Assessment Committee might hold personal meetings with selected majors to discuss how courses in the program contribute to mastery of SLOs. Individual faculty members also might develop various forms of embedded assessment in courses required for the major to measure progress toward proficiency, with an initial focus on core courses.

B.A. Humanities

Program goals and student learning outcomes have been established. Student Learning outcomes have been mapped into each class, with attention to determining whether that outcome is accomplished in a given course at the introductory, continuing, or proficient level. The faculty have developed the first instruments to assess the ability of the program to meet identified student learning outcomes. Those instruments were used during spring 2006 to make the first determinations and the data was assessed. This process has just begun so it is impossible to determine the success of this undertaking.

B.A. International Relations

Every year for the next five years the faculty will assess a different SLO. In fall 2006, the IR program will evaluate its second SLO using a survey conducted in POLS 141. The IR program core competencies are taught by IR faculty members within the department and those courses are assessed by IR faculty. The program would like to gather quality indicators for IR major courses taught by other departments as well and it may be able to do so with more resources. The current assessment plan is to continue to evaluate courses through student surveys and to develop a program for tracking graduate success. The IR faculty members continue to monitor the Model UN activity on a regular basis. The assessment results clearly indicate that students are satisfied with the activity's educational value. This is also validated by the annual awards won by CSUC Model UN teams.

B.A. Liberal Studies

Liberal Studies has a process in place to assess student progress toward meeting its SLOs. The results are not as positive as would be desired. To some extent the late date when student assignments were collected may have affected the results. It limited the number and variety of courses from which assignments could be collected. The areas that were most troublesome for the students were content accuracy and consistent use of academic language. It is not possible to determine, if the results are due to the specific disciplines or if it would be evident across various disciplines had a wider range of disciplines been included. An interesting finding revealed that juniors and seniors taking lower division courses tended to score lower on the rubric than sophomores and freshmen completing the same assignment and also lower than other juniors and seniors in the upper division courses. Further discussion of the results will be carried out at the

first Advisory Board meeting of fall 2006 and at meetings with deans, department chairs and faculty. As noted in the Assessment Plan, starting fall 2006, instructors will be asked to select an appropriate assignment to evaluate that year's SLO. By instructors having the information two months before the semester starts, it was anticipated that an assignment selection criteria would be followed and a wider variety of disciplines included in the assessment process.

B.S. Microbiology

In 2005-2006 the Microbiology faculty conducted assessment of two student learning objectives via an analysis of a rubric that faculty filled out as students gave oral presentations on the results of scientific experiments to a class: 1) Students demonstrate an understanding of, and ability to use, the processes and methods of scientific inquiry. 2) Students can formally communicate the results of biological investigations using both oral and written communication skills. Results indicated that student instruction in graphing and analyzing data in the upper-division courses needed to provide students with more examples or proper graphs to see if this will improve performance in these classes. More opportunities for students to speak in class will be needed to improve the other difficulties with oral presentations, which most likely just need more student practice. The program will continue to develop assessment tools to monitor other SLOs over the next five years and will develop an exit survey for graduates that will specifically address the student learning outcomes of our program.

B.A. Psychology

The Psychology program has assessed students' knowledge of basic psychological concepts both in a self report survey and in an objective multiple-choice test format. The current version of the test was reviewed by faculty and modified to the present Psychology Concepts Test. There are 90 items that are divided into 13 sections representing the areas of psychology taught in our curriculum. This exam was administered to seniors in the senior capstone course (PSYC 401) at the end of the 2006 spring semester. For comparison purposes the exam was also given to students near the beginning of the first lab course in the core (PSYC 261) during AY 2005-2006. Levels of student satisfaction with our program were assessed, along with other variables, in both the Senior Exit Survey and Graduate Survey. At its retreat in fall 2006 faculty will receive the results of the concepts exam. The size of the difference in mean scores between students entering the major and those exiting it is likely to stimulate faculty to question both the effectiveness of their teaching in raising the level of student learning outcomes and the validity of the test for measuring student learning. Discussion may lead to modifications in how teaching is conducted and how its effectiveness is assessed. While the results of the concepts exam are analyzed, the faculty will also decide which learning outcome(s) will be targeted for assessment in 2006-2007. During the year, the method(s) to be used in carrying out the assessment will be developed and implemented. In subsequent years the plan is to concentrate on the evaluation of one or more of the learning outcomes until a 5-year cycle is established for focusing on development or major revision of the assessment of each learning outcome.

B.A. Public Administration

The student learning outcomes identified by the program faculty provide a framework for assessing the core competencies of our students. These outcomes are a direct outgrowth of our mission statement and they provide for the assessment of student achievement in the core competencies the faculty expect for the successful completion of the public administration program. The SLOs are explicitly tied to courses in our curriculum in the outcomes matrix. When program faculty meet to engage in assessment the group directly discusses and reflects on the SLOs and student engagement in the program. The program actively engages in a systematic review of the SLOs. This process began in the 2005-06 academic year, and the first iteration indicated that students are achieving core competencies for the completion of the program. After spending the 2005-06 academic year creating the assessment plan, and operationalizing it for the first time in the spring of 2006, the program will continue to perform assessment with an eye toward increasing the quality of the program.

B.A. Social Science

The program developed a Program Assessment Plan in 2005. For the 2006 -2007 academic year, SLO 8 (Students can express complex ideas in concise, coherent and grammatically correct prose) and SLO 4 (Students organize and deliver effective presentations using appropriate academic discourse and technologies) will be measured. SLO 8 is to be assessed through student portfolios submitted for SOSC 490A-C and SLO 4 will be assessed through oral presentations given in SOSC 495, the capstone seminar. The program coordinator, in consultation with the instructors, will develop rubrics for measuring writing performance and oral presentations. As required by the Assessment Plan one or two SLOs will be assessed and students' performance analyzed every year. Starting with fall 2006, instructors will be asked to select an appropriate assignment to evaluate that year's SLO for the spring 2007 semester. By instructors having the information before the semester starts, it is anticipated that an assignment selection criteria can be followed and a wider variety of disciplines can be included in the assessment process.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

This campus has opted for a six-year review cycle that includes several benchmarks on the way to completion of the cycle. Annually each academic program will receive its Program Effectiveness Assessment Tool (PEAT) quantitative data from the Office of Institutional Research, Assessment, and Planning (IRAP). The PEAT contains over 30 quantitative performance indicators assessing faculty and student quality, centrality and complementariness, demand, uniqueness, program vitality, and fiscal status. Completion of the 19 qualitative performance indicators coupled with the PEAT quantitative data constitute the PEAT+. Every third year, each academic program will review its PEAT quantitative data for the past three (3) years and complete the qualitative portion to submit a PEAT+ report. Every sixth year, each academic program will submit its program self-study incorporating its two previous PEAT+ reports. This is the third year of the implementation of Performance Effectiveness Assessment Tool (PEAT), PEAT+, and the new six-year cycle of program review. During AY 2006-07, 17 programs submitted self-study reports and eleven programs have completed the campus program review process, while the remaining programs are still in progress.

Programs Reviewed During 2006-2007:

Behavioral Science	Bachelor of Arts and Minor
Business Administration	Bachelor of Science, Minor and Master of Business Administration
Dance	Minor (in Theater Arts); Option (in Liberal Studies)
Economics	Bachelor of Arts and Minor
Humanities	Minor and Master of Arts
Labor Studies	Bachelor of Arts and Minor
Philosophy	Bachelor of Arts
Physical Education	Bachelor of Arts and Minor
Political Science	Bachelor of Arts and Minor
Psychology	Bachelor of Arts, Minor and Master of Arts
Teaching Mathematics	Master of Arts

The following consists of summaries and analyses of the results of Student Learning Outcomes Assessment (SLOA) efforts for programs that completed program reviews in 2006-2007, and, as appropriate, summaries of changes in program requirements recommended or enacted as a result of outcomes assessment.

Behavioral Science. The undergraduate program in Behavioral Science submitted a self study in 2005, and the last University Student Learning Outcomes Assessment Committee (USLOAC) Assessment Report was completed in 2004. The self study, external review and responses from faculty and Dean show a clear potential for growth as well as areas for improvement. The need for a full-time coordinator and an increase in OE budget were recommended. Student learning

outcomes methods are not providing evidence of learning; therefore, an additional method of assessment in the capstone course needs to be implemented in order to show this evidence by the end of 2008.

Business Administration. The undergraduate business programs are Accounting and Finance, Information Systems and Operations Management, and Management and Marketing. The MBA program offers concentrations in Finance, International Business, Management, and Marketing on campus and online. The 2006 self-study and assessment report presented a comprehensive and thorough response to all quantitative and qualitative indicators as requested and the external reviewer deemed the program as “healthy” overall, showing steady progress toward achieving AACSB accreditation. The following program strengths were identified: high quality instruction; a well established student learning outcomes assessment process; student advising; significant enrollment growth in the recent past; sound, current curricula; a strong, actively involved advisory board; attainment of grant dollars; and administrative support. USLOAC concurred with the external reviewer in commending the program for its well-established student learning and assessment process. Both the undergraduate and graduate programs show ongoing attention to program-level outcomes and their achievement (evidence of learning) through designated program-level assessment methods. Assessment activity results are obtained through literature/faculty developed rubrics and the CSU-BAT in the capstone and embedded in selected courses for each Program-Level Outcome. No further assessment reports are required until the next PEAT+ is due in 2009-10.

Dance. The Program Review Self Study report submitted by the Dance program faculty in 2005 was very thorough in scope, outlining the program’s accomplishments and challenges. The program offers a multicultural, multiethnic experience through learning a wide range of dance styles. The 2006 external reviewer’s report was generally positive and offered several recommendations, including restructuring the technique levels offered, adding separate conditioning classes such as Pilates or Floor-Barre, dedicating the smaller of the two current rehearsal spaces to dance classes, dedicating a line in the program budget to a dance accompanist, and others. The Program Review Panel noted the importance of a dedicated rehearsal facility and the need for a dedicated facility as required by National Association of Schools of Dance (NASD) accreditation standards if the Dance Program were to expand to offer a bachelor’s degree. The Dance program submitted its last USLOAC Assessment Report in 2006 using the Essential Elements of Learning Outcomes Assessment document. The Assessment Report showed substantial SLOA progress using embedded assessment methods and rubrics to provide evidence of program-level learning outcomes achievement. Also, Dance shows evidence of program quality supported by student and alumni survey results. USLOAC anticipates that the PEAT+ report due fall 2008 will show ongoing SLOA progress, specifically in providing evidence of learning and evidence of program quality derived from assessment results.

Economics. The Economics program submitted a self-study in 2005 and the last student learning outcomes assessment report in 2002. The major has two concentrations, one in General Economics and another in Quantitative Economics. Since the last program review in 1996-1997, three faculty retired and one passed away, leaving the department with one permanent full-time faculty member with a background in Quantitative Economics. As there has been no replacement of full-time faculty positions, the majority of courses in the program are taught by part-time faculty. The external reviewer wrote that while the program is viable, possessing “the basic structure and components to provide sufficient Economics training to its majors,” it has remained static since its last program review and demonstrates “a clear lack of planning on the part of both the program leadership and the administration.” The external reviewer concluded: “This extremely limited faculty availability is far from being sufficient to support a full-fledged economics program.” Based upon this program review, new admissions into the Economics major are to be suspended pending further consideration of the status of this major.

Humanities. Although the review has been completed, the Program Review Panel Commentary was not available at the time of this report.

Labor Studies. The Labor Studies program offers a ten-course major, a five-course minor and an eight-course certificate program as an interdisciplinary program that relies on key courses offered by other social and behavioral science departments and a small core of dedicated faculty members. The Labor Studies program submitted a full program review in 2005 and its last Assessment Report in 2002. The program’s self study, report of the external reviewer, and the PRP concur that the program suffered from inadequate leadership, lack of resources to offer the full complement of courses, and inadequate outreach activities. As a result of the full program review, Labor Studies was reassigned to the College of Arts and Humanities. Labor Studies has been asked to submit an updated, current Assessment Report that completely and thoroughly addresses the Essential Elements of Learning Outcomes Assessment document. This report is due in early fall 2008 in preparation for the PEAT+ report due in December 2008.

Philosophy. The Philosophy program submitted a full program review in 2005 and an Assessment Report in 2004. Both the Assessment Report in 2004 and the full program review report indicate important SLOA progress; however, it is not clear if the Learning Portfolio described as the program-level assessment method is providing evidence of program-level outcomes achievement or of program quality. USLOAC concurs with the program, the external reviewer, and the Dean that there needs to be “more consistent implementation of existing assessment policies” and recommended via the Program Review Team Commentary that an Assessment Report be submitted in early fall 2008 in preparation for the PEAT+ report due in December 2008. The Assessment Report is expected to include evidence of learning and evidence of program quality derived from assessment results using the Essential Elements of Learning Outcome Assessment document.

Physical Education. The Physical Education program submitted a full program review (self-study and materials) in fall 2005 and a USLOAC Assessment Report in 2004 as part of the Division of Kinesiology and Recreation (DKR). Of concern is the predominant theme in the Division report and the report of the external reviewer regarding the lack of adequate numbers of faculty and lack of funding to support training equipment and facilities. Despite these drawbacks, student enrollment and satisfaction remain high. Data support the conclusion that students are satisfied overall with faculty and academic programs. The Program Review Commentary noted a lack of data and use of vague language in areas of the report, but nonetheless concluded that the report represented “a thoughtful and detailed analysis of student learning outcomes assessment,” in spite of the lack of data in areas of the report. The program’s PEAT+ report is due in fall 2008 and is expected to show evidence of learning and program quality as shown by assessment results.

Political Science. In fall 2004 the Political Science program was administratively combined with Economics and Labor Studies and moved to the newly-created College of Business and Public Policy. Since then, Labor Studies has been moved to the College of Arts and Humanities. The external reviewer noted the strength of the curriculum in traditional as well as innovative offerings, but recommended that the program consider developing a seminar as a capstone course instead of the individually-structured capstone as at present. The external review also suggested that both Political Science and Public Administration develop cooperative structures, especially at the MA level. Additionally, most of the nine-person department faculty are either half-time FERP faculty, close to retirement, or on reassignment, leading to concerns for program continuity and over-reliance on part-time faculty. The PRP commended the program for its attention to innovative capstone experiences and course selections, but echoed the external reviewer’s suggestion that a senior seminar be offered as capstone. The Political Science program submitted a self study and a USLOAC Assessment Report in 2006. Progress in the SLOA process is acknowledged; however, there are no data to support that learning occurs, nor are there data to support the view that embedded assessment or a capstone assessment activity constitute the program-level assessment activities to show program-level outcomes achievement. An assessment report demonstrating evidence of program-level outcomes achievement was due on November 15, 2007 but has not been received. The program has been urged to seek help in preparing the program’s PEAT+ report due in December 2008.

