

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:30 p.m., Tuesday, March 13, 2007
Glenn S. Dumke Auditorium

Herbert L. Carter, Chair
George G. Gowgani, Vice Chair
Jeffrey L. Bleich
Carol R. Chandler
Moctesuma Esparza
Debra S. Farar
Kenneth Fong
Murray L. Galinson
Melinda Guzman
William Hauck
Lou Monville
Craig R. Smith
Kyriakos Tsakopoulos

Consent Items

Approval of Minutes of Meeting of January 23, 2007

Discussion Items

1. Academic Planning and Program Review, *Action*
2. Remedial Education Policy Implementation: Eleventh Annual Report, *Information*
3. Teacher Preparation Program Evaluation, *Information*
4. Teacher Education Faculty Professional Development Event, *Information*
5. Report of Peer Visits Focused on Campus Actions to Facilitate Graduation, *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 23, 2007

Members Present

Herbert L. Carter, Chair
George G. Gowgani, Vice Chair
Roberta Achtenberg, Chair of the Board
Jeffrey L. Bleich
Carol R. Chandler
Moctesuma Esparza
Debra S. Farar
Kenneth Fong
Melinda Guzman
William Hauck
Lou Monville
Charles B. Reed, Chancellor
Craig R. Smith
Kyriakos Tsakopoulos

Approval of Minutes

The minutes of November 15, 2006 were approved by consent as submitted.

Review and Recommendation of Nominees for Honorary Degrees

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.

Proposed Title 5 Revision: Educational and Preventive Information Regarding Sexual Violence

Responding to recent legislation, the Committee considered a resolution to require that each campus shall provide educational and preventative information about sexual violence as part of established on-campus orientations and shall post the same information on campus websites. The

committee unanimously recommended approval by the board of the proposed resolution (REP 01-07-01).

Title 5 Revision To Update The Definition Of "Hazing" In The Student Conduct Code To Conform To New Legislation

This item was presented initially for information at the September 20, 2006 meeting of the Committee on Educational Policy. The Committee considered a resolution that calls for a revision of the CSU Student Conduct Code, found in Title 5 of the California Code of Regulations. Necessitated by adoption of new legislation, the committee unanimously recommended approval by the board of the proposed resolution (REP 01-07-052).

Report of Ways in Which the Common Management System (CMS) Supports the Graduation Initiative

Since Academic Affairs and Information Technology Services personnel last presented to the Board of Trustees in May 2006, CMS staff, in cooperation with campus staff, have developed and are implementing several services for students and faculty that contribute to the Board's graduation initiative. Associate Vice Chancellor Keith O. Boyum and Assistant Vice Chancellor and Chief Information Officer David J. Ernst presented for information another in a series of periodic reports on system and campus progress in meeting the initiative's stated goals. Dr. Boyum and Mr. Ernst summarized program benefits with a review of key characteristics of systemwide performance. After presenting the implementation status of each campus (10 implemented, 3 in-progress, 8 in development, and 2 not yet committed), Chair Carter requested additional analysis to determine why all elements of the common management system are not projected for use at all 23 campuses.

Chair Carter adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Academic Planning and Program Review

Presentation By

Gary W. 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 to the total number of required units in baccalaureate degree programs. Program projections for each campus have been updated to cover the years 2007-2008 through 2016-2017.

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
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
 - 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 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:

- i. 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;
- ii. 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;
- iii. it can be adequately housed without a major capital outlay project;
- iv. it is consistent with all existing state and federal law and Trustee policy;
- v. 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.

i. 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.

ii. 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.

iii. 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.

Forty-six new degree program projections have been proposed for addition to campus academic plans, which is in keeping with the annual volume since 2005 and is impressively more than the 15 projections proposed in 2004. Because of the lag between projecting and proposing a degree program, the number of implementation proposals submitted in this past year has grown dramatically. 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

MFA, Art
2008

BA, Social Justice
2010

Chico

BA, Chemistry
2007

BS, Concrete Industry Management
2007

MS, Engineering Management
2009

Dominguez Hills

MS, Applied Biotechnology Studies (member of the Program for Applied Biotechnology Studies PSM consortium that includes CSU Fullerton, CSU Los Angeles, CSU Dominguez Hills, and Cal Poly Pomona)
2008

Fresno

BS, Biomedical Physics
2008

EdS, (Education Specialist) School Psychology
2008

Fullerton *Pilot*

MS, Applied Biotechnology (member of the Program for Applied Biotechnology Studies PSM consortium that includes CSU Fullerton, CSU Los Angeles, CSU Dominguez Hills, and Cal Poly Pomona)
2008

Long Beach

MBA/MFA, Theatre Management
2008

BA, Design
2008

Long Beach (continued)

Pilot Conversion MA, Global Logistics

		2008
Los Angeles		BA, Computer Science 2008
		BA, Urban Studies 2008
		MS, Applied Biotechnology (member of the Program for Applied Biotechnology Studies PSM consortium that includes CSU Fullerton, CSU Los Angeles, CSU Dominguez Hills, and Cal Poly Pomona) 2008
		Joint DNP, Doctor of Nursing Practice (with partnership to be determined) 2009
		Joint PhD, Forensic Sciences (with partnership to be determined) 2009
Monterey Bay	<i>Pilot Conversion</i>	MS, Management and Information Technology 2007
	<i>Pilot Conversion</i>	BS, Mathematics 2008
Northridge	<i>Pilot</i>	BA, Central American Studies 2007
		BS, Applied Mathematical Sciences 2008
		BS, Engineering Management 2008
		BS, Information Technology 2008
		MA, Humanities 2008
		MS, Marketing and Design Management 2008
		MS, Taxation 2008
Northridge (continued)		MPP, Master of Public Policy