Psychology. Psychology offers a Bachelor of Arts in Psychology, a Minor in Psychology, and a Master of Arts in Psychology with a specialization in Clinical Psychology, and also provides service courses for several other programs. The external reviewer found that the Psychology Department was a strong department overall and was complimentary regarding the hiring of diverse faculty and its democratic decision-making, even though faculty cope with a heavy teaching load, many department and university responsibilities, and few opportunities for release time for research or supervision of research. In general the PRP, external reviewer, faculty and

dean are in accord on several significant issues, including: avenues to obtain funding to expand Psychology laboratory stations and holdings; securing research space for faculty and student research assistants; and holding the first retreat to discuss curricular and programmatic improvements. With regard to assessment, USLOAC and the External Review report noted that program-level assessment methods (e-portfolio, etc.) are no longer in use and the criteria for Supervisor Internship Evaluation has been replaced with Perceived Teaching Effectiveness (PTE) ratings, which do not correlate with assessment of knowledge and skills as identified by the Psychology faculty in the program-level outcomes for each of the undergraduate and graduate programs. The Program Review Panel supported the external reviewer in suggesting that the program identify program-level assessments to replace the e- portfolio for each of the undergraduate and graduate programs. These are to be in place for the PEAT+ program review progress report due in fall 2008.

Teaching Mathematics. The Teaching Mathematics graduate program began in 2000 and submitted a full program review and Assessment Report in spring 2006. PRP agreed with the external reviewer that the program would benefit from some curricular revision; modified scheduling to: a) separate prepared and under-prepared students into different course sections; b) develop some on-line courses; and (c) an improved SLOA plan. USLOAC noted that program-level learner-centered, measurable student learning outcomes and program-level assessment methods are in place, but to date there is no evidence of learning or program quality derived from program-level assessment results. USLOAC, via the Program Review Commentary, recommended that the program create rubrics to assess and provide evidence of student learning outcomes achievement (learning) in the three part comprehensive examination. Additionally, the program was urged to show SLOA progress in using assessment results to support program quality. SLOA progress as described will be expected in the next program review report, the PEAT+ in fall 2008.

CALIFORNIA STATE UNIVERSITY, EAST BAY

Biological Sciences (BS and MS)

The primary assessment tool used by the Biology program is an exit interview. Descriptive statistics were published for this survey and trends identified. In particular, the program noted that the percentage of students beginning the program in the lower division is greater than that for all programs in the university. A summative and formative assessment plan will be developed and data collected to demonstrate effectiveness of learning through achievement of Student Learning Outcomes and program goals.

Economics (BA and MA)

A writing requirement in all upper division courses was imposed at the bachelor's level, with upper division courses capped at 45 students. Additionally, students entering the bachelor's program, irrespective of option, are now required to pass an exit exam grounded in microeconomics and macroeconomic principles. At the master's level, curriculum changes focused on building students' research and econometric skills. Results showed improved research projects in the capstone course.

English (BA, MA, and MA TESOL)

Assessment addressed critical thinking skills, research-based writing, knowledge of critical theory, and an ability to use MLA writing guidelines. Key recommendations were made resulting in the following departmental plan: the addition of a senior seminar to the core requirements of the major, the addition of a popular beginning workshop in poetry, required with its counterpart course in fiction; a new technical writing course; more integration of literary theory throughout the major courses (an outcome of the assessment plan). Results from a quarterly survey indicate MA TESOL graduates are successful in finding employment.

Health Care Administration (MS)

The HCA program used six assessment measures to assess four Student Learning Outcomes. The data support student satisfaction with the program and indicate successful student movement through the program and into doctoral education programs or professional positions. The program will formalize data collection activities throughout the graduate program. From the program evaluation data collected by the Graduate Coordinator, curricular adjustments have been made—the program plans to continue these data collection activities and will add formalized program evaluation data to its assessment repertoire.

Health Science (BS)

Faculty conducted a major self-study in 2006. As part of the results, plans are underway to develop a survey for students addressing needed programmatic improvements. Course

evaluations have been collected in one of the Senior Seminar courses and feedback will be considered during the curriculum planning process.

Human Development (BA)

A major curriculum change was made to help students achieve the learning outcomes as set in the department Assessment Plan. As part of their self-study, a Major Program Survey was conducted, requiring students to assess their achievement of the learning outcomes.

Latin American Studies Program (BA)

In addition to conducting a through outcomes assessment, a pilot study was administered on three learning outcomes in the Latin American Studies program. In response to these results, the program plans to create two new courses: a) Latin American economy and (b) US-Latin American relations, to provide students with an international background. Additionally, LAST 3999 has been reincorporated as the capstone course and LAST 4900 as an internship class, which will strengthen the program and increase visibility.

Liberal Studies (BA)

The California Subject Examination Test has been determined to be the most efficient manner of assessing program effectiveness. In addition, students applying for a credential also complete a Summative Assessment Activity and a Portfolio. Because the curriculum was recently revised, outcome data reflecting the success of the revision should appear in the next review.

CALIFORNIA STATE UNIVERSITY, FRESNO

1. *Results of the assessment of student learning outcomes, the significance of the results, and the implications of the results for modification of program requirements, standards, or operations.* Policy at California State University, Fresno is student learning outcomes data are the property of each program. "Data and information generated by outcomes assessment activities will remain under the control of the unit initiating the assessment" (Academic Senate Policy, 2000).

2. *Change in program requirements enacted or recommended as the result of assessment findings.* The following programs completed the program review process in 2006-2007.

English (B.A. & M.A.)

According to their Program Review, the only change the English Department has taken in response to the SOAP Review is hiring of new faculty. In the Action Plan developed as a result of the program review process, the Department noted the formation of an Assessment Committee to implement the Student Outcomes Assessment. The Department will use the assessment data in its ongoing practice of continually reviewing, critiquing, and adapting its curriculum to cohere with changes within the discipline and needs of its students.

French (B.A.)

In response to survey information the Fresno faculty have increased communication about course scheduling. Information from written exams indicated a need for stronger preparation in writing French. As a result stronger standards have been instituted in the undergraduate writing courses.

History (B.A. & M.A.)

A primary outcome of the Student Outcomes Assessment for the undergraduate program in history was a revision of the curriculum. The department hiring plan is aligned with the changes in curriculum focus. At the graduate level assessment has led to options for the culminating experience.

Spanish (B.A. & M.A.)

Exams indicated that students in the undergraduate major need a stronger preparation in writing Spanish. Therefore the standards have been instituted in the grammar and composition courses. Increased communication has been instituted regarding Spanish courses scheduled for the next semester.

M.S. Engineering

As a result of the Program Review, it was recommended that the College begin immediate implementation of their Student Outcome Assessment Plan for the M.S. Engineering Program. The plan will incorporate student course evaluations, exit survey of graduate students, review of thesis and project reports and student communication skills, and an alumni survey. The data will be analyzed annually to determine potential modifications to the curriculum.

CALIFORNIA STATE UNIVERSITY, FULLERTON

COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

Geological Sciences, BS, MS

In 2002 the department adopted six clear Geology learning outcomes for the undergraduate major. Master's degree learning goals are more generalized, addressing the means by which students are expected to demonstrate mastery rather than articulating specific expectations about content knowledge and skills. A distinctive culminating experience for all Geology majors both undergraduate students as well as graduate students, is the thesis requirement. The required field camp courses represent another integrative assessment mechanism and are highly regarded by majors and faculty alike. For the non-majors, pre- and post-assessments are conducted in Geology 101 and 110 classes, using the "Geosciences Concepts Inventory" test (GCI). The GCI is used to compare the effectiveness of alternative instructional strategies and has led to the revision of course laboratory manuals along with adoption of some collaborative teaching that draws upon the expertise of individual faculty members.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Environmental Studies, MS

The Environmental Studies Program has identified outcomes for the program in a set of learning goals that describe the skills and knowledge students should have acquired upon program completion. At present, student progress in accomplishing the program's learning goals is assessed primarily through a culminating research project. In these projects, students demonstrate the understanding of environmental problems and skills in research, analysis and writing that are the central outcomes of the program. In order for the projects to be most effective in meeting the desired learning outcomes, a more systematic way of gathering and correlating data about student performance on the projects needs to be achieved and such data can then be used by the faculty as the basis for making program improvements. The Program also plans to employ indirect measures of assessment such as alumni surveys and exit interviews.

Geography, BA, MA

The Geography Department has in place a set of well-designed student learning goals for the BA and the MA. The Department maintains a matrix of these learning goals crossed with course content. Currently, the Department assesses program outcomes in three ways: through individual courses, the capstone course requirement and the alumni survey. Systematic assessment of student work in the capstone course has enabled the department to identify gaps in student outcomes that the Department is addressing through modifications to existing courses and the development of new courses. It has been determined by the faculty that the capstone course/capstone experience, as currently implemented, is not achieving its objectives. The

faculty is in the process of remedying problems with the capstone requirement. It has also been determined that writing theory and research methods need to become more prominent in the curriculum.

Philosophy, BA

The Philosophy Department has developed a three pronged approach to assess student learning. These approaches include informal methods, structurally embedded methods of assessing programmatic quality, and importantly, formal assessment methods.

The formal assessment methods include the development of learning of goals/outcomes and the implementation of several assessment strategies including a comparative analysis of essays written by entering students and graduating seniors, a skills analysis of the final essay for all majors in selected courses, and a review of the learning goals included in course syllabi. In addition, the department reviews student opinion data including surveys. The Department is in the process of refining the learning goals/outcomes and developing additional assessment strategies that once completed will consider the use of findings for improvement. Already the department reports that it has accomplished its proficiency goal in critical thinking but falls slightly short on critical writing. As a result of this finding the Department will offer more sessions of Phil 315 (Philosophical Argumentation and Writing) and plan to make it a pre-requisite for all 400 level Philosophy courses.

Psychology, BA, MA

Currently, the Department's assessment activities include the evaluation of student learning and performance in individual courses at the undergraduate level. At the graduate level all students complete a culminating experience which is usually a Master's thesis, in which they demonstrate the knowledge and skills they have acquired as a result of completing the MA or MS program. The department tracks student performance on licensure examinations and monitors graduates who enter doctoral programs. The Department evaluates and updates a portion of its curriculum each year, so that the entire curriculum is reviewed every five years. Student Satisfaction surveys (voluntary) are administered to both undergraduates and graduates at the conclusion of their programs. The Department needs to develop more systematic ways of assessing overall progress toward achieving the learning goals of its degree programs and to use evidence for improvement.

Women's Studies, BA

The Women's Studies Program has developed an excellent model of student learning assessment with the establishment of nine learning goals linked to the University's mission and goals statements. The program has adopted a qualitative model of outcomes assessment through student portfolios (finalized in a capstone course WMST 450, "Theory, Internship, Practice and Community Service"); also used are comparative writing samples from earlier courses. Innovative collaboration with the Department of English to improve student writing and web-site design, with student peer reviews and critiques is a hallmark of the program. The program has

received strong praise for its efforts to infuse critical thinking and technological skills in all courses. The next step for the program is to begin to use outcomes assessment as the basis for making improvements in the program.

COLLEGE OF COMMUNICATIONS

Human Communications Studies, BA, MA

The Human Communications Department has initiated the process of establishing learning goals in both the BA and MA programs. They have linked the goals to the University's mission and goals. Not all learning goals have established learning outcomes assessment measures or strategies at this point. The Department is aware that such strategies and measures will be developed and importantly will use assessment findings in changing degree requirements, adding new curriculum and deleting or updating existing curriculum. Development of a programmatic strategy for assessment of writing is also a priority.

COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

Nursing, BS, MS

This past April (2007) the Department of Nursing was notified by the Commission on Collegiate Nursing Education (CCNE) that it had been granted accreditation (with no compliance issues) for a ten year period for the MSN program and a five year period for the BSN (initial accreditation). The Department has established learning goals for both programs, along with an array of direct and indirect measures of student learning including capstone courses, culminating thesis, project or comprehensive exams, licensure exams, exit interviews, and placement rates. Importantly, the Department has begun to use data which are collected and analyzed in an ongoing process to inform decision making related to program effectiveness and improvement. For example, the BSN faculty set a benchmark of 70 percent retention/graduation rate for a three year period. Because the progression and graduation rate was below 70 percent the faculty determined there was a need to have better data to understand the reasons for attrition and to identify which factors could be prevented or ameliorated. To this end, the faculty is refining the exit interview guide to see if semester course loads need adjusting or if better student support is indicated.

COLLEGE OF EDUCATION

Instructional Design and Technology, MS

Instructional Design and Technology is a master's level 30 unit online program housed in the College of Education. Students complete the 10 courses over a 20 month-long, year-round period taking 2 courses per 16-week segment. This past May (2007) the CSU Board of Trustees awarded full status approval for this program. The program has put into place several assessment

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measures/strategies to document student academic achievement including research papers, annotated bibliographies and individual and team-designed projects. The most noteworthy assessment is the electronic portfolio on CD that each student must submit at the end of each 16 week segment and again at the conclusion of the program. The portfolio serves as cumulative indicator of student progress and is used for midpoint evaluation. Midpoint evaluations may bring about adjustments to student learning goals.

HUMBOLDT STATE UNIVERSITY

I. Assessment Summary

Humboldt State University has adopted a two-year program review process, effective Fall 2006. Accordingly, program reviews begun in 2006 are being completed during the current academic year; learning outcomes assessments and resulting actions taken in connection with those program reviews will be summarized in next year's report.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Program Review

CSULB undertook the second full year of implementation of the university's new program review policy during 2006-2007. The result has been to strengthen the University's commitment to continuous quality improvement and to deepen institutionalization of assessment of student learning.

Academic year 2006-2007 marked the first time that the academic program self-studies being reviewed had been written specifically to address the requirements of the new program review policy. All self-studies provided a common set of data tables so that the recommendations from program review could address common themes of importance to the campus. CSULB conducted new internal and external reviews of six academic degree programs and two academic support programs. In addition, program review reports were completed by the Program Assessment and Review Council (PARC) on another eleven academic degree programs reviewed during the previous academic year.

CSULB Programs Reviewed in 2006-2007

Ed Psych & Admin	MS
Counseling	MS
Education	MA
Special Education	MS
Science Education	MS
Health Care Administration	MS

For the following programs, internal and external reviews were completed in 2005-2006 but PARC reports were finalized in 2006-2007.