2008

MS, Quality Management

2009

Joint DPT, Doctor of Physical Therapy (with UC
San Francisco)

2009

BS, Industrial and Quality Management

2010

Pomona

MS, Applied Biotechnology Studies

2008

San Bernardino

BS, Bioinformatics

2008

MFA, Creative Writing

2008

MFA, Studio Art

2008

San Diego

BFA, Graphic Design

2008

Pilot

MS, Bioinformatics (PSM)

2008

MFA, Film, Television, and Digital Media

2008

Joint PhD, English and Children's Literature (with
UC Riverside)

2008

Joint PhD, Information Systems (with Claremont
Graduate University)

2008

San Luis Obispo

MAE, Master of Agricultural Education

2008

MS, Economics

2008

San Luis Obispo (continued)

Pilot Conversion MS, Polymers and Coatings

2008

San Marcos	BA, Digital and Media Arts 2008
	BA, Child and Adolescent Development 2009
	BA, Music 2009
Sonoma	BA, Global Studies 2008
Stanislaus	MS, Nursing 2008

B. Changed Programs

San Marcos	Joint EdD in Educational Leadership (with the UC San Diego and San Diego State University) <i>will continue without the SDSU partnership.</i>
Sonoma	Joint EdD in Educational Leadership (with the UC Davis and CSU Sacramento) <i>will continue without the CSU Sacramento partnership.</i>

C. 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. While no projections were subject to automatic removal from the Academic Plans this year, two campuses removed projections from their Academic Plans.

Channel Islands	BA, Criminal Justice
	BA, Multicultural Studies
San José	PhD, Occupational Therapy (to have been offered jointly with Saybrook Graduate School)

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.

While campus program reviews have sharpened their focus on student-learning outcomes assessment, other elements of program review, such the total number of units required for baccalaureate programs and the efficient use of resources, will continue to receive attention at the campus level.

Special Reviews

In Fall 2006 San Francisco State University began a review of graduation requirements. The campus developed an extensive report and last semester invited review by three external consultants, who suggested sweeping changes to the general education program. The campus is now in the process of determining the next steps in response to those recommendations.

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

In July 2000, the Board amended Title 5 to reduce the minimum total units required for a bachelor's degree to 120 semester units (180 quarter units). A campus may establish a higher unit requirement for certain majors to ensure that students have achieved the knowledge and skills ordinarily expected of graduates in those fields, but the campus must establish and maintain a monitoring system to ensure that justification is provided for all program requirements 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 1,320 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. Seventy-seven percent of reviewed baccalaureate degree programs require no more than 120 semester units (180 quarter units). Ten 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 have not been able to reduce required units. 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*

Virtually all 1,320 baccalaureate degree programs offered in the CSU have been analyzed through the process of regular program review, and 1,012—more than 77%—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*

Between July 2000 and January 2007, 132 reviewed degree programs 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 176 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.

5. Program Discontinuations

Campuses have informed the Chancellor that the following degree major programs are being planned for discontinuation.

Dominguez Hills	MS, Clinical Science BS, Occupational Therapy
East Bay	Joint EdD, Urban Educational Leadership (with San Francisco State University, San José State University, and UC Berkeley).
Fresno	Joint EdD, Educational Leadership (with UC Davis)
Fullerton	MA, Comparative Literature

	Joint EdD, Educational Leadership (with UC Irvine; CSU Long Beach, CSU Los Angeles; and Cal Poly Pomona)
Long Beach	MA, Communicative Disorders
	Joint EdD, Educational Leadership (UC Irvine; CSU Fullerton, CSU Los Angeles; and Cal Poly Pomona)
Northridge	BA, German
Pomona	BS, Agricultural Biology
	BS, Agronomy
	BS, Horticulture
Pomona	BS, Landscape Irrigation Science
	BS, Materials Engineering
	BS, Soil Science
	MS, Structural Engineering
Sacramento	Joint Ed.D. in Educational Leadership (with UC Davis and Sonoma State University)
San Bernardino	MUP, Urban Planning
San Diego	Joint Ed.D. in Educational Leadership (with the UC San Diego and CSU San Marcos)
San Francisco	Joint Ed.D. in Educational Leadership (with CSU East Bay; San José State University; and UC Berkeley)
San Luis Obispo	BS, Ecology and Systematic Biology
	BS, Physical Science
	BS, Plant Protection Science
	BVED (Bachelor of Vocational Education)

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. Three campuses—CSU Channel Islands, San Diego State University, and San Jose State University—had WASC visits in the 2005-2006 academic year. Summaries of the 2005-2006 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 13-14, 2007, 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 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
2007-2008 through 2016-2017

(Bold type denotes new proposed program projections)

BAKERSFIELD

2007	MS	Computer Science
2008	EdD	Education
2009	BS	Computer Engineering
	BS	Electrical Engineering
	BS	Engineering

CHANNEL ISLANDS

2007	BA	Communication
	BA	Early Childhood Studies
	BS	Nursing
2008	BA	Chicano/Chicana Studies
	BS	Applied Physics
	MFA	Art*
	MA	English
2009	BA	Anthropology
	BS	Kinesiology**
	BA	Philosophy
	MS	Biology
2010	BA	Social Justice*
	BS	Computer Engineering**
	MA	History
2011	BA	Geography and Urban Studies
2012	BA	Social Work
	MPA	Public Administration
	EdD	Education
2013	MS	Nursing

CHICO

2007	BA	Chemistry*
	BS	Biochemistry
	BS	Concrete Industry Management (Pilot)*
2009	MS	Engineering Management*
	EdD	Education

DOMINGUEZ HILLS

2008	BS	Exercise Science
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DOMINGUEZ HILLS (continued)

	BS	Sports, Entertainment, and Hospitality Management
	MS	Applied Biotechnology Studies*
2009	MA	Communication Disorders
	MA	Spanish
	MPH	Public Health
	EdD	Education
2010	MS	Exercise Science

EAST BAY

2007	MS	Biostatistics (MS)
2008	EdD	Education

FRESNO

2007	EdD	Education
	DPT	Physical Therapy
2008	BS	Biomedical Physics*
	EdS	School Psychology*

FULLERTON

2007	MSW	Social Work
	EdD	Education
2008	BS	Software Engineering
	MS	Applied Biotechnology Studies*
	MS	Engineering Management
	MS	Higher Education

HUMBOLDT

2009	EdD	Education
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* Newly proposed for Trustees “planning authorization.” Implementation subject to review and approval by the Chancellor.

** Projected implementation dates adjusted to meet societal need, student demand, or resource requirements.

LONG BEACH

2007	EdD	Education
2008	BA	Design*
	MA	Global Logistics* (Pilot Conversion)
		MFA/BFA Theater Management*

LOS ANGELES

2007	MFA	Film, Television, and Theatre
	MS	Technology
2008	BA	Computer Science*
	BA	Urban Studies*
	MS	Applied Biotechnology Studies*
	MS	Environmental Science
	EdD	Education
2009	DNP	Doctor of Nursing Practice* (joint doctoral partner to be determined)
	PhD	Forensic Sciences* (joint doctoral partner to be determined)

MARITIME ACADEMY

2007	MS	Global Supply Chain Management and Security
2008	BS	Global Studies and Maritime Affairs
	BS	Science and Mathematics

MONTEREY BAY

2007	BA	Psychology
	BS	Biological Sciences
	MS	Management and Information Technology* (pilot conversion)
2008	BS	Computer Science and Information Technology**
	BS	Mathematics* (pilot conversion)
	MA	Applied Ethics and Communication (change in projected degree title)
	MS	Instructional Science and Technology (change in projected degree title)
2009	BA	Human Development
	MA	Critical and Applied Multicultural Studies **
2010	MS	Nursing

EdD Education

NORTHRIDGE

2007	BA	Central American Studies* (pilot program)
	BS	Finance
	BS	Management

NORTHRIDGE (continued)

	BS	Marketing
	MS	Computer Engineering
	MS	Software Engineering
	MS	Structural Engineering
	AuD	Audiology (with UCLA)
2008	BS	Applied Mathematical Sciences*
	BS	Engineering Management*
	BS	Information Technology*
	MA	Humanities*
	MS	Marketing and Design Management*
	MS	Taxation*
	MPP	Master of Public Policy*
	EdD	Education
2009	MS	Quality Management*
	DPT	Doctor of Physical Therapy* (with UC San Francisco)
2010	BS	Industrial and Quality Management*

POMONA

2007	BS	Plant Science
	MA	Psychology
	MS	Accountancy
2008	MS	Applied Biotechnology Studies*
2009	EdD	Education

SACRAMENTO

2007	AuD	Audiology
	EdD	Education

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** Projected implementation dates adjusted to meet societal need, student demand, or resource requirements.

SAN BERNARDINO

2007	BS	Information Systems and Technology
	MS	Accountancy
	MA	Child Development
	MA	Music
	MS	Special Education
	EdD	Education
2008	BS	Bioinformatics*
	MFA	Creative Writing*
	MFA	Studio Art*
2010	BS	Civil Engineering
	BS	Electrical Engineering
	BS	Mechanical Engineering
	MS	Kinesiology

SAN DIEGO

2007	BA	American Indian Studies
	BS	Construction Engineering
	EdD	Education
	PhD	Earth Sciences (Geophysics) (with UC San Diego)
2008	BFA	Graphic Design*
	MA	Translation and Interpreting**
	MS	Bioinformatics* (PSM+ pilot Program)
	MFA	Film, Television, and Digital Media*
	PhD	Evolutionary Biology** (with UC Riverside)
	PhD	English and Children’s Literature* (with UC Riverside)
	PhD	Information Systems* (with Claremont Graduate University)
2009	EdD	Special Education (with UC San Diego)
	PhD	Hearing Science** (with UC San Diego)
2010	PhD	Communication** (with Fielding Graduate Institute)
	PhD	Social Work** (with USC)

SAN FRANCISCO

2007	BA	American Indian Studies
	EdD	Education

SAN JOSÉ

2007	BS	Psychology
2008	BA	Foreign Language and International Economics
	EdD	Education

SAN LUIS OBISPO

2008	MAE	Master of Agricultural Education*
	MA	Economics*
	MS	Polymers and Coatings* (Pilot Conversion)
	EdD	Education

SAN MARCOS

2007	BA	Anthropology
	BA	Applied Physics
	BA	Environmental Studies
	MPA	Public Administration
	MSW	Social Work
2008	BA	Arts and Technology
	BA	Digital and Media Arts*
	BA	Global Studies
	BA	Philosophy
	MS	Chemistry**
2009	BA	Child and Adolescent Development*
	BA	Music*
2010	EdD	Education
2011	BA	Social Sciences**
	BA, MA	Spanish**
	BA	Special Major**
	BA	Visual and Performing Arts**

SONOMA

2008	BA	Global Studies*
2010	EdD	Education

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** Projected implementation dates adjusted to meet societal need, student demand, or resource requirements.