Business Economics	BA
Economics	BA
Economics	MA
Family and Consumer Sciences	MA
Nutrition	MS
Occupational Studies	BA
Occupational Studies	MA

Interdisciplinary Studies

BA/

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

<i>Child Development</i>	<i>B.A., M.A.</i>
<i>Interdisciplinary Studies</i>	<i>M.A., M.S.</i>
<i>Math</i>	<i>B.A., B.S., M.A.</i>
<i>Technology</i>	<i>B.S., M.A.</i>
<i>TV, Film and Media Studies</i>	<i>B.A., M.A. Child Development</i>

Bachelor of Arts in Child Development

Master of Arts in Child Development

The assessment measures used by the faculty in the Department of Child and Family Studies are numerous, and are predominately at the course level. All students in the major are required to complete a senior seminar where a major writing requirement is assigned to evaluate writing skills, information literacy, and knowledge of writing in the discipline. The faculty teaching the senior seminar utilize a rating rubric to assess the assignments, followed by on-going dialogue about the results. There is still a need for the Department to move beyond course-based assessments to a systematic method of assessing student learning outcomes, and assuring the competencies of students in the undergraduate and graduate degree programs. The faculty of the Department anticipate and have committed to systematic program assessment, particularly as the number of tenured/tenured track faculty increase and stabilize.

Interdisciplinary Studies

Master of Arts in Interdisciplinary Studies

Master of Science in Interdisciplinary Studies

The Master of Arts and Master of Science in Interdisciplinary Studies programs allow students to compose a unique program of study from courses in other majors. The program has very few students in the major, does not have curriculum or faculty of its own, and is administered by the Office of the Dean of Graduate Studies and Research. At the time of program review no learning outcomes for the program had been identified. Working with the external evaluators and the Program Review Subcommittee, it was acknowledged that learning outcomes should be developed that will be common to all students in the major no matter what the configuration of courses compose each individual program. The program administrator has moved forward in developing those outcomes. That being said, there is significant evidence of the quality of the program and the achievement of students completing the degree. All students in the major are required to complete a thesis. Since 2000, three of the campus submissions to the Western Association of Graduate Schools master's level thesis competition have come from students in the Interdisciplinary Studies programs. One of these students won the award for "best thesis" in the western United States, and the other two students were finalists in the competition. An additional measure of the quality of work performed by students in the program can be found in the number of awards earned by student in the program. Since the last program review four

Interdisciplinary Studies students were named as Sally Casanova pre-Doctoral Fellows, one student was recognized by the Alumni Association as the Outstanding Graduate Students of 2005, and yet another student won first place in the CSU system-wide research symposium.

Math

Bachelor of Arts in Mathematics

Bachelor of Science in Mathematics

Master of Arts in Mathematics

The Department of Mathematics began offering a capstone course in 1998. Since 2003, students enrolled in the course have taken an assessment test intended to measure their competencies to understand mathematical concepts learned in earlier courses. Results of the assessments led to establishing two required prerequisites to a critical upper division course. The assessments also identified knowledge and concepts that students in math courses retained the least. Department faculty are able to trace in the curriculum the locations where the competencies were taught, and to take steps to strengthen those areas. After completing a round of assessment using a test administered in the capstone course, the faculty plan to re-evaluate the goals and format of the test to improve the assessment measure. In summer 2006, the calculus sequence was modified to be taught over 4 days a week. While preliminary assessments are encouraging, the faculty have determined to undertake a more systematic study of this course sequence.

Technology

Bachelor of Science in Fire Protection Administration and Technology

Bachelor of Science in Industrial Technology

Bachelor of Vocational Education

Master of Arts in Industrial and Technical Studies

The faculty in the Department of Technology have developed a two-cycle assessment process. The first is a two-year cycle that assesses the summative skills, knowledge, and attitudes of students in the major at the time of graduation. The other cycle is a ten-year interval where the program faculty use assessment results to redefine the learning outcomes of the program. To measure student achievement of learning outcomes, the Department faculty created web-folios of student work for each program. During Fall Quarter 2005, the faculty spent some time discussing the role of direct assessment and the contents of the web-folios. To increase the quality of work represented in the web-folios, the faculty determined that students in the majors will standardize documents for inclusion in the repository.

Capstone courses and culminating experiences where students demonstrate competencies are used extensively in the Technology Department. In the capstone of one of the options of the program, the students groups are required to conduct research and present their findings through an oral presentation and written report, then answer questions from the audience, which consists of students, faculty, and a panel of industry experts. The industry experts assess the performance of each group using established criteria. Since 1999, the past five assessments have shown

increased competencies in most categories. This achievement was supported by anecdotal evidence from the faculty. Assessments implemented in 2001-02, led to curricular modifications in the undergraduate programs in 2002. Three further rounds of data collection and analysis have occurred since then and will lead to curricula modifications in 2007-08.

TV, Film and Media Studies

Bachelor of Science in Television, Film and Media Studies

Master of Arts Communication Studies- Telecommunication and Film Option

In preparation for program review, the program faculty convened a retreat where the program learning goals and objectives were revisited and specifically identified for undergraduate and graduate students. To that point a systematic and comprehensive assessment program had not yet been implemented. The program assessment plan was refined and reviewed with plans for implementation in Fall and Winter Quarters 2006. Learning outcomes in the areas of written and oral communication, and critical thinking were assessed through the mechanism of submitted portfolios within the curricularized senior capstone courses in the program's three undergraduate options. Graduate student outcomes in the areas of writing and critical thinking are assessed largely by means of writing sample comparisons. All graduate students are required to write a sample essay in their first required graduate seminar. This "entrance" assessment measure is compared to an "exit" essay executed toward the completion of the degree program. In response to graduate student performance on comprehensive exams, the M.A. program curriculum has been significantly modified to require all graduate students to take more history of TV/Film coursework, and to strengthen the curricular core of the M.A. program.

CALIFORNIA MARITIME ACADEMY

Summary of assessment of student learning and action taken:

During the academic year 2006-2007, two programs completed program review, the BS in Facilities Engineering Technology and the BS in Marine Engineering Technology. The programs are the responsibility of the Engineering Technology Department. Both of these program reviews involved the writing of a self-study, review by an external review team (ABET/TAC visiting team) and an internal review by the Academic Senate Curriculum Committee. Both programs retained ABET/TAC accreditation.

For the Marine Engineering Technology program, the greatest concern was the shortage of faculty. Recent retirements have left the program short of faculty. It is difficult to recruit faculty due to the unique nature of the program and the requirement for experience in the marine industry. A change in approach to recruiting will be initiated during the 2007-2008 academic year with plans for hiring prior to the start of the 2008-2009 academic year.

The Engineering Technology Department is in the process of making a number of modifications to these two degree programs. The intent of these modifications are: to reduce the total number of units for both programs, to modify courses to reflect changes in industry requirements and to place courses in better order in the curriculum. The whole approach to the training on the summer cruise is under review.

The Engineering Technology Department is also evaluating this academic year the results of changes in the curriculum that upgraded the calculus and calculus-based physics requirements in 2006.

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

The program review of the BS Mathematics program was completed in Spring 2007, and it accompanied the proposal submitted to the Chancellor's Office regarding the shift from status as a pilot program to that of a program with regular status. (The pilot conversion of Math was approved.)

The external reviewers of the Math program found it to be a strong program with great potential for growth. They recommended approval of Math without reservation as a regular major at CSUMB. Chief among the suggestions for program improvement was that the remedial Math sequence (98/99) be reworked. The recommendation was immediately implemented by the faculty, and in Fall 2007 a redesigned remedial Math sequence has been offered for the first time. Success with remedial Math is crucial to the retention of first year students, so we are eager to evaluate the success of the redesigned courses.

During 2007-2008 our revised program review process is being implemented by three academic programs that are conducting program reviews: Global Studies, Social and Behavioral Sciences, and Human Communication. The revised program review process focuses attention on the assessment of student learning in the major. A report about those program reviews will be included in our next Annual Report on Program Review.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Programs Reviewed:

Anthropology	B.A. Anthropology, M.A. Anthropology
Art	B.A. Art, M.A. Art, M.F.A. Art
Asian American Studies	B.A. Asian American Studies
Deaf Studies	B.A. Deaf Studies
Humanities	B.A. Humanities Interdisciplinary Studies
Political Science	B.A. Political Science, M.A. Political Science, M.P.A. Public Sector Management

Information below based on the following:

1. Results of the assessment of student learning outcomes, the significance of the results and the implications of the results for modification of program requirements, standards or operations.
2. Changes in program requirements enacted or recommended as the result of assessment findings.

Anthropology

1. A baseline, cross-sectional study examined how all students perceived social and biological origins of human diversity. The data provided evidence of student learning gaps in the content area of biological diversity among humans. Underway is a plan for longitudinal benchmarked tracking of individual student growth, possibly with an entrance, mid-point and exit examination.
2. The findings helped justify a hire in biological anthropology. In addition, the faculty are discussing programmatic benchmarks along with a series of program modifications and a new course.

Art

1. Assessment of the foundation program involved examination of students' portfolios from five different courses. Faculty assessed students' visual art work (including drawings and designs), written work and knowledge of art history. The faculty believe that a strong foundation program is critical to student success in their upper-division courses. Collectively the data revealed the strengths and weaknesses of the foundation program.
2. Findings clearly revealed that the life drawing course needed more models, class size was a critical factor related to student work and thus needed to be reduced and more attention was needed to improve students' skills in craftsmanship and presentation. Revision of the foundation program is underway.

Asian American Studies

1. Faculty assessed students' critical thinking skills in relation to race and racism by examining critical essay exams using a grading rubric. The evaluation revealed varied results across sections as well as among faculty members; in addition, students' prior experience in the major varied significantly.
2. New alignments of the content and pedagogical methods were recommended to better prepare students' critical thinking skills related to race and racism. Also, recommendations for better advisement regarding course sequence were presented to faculty and staff who provide advisement to students.

Deaf Studies

1. Students' signed performance was assessed in the 300-level capstone courses. Using a three-tiered analytic rubric that covered morpho-syntax (grammar), classifiers/space, lexical, non-manual signals and fluency/accent, the faculty determined that 80 % of their students perform at the satisfactory or above levels.
2. A curriculum revision resulted, including the modification of the 300-level capstone course and the addition of an advanced level capstone course DEAF 497.

Humanities

1. Using a rubric, students' written papers from the senior seminar in Humanities were assessed to determine students' knowledge of the diversity of world cultures. Because of the interdisciplinary nature of the program, students' knowledge of world cultures varied significantly.
2. A program modification was recommended, including revision of existing courses, modification of delivery methods, the sequencing of courses and better alignment of courses with the SLOs.

Political Science

1. Faculty developed a rubric to assess all six of the department's student learning outcomes. It was used to assess students' final performance (papers and/or embedded questions in exams) in four required courses selected to represent beginning, middle and advanced studies. The overall goal was to examine the quality of expected student learning in relation to the sequence of instruction. While a baseline study was established, there were faculty concerns regarding the reliability of results.
2. The results revealed that that quality of student performance was directly related to the quality of instruction. As a result, the assessment committee recommended a revision of existing courses to ensure better sequencing of information, a modification of the student learning outcomes and changes in how assessment is conducted. The end result will lead to a more unified vision of the program.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Academic programs have the option, one time, to conduct an assessment plan review in lieu of an academic program review. The assessment plan review centers on the development and evaluation of assessment results, to be applied to program improvement. Outside reviewers are asked to consider the quality of the assessment plan as well as to review the overall health of the department and its programs.

In 2006-07, the Masters of Public Administration program successfully completed their evaluation for re-accreditation receiving full accreditation for seven years, the Geography and Kinesiology programs developed assessment plans for review, and the Political Science program redesigned their assessment plan based on the results of an external review.

Masters of Public Administration – Re-accreditation Review

Assessment Tools: Intake interview, Student Evaluations, Academic Standing Report. The portfolio including thesis is organized into five areas: academic ability, leadership and team skills, ethical and professional standards, public service, and professional growth and continuing education. Students are also asked to measure their progress against the program's mission statement.

Result Summary: It was found that students were unable to link course work in public finance to how budgets are analyzed and long-term policy planning. Students found themselves lacking in core skills. Students must focus elective work in specific areas to decrease time to thesis completion

Summary of Changes in Program Requirement Enacted/Recommended: Required that finance course be taught by Political Science Department rather than Economics Department; moved quantitative methods class to core requirements; simplified admission process but raised admission requirements; developed new class in non-profit organizations; added elective course on education administration offered by College of Education; collaborated with Regenerative Studies to offer courses in environmental policies.

BS Geography – Assessment Plan Review

Assessment Tools: Curriculum maps/matrices will be used to provide a frame to collect course work items (students' paper, field report, map and poster presentations, exams, and oral presentation evaluations, etc.) and evaluate students' performances in meeting expected learning outcomes. A senior colloquium to provide the context for three tools: portfolio project, oral presentation, and professional qualifications upon graduation. Examination of portfolios provides assessment of student learning outcomes throughout the program. Senior and alumni exit survey to assess student learning outcomes. Institutional data.

Result Summary: Curriculum maps/matrixes have been developed to help identify strengths and weaknesses in curriculum design to meet learning objectives. Ongoing assessment activities through senior colloquium and senior portfolio have been implemented. Student learning

outcomes are in line with nationally recognized standards for geographic education. Reconfiguration of student learning outcomes may be necessary to precisely measure intended outcomes.

Summary of Changes in Program Requirement Enacted/Recommended: Developed assessment tools by identifying specific work from courses to serve as evidence that connects to specific student learning outcomes. Reconstructed learning objectives to strengthen connections between the student learning outcomes and assessment tools. Currently the department is exploring the feasibility of electronic and multimedia portfolios.

BS Kinesiology – Assessment Plan Review

Assessment Tools: Senior seminar capstone experience, professional portfolios (to include items such as personal statements, resumes and letters of recommendation), and internships or research projects to measure practical application of knowledge. Exit and alumni surveys will be distributed periodically. Graduation Writing Test results will be gathered every year. A three person assessment committee will meet annually to review these materials. A written report will be submitted annually.

Result Summary: As a result of an external review of the department's assessment plan, the department expanded their program goals and refined a matrix aligning courses to student learning objectives to clarify at what mastery level the outcomes should be observed in the context of the major and option.

Summary of Changes in Program Requirement Enacted/Recommended: The department has developed a vision statement and revised the existing mission statement. They are also reviewing what their contribution should be to the public discussion on healthy living and lifelong learning.

BA Political Science – Assessment Plan Review

Assessment Tools: Writing sample to display evidence of success in one or more area of the department's learning goals. Pre-graduation Interview during which students will be encouraged to complete a student-report matrix that cross references the program learning goals with courses/program activities. Alumni and advising surveys will be administered periodically and Graduation Writing Test scores will be analyzed. The department will host an assessment retreat once a year to synthesize data and consider programmatic changes to their own program as well as suggestions for other units on campus.