Attachment A
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STANISLAUS

2008	MS	Nursing*
	EdD	Education

*** Newly proposed for Trustees “planning authorization.” Implementation subject to review and approval by the Chancellor.**

**** Projected implementation dates adjusted to meet societal need, student demand, or resource requirements.**

Program Review, Assessment Activity, and Changes Implemented

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Programs Reviewed During 2005-2006

Biology	BS and MS
Liberal Studies	BA,
Nursing	BSN and MSN
Philosophy	BA
Religious Studies	BA
Sociology	BA and MA
Theatre Arts	BA

Summary of student-learning assessment and actions taken

The CSUB administration has supported this establishment of a “culture of evidence” in a number of important ways. The campus has funded the Assessment Center, located at the Faculty Teaching and Learning Center, to provide “support for all campus groups in developing and maintaining an assessment culture.” This Center hosted a half-day training program on department assessment plans in January 2006, facilitated by Dr. Mary Allen. Dr. Allen also consulted with academic and service groups to discuss issues and to identify strategies of assessment across areas. These campus wide activities broadened the participation of staff and faculty in assessment and set the baseline for our accreditation activities of WASC.

During the last two years, CSUB initiated a campus-wide discussion of our education programs and students services based on a revision of our institutional mission. These discussions are the first steps in an organizational learning process to analyze the effectiveness of our educational programs. The central focus of this analysis is the assessment of student learning. Academic programs have been systematically shifting from summative compliance reporting towards a formative problem-solving process for assessment. These changes are documented in the content of department 5-year reviews, assessment activities per General Education goals, and consultation of academic and service areas with the Assessment Center.

Departments are designing assessment tools that are both direct and indirect measures of student learning. Recent 5-year program reviews focus on identifying problems and making meaningful revisions based on evidence from their respective assessments. The 5-year reviews completed by seven departments (Biology BS and MS, Liberal Studies Program, Nursing BSN and MSN, Philosophy BA, Religious Studies BA, Sociology BA and MA and Theatre Arts BA) during the year show an increased use of targeted data collection and a more sophisticated use of assessment in their planning process when compared to earlier 5-year reviews. All of these

programs instituted higher quality assessments either in preparation of their review process or in response to the campus review of their report. Each self-study reflects the department's conscientious efforts to articulate goals and objectives for the undergraduate degree programs, revise the curriculum, and initiate a process of assessing student-learning outcomes. The Philosophy program developed a set of student-learning goals and proposed a pilot project in assessment, which includes a methodology for embedding the assessment within the curriculum.

A similar proactive attitude was noted in the Sociology department's development of a mission statement and articulated goals and objectives for its undergraduate program. The articulation of this mission statement has enabled the faculty to enhance the BA curriculum and better prepare students for continued education and/or professional engagement. The Sociology faculty rigorously assessed student-learning outcomes for the undergraduate program using three assessment instruments. These instruments include (1) an exit survey developed and administered by the Faculty Teaching and Learning Center (TLC) in collaboration with the Information Resource Office and the Office of Institutional Research and Planning; (2) focus-group discussions conducted by the TLC; and (3) an alumni survey.

Both the Religious Studies and Liberal Studies programs have established a systematic process to collect feedback from their majors. This information was used in the establishment of four-year roadmaps. For Liberal Studies, the director facilitated the strategic embedment of the program's goals and objectives in program coursework in all tracks, in the program's well-developed portfolio, and in the information competency guidelines. This consistency across courses promotes a student-learning environment in which objectives are reinforced throughout the curriculum.

In preparation for the 5-year reviews, departments are now collecting student data for specific learning outcome objectives in identified courses, developing goals-courses matrices, and engaging departmental faculty in the interpretation of data. This more sophisticated assessment of student skill development and this type of data-driven decision making continues to evolve as we engage the participation of more faculty members each year. Our early efforts helped faculty learn the process of assessment, but our more recent efforts are focused on obtaining useful information for course improvement and curriculum changes. We have learned that well-written measurable student-learning outcomes provide the cornerstone of the assessment process; thus several programs are in the process of revising their goals and objectives so that assessment tools may be designed with measurable outcomes. As of June 2006, all of the baccalaureate degree programs at CSUB have identified methods and tools to be used for assessing student-learning outcomes. These assessments include (1) objective assessments embedded in essays, papers, oral presentations, or class projects; (2) major field tests exams comparing CSUB students to national samples; (3) survey, interview, and focus group data on student perceptions, attitudes and experiences; and (4) portfolio assessments of student-learning outcomes.

The campus-wide discussions of our education programs start with two central questions: (1) “What distinguishes a CSUB graduate?” and (2) “What knowledge, skills and abilities does a CSUB graduate need?” Ongoing assessment of the General Education Program provides information answering these two questions. Through collaboration of the General Education Advisory Committee (GEAC), Senate Executive Committee, and the CSUB Assessment Center, data for assessment of specific GE goals and objectives were collected and interpreted by the faculty who teach courses in the GE areas under review.

One good example was the survey of faculty regarding writing, reading and critical thinking skills of CSUB students. The Critical Writing Task Force used this data in formulating its recommendation to the Academic Senate and in designing a critical thinking and writing rubric to measure student competencies. A pilot program testing this rubric was initiated and several TLC workshops on the design of writing assignments and grading with rubrics utilized materials from the Task Force assessment projects.

Another example is the collaboration of the Assessment Center with the GE Area and Theme committees to update goals and objectives from their areas. Following a recent revision of the goals and objectives for Theme II courses, faculty members participated in a review of course syllabi to identify course objectives and activities illustrating the GE Student-Learning Outcomes of that area. Based on that review, the Theme II committee recommended that departments initiate necessary re-writing of syllabi to include the Area or Theme goals and to create specific course goals written into the syllabi. A similar review of syllabi by members of the Area A1 committee facilitated the alignment of courses taught by different instructors with the Area goals and objectives. Many faculty who participated in these assessment activities initiated a self-assessment of their courses to identify specific course activities that could be used for assessment of course objectives and GE goals. These activities document direct assessment of student learning using embedded test questions, pre-post testing and rubrics. The findings from these activities were used for the redesign of course assignments.

CSUB uses a large variety of techniques in assessing the campus community. Over the past two academic years there have been over 200 faculty and staff involved and over 900 students in various focus groups, surveys (face-to-face and online) and sessions as part of the campus assessment process. This diverse collection of activities also represents different phases in the cycle of assessment from design and data collection to interpretation of data and finally recommendations or decisions.

For example, numerous faculty members used the Group Interview Feedback Technique (GIFT) to improve the teaching and learning environment at CSUB. Sixteen faculty requested Course evaluation sessions during 2004/2005 and eight faculty requested course evaluation sessions in 2005/2006. These course evaluation sessions provide information used by the Teaching and

Learning Center (TLC) Director and the faculty member for mid-term changes in teaching style and learning activities to meet course-learning objectives.

The TLC's Program Focused Interview Technique (Program FIT) provided an overview of the experiences of students in different academic programs—Faculty Mentor Program, Nursing, Sociology MA program, Intensive Language Institute, and Title V computer literacy program, and Criminal Justice. Data from the FIT activities was used in decision-making related to services and/or curriculum of each program. The GIFT and Program FIT are important assessment tools that involve students directly in the improvement of their classroom-learning environment, and the participants report that they appreciate being asked for their feedback. We believe that this involvement actually increases their satisfaction with their educational experiences at CSUB.

One measure of the success of our Assessment Center is that a large number of programs, academic as well as academic support and administrative, were involved in some type of assessment activity. Over the past two academic years there have been over 62 assessment projects involving a variety of departments. During this period, 16 assessment projects involving departments or schools were completed. These include the following projects: the student survey portion for WASC, Program Feedback by students for the MA in Sociology, first and second surveys for the Reading, Writing, and Critical thinking Taskforce, yearly reports for the Counseling Center procedures, Title V tutoring activities and tutor training, faculty interviews for the CSUB First Year Experience courses, both the Program Feedback by clients and Employee interviews for Academic Advising (AAIC), assessments on runner mail/computer lab and the help desk for IRTS, Rubric Templates for Course Assessment, Faculty Mentor activities, and service rating of the Private Lessons program through E-Learning Services.

There are approximately a dozen projects currently in the data collection stage of the assessment cycle. These include projects such as the English Department's rubric and embedded test questions for senior projects, and the embedded test questions to assess critical thinking and analysis of Philosophy Department courses. There are also 8 projects in the design stage of the cycle. These projects build on department assessment plans proposed in the spring 2006 and various service areas involved in strategic planning and revision of mission statements.

CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS

Programs Reviewed During 2005-2006

Since CSU Channel Islands opened with its first degrees in 2002, it has not conducted any program reviews to this date. Its first five-year program reviews are scheduled for 2007-08.

Summary of student-learning assessment and actions taken

CSU Channel Islands has implemented a multi-year timetable for program reviews for each of its current majors, as developed by the Program Assessment and Review Committee (PARC), and approved by the Dean of Faculty and the Provost.

Anticipating the arrival of program reviews, one of PARC's major activities this past year has been the development of a review handbook entitled "Guidelines for Program Review," which is designed to assist program areas in completing successful reviews. These "Guidelines" will soon be printed and distributed widely to each of the programs and faculty, and will appear on the campus website. The guidelines explain that program reviews are conducted on a five-year cycle and draw on the analysis of program resources and student-learning outcomes and other assessments that are conducted regularly by each program.

Each review is conducted over a two-year period and has four components:

1. **Program Self Study.** The self-study is a cooperative undertaking by program's faculty examining 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.** To provide an outside perspective on the program, each program is reviewed by external evaluators. 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 review, and comments on those documents made by the program itself, the Dean, and the Provost.

Recommendations and Action Plan

The program review process concludes with the major contributors to the process (Program Chair or faculty, Dean, PARC, 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

Programs Reviewed During 2005-2006

Communication Design	BA
Exercise Physiology	BS
Geography	BA
Kinesiology	BA
Latin American Studies	BA
Physics	BS
Political Science	BA
Religious Studies	BA

Summary of student-learning assessment and actions taken

Communication Design

Student learning had been assessed in the Communication Design program through constant interaction with people in hiring positions within the industry and alumni satisfaction and success in the field. The major sources of assessment data have come from graduating seniors, the Professional Advisory Board, information from previous five-year self study reports, and direct information from the professional communities to which the majors aspire. These quantitative and qualitative sources of information have proven invaluable in curriculum design and making decisions concerning the design of the CDES technological infrastructure. The faculty is astutely aware that refined measurements of student-learning outcomes are essential to curriculum development and have made this an area of key focus for the next five years. The faculty is currently working on developing formalized Student-learning outcomes (SLOs) and an assessment plan for the Communication Design program.