Result Summary: The department revised the plan to more directly assess student learning outcomes rather than student satisfaction. They have developed a matrix to align major courses with the student learning outcomes. Finally to make the plan more feasible, they have replaced the exit survey with an analysis of the senior thesis and have developed a rubric for that analysis.

Summary of Changes in Program Requirement Enacted/Recommended: As a result of the development of the course/outcomes matrix, the department decided to increase the number of introductory courses and decrease the number of required upper division courses. They also revised the requirements so that all majors must now complete a thesis or internship.

Academic programs have the option, one time, to conduct an assessment plan review in lieu of an academic program review. The assessment plan review centers on the development and evaluation of assessment results, to be applied to program improvement. Outside reviewers are asked to consider the quality of the assessment plan as well as to review the overall health of the department and its programs.

In 2006-07, the Masters of Public Administration program successfully completed their evaluation for re-accreditation receiving full accreditation for seven years, the Geography and Kinesiology programs developed assessment plans for review, and the Political Science program redesigned their assessment plan based on the results of an external review.

Masters of Public Administration – Re-accreditation Review

Assessment Tools: Intake interview, Student Evaluations, Academic Standing Report. The portfolio including thesis is organized into five areas: academic ability, leadership and team skills, ethical and professional standards, public service, and professional growth and continuing education. Students are also asked to measure their progress against the program's mission statement.

Result Summary: It was found that students were unable to link course work in public finance to how budgets are analyzed and long-term policy planning. Students found themselves lacking in core skills. Students must focus elective work in specific areas to decrease time to thesis completion

Summary of Changes in Program Requirement Enacted/Recommended: Required that finance course be taught by Political Science Department rather than Economics Department; moved quantitative methods class to core requirements; simplified admission process but raised admission requirements; developed new class in non-profit organizations; added elective course on education administration offered by College of Education; collaborated with Regenerative Studies to offer courses in environmental policies.

BS Geography – Assessment Plan Review

Assessment Tools: Curriculum maps/matrices will be used to provide a frame to collect course work items (students' paper, field report, map and poster presentations, exams, and oral presentation evaluations, etc.) and evaluate students' performances in meeting expected learning outcomes. A senior colloquium to provide the context for three tools: portfolio project, oral presentation, and professional qualifications upon graduation. Examination of portfolios provides assessment of student learning outcomes throughout the program. Senior and alumni exit survey to assess student learning outcomes. Institutional data.

Result Summary: Curriculum maps/matrixes have been developed to help identify strengths and weaknesses in curriculum design to meet learning objectives. Ongoing assessment activities through senior colloquium and senior portfolio have been implemented. Student learning outcomes are in line with nationally recognized standards for geographic education. Reconfiguration of student learning outcomes may be necessary to precisely measure intended outcomes.

Summary of Changes in Program Requirement Enacted/Recommended: Developed assessment tools by identifying specific work from courses to serve as evidence that connects to specific student learning outcomes. Reconstructed learning objectives to strengthen connections between the student learning outcomes and assessment tools. Currently the department is exploring the feasibility of electronic and multimedia portfolios.

BS Kinesiology – Assessment Plan Review

Assessment Tools: Senior seminar capstone experience, professional portfolios (to include items such as personal statements, resumes and letters of recommendation), and internships or research projects to measure practical application of knowledge. Exit and alumni surveys will be distributed periodically. Graduation Writing Test results will be gathered every year. A three person assessment committee will meet annually to review these materials. A written report will be submitted annually.

Result Summary: As a result of an external review of the department's assessment plan, the department expanded their program goals and refined a matrix aligning courses to student learning objectives to clarify at what mastery level the outcomes should be observed in the context of the major and option.

Summary of Changes in Program Requirement Enacted/Recommended: The department has developed a vision statement and revised the existing mission statement. They are also reviewing what their contribution should be to the public discussion on healthy living and lifelong learning.

BA Political Science – Assessment Plan Review

Assessment Tools: Writing sample to display evidence of success in one or more area of the department's learning goals. Pre-graduation Interview during which students will be encouraged to complete a student-report matrix that cross references the program learning goals with courses/program activities. Alumni and advising surveys will be administered periodically and Graduation Writing Test scores will be analyzed. The department will host an assessment retreat once a year to synthesize data and consider programmatic changes to their own program as well as suggestions for other units on campus.

Result Summary: The department revised the plan to more directly assess student learning outcomes rather than student satisfaction. They have developed a matrix to align major courses with the student learning outcomes. Finally to make the plan more feasible, they have replaced the exit survey with an analysis of the senior thesis and have developed a rubric for that analysis.

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Summary of Changes in Program Requirement Enacted/Recommended: As a result of the development of the course/outcomes matrix, the department decided to increase the number of introductory courses and decrease the number of required upper division courses. They also revised the requirements so that all majors must now complete a thesis or internship.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Programs Reviewed During 2006-2007

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

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.

Sacramento State began implementing a pilot study to improve the program review process which was approved by the Faculty Senate for two years through Spring 2009. Departments will be able to select one of three options for their self-study. Option A offers the current approach with no changes. Option B focuses on academic programs and assessment by integrating some aspects of Option A with some of Option C. Option C is the focused inquiry option that consists of three parts: general information about the department, a full cycle report on student learning outcomes assessment, and a focused inquiry that examines a particular matter of importance to the department, college and university. If departments select Option C and the results of the experiment are promising then an important goal of this pilot would have been realized. Namely, to internalize assessment activities in the department through a facilitative approach that engages the entire department faculty in the peer review process. This experiment is aimed at enhancing Sacramento State's efforts in strengthening program review processes as recommended during the WASC re-accreditation process. Departments that undergo national accreditation review would continue to be allowed to use their accreditation self-study and visitor report to answer some or all of the questions on the pilot self-study with the permission of Academic Affairs.

Summary of Assessment Results

History. To assess student learning the History department employed two measures: an evaluation of student writing elicited from papers assigned in senior seminars and a graduating senior survey. The writing samples were compared with previous year's papers to track quality. The results indicated that students are developing their research and writing skills while progressing through the History major. Although the department provides an excellent intellectual experience for its students the results did reveal concerns about inadequate advising. As a result the department is in the process of revising and clarifying its advising policies. Furthermore, the department recognizes that its major has grown during the last five years which requires reconsideration of its assessment plans in addition to its advising policies. The department administers a total of 9 undergraduate and graduate programs but had only one assessment plan focused on the standard History BA. Ongoing efforts in developing new assessment plans along with identification of rubrics, course alignment, and assessment matrixes are designed to overcome these challenges.

General Education (GE). The General Education Program is working hard to establish a "culture of evidence" that is based on effective assessment. The University dedicated 12 units of assigned time per year to support a GE faculty consultant in AY 2000-01 and 2001-02. The Faculty Coordinator of Assessment convened the GE Area Coordinator Task Force, with representatives from all colleges on campus, to develop a set of learning outcomes for each GE Area. The student learning objectives were approved in spring 2002 and a five year program to develop assessment plans for all GE courses began. The plans were completed in 2007 and data is being compiled.

The assessment activity has been focused on how an individual course meets the criteria for the sub area to which it belongs and the one or two primary baccalaureate learning goals associated with that sub area. Because the plans have only recently been completed, the data available from the course plans did not cover all aspects of the program.

One of the baccalaureate learning goals focuses on values and pluralism. 4,366 students in 26 courses that meet the General Education requirement dealing with race and ethnicity in American Society completed a survey with multiple choice and essay response questions. 80% of the students said they had a better understanding of cultures and ethnic/racial minority groups in the U.S., and an equal percentage said they had a deeper understanding of the social experiences of underrepresented groups in the U.S. The vast majority of students agreed that specific student learning objectives were achieved. The General Education/Graduation Requirements Policy Committee concluded that this overall baccalaureate learning goal and GE objective were met in these courses.

Learning Skills. The Center assesses student learning through programmatic examinations that are evaluated as either Pass or Fail. To ensure the consistency of the process from one semester to another the department goes a great length developing uniform diagnostic essay topics, two midterms, and a final exam topic across multiple sections of courses. Grading of the diagnostic essays is an effective vehicle to norm teachers to specific grading criteria. In this way group grading is possible and students can receive comments from some other teacher than their own. Students also prepare a portfolio of their course work which is reviewed by a committee that recommends whether or not the student should pass. Course evaluations are also assessed to identify strengths and weaknesses of individual faculty which may assist in identifying needs for professional development. Overall, the assessment of student learning indicated that the program is hugely successful working with students to meet expected standards in both the mathematics and English courses. Particularly impressive are the rates for specially admitted freshmen who are supported by CAMP and EOP programs. The results also suggest that students who complete preparatory Math classes are nearly as successful or in some cases more successful than students who place directly into those classes. The full time faculty of the Center meets regularly to discuss programmatic issues such as curriculum development and course syllabi drawing from the results of assessment of student learning. For example a pilot is underway for LS 15, LS 86, and LS 87 with the goal of making students develop better argumentative essays that reflect more independent thought than has been achieved in the past.

Psychology. The department student outcome assessment for academic year 2006-2007 consisted of three projects, two of which are ongoing (pretest-posttest graduate student skills assessment and an evaluation of graduate student culminating experience performance). One project, a survey of alumni, was carried out during the fall of 2006 and the spring of 2007. The assessments were evaluated based on a subset of missions and goals specified in the department's assessment plans. Based on both the quantitative and qualitative results of the alumni survey, it appears that the department is doing an excellent job in teaching both undergraduate and graduate students. Not only is the program generally conceived of as enjoyable, and not only are the faculty well regarded, it also appears that the students are being very well prepared for their careers in the field. In terms of specifics, it appears that the department and its faculty are delivering an extremely high quality product to its students, particularly on the following points that were addressed in the survey: teaching students to obtain information from the professional literature, teaching students to performing and evaluate research, teaching students to understanding the quantitative methods of psychology, faculty maintaining currency in the discipline, faculty being very competent instructors, faculty providing fieldwork and internship opportunities to students, faculty providing knowledgeable instruction to students, faculty providing excellent career preparation for our students. The quantitative ratings suggested that there were a couple of areas that the department should carefully examine. First, the handouts and brochures that it produces are worth a careful review. Second, there is concern that an extremely heavy teaching load appears to leave much less time

for professional activity for faculty contributing to the scholarly and research literature of the field. Consequently, the department is currently exploring the possibility of a reduced teaching assignment in exchange for some additional released time for research or other such professional activity.

The department has also established the Assessment and Academic Standards Committee to examine the pre-test and post-test data for information on student needs. In addition, a senior survey and graduating senior focus group were developed for additional student feedback. Results from the studies provided substantial support for the conclusion that students believed the program enhanced their knowledge of the field, their critical thinking and communications skills, their ethical focus and their awareness of diversity.

English/TESOL Graduate Program. The department prepares students for both the BA and MA. The MA program includes options for TESOL, Literature, Composition, and Creative Writing. In addition the department offers the English Single Subject Matter Program as well as a minor in several areas. The assessment of student learning outcomes is captured in assessment of writing.

In 2005/2006, the Writing Assessment Committee scored essays from 198T: Senior Seminar and 120A: Advanced Composition, using a rubric based on the English Department Writing Standards. The purpose was to focus on the two courses required of all English majors in order to get a sense of students' writing abilities, with the goal that findings could help inform pedagogy. In 2006/2007, the Writing Assessment Committee used the information from that assessment to "close the loop" and begin taking actions to improve teaching and learning based on the information gathered from the assessment. Results were consistent with previous findings, namely that students were successful at close reading of primary texts, but struggled with analyzing and integrating secondary sources and writing complex arguments.

To respond to this outcome the department revised the learning outcomes and course descriptions for 120A to reflect the new outcomes. In addition, in its self study the department acknowledged that it would need to develop more specific assessment plans that relate more directly to the different programs offered by the department at both the undergraduate and graduate levels.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

CSUSB programs reviewed in the 2006/2007 academic year and included in this report are:

- Liberal Studies BA
- Political Science BA
- National Security Studies MA
- Psychology BA, MA & MS

Liberal Studies BA

The mission of the Liberal Studies Program at California State University, San Bernardino is to provide outstanding subject matter preparation in the multiple subjects that meet and exceed the standards of the California Commission on Teacher Credentialing. The Liberal Studies Program is developing assessment methods to carry out a more detailed and concrete assessment of the program achievement and individual student learning outcomes that cycle through each category of the major and cover each objective in detail every five years. The general education program, which makes up the bulk of the lower division requirements in the Liberal Studies major, has developed a course-based assessment of the upper division student performance in key content areas. The use of imbedded assessment as a direct measure has shown that students are meeting the Liberal Studies and general education goals and objectives.

Political Science BA

The mission of the undergraduate program of the Department of Political Science at CSUSB is to offer course work and activities that enable students to understand the institutions, theories, and policies associated with politics. The Department of Political Science administers essay questions each spring in the areas of institutions, policy and theory. The exam is given in a senior seminar class, and the questions are designed to evaluate the knowledge students had acquired and their abilities to analyze concepts in the three areas. Results show that students are achieving the learning goals and objectives of the political science BA.

National Security Studies MA

The mission of the National Security Studies Master's degree program is to prepare its graduates for further academic study in defense policy analysis, regional security, or international relations, as well as for work in federal intelligence agencies, the departments of State and Defense, congressional offices, the General Accounting Office or Congressional Research Service, think tanks, and with defense contractors. Student learning is assessed via embedded questions and a comprehensive exam in the core fields. These evaluative tools have been used to establish baselines for understanding how well students are achieving programmatic objectives.

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Psychology BA, MA & MS

The goal of the psychology department is to shape and enhance student perspectives through knowledge of the basic processes and fields of psychology. The department's outcomes assessment plan employs five different assessment tools. These include the evaluation of course content, the assessment of the culminating exam, senior exit and alumni surveys and the evaluation of students' professional development experiences. This combination of assessment tools has been designed to provide multiple assessments of the knowledge, skills, and abilities that students should have developed at CSUSB based on the program objectives. The psychology department's assessment plan also provides information about the transferability of knowledge, skills, and abilities, and students' professional lives after leaving CSUSB.

SAN DIEGO STATE UNIVERSITY

Program Reviews for AY 2006-2007

Finance	MSBA, BSBA
Gerontology	MS, BA
Marketing	BSBA
Religious Studies	BA
Rhetoric and Writing Studies	MA

Summary of student-learning assessment and actions taken

Finance

The Department of Finance has undertaken curriculum assessment on a periodic basis. Since Fall 2003 the BSBA (Finance) program has also been conducting student exit surveys each semester in the culminating course, Finance 423, as an indirect measure. Direct assessment has been instituted since AY 2005-2006 for BSBA (Finance), BSBA (Financial Services), MSBA (Finance), and MSBA (Financial and Tax Planning) programs.