Exercise Physiology

Student-learning outcomes have been developed for the program in Kinesiology. Faculty assess the achievement of student-learning outcomes through a variety of formative and summative assessment tools such as, but not limited to: quizzes, exams, reports, annotated bibliographies, projects, media projects, research papers, scientific experiments, micro-teaching events, peer assessments, video assessments, systematic observations, clinical practica, oral presentations, posters, and service learning projects. Information gleaned from these assessments assists faculty in choosing effective instructional strategies and best teaching practices. Faculty monitor program effectiveness through the evidence collected on student achievement and student learning as well as other measures such as curricular and career trends as evidenced by scholarly journals, national organizations, national trends, local and regional businesses and department advisory boards. The faculty acknowledge that evidence-based assessment is an area needing further improvement and have made this a priority for the next five years.

Geography

Student-learning outcomes for the program of Geography have been a persistent concern for the faculty. Having just completed a curriculum redesign, student-learning goals have been developed per the mission statement. The faculty is now in the process of adopting a major revision to how future assessments will be carried out. Plans for assessing student outcomes and satisfaction are in the works and will evolve out of previous experiences such as the exit interview. The commitment to student-learning outcomes will lead to a stronger set of assessment tools that some faculty members already practice.

B.S. Instructional Design

Student learning is primarily decided through the concentrated efforts in maintaining a close relationship with industry professionals through professional organizations, International Society for Performance Improvement and Association for Education and Communication Technology. Because of the uniqueness of the program, close industry ties in the form of corporate and program collaboration provide strong evidence of consistency between what is taught and what is applied in the workplace. The Virtual Professional Immersion (VPI) project was developed to provide a direct pipeline to professionals and has been used as a formative assessment for the program and a valuable source for improving the program. The faculty is aware that refined measurements of student-learning outcomes are essential to curriculum development and have made this an area of key focus for the next five years. The faculty is currently working on further developing formalized Student-learning outcomes and an assessment plan for the Communication Design program.

B.A. Kinesiology

Student-learning outcomes have been developed for the program in Kinesiology. Faculty assess the achievement of student-learning outcomes through a variety of formative and summative assessment tools such as, but not limited to: quizzes, exams, reports, annotated bibliographies, projects, media projects, research papers, scientific experiments, micro-teaching events, peer assessments, video assessments, systematic observations, clinical practica, oral presentations, posters, and service learning projects. Information gleaned from these assessments assist faculty in choosing effective instructional strategies and best teaching practices. Faculty monitor program effectiveness through the evidence collected on student achievement and student learning as well as other measures such as curricular and career trends as evidenced by scholarly journals, national organizations, national trends, local and regional businesses and department advisory boards. The faculty acknowledge that evidence-based assessment is an area needing further improvement and have made this a priority for the next five years.

Latin American Studies

The program has routinely collected assessment data from students at several critical junctures in their academic progress. Recently the program began a Mission-Goals-Outcomes model of program assessment and began direct assessment of well-defined student-learning outcomes. In

2005-2006 LAST reviewed their mission statement, goals and the definition of student-learning outcomes based on the program mission and goals. Ten SLOs were defined based on faculty discussion and an initial assessment plan was undertaken to evaluate student performance on two of the SLOs. A systematic evaluation of all SLOs has begun. Faculty are on-board and committed to a continuous process of monitoring student learning, thoughtful efforts to create an “intentional curriculum” that meets their goals, based on information learned from the students.

Physics

The Physics program has developed four broad programmatic goals with specific student-learning outcomes that are in principle measurable or observable. Most of the SLOs are addressed and assessed within the context of the physics courses required to complete the major. The faculty emphasize that course content is tightly tied to the SLOs and that student work is tightly tied to course content. Thus, the assessment process does produce a valid measure of achievement of the SLOs. Discussion among faculty, staff and students flowing from the SLOs assessment is informal, and tends to focus on small adjustments in content and relatively larger changes in pedagogy. Recent changes in pedagogy have included a stronger design/open-ended experimentation character for the entire lower division laboratory component as well as the addition of an upper division laboratory component to strengthen the majors’ overall laboratory experience. While the programmatic assessment has not been formally systematized, one of the goals for the next five years is to improve the program assessment structure.

Political Science

The Political Science program has goals and student-learning outcomes that have been derived from the department’s broader mission, giving substance and specificity to that mission. The program recognizes the need for ongoing assessment of these goals and outcomes. To that end, the faculty developed a multi-year plan of assessment for each of the eight SLOs in accordance with the course matrix and implemented it in full for the first time in fall 2005. The data showed that students reported very high levels of accomplishment related to the student-learning outcomes. Program assessment has evolved from a patchwork of disconnected diagnostics to a smoothly integrated assessment vision. The plan implemented will allow for comprehensive, thorough and consistent assessment of all eight SLOs over a two year cycle. The program assessment has helped the faculty identify and learn from shortcomings and has led to the development of specific improvements, such as a significantly revised curriculum that includes capstone courses for both the general political science and legal studies option and a more standard and effective approach to teaching the basic concepts and tools of political inquiry.