At a finance department retreat, program goals and learning outcomes were established for the finance and financial services undergraduate programs and for the graduate programs in finance and financial and tax planning. The department then constructed a matrix, which graphs the learning outcomes against corresponding assessment instruments and timelines for assessment, and includes a table that also maps each of the learning outcomes to specific classes.

Thus far, improvements that have been made in response to data include: a greater proportion of class time to focus on specific issues identified as difficult to master; distinction in teaching certain material to graduate versus undergraduate students; introduction of software that allows students to work with real life data (e.g., purchase of Morningstar data bases); and addition of real estate and insurance material to early courses, to broaden students' exposure to products and strategies in these areas.

Gerontology

The mission of the bachelor's degree in gerontology is to provide a multi-disciplinary education based on a liberal arts and professional orientation foundation which provides students with the knowledge and skills to understand gerontology and the aging processes in the social, cultural, physical, familial, policy, and community contexts in which they occur and are experienced by people. The learning goals and objectives begin (as a foundation) with these three: 1) prepare students for advanced education in areas of gerontology that impact the lives of older people; 2) develop students' appreciation of applied research and how empirical results contribute to better

services; and 3) provide professional education and practice focused on social and applied gerontology.

A more comprehensive student learning plan for the department has recently been developed. A review of the plan by the SDSU Student Learning Outcomes Committee concluded that the department should continue to move in this direction and to incorporate direct measures of learning, in addition to the indirect measures already in place.

Marketing

The overall goal of the marketing department is to provide students with extensive knowledge of theoretical and applied aspects of marketing through scholarly research and service to the profession and academic community. The department meets this goal by educating students with the fundamental managerial and strategic process of marketing. The learning outcomes of the department are structured according to the two majors offered. The first learning outcomes concern the general marketing major: 1) to demonstrate an understanding of key marketing concepts and the influence of marketing decisions in the external business environment, and 2) to demonstrate proficiency in the development and analysis of marketing strategies and sources of information. The second learning outcomes concern the integrated marketing communications specialization: 1) to demonstrate an understanding of the role and influence of IMC in the business environment, and 2) to demonstrate proficiency in the development and analysis of IMC strategies.

To assess these learning outcomes, the department generated an examination that was administered to the capstone course (MKT 479). This exam covered the fundamental concepts being taught throughout the marketing program. Along with the comprehensive exam, the students from the capstone course were also assigned a marketing analysis paper, which extensively covered the marketing concepts from the examination. The most recent administering of the assessment comprised of 81% of the capstone marketing students. The results from both the examination and the analysis paper were very similar. The students were able to achieve most of the learning outcomes that the department had set for the assessment, but some areas for improvement were identified. The department has collaborated with instructors to infuse their courses with additional readings, exercises, case studies, and greater in-class time concentrating on the areas of pricing and distribution.

Religious Studies

The overall goal of the religious studies department is, from a scholarly vantage point, to observe, interpret, and engage in the religious complexity of American life through interfaith dialogue and multicultural understanding. The department works to realize this goal through raising global awareness and fostering concerns for justice, cultural literacy, and critical thinking.

As part of recent assessment efforts, the department chose to assess the GE Foundations course World Religions (RS101), which had 11 sections and 1075 student enrolled. The course was assigned an essay to take “one idea, practice, or concept from each religious tradition that we studied this semester to create a new religion that might help us as individuals and as societies.” The results from the essays showed the students had a high concern for global warming, the current situation in Iraq, poverty, and gender and race relations. The department was impressed with the students’ ability to identify value in each world religion, reflecting the overall goal of the department.

The assessment also pointed to a somewhat fragmented curriculum among faculty syllabi and lack of required critical analysis by the students. In response to this data, the department undertook the following actions: standardize the course “Religions,” revise course evaluations, implement midterm evaluations for first time faculty members, create a lecturer handbook, require syllabi include student learning outcomes, develop teaching rubrics, and move toward an intentional use of Blackboard technology.

Rhetoric and Writing Studies

The Department of Rhetoric and Writing maintains a robust level of assessment activity across several areas: developmental writing, developmental math, lower division writing, and upper division writing. The most recent assessment project focused on this learning outcome: understanding of an argument in light of additional research materials. It reads: “Students will be able to construct an account of an author’s project and argument and carry out small, focused research tasks to find information that helps clarify, illustrate, extend or complicate that argument.” This learning outcome is also the core of the second of four papers that students are asked to write.

In the 2006-07 academic year, fifteen instructors participated in the assessment project. All instructors were teaching Ronne Hartfield’s *Another Way Home: The Tangled Roots of Race in One Chicago Family* (SDUS’s book for the Summer Reading Program) in their courses and used a common assignment that had been designed by the Lower-Division Writing Committee. These instructors contributed student papers responding to that common assignment. They submitted clean, ungraded copies of their student papers to the department. Staff randomly selected papers from each class and copied them for the assessment, and a rubric was designed for scoring the papers, modeled on one described in Dallinger and Man’s “Assessing Student Knowledge of and Attitudes Toward the Humanities (*College Teaching* 48.3, 200, pages 95-101). The rubric incorporated language from our learning outcome and from the assignment itself.

Instructors discussing the assessment results thought that the assignment was quite challenging for our students: it involved discerning the argument in a book-length narrative and also making connections between that narrative argument and other kinds of research articles. Overall, the

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study showed that, as a program, there needs to be further discussion of how we craft assignments based on our learning outcomes, and whether our outcomes are sufficiently shared and understood by all instructors.

SAN FRANCISCO STATE UNIVERSITY

The following programs completed a program review process during Spring or Fall 2007. Overall SF State student self-report measures are employed effectively as indirect indicators; however, progress is needed in refining and measuring direct indicators of student learning in most majors.

Africana Studies The Department of Africana Studies has used only indirect measures of student learning, with data drawn from an annual student survey. Based on student recommendations, the department has added the following courses to its curriculum: Black Athletes, African Mythology and Black Consciousness, Frantz Fanon's Psychology of Violence, Black On-line, Hip Hop Workshop, Sponsored Travel and Study, Community-Service Learning, and Introduction to African Languages. The program review recommended that the department further develop its assessment process with direct measures of student learning and supported the recommendation for a capstone Senior Seminar partly for purposes of improving assessment.

Asian American Studies The Department of Asian American Studies has one of the most comprehensive assessment processes in the University. Direct data is drawn from their *Survey of Basic Knowledge in Asian American Studies* and is collected annually. The department determined in its self-study that some of the questions need to be updated. The MOU from the program review recommended that the department measure only a few of the outcomes each year or measure them all every other year. Indirect data is obtained from the department's exit surveys of graduating students. Results from the from the data show general satisfactory attainment of the outcomes.

Biology Biology has performed regular assessments and made improvements in measures and assessment strategies. Student learning objectives are assessed annually and students are doing well. It should be noted as an indicator of student success, that this department has one of the university's highest rates for graduates continuing into master's and Ph.D. programs.

Computer Science The Computer Science Department underwent ABET accreditation in the Fall 2007 semester. In preparation for that review, the department developed a course-embedded assessment process, which included 7 direct measures of student learning. Although the department analyzed some data for the review, they are still at the nascent stage in developing a mature assessment process. This review served to initiate an on-going assessment culture among faculty. Preliminary results indicate that students need more help in developing oral presentation skills. Moreover, while most students appear to have stronger CS backgrounds, some need help with English.

Engineering The department currently only has an indirect measure of student learning in the form of a student survey. The program review and the resulting MOU requires the department to develop direct measures of student learning. (This review covered only the master's degree program, which does not undergo ABET accreditation.)

Foreign Languages The Department of Foreign Languages differs dramatically across language areas in its assessment of student learning. The German program and the Spanish program have completed their assessment plans and are drawing data using ACTFL assessment standards. Results from the German program indicate that students have problems with comprehension of reading assignments. The program has decided to include more in-class formative assignments and to track the changes in pedagogy in response to this issue. Results from the Spanish program assessment indicated that students are inadequately prepared with regard to grammar. The department has decided to review more basic grammatical terminology (in English) and to introduce more syntactic analysis. Similarly, students were ill-prepared for the linguistics course and resented its inclusion in the curriculum. The program intends to introduce linguistic issues earlier in the curriculum. Other language programs are far behind in developing their assessment. The MOU suggested that these programs also use the ACTFL standards. They will be required to provide a progress report on their assessment within 6 months.

Health Education The Department of Health Education has developed an assessment process using electronic portfolios and a comprehensive standardized assessment rating (NCHEC) for seniors. The portfolios are used both for assessment purposes and eventually as professional portfolios. Analysis of the portfolios occurs on an annual basis, and students perform satisfactorily on the assessment of these portfolios. Mean scores from the NCHEC have shown a high level of mastery over a number of semesters. The Department also collects data from fieldwork supervisors about students' demonstration of competencies in their internships. Again, results are satisfactory.

Mathematics The Department of Mathematics has 14 SLO's for its undergraduate major in Applied Mathematics. Data for these outcomes is drawn from specific exam questions, content analysis of special projects, and evaluation of oral presentations and samples of student writing. As a result of their assessment, the department will integrate the use of computers more into classes, modify course syllabi to explicitly reflect objectives, change some courses to a required course, and encourage students to disseminate the results of their project.

The statistics program has 10 SLO's for its undergraduate major. The department uses a content analysis of exams, analysis of specific exam questions, and special projects to assess student learning. Based on the department's assessment, they intend to require Math 338 in the future, continue to emphasize probability theory in Math 340, continue to use Math 441 as a foundation to inferential statistics, add a new course in regression analysis and offer a course in SAS.

The master's in mathematics has 6 SLO's. Evaluation of these learning outcomes is drawn from specific exam questions, departmental analysis of oral examinations, and review of theses. Based on this assessment, the department will consider the feasibility of the oral exam as a

culminating experience and consider additional options for this requirement, add a new course in Math 880, add an additional graduate course in probability/statistics, and showcase student presentations.

Philosophy The Department of Philosophy has an assessment plan for its programs. However, the department acknowledges that the assessment plan has not been adequately implemented and is in great need of attention. Much of the difficulty with this department results from the tremendous turn-over in the past several years. Currently, there are only two tenured faculty members, one of whom has recently resumed leadership in the department and served as chair for the program review. During the recent semester break the department met and began once again to develop their assessment in earnest. Results are expected in the coming year. It should also be noted that this department was extremely helpful in the SF State implementation of the CLA. They provided five sections of their GE critical thinking course for the test in order to try and get a baseline of data for entry into that course.

On the graduate side, student learning outcomes, as exhibited by performances on the PHIL 896 exam, are discussed by the graduate faculty in order to identify weaknesses in the graduate program. As a result of such discussions, both a policy change and changes in practice have been instituted. Another method of measuring student learning in the graduate program is the thesis and the oral defense, which is part of the program's culminating experience and learning assessment.

Women's Studies The Department of Women's Studies employs a portfolio assessment of undergraduate student learning. The analysis of this portfolio focuses on four student learning outcomes. Findings from the analysis indicate that students find issues regarding methodology more difficult than those about basic concepts. The department plans to emphasize methodology more in the WOMS 201 course. Students performed well in the analysis of women and gender in the context of colonialism, nationalism and globalization. Moreover, students were able to articulate arguments with regard to transnational feminism using multiple models. Analysis of the resumes and portfolios reflect integration of areas of study with appropriate job skills. However, the department believes that it should further encourage students to more directly connect their internship experience to their academic course work.

College of Behavioral and Social Sciences

(The sixth cycle of program review began with BSS and includes only graduate programs. Human Sexuality is the first and only program to complete its review so far in this college.)

Human Sexuality: Based on feedback from the program review, The Human Sexuality Studies program plans a total revision of assessment, from defining SLOs to procedures. The focus of most of these revisions is to develop rubrics or other direct measures of student learning

outcomes. Another reason for revision of assessment procedures is to find more streamlined processes. Indicators of program success (rather than direct measures) reflect strong success in the program. Nearly 100% of their students graduate; many of them publish their theses; a large percentage continue in Ph.D. or doctoral programs. The department acknowledges that it needs to develop a rubric for the analysis of theses and more faculty-at-large discussions of thesis expectations.

SAN JOSÉ STATE UNIVERSITY

School of Art and Design

Degrees: B.A. Art, B.F.A. Art, B.S. Industrial Design, B.F.A. Interior Design

As a result of assessment of student learning the department plans to:

- Add a computer literacy course to the core
- Expand use of digital media
- Integrate computing in all courses
- Add graduate programs in design and in animation/illustration
- Develop new MFA programs in graphic, industrial/interior design, animation /illustration

College of Business

Degrees: B.S. in Business Administration, M.B.A., M.S. Accountancy, M.S. Taxation, M.S. Transportation Management

As of the self-study submitted in February of 2006, the college had well-developed student learning objectives, a schedule, and matrix of courses for collecting data. Though no curriculum changes are reported as a result of assessment activities, the college is committed to closing the loop on using data to feedback into the curriculum. The most recent result of the plan is the visit schedule for February 29, 2008 of Kathryn Martell, AACSB-identified expert on the use of assessment.

Department of Child and Adolescent Development

Degrees: B.A. and M.A.

Review of curriculum addressing each learning objective led the department to realize that non-typical development was marginally covered. The department is working to enhance that topic in courses.

The department also realized that, due to a large number of part-time instructors, courses were not as consistent across sections as would be desirable. A system has been implemented of designated course coordinators whose task it is to ensure that content and assessment methods are standardized.

Technology is fully integrated into teaching and assignments so that students meet the Level I Technology requirement. The department plans to move beyond assessing technology competence to expecting students to integrate technology into their classroom instruction with children.

Department of Philosophy

Degrees: BA, MA, minor. Most FTES comes from GE.

At the time of the self-study the Philosophy Department did not engage in direct assessment of student learning. Indirect measures include a student survey, review of Student Opinion of Teaching Effectiveness, and review of alumni accomplishments.

Student surveys revealed weaknesses in two objectives:

- to draw on philosophical methods, ideas, and ideals to shape students' lives, careers, and communities
- To address the issues and accomplishments of women and minorities in philosophy

Since the self study was written, the department initiated assessment of student portfolios. In response to the student survey the department plans to institute student internships with nonprofit organizations.

Plans: to offer twelve new courses over next five years; a new prelaw emphasis or concentration

Department of Physics and Astronomy

Degrees: B.A., B.S., M.S.

Though the number of physics majors and minors is large by national standards, the relatively small number of students requires that student learning results be combined over several semesters to provide an adequate sample size to make judgments.

Physics majors comprise only 6% of the department's FTES, 22% are other science majors and most of the remaining 72% are engineering majors.

In response to student assessment:

Astronomy 101 has added additional quizzes after which students lead class discussion on the quiz questions, giving practice in explaining the concept application and give faculty additional feedback on misconceptions held by students. This course also added practice quizzes as formative assessment and as practice applying concepts across multiple situations.

Physics 001 instructors implemented an additional assignment addressing Learning objective 2: "demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues."

Department of Political Science

Degrees: BA and a minor in Political Science, Master's and a minor in Public Administration, and an interdisciplinary minor in Legal Studies. Since the MPA has separate accreditation, only the BA and minor in Political Science are reviewed in this self-study.

Exit surveys completed by students who apply for graduation show students are very satisfied with their learning in the program. Of those completing the survey: 100% agreed that “the content of the required curriculum proved me with an adequate foundation in Political Science; 100% agreed that “The Political Science instruction I received was of good quality”; 100% agreed that “Overall, I am satisfied with my political science education at SJSU.”; 90% agreed that “My political science education has increased my level of political participation”; 98% agreed that “My political science education has increased my understanding of public affairs and political issues.”

Instructors in the culminating experience were asked to judge what percentage of students had thus far met each of the five learning objectives. Instructors judged the following percentage of students were meeting department objectives: Breadth - 75%; Application of technique -: 82.5%; Disciplinary methods - 80%; Communication skills - 80%; Citizenship - 92.5%. In future, student learning at the time of the culminating experience will be evaluated by the curriculum committee rather than by asking for instructor estimates.

The department also administers a survey to current students. Students overwhelming rate instruction as excellent or good in all areas.

After careful consideration, an internship was rejected as a replacement for the culminating experience.

The Department elected not to require a statistics prerequisite for its majors, but to continue to require ‘195A Political Inquiry’ (a quantitative course), to drop 195B (unknown title, since no longer in the catalog), and to allow two years of foreign language to substitute for the quantitative requirement.

The department plans to:

- offer an International Politics focus for those students who desire greater specialization in this area.
- develop partnerships with international institutions to expand study abroad and educational /professional development opportunities for students and faculty.
- raise more funds for its DC internships and study-abroad programs
- create additional opportunities for networking with alumni
- encourage relationships with outside organizations to enhance civic engagement of faculty and students
- integrate new technology in lower division courses to enhance quality of instruction and improve educational outcomes.

Special Major

Degrees: B.A., B.S.

This is a very small major, designed for students who wish to individually design an interdisciplinary course of study. Between 2003 and 2007 fifteen student programs were approved. Prior to the 2007 self-study there was no program assessment of student learning outcomes, as distinct from the evaluation of students in individual courses.

In fall 2006 the Associate Dean for Undergraduate Studies, who oversees the program, adopted a set of learning outcomes for the Special Major which aligns with University goals and general education objectives. The assessment plan consists of the following:

1. The student prepares a set of academic and professional objectives at the time the Special Major program is designed.
2. Periodically students and alumni are surveyed about their perceptions of the program
3. The Associate Dean for Undergraduate Studies monitors graduation rates
4. Students complete a summative reflective essay at the time of graduation focusing on the objectives designed at the beginning of the program.

Because entry into the program requires 90 baccalaureate units with a GPA of 2.75 or above, and each program of work is custom designed for individual students, it was determined that no overall change in the program was needed.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

Ten programs completed reviews this year:

BA Theater Arts
BA Art and Design
BS Dairy Science
BS Animal Science
MA Education, Specialization in Counseling and Guidance, and Advanced Credentials: Pupil Personnel Services: School Counseling
MA Education, Specialization in Educational Leadership/Admin, and Advanced Credentials: Administrative Services, Admin Intern Prelim (Tier 1)
MA Education, Specialization in Literacy and Reading
MA Education, Specialization in Special Education, and Advanced Credential: Education Specialist, Level 1
MA Education, Specialization in Curriculum and Instruction
MS Polymers and Coating Science

Measures of student learning outcomes, their significance, and actions taken as a result are summarized below.

BA Theater Arts: The department uses a variety of assessment measures: entry/graduation written exam, performance critique, imbedded questions, and senior exit survey. Major findings:

1. students weak on how a concept is developed when designing a set;
2. students challenged to develop vision to guide them in direction of a play;
3. students weak on working with costume designer;
4. students report weaknesses in delivery of the acting aspects of the program;
5. students report they would like more variety of courses;
6. students felt they often read the same play in more than one class;
7. students report that the program did not present a realistic assessment of job opportunities;
8. students report that the program needs improvement on preparing students for graduate study or professional employment.

As a result of these findings the department is proposing a new course in script analysis, and has begun redesigning the course From Fundamentals of Acting to Acting Methods. The program will also encourage more collaboration between instructors for development of student learning in directing and design.

BA Art and Design: The B.A. in Art and Design uses a variety of assessment instruments but not without explicitly linking them to student learning outcomes: senior portfolio review, exhibition of student work; alumni surveys; advisory board feedback. The department proposes a curriculum revision and review, to include outcomes based assessment to follow the effectiveness of curriculum redesign. Based on reviewer's report there is a need to assess whether students are receiving sufficient drawing instruction. The department has begun its curriculum revision and review.

BS Dairy Science: This program reports the use of two assessment instruments, both still "under development": 1. Entry/graduation exam; 2. Senior survey. The department proposed changes based on the site visit report not assessment data.

BS Animal Science: The campus reports that this program has a superb assessment system in place using a variety of assessment measures: embedded questions, senior programs, oral presentations, simulations, Key findings:

1. 60% of students are scoring at or above proficiency, as currently defined, on measures to assess students' ability to integrate and apply technical knowledge;
2. 88% of students demonstrate proficient or better communication skills;
3. assessment data for program objective related to students' ability to exhibit an understanding of responsibilities as Animal Scientists demonstrates need for faculty to promote creative and critical thinking in this area.

In order to collect truly meaningful data, effective measures used over several years are needed. Faculty are undergoing review of knowledge base and flow of information presented to students in the curriculum for each of the program discipline areas.

MA Education, Specialization in Counseling and Guidance, and Advanced Credentials: Pupil Personnel Services: School Counseling: Learning outcomes are assessed by a variety of traditional measures linked to objectives: exams, case studies, projects, written papers, performance in the field, exit examination. The department sees a need to align e-portfolios with state and national standards, and plans to improve its assessment activity as follows:

1. Identify important Program Stats and Data;
2. Implement Outcomes Based Assessment Plan;
- 3 Retool comprehensive exam and add oral comps

MA Education, Specialization in Educational Leadership/Admin, and Advanced Credentials: Administrative Services, Admin Intern Prelim (Tier 1): The department assesses student learning by a variety of traditional measures linked to objectives: exams, case studies, projects, written papers, performance in the field, exit examination and e portfolios. It plans to make the following changes:

1. Identify important Program Stats and Data;
2. Implement Outcomes Based Assessment Plan
3. Add oral comps;
- 4 Restructuring delivery of course to fast track model.

MA Education, Specialization in Literacy and Reading: The department assesses student learning by a variety of traditional measures linked to objectives: coursework performance, performance on formal study plan, performance on Graduate Writing Requirement, exit exam or terminal project performance. Actions the department expects to take:

1. Identify important Program Stats and Data;
2. Implement Outcomes Based Assessment Plan

MA Education, Specialization in Special Education, and Advanced Credential: Education Specialist, Level 1: The department assesses student learning by a variety of traditional measures linked to objectives: advancement to candidacy, culminating experience, graduation evaluation, comprehensive exam. It reports these findings:

1. Add content to better address: collaboration, working with paraprofessionals and meeting the needs of students with emotional disabilities;
2. field experiences need to align more tightly to coursework

The department proposes these changes to the program:

1. develop one entry point to program;
2. prereqs for general education competence;
3. sequential courses;
4. add portfolios;
5. enhance comprehensive exam as assessment tool

The department reports that these changes have already been undertaken:

1. Identify important Program Stats and Data;
2. Implement Outcomes Based Assessment Plan

MA Education, Specialization in Curriculum and Instruction: The department assesses student learning by a variety of traditional measures linked to objectives: coursework performance, performance on formal study plan, performance on GWR, exit exam or terminal project performance. It proposes these changes as a result:

1. Identify important Program Stats and Data;
2. Implement Outcomes Based Assessment Plan;
3. Retool comprehensive exam

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MS Polymers and Coating Science: The department uses a variety of traditional measures linked to objectives: oral and written project presentations; course grades. It proposes to implement outcomes based assessment, and based on the reviewers report:

- 1) Provide formal means for external internship site supervisor to evaluate student performance;
 - 2) Develop clear definitions for the culminating experience
- Recommendations being implemented.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS

Programs Reviewed Completed During 2006-07

Economics	BA
Psychology	BA

Summary of Assessment Results

Economics. One of the distinctive features of the Economics program at CSU San Marcos is its requirement of a full year of upper-division microeconomic theory coursework, and the central role that this requirement plays in the program. The Economics Department structured its assessment to address anecdotal concerns of the preparedness of economics students taking this pair of courses: ECON 301 and ECON 303.

The department designed a 10-question multiple-choice assessment test of essential concepts and skills that should have been mastered in the lower-division principles of economics survey and which are necessary for success in the upper-division core. This test was administered to students in the first week of ECON 301 and 303, prior to the customary review of basic principles, and it was accompanied by another survey which served to give the department insight into the profile of its students (where and when they had taken the lower-division courses, how they had performed in them, GPA, weekly hours spent studying economics, weekly hours spent on other courses, weekly hours spent working, etc.)

The assessment immediately gave the department information on which topics students have mastered (for four of these, over 70% of the students obtained the correct answer) and on which topics students needed more help (for four of these, 30% or fewer of the students obtained the right answer). When the analysis of the test was combined with the survey, the following observations were made:

- There generally is a long lag-time between taking the lower-division courses and ECON 301 and 303; for over 70% of the students the gap was two years or longer.
- Students who took both of their lower-division principles courses at CSU San Marcos performed substantially better than students who took both of these courses at other institutions.
- Students reported working more hours than recommended for full-time students (over three-quarters were working 20 or more hours per week).

A comparison of grades in ECON 301 and 303 offered some insight into how the division of the standard intermediate microeconomic theory course into a consumer choice course (ECON 301) and a producer choice/market structure courses was working. There is a higher failure rate in

ECON 301, which may be due to its being taught with a decision-theoretic and problem-solving orientation that may expect too much of students who have only had the lower-division principles sequence, especially since basic problem-solving skills was one of the basic topics on which students did most poorly in the assessment test.

Psychology. The Psychology Department focused its assessment efforts on a careful study of students' knowledge of basic descriptive and inferential statistics and research methods concepts. This particular outcome was chosen for investigation because it corresponds to a major goal that the American Psychological Association has established for the undergraduate psychology major: a working knowledge of the principles of research design and an ability to apply them. Additionally, although this material is covered in two lower-division courses and the gateway upper-division course, faculty were concerned that students had not attained sufficient fluency to succeed in subsequent psychology courses.

The department identified a key set of concepts necessary for success in its upper-division laboratory classes and created a survey instrument consisting of eight multiple choice items, five fill-in-the-blank questions, and one essay (three different essay problems were randomly distributed to the students taking the assessment). The questions on the survey instrument were ones that students taking the upper-division labs should have been able to answer correctly. In order to determine whether there was an increase in student understanding and ability as they progressed through the major, students were assessed in eight courses representing five distinct points in the evolution of a Psychology major: the introductory lower-division statistics course (PSYC 220, which provided a baseline), the lower-division research methods course (PSYC 230), the gateway upper-division course, three upper-division lab courses, an advanced psychological statistics course, and (to provide another reference point) a graduate course.

Analysis of the data presented the department with a "good news, bad news" picture. The good news was that there were statistically significant increases in student total scores following course progression in the major. Subscores also improved with higher class level, but not all of those increases were statistically significant. The bad news was that the scores were not as high as expected.

The department also analyzed the dependence of student performance in the upper-division courses on whether students had taken PSYC 220 and 230 at CSUSM or at other institutions. Total scores were highest for students who had taken both PSYC 220 and 230 at CSUSM; the next highest group was the students who took PSYC 220 at CSUSM and PSYC 230 elsewhere. Students who took PSYC 220 elsewhere (regardless of where they took PSYC 230) had the lowest scores and the difference between the mean score of these students and those who had taken both courses at CSUSM was statistically significant.

Changes in Program Requirements Enacted or Recommended

Economics. The Economics Department has been encouraged to take advantage of grants available through the North County Higher Education Alliance (NCHEA) – a consortium consisting of CSU San Marcos and its two primary feeder community colleges, Palomar College and MiraCosta College – to engage their community college colleagues in a discussion of ways to address weaknesses in the economic knowledge of transfer students. Although it is recognized that not all transfer students come to San Marcos from these two institutions, the development of an effective preparation program with these two partners could serve as a model for other community colleges. Additionally, the decision-theoretic, problem-solving approach to ECON 301 may be modified in light of what is now known about student capabilities when they enter this course.

Psychology. To address the finding that student performance was lower than had been expected, the Psychology Department has made the following recommendations:

- Statistics and research methods concepts need to be infused throughout the curriculum. Techniques such as pausing in the discussion of any study to have students identify the independent and dependent variables, or asking students to describe statistical significance in their own words, take little time but serve to reinforce and help to generalize these fundamental concepts.
- Begin a regular assessment of statistics and research methods concepts at the beginning and end of all upper-division laboratory courses to monitor changes in student learning, to tailor reviews to the particular needs of students, and to assess the effectiveness of the review.
- Develop or locate an existing on-line statistics/research methods assessment tool that students can use individually to identify and address their areas of weakness.
- Share the results of the study with temporary faculty teaching in the Psychology Department.
- Meet with community college colleagues to discuss how better to prepare students for the Psychology major. The Department will be applying for NCHEA funds to support its work with faculty colleagues at Palomar College and MiraCosta College on teaching introductory statistics. Additionally, the Department has received assessment funding in 2007-08 in part to establish a work group to examine the way that statistics/methods are taught in the community colleges and at CSUSM in an effort to increase student success.

As the Psychology Department noted in its self-study, “without a comparison group, we have no idea whether our students’ knowledge of statistics and research methods is any worse than what might be found for students at similar institutions.” The external reviewer (from another CSU campus) has suggested three possible comparison groups: students at local community colleges, students in related majors (especially Human Development) at CSUSM, and Psychology majors

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at other CSU campuses. Various sources of funding and support for extending this work have been suggested to the Psychology Department.