B.A. Religious Studies

The program has done a solid job of reflecting on and editing its program goals over the past several years, embracing a multi-dimensional process for assessing student learning and student needs with respect to the program. Past weakness in this area has been its failure to establish a coherent process for assessing student-learning outcomes in the program as a whole and for

assuring that students are achieving core competencies for completion of the program. In light of this, the faculty undertook two crucial constructive tasks in fall 2005: 1) refining and sharpening the major program goals, and 2) while outcomes assessment of various classes has been successful, they have not successfully assessed the program in general and specific classes in particular with respect to their contributions to these goals and in light of concretely established student-learning outcomes. Plans for the future include: 1) establishing a schedule for assessing student-learning outcomes on a rotating basis over five years; 2) determining specific changes in the content of courses to meet these outcomes at the basic, developing, and mastery levels; and 3) determine whether the structure of the major provides adequate opportunities to meet these outcomes.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Programs Reviewed During 2005-2006

Anthropology	BA
Chemistry	BA, BS
Clinical Science	BS
Health Science	BS, MS
Humanities	MA
Sociology	BA, MA

Summary of student-learning assessment and actions taken

The California State University, Dominguez Hills 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 second year of the implementation of Performance Effectiveness Assessment Tool (PEAT), PEAT+, and the new six-year cycle of program review. During AY 2005-06, 17 departments/programs submitted self-study reports and six programs have completed the campus program review process while the remaining programs are still in progress.

The following consists of summaries and analyses of the results of Student-learning outcomes Assessment (SLOA) efforts for programs that completed program reviews in 2005-2006; as

appropriate, it also includes summaries of changes in program requirements recommended or enacted as a result of outcomes assessment.

Anthropology

The self-study materials, which combined the B.A. and minor programs, offered good insight into the program's adherence to the essential elements of learning outcomes assessment as outlined by the University Student-learning outcomes Assessment Committee (USLOAC). Curricular changes have been made to emphasize student-learning outcomes assessment and enhance program quality; these changes result from (a) learning outcomes assessment of achievement and therefore provide evidence of learning, (b) student surveys related to program satisfaction and quality, and (c) more formal assessment of teaching strategies. While many programs demonstrate strong use of assessment results in program changes, Anthropology has been exemplary in its application of assessment data to inform program improvement and evolution.

Chemistry

The self-study and external reviewer reports indicate that the Chemistry programs have made "tremendous strides" in all aspects of program review including SLOA as it pertains to the American Chemical Society Certification (ACSC) standards. While the alignment of ACSC standards with the essential elements of student-learning outcomes assessment is exemplary, the alignment in terms of program-level, learner centered and measurable outcomes is unclear at this time. It is clear that curricular changes are based on embedded, and student, employer and alumni survey assessment results. Therefore, it is implied that there is evidence of learning in that program-level outcomes are achieved because ACSC standards (knowledge and skills) are met and that program quality exists.

Clinical Science

The self-study, which included the B.S. and the Medical Technology and Cytotechnology options, completely and thoroughly addresses SLOA activity and was commended by the external reviewer. All programmatic changes resulted from embedded assessment method(s) that provide evidence of learning as well as program quality assessments that are direct (licensing board scores, clinical supervisor evaluations) and indirect measures (employer, alumni, and student surveys, student graduation rates, and entry to graduate programs). The M.S. in Clinical Science was discontinued in November of 2005. In terms of SLO assessment report records, the program was on target with student-learning outcomes and assessment methods up to the point of discontinuance.

Health Science, Community Health, Health Care Management, Radiologic Technology and Orthotics and Prosthetics Options

The external reviewer recommendations concerning SLOA and in part, the Dean's response to these recommendations are consistent with USLOAC's view of the remedial work and

substantial progress that needs to be accomplished by the faculty in the undergraduate Health Science program. USLOAC's point of departure from the Dean's response to the external reviewer SLOA recommendations rests with the intention that they will be a priority when a chair of the Health Sciences Division is in place.

In 2003, based on departmental and student interest, the M.S. in Health Science, Professional studies option was redesigned and expanded to provide three concentrations including healthcare management, education and research. The new program was initiated in fall 2003 for working, licensed professionals. As a result of program review, admission to this program has been expanded to non-licensed students but their effect on the curriculum has yet to be determined. This program has great potential but has been held back because of staffing issues. In terms of assessment, the Coordinator reviews each course with the instructor regularly to ensure that student learning addresses the program level student-centered objectives related to the mission of the program. As a response to January 2005 Student-learning outcomes Assessment Report, data collection methods are now in place to assess theses, independent studies, practicum/internship experiences and directed research projects. Rubrics are used to show achievement of program-level student-learning outcomes using a Program-level student-learning outcomes assessment tool, through which each student rated for the six learning outcomes. The self-study, the external reviewer report and current SLO assessment report records indicate substantial and ongoing attendance to student-learning outcomes and assessment measures (direct and indirect) at the program and course levels to provide evidence of learning and of program quality. The faculty, dean, and USLOAC concur with the external reviewer recommendation to strengthen the program-level assessment rubrics by identifying parameters of achievement.

Humanities

This interdisciplinary program develops students' abilities to do graduate level research in the humanities and articulate their findings on paper and orally and enhances their appreciation of the roles of humanities in their lives. Students are assessed in multiple ways at all phases of their career in the program. Upon admission, students take a diagnostic examination during first term, which is read by a team of program faculty who assess the students' analytical reading and writing skills and readiness for graduate work. Depending on the results from the exam, students may be required to take courses to strengthen their skills. One year later the student revisits the examination prompt commenting on how they would approach the topic differently and explaining why. The second examination is graded by a team of faculty and the coordinator advises students of their results. Upon advancement to candidacy, each student presents a portfolio of papers including a reflective essay commenting on progressive learning demonstrated by the papers and evolution of his/her academic interests. Papers collected in the portfolio illustrate each student's abilities at the beginning, middle and later stages and are demonstrative measure of the relative achievement of program objectives. Mastery of the program objectives are assessed by the final project proposal and the resulting final project.

When approved, students complete the project, which is assessed by their thesis advisor and readers.

As stated above, the self-study documents provide insight into the program's assessment activities; however, more data is needed to support that curricular changes result from assessment of student-learning outcomes or that learning has occurred as defined in the program-level student-learning outcomes. Specific to the Minor in Humanities student-learning outcomes assessment will be included in the General Education Committee's Review of all Area F, Upper Division Integrative Studies, in 2006-07.

Sociology

This program's self-study focuses on the department's goals and needs rather than those of the programs within the department. The M.A. in Sociology consists of two tracks including the general and research options. Recently seven new faculty members have been hired and are changing program emphasis to an applied, community-based focus with a solid grounding in academic sociology. In the M.A. program, students can do thesis or comprehensive exam as their culminating activity, and they are assessed by research papers, classroom presentations and the capstone experience. Rubrics have been developed for the thesis and comprehensive exam in order to assess the achievement of program goals. Faculty are concerned that too many students are being admitted without the skills to be successful. Improvements in the program include consideration of a program to better prepare incoming students, development of ways to recognize high achieving students, standardization of program expectations with stronger emphasis on methods, statistics and theory, increased funding for graduate students so they finish in a more timely way and building support for research to bring graduate students into research projects.

Aside from the brief consideration of assessment mentioned above, there is limited reference to SLOA in the self-study. The self-study recognizes a "program assessment committee that can utilize the earlier findings to continue collecting new data"; and states, that "The students we have had in the program have been meeting such learning outcomes as mastering applied research or fieldwork, paper/essay writing, and oral presentations". This information is stated, and information about programmatic changes, current and future, is addressed fully and thoughtfully.

CALIFORNIA STATE UNIVERSITY, EAST BAY

Programs Reviewed During 2005-2006

Art	BA
Biochemistry	BS
Communicative Sciences and Disorders-Speech Pathology	BS, MS

Computer Science	BS, MS
Geographical and Environmental Sciences	BA
Geological Sciences	BA, BS, MS
History	BA
International Studies	BA
Marine Science	MS
Mathematics	BS, MS
Multi-Media	MA
Music	BA
Nursing	BA
Physics	BA, BS
Psychology	BA, BS
Spanish and French	BA
Statistics	BS, MS

Summary of student-learning assessment and actions taken

Art

Students should develop an understanding of digital photography practices. This SLO was measured via Blackboard reflection papers and a survey which students take each quarter. Photo Options were modified to eliminate some course requirements and to add others. A lower division studio art class was added. The upper-division Digital Photo class requirement was replaced by a lower-division equivalent. A web Portfolio class has been added to the Photo Option as a capstone course.

Biochemistry

Biochemistry students should have a solid background in modern biochemistry laboratory methods and procedures. Chemistry 4430 (General Biochemistry Laboratory) is the “capstone” course for the BA-Chemistry (Option in Biochemistry) Degree Program. Embedded test questions and review of a submitted laboratory notebook was used to assess this Learning Outcome. Assessment data for Chemistry 4430 (Yr 2003-2005) was analyzed and the Learning Outcome was met (for 8 out of 8 specific sub-topics) for 3 consecutive years. No changes need to be implemented at this time.

Communicative Sciences and Disorders--Speech Pathology

Each student will demonstrate the ability to communicate clearly in oral and written modalities. Each student participated in a speech, language and hearing screening session at some point during their first two quarters as a CSD major. Results were collected during winter quarter 2006. Students who did not pass the screening test were referred for additional evaluation and possible treatment.

Computer Science

Gateway courses reflect the challenging nature of Computer Science courses, with no automatic good grades in any course. Many students who do not survive the first courses in Computer Science often decide on another major. Sophomore level courses are often the places where students drop out of a math or CS major. Assessments come from methods such as surveys or exit examinations in the MS program.

Geographical and Environmental Sciences

The Department of Geography and Environmental Studies has completed a comprehensive and thorough series of assessment activities. In addition to identifying student-learning outcomes and creating a detailed assessment process, the faculty are developing a rubric for each SLO to evaluate the associated portfolio projects and demonstrate student learning for the respective outcome.

Geological Sciences

Students must be able, under supervision, to do geologic mapping, or serve as field assistant to a senior geologist. This SLO was evaluated based on maps, x-sections, and explanatory text prepared by the students during Geol 3910, Geologic Field Methods.

Results (evaluated) by the instructor, for the most part showed good comprehension of geologic techniques. Overall evaluation by the faculty revealed that there was a deficiency in calculus. This was remedied by expanding the calculus requirement.

Students in the graduate program must be able to conduct independent geologic research, including preparation of a University Thesis or Project. The thesis or project is evaluated by a departmental committee.

History

The student learning objective for history was mastery of analytic concepts that help historians assemble, organize, and interpret evidence. In the academic years of 2002-04, the History Department collected data for 8 core-skills courses in the History major based on in-class surveys: final student and faculty surveys for three History courses. From this assessment data the History Department as a whole agreed that: a) skills classes' must include an explanation of academic honesty; b) all skills classes must require oral presentations; c) HIST 1000 must include a series of exercises on source citations; and d) HIST 3010 and 4031 must include intensive primary source evaluations.

International Studies (BA)

Students should demonstrate the ability to speak clearly and easily about international affairs in general and about topics of specialized study in particular. The International Studies Program manages a portfolio-based assessment program for every major. Based on results of this assessment, the program will ask instructors in all INTS