SONOMA STATE UNIVERSITY

Anthropology: The department has developed and administered pre- and post-test assessment for three of its General Education courses and one upper division core course. In addition assessment strategies include: (1) embedded assessments in core anthropology courses that assess writing and analytical skills, document progress in transitioning from description to integration, and how well students analyze and synthesize anthropological concepts; (2) faculty consultations on cross-course utilization of course concepts; (3) and performance in Fieldschools and Internships and subsequent student scholarly papers. Assessment data and information is fed back to faculty through a faculty retreat held every year and on-going department meetings. The department has recognized the need for greater emphasis on applied training and has taken steps to address this need.

Art Studio: The program uses five assessment instruments: (1) junior portfolio review; (2) interdisciplinary critique for the BFA; (3) discipline-based critique; (4) evaluation of classes through the student evaluation of teaching effectiveness (SETE) process; and alumni surveys conducted every five years. The alumni survey provided the department with recommendations in the following areas: (1) students need more access to information about how to pursue career goals, such as teaching art as a profession; (2) students indicated that they did not regularly use their academic advisor; (3) students with disabilities who responded to the survey indicated that more awareness of how to support students with disabilities was needed; (4) the University Art Gallery was viewed as an important resource to all of the respondents; (5) student overwhelmingly noted the importance of digital curriculum; and (6) student comments regarding the junior portfolio review tended to state that they did not find the process useful. The assessment instruments generally reveal that faculty provide stimulating and challenging curricula, but instituting more channels for sharing of best practices is recommended. The junior portfolio is perhaps the most useful form of direct assessment, but as currently implemented is confusing to students and gives vague results. The department is looking at ways in which to improve this assessment. The action plan for the department includes: (1) long range strategic planning for recruitment, fundraising, outreach and curriculum development; (2) development of clearer, less subjective forms of assessment; and (3) development of a feedback loop that allows for more data within the assessment process.

Criminology and Criminal Justice Studies: Three assessment tools were used in the CCJS Senior Seminar, the required capstone course. First, the learning outcomes for our general education, core and elective courses were evaluated through having students in Senior Seminar indicate the extent to which each core course in the department that they had taken achieved the goals and objectives provided in the assessment document. Second, the students filled out the Senior Seminar Exit Survey, which includes questions on students' perceptions of the CCJS curriculum in terms of the department's core learning goals. As part of this, students responded

to a detailed set of "Curriculum Assessment" questions using 7-point rating scales, and the results revealed significant strengths of the CCJS curriculum and possible areas for attention. Third, students also kept Senior Seminar reflection journals, which provided evidence relating department learning goals to specific readings and discussions in class. The other source of evidence of student learning was collected through analysis of students' evaluations of their Internship course experiences. Analysis of the evaluation forms provided evidence of the value of internship experiences, and indicated area for improvement.

As a result of the data collected through the means described above, the CCJS department has instituted or is in the process of creating various changes: (1) Changed the introductory course from 3 units to 4 to better accommodate the pedagogical goals of the course; (2) Refined the Senior Seminar Exit Survey by rewording some questions and adding others; (3) Designated a faculty member to be the CCJS Internship Coordinator to oversee all CCJS internship matters for the 2007-08 academic year; (4) Planned regular Assessment Retreats to discuss curriculum, learning, and teaching issues in the department; (5) Continued discussion at department meetings of the role of elective courses in the curriculum, and best practices for evaluating the transferability of elective courses taken at junior colleges' (6); Continued development of an Alumni Survey, to be conducted via the internet (email and form) during the 2008 academic year; and (7) Scheduled an Advising Training for the CCJS faculty in Spring 2008.

Economics: The Economics Department uses embedded assessment tools, such as in-class exams, class discussions, take-home exams and written assignments (e.g., term papers). Faculty members employ primary trait analysis and scoring rubrics to focus on specific learning objectives within their exams. The department has further determined to trial test the GRE Economics Subject test and to utilize and econometric model to help make inferences from the scoring data, as well as student control variables. They are also exploring other options for programmatic assessment, such as exit exams, student surveys, and focus groups. In general programmatic objectives are being achieved. Student understanding of core theory and critical thinking are shown throughout the assessment data. Through primary trait analysis, students were shown to be best at terms and concepts and relatively weaker on analytics. A lack of prerequisites was revealed as a possible cause of failing to achieve some learning objectives. A lack of uniformity in backgrounds of students relating to basic computing knowledge and statistical ability was a major piece of data for action items for the program. Action items resulting from the assessment of student learning include: (1) further exploration of measures to address writing issues, such as better utilization of the University Writing Center and development of a 2-unit project course where writing is the focus; (2) quantitative issues such as computer competency and mathematics proficiency are being addressed within the framework of the program; (3) a need for uniformity in assessment tools and reporting was revealed; (4) enrollment caps and prerequisites need to be enforced; and (5) the catalog copy will be changed to clearly reflect prerequisites.

Environmental Studies: The ENSP department uses a variety of program assessment approaches, first and foremost being the ongoing, careful embedded assessment in courses that includes course assignments, portfolios, student presentations and formal student evaluations of teaching effectiveness (SETE). The department has also been using a variety of formal and informal data to assess comprehensive learning outcomes. These assessment methods include compliance with CCTC requirements for Environmental Education, surveys of alumni, and oral feedback from internship supervisors and employers of ENSP graduates. Overall indications from both ongoing assessment and the survey are that the ENSP department is highly successful at helping its students attain the core learning outcomes. In three areas where the 2005 survey scores were less than “very good” were advising, information coordination, and training in computer applications. Improvements are being made in the area of advising by improvement of the organization of advising-related information and increased student access to appropriate advising-related information online. Communication of essential information has also been enhanced through a revised e-mail data base and the enhanced department website. Curricular changes were made in the computer applications in energy management course to address students’ needs and to remain current with industry standards. An action plan has been developed to do the following: (1) revisit department-wide learning objectives; (2) evaluate two scenarios for a new core curriculum; (3) revise the conservation and restoration study plan; (4) continue to update the department website; (5) implement a peer advising model as suggested by the external reviewer; (6) enhance recruitment of qualified students from a diverse demographic base; and (7) implement a web-based survey of graduating seniors and continue with all current forms of internal assessment.

History: In the spring of 2007, the History Department surveyed 44 graduating seniors on their assessment of their learning objectives as history majors. The results indicated that that most of the five essential History objectives had been met. In particular, the survey focused on their writing (objectives 4 and 5) and their critical thinking skills. 98% of the students indicated that their writing had improved. Of the 44 graduating seniors, 12 (32%) indicated that they planned to attend graduate schools and 11 (30%) planned to start the teaching credential program. In its action plan, the department aims to continue to bring new assessment tools to department meetings and retreats. It intends to strengthen its multicultural curriculum by hiring faculty members in the fields of Middle Eastern and African Diaspora history. Faculty members aim to use more actively the departmental website to inform students of the program’s learning objectives, announce new course listings, and post faculty publications. Regular retreats will continue to address pedagogy, assessment tools, advising, departmental objectives, and how best to assess these objectives.

Music: The Bachelor of Arts in Music and the Bachelor of Arts in Music Education are externally accredited by the National Association of Schools of Music (NASM). A team conducted its site visit and review in the Fall of 2006. The team in its summary assessment

identified the following as strengths of the program: (1) effective departmental leadership; (2) qualified and dedicated faculty; (3) motivated and talented students; (4) the vision of the Green Music Center; (5) a strong curriculum and curricular structure; (6) excellent community programming and (7) excellent administrative coordination. Several areas of improvement were noted, including (1) lack of sufficient instructional funding for applied lesson instruction; (2) need to upgrade and improve Ives Hall, current home of the Music Department; (3) heavy faculty and staff workloads; (4) need for staff and faculty positions for the Center for Performing Arts; (5) lack of sufficient funds for research and travel; (6) concerns over planning for partial move to the Green Music Center; (7) lack of a full-time musicologist; (8) lack of funding for scholarships and student recruitment; and (9) concern regarding the future of the jazz program.

Psychology: The Psychology Department has utilized information from its indirect assessment to create more opportunities for students to learn about possible psychology careers. The direct assessment of Psy 380 indicates that students are learning basic concepts but that they know more about qualitative methods in comparison to quantitative methods. This difference is not surprising given that phenomenology, a qualitative research method, is the only research method always covered in the core curriculum. The department focused its direct assessment of the first department learning goal (familiarity with major course concepts, theories and perspectives in psychology) on one of the two core courses, Psy 307. Although this embedded multiple choice test gives the department confidence that students are learning similar material across all sections of the course, it is unclear whether the two “core” courses give students the broad familiarity with psychology that they need. A comparison of the department undergraduate curriculum to other similar-sized CSU campuses and members of COPLAC indicate that most departments require students to complete courses in several different content categories. Almost all these departments also require students to complete a capstone experience or senior seminar. Even the department’s advising survey that undergraduates complete when they enter the department includes eleven different content areas.

Five of these areas - 1) Human/Lifespan Development, 2) Somatic/Health/Performance Psychology, 3) Cultural Psychology, 4) Social/Community/Organizational and 5) Learning/Cognitive psychology – are not represented in the two core courses. Although the two core courses offer students excellent surveys of the history of psychology, humanistic, existential and transpersonal approaches to psychology, there is no guarantee that undergraduates will learn about these other areas. Since the department began direct and indirect assessment of the current list of department learning goals, it has simplified the major (and increased the number of psychology units), changed its advising approach and (re) introduced two courses designed to provide career information. Individual instructors now list learning goals and the instructor of *Introduction to Research Methods* now spends more time teaching students’ quantitative reasoning. However, there is much left to do. Other learning goals lack clearly defined objectives and related forms of direct assessment. The multiple choice test administered in one core course indicated that students recognized important course content, but we have not

assessed students' ability to apply or integrate this knowledge. Of course, appropriate assessment of these skills could be part of a capstone course or senior seminar, but the department does not have the faculty numbers to staff such courses adequately.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

Academic Program Review

The Academic Program Review process at CSU Stanislaus establishes the centrality of the evaluation of student learning goals, focuses on future program planning and development that result from assessment of program quality and student learning goals, is a seven year review cycle to provide increased opportunity for sustained assessment of student learning, provides great responsibility for assessment at the college level, and includes meetings between the provost, dean, and departmental faculty at the conclusion of the process. This process allows linkage of academic program review, strategic planning, and budgetary decisions. Program review summaries are reported to the Chancellor's Office the year following the completion of the scheduled review (i.e., reviews scheduled for 2006/2007 will be reported January 2009).

For the 2005/2006 Academic Program Review cycle, there were no baccalaureate or graduate degree programs scheduled for review. Instead, the University scheduled reviews of its interdisciplinary minor programs which included Gerontology, Interpersonal Studies, and Permaculture.

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

<i>Campus</i>	<i>Degree programs now requiring 120 semester units (180 quarter units) for the baccalaureate degree</i>	<i>Degree programs for which the total units required for a baccalaureate degree were reviewed between July 2000 and January 2007 and reduced, but not to 120 semester units (180 quarter units)</i>	<i>Reviewed degree programs for which the total units required for a baccalaureate degree exceed 120 semester units (180 quarter units) and have not been reduced since July 2000</i>
Bakersfield	(All) 32	0	00
Channel Islands	17	0	02 A, P
Chico	57	0	13 A
Dominguez Hills	37	0	08 A, P, D
East Bay	43	0	04 A
Fresno	45	1	06 A, P, D
Fullerton	45	0	10 A
Humboldt	41	2	00 A, D
Long Beach	113	0	23 A, P, D
Los Angeles	39	11	11 A, D
Maritime Academy	2	2	02 A, P
Monterey Bay	11	4	06 D
Northridge	54	0	10 A, P
Pomona	83	21	0 A, P, D
Sacramento	45	1	12 A, P
San Bernardino	47	0	13
San Diego	69	1	14 A, P, D
San Francisco	104	0	08 A, D
San José	64	17	26 A, P, D
San Luis Obispo	40	19	07 A, D
San Marcos	25	1	02 A, D
Sonoma	34	3	06 A, D
Stanislaus	35	0	11 A, D
TOTAL 1,346	1,082 (80.41%)	83 (6.17%)	181 (13.42%)
86.58% at 120 units and/or reduced requirements			

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

Report on WASC Accreditation Activities Conducted in 2006-07

California State University, Channel Islands

During the 2006-2007 academic year, CSUCI completed the second stage of its Initial Accreditation Review and was granted initial accreditation. The second stage of the Initial Accreditation Review is the Educational Effectiveness Review. CSUCI successfully completed this stage by preparing a self-study entitled CSUCI Educational Effectiveness Report--2006 and hosting a WASC site visit on March 14-16, 2007. At the WASC Commission Meeting in June 2007, the Commission: (a) received the report of the site visit team, (b) granted CSUCI initial accreditation for the maximum period of seven years, and (c) set the effective date of accreditation as May 19, 2007, thereby allowing CSUCI's first freshman class to graduate from an accredited university.

In its letter to President Richard Rush dated July 17, 2007, the Commission offered the following praise:

CSUCI has been exemplary in the many ways in which it has engaged with and benefited from WASC accreditation. As expressed in the team report:

The university's faculty, staff, administrators, and students have embraced the WASC process fully as is evident by the dramatic changes that have taken place in policies, procedures, and practices throughout the review process. Clearly, this is a community committed to educational effectiveness and united by its student-centered mission. (EER Report, p. 37)

The Commission also cited the EER Report in its letter with the following passage:

The team commends Channel Islands for its institution-wide commitment to and implementation of learning-centered practices that place it far ahead of many much older and better-established universities within the CSU, the state and nation (EER Report p. 37).

The Commission further commended CSUCI in the following areas:

- Broadly inclusive and collegial engagement of the entire campus community
- Organizing course syllabi around student learning outcomes
- Identifying assessment strategies aligned with student learning outcomes

- Embedding assessment in the CSUCI culture including in student services programs
- The mission-based centers
- Refining and implementing the concept of interdisciplinarity at a noteworthy level beginning with the faculty recruitment process and carried forward into curriculum design and assessment
- Transforming historic buildings into a visually appealing learning environment
- Building in new faculty and staff essentially *ex nihilo*
- Designing and delivering innovative curricula
- Significantly engaging the community

The Commission identified the following areas for continuing attention as the campus moves forward:

- Maturing the mission-based centers
- Faculty and staff workloads
- Data supported planning
- Assessment of student learning
- Collaboration with the CSU system to secure the levels of support essential to preserve its identity as the "Campus of Innovation."

President Rush distributed the Commission Action Letter (July 17, 2007) to the campus community. This letter, as well as the CSUCI Educational Effectiveness Report—2006, the Report of the WASC Site Visit Team, Educational Effectiveness Review, are posted to the CSUCI accreditation website (<http://www.csuci.edu/accreditation>).

California State University, Chico

A WASC Visitation Team, chaired by Donald J. Farish, President of Rowan University, Glassboro, NJ, visited the CSU, Chico campus for a Capacity and Preparatory Review on March 6-9, 2007.

In visiting CSU Chico, the team found “a vibrant and healthy institution with many admirable qualities.” It commended the University for its “strong community and the remarkable commitment of the faculty, staff, and administration to student success.” The team was impressed with the strategic plan and with how it is “integrated into important aspects of university function, such as allocation of resources for new initiatives and review of faculty for tenure and promotion.” It also commended the University for its “strong, collaborative, and experienced staff, which is committed to providing superior support systems that promote engagement and student success,” and for its students who “feel

strongly about their role as active citizens within the Chico community” and who “take great pride in their ability to work in teams.” The team applauded the quality of civic engagement at the institution and the University's role as a “major force in economic development, the arts, and support of K-12 education” in the “North State.” Given the Team’s Report and the statement by President Paul A. Zingg at the June 21, 2007 meeting, the Commission acted to:

1. Receive the report of the Capacity and Preparatory Review team and continue the accreditation of California State University, Chico.
2. Proceed with the scheduled Educational Effectiveness Review in spring 2009.
3. Request that the institution incorporate its response to the issues raised in this action letter and the major recommendations of the Capacity team report in its Educational Effectiveness Report.

Humboldt State University

HSU is in the Capacity and Preparatory Review phase of the accreditation cycle (see www.humboldt.edu/~wasc for a PDF of the Capacity and Preparatory Review report). We will host the Capacity and Preparatory Review visiting team February 6-8, 2008 and report on it in March 2009. The Educational Effectiveness Review team visit is scheduled for October 21-23, 2009.

California State University, Los Angeles

WASC Capacity and Preparatory Review scheduled for March 2009.

California Maritime Academy

The next WASC educational effectiveness review is scheduled for Fall 2010.

California State University, Monterey Bay

Degree-level approval for undergraduate programs at CSUMB was confirmed in Fall 2007. This approval allows us to develop and implement undergraduate degrees when the CSU system and CPEC approvals are completed. We have not reached degree-level approval for master’s degrees. We remain obligated to take each new master’s degree forward to WASC following CSU and CPEC approval. Given the recent clarification of this WASC policy, we are submitting two master’s program proposals that we are already offering to the Substantive Change Committee this spring. These WASC proposals are for programs in Public Policy and in Coastal and Watershed Science and Policy and will bring us into compliance with this WASC policy.

Developing the Institutional Proposal for the CSUMB's upcoming accreditation review involved many people on campus in 2006-2007. The Proposal lays out the multi-year accreditation work that the campus will undertake. The Proposal submitted in October 2007 has been accepted with the feedback from WASC reviewers that it is a very strong Proposal.

The Capacity Report will be submitted in Spring 2009 and the Capacity Visit will occur in Fall 2009. The Educational Effectiveness (EE) Report will be submitted in Fall 2010 and the EE Visit will occur in Spring 2011.

California State University, Sacramento

Following the Capacity and Preparatory Review visit by WASC during March 12-14, 2007, the Commission acted to continue the accreditation of CSU Sacramento until the Educational Effectiveness Review Visit, which is scheduled for spring 2009. The report is available at: <http://www.oir.csus.edu/wasc/Documents/Review.pdf>.

San Diego State University

San Diego State University underwent a site visit for its educational effectiveness review in November 2005 and received the WASC Commission Action Letter reaffirming accreditation March 2006. The letter also noted that San Diego State University will submit the proposal in March 2013 for its next two stage comprehensive review, which will be completed in spring 2017.

The Action Letter commended SDSU on writing an exemplary report and noted that through its reaccreditation efforts the university demonstrated to the entire region "the potential power of functioning as a true learning organization in the WASC review process." Specific recommendations included:

- Making continued progress on assessment and learning-centeredness
- Undertaking and focusing on general education reform
- Continue the process of analyzing and improving retention and graduation rates
- Improving services to transfer students, and
- Sustaining progress on integrating the Imperial Valley and Brawley campuses.

Copies of the Self-study SDSU completed for WASC, the complete report of the visiting team, and the letter from WASC reaffirming accreditation are all on line and may be found at <http://wasc.sdsu.edu/>.

San José State University

At its summer meeting (July 20-22, 2007) the Western Association of Schools and Colleges considered the Educational Effectiveness Review of San José State University based on the

EE visit on March 7-9, 2007 and reaffirmed the accreditation of the university. No negative actions resulted from this review. The campus was very pleased by the content of the Team Report and of the letter from President and Executive Director Ralph Wolff conveying the actions of the Commission. The letter included comments such as, "... extend its commendation to the San José State University community on the truly remarkable distance it has traveled..." "notes 'significant progress' in assessment of student learning and enrollment management..." and, "would like to commend that leadership for its commitment to engagement with a range of difficult but eminently worthwhile issues." Three specific areas were targeted as suggestions to the University for continued progress:

- 1) sharpening priorities and aligning resources to achieve Vision 2010
- 2) moving forward on assessment at program, college and institutional levels
- 3) focusing on achievement of goals for inclusive excellence

The discussion of the second issue focused on moving from course-level assessment to more comprehensive and wholistic assessment of major and general education goals. The discussion of the third issue included a particular focus on the need to improve retention and graduation rates for African American and Latino males. The Commission letter raised a final specific point about the importance of coming leadership transitions at SJSU, and at many places in the letter concern was expressed about the need to sustain the progress that has been made and the pattern of improvement of the last several years. The Commission requests a progress report on all these issues due November 1, 2010 that should include targets for improved retention and graduation rates and data evaluating the degree to which progress has been made toward achieving these targets.

California State University, San Marcos

California State University San Marcos underwent a site visit for its Capacity and Preparatory Review (CPR) in March 2007 and received the WASC Commission action letter continuing the University's accreditation and scheduling the Educational Effectiveness Review for spring 2009.

The Commission noted its pleasure at seeing how often words like "commitment" and "enthusiasm" were used in the report of the site visit team. The action letter includes the following commendations to the University:

Responding to issues identified in the Commission's 2000 action letter, CSUSM exhibits significant progress in espousing a shared academic vision and in demonstrating broad engagement with assessment. Issues related to faculty workload and student diversity have also received productive attention by the campus community since 2000, though they remain high priorities for the institution.

Concurring with the team report, the Commission commended the institution for its inclusive strategic planning process, which places “University First” as a core value and carries forward that value in a collective process to reach a consensus on University priorities to establishing the budget.

Similarly, the extensive efforts devoted to the General Education program are producing innovative assessment strategies in time for use in the Educational Effectiveness Review.

There is also strong institutional commitment to faculty development, supported by significant budgetary and training resources.

The Commission also noted that the team reviewed the progress of the joint doctorate in [the Educational] Leadership EdD program, approved by the Commission in February 2005. The team found that the program is operating effectively and that the University has addressed issues raised by the Commission in its approval action.

The Commission also highlighted three issues for consideration during the forthcoming Educational Effectiveness Review:

- Student Access and Success – Ensuring appropriate support diversity leadership to solidify and enhance systemic commitments to the concept and culture of diversity.
- Curricular and Co-curricular Assessment of Learning – Incorporating direct assessment of learning more fully into all of its academic and co-curricular programs.
- Enhanced Budgetary Planning – Making more extensive use of data and benchmark comparisons with similar institutions on the effectiveness of its current allocations.

Copies of the 2005 WASC Proposal, the 2007 WASC Capacity and Preparatory Review Report, the CPR Site Visit Team Report, and the WASC Commission Action Letter can be downloaded from <http://www.csusm.edu/wasc/ourreports.htm>

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision to Title 5 Relative to Graduate and Post-Baccalaureate Admission Criteria

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Christine Helwick
General Counsel

Summary

This information item proposes a revision to Title 5 §41000, which specifies the criteria that qualify applicants for admission to a campus as a post-baccalaureate student or graduate student. Existing regulations specify that an applicant may be admitted if the applicant meets all three of the following criteria. The applicant: (1) has earned an appropriate baccalaureate degree (or equivalent preparation), and (2) has attained a grade-point average (GPA) of 2.5 in the last 60 semester units of study attempted, and (3) is in good standing at the last institution attended.

Research conducted by the CSU Graduate Deans Council on over 1,000 CSU graduate admission applications demonstrated that this three-criteria structure requires admissions offices to confirm more information than is necessary to make a responsible graduate admission decision. Further, the current regulations cause delays in admission decisions while staff conduct transcript research and GPA calculations. Under current regulations, the multiple criteria may serve to disqualify a student who holds an acceptable bachelor's degree but who may not have done well in post-baccalaureate coursework (such as courses taken for professional development or personal interest).

The proposed revision maintains the requirements that applicants will have completed a baccalaureate degree program and will have been in good academic standing at the last institution attended. Additional criteria will allow admission offices to evaluate eligibility by confirming that the student either holds a graduate degree or has a 2.5 minimum GPA in an acceptable earned baccalaureate degree. The regulations continue to set the minimum criteria for systemwide post-baccalaureate and graduate admissions. Per §41050, campuses may establish more stringent local requirements for post-baccalaureate and graduate admission. Title 5 §41001 remains in effect and allows admission by special action, as decided by the appropriate campus authority. The greater flexibility afforded by this revision will better serve prospective students, admissions staff, and graduate programs.

Title 5, California Code of Regulations
Division 5 -- Board of Trustees of the California State Universities
Chapter 1 -- California State University
Subchapter – 3 Admission Requirements
Article 8 -- Admission of Post-Baccalaureate and Graduate Students

§41000. Admission to Post-Baccalaureate Standing: Unclassified

An applicant may be admitted to a campus as an unclassified post-baccalaureate student if the applicant satisfies the requirements of each of the following lettered subdivisions:

- (a) The applicant holds an acceptable baccalaureate degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
- (b) The applicant
 - (1) has attained a grade point average of at least 2.5 in:
 - (1.1) an acceptable earned baccalaureate degree program, or
 - (1.2) the last 60 semester units (90 quarter units) attempted, or
 - (2) the applicant holds an acceptable post-baccalaureate degree earned at an institution accredited by a regional accrediting association.
- (c) The applicant was in good standing at the last college institution attended.

COMMITTEE ON EDUCATIONAL POLICY

Faculty-Student Research and Mentorship
Special Focus: Health Sciences

Presentation By

Elizabeth L. Ambos
Assistant Vice Chancellor for Research Initiatives and Partnerships

Stephen Weber
President
San Diego State University

Greg Talavera
Associate Professor, Graduate School
of Public Health, San Diego State University

Alexander Gonzalez
President
California State University, Sacramento

Laureen O'Hanlon
Professor and Chair, Department of Speech
Pathology and Audiology
California State University, Sacramento

Summary

One of the most valuable aspects of a CSU education for many students is the opportunity to work actively with faculty members on research, creative activities, community service work, and internships. Students actively involved in research and creative activities with faculty mentors often develop creative and critical skills, as well as broadened professional opportunities.

In this presentation to the Board of Trustees, the research and mentoring accomplishments of CSU faculty and students will be highlighted through brief testimony by campus groups who are engaged in health sciences research at San Diego State University and California State University, Sacramento. These presentations will underscore the critical connections between faculty and student scholarly activity, mentoring, community service, and professional success.

Faculty-Student Research and Mentorship: San Diego State University

Dr. Greg Talavera (M.D. and M.P.H.) is Associate Professor of Health Promotion and Behavioral Sciences in the Graduate School of Public Health at San Diego State University (SDSU), and co-director of SDSU's Center for Behavioral and Community Health Studies. His research work directly involves San Diego's border communities, and he is currently spearheading the Center for Latino Research and Health Promotion at the San Ysidro Health Center. His role as center director is to facilitate university-community public health research

activities for the faculty and students of San Diego State University and the University of California, San Diego.

Dr. Talavera's medical specialty training was in public health and preventive medicine. After obtaining his M.D. from the University of Utah, he completed his medical residency in the joint University of California, San Diego/San Diego State University program, followed by acquisition of a Master's in Public Health at San Diego State University. After ten years as a family practitioner in the San Ysidro Health Center, Dr. Talavera transitioned to additional roles as an educator and researcher at San Diego State University. Since joining SDSU as an Assistant Professor in 1996, Dr. Talavera has co-authored numerous publications, and served as co-investigator on research grants totaling more than \$18M. His primary research interests have been chronic disease prevention and control in the Latino community; cardiovascular disease; breast and cervical cancer; recruitment of minorities into clinical trials, diabetes care, smoking cessation, and most recently, colorectal cancer screening. Dr. Talavera's students are mentored through community-based practice in a rigorous research environment, and actively "give back" to the community.

For the last 13 years, Dr. Talavera has served as Co-Investigator for the National Hispanic Leadership Initiative on Cancer: En Acción and Redes En Acción, a National Cancer Institute (NCI)-funded cancer prevention and control program operating in six Latino communities across the country. He is training core director for the SDSU EXPORT (Excellence in Partnership for Community Outreach, Research on Disparities in Health and Training). Most recently he was awarded one of the largest contracts (\$11.3M) in SDSU history for the Hispanic Community Health Study, a 7-year epidemiologic study of Hispanic Health in the United States.

Faculty-Student Research and Mentorship: California State University, Sacramento

Dr. Lauren O'Hanlon (Ph.D., Certificate of Clinical Competence-Speech-Language Pathology (CCC-SLP)) is Professor and Chair of the Department of Speech Pathology and Audiology at California State University, Sacramento (CSUS).

Dr. O'Hanlon received her B.A. degree (summa cum laude) in Communicative Disorders, and an M.S. in Speech-Language Pathology, both from San Diego State University. She has worked as a speech language pathologist in several hospitals and clinics in California and Kansas. After completing her Ph.D. from the University of Kansas in Speech-Language Pathology, Dr. O'Hanlon joined the CSUS faculty in 1999, founding CSUS's Applied Communication Sciences Laboratory (ACSL) in 2000.

For most of the past decade, Dr. O'Hanlon has worked with colleagues to encourage CSUS faculty and undergraduate student collaborative research in a variety of areas relating to speech language pathology, particularly in community settings. ACSL's 30 plus publications and presentations (<http://www.hhs.csus.edu/spa/acsl.html>) include research in aging and

communication, service delivery to English language learners in the school, language development of Asian adoptees, and solution focused aphasia therapy.

Most students involved in CSUS's ACSL pursue and complete graduate research theses and present their research at state and national conferences, and several have gone on to pursue doctoral study. Recently ACSL has expanded its success by providing research support to members of the greater Sacramento community in order to facilitate the growth of evidenced based practice in the fields of speech language pathology and audiology. Collaborative community projects have included work with the University of California, Davis Medical Center, Sacramento City Unified School District, San Juan Unified School District and Sacramento's American Samoan community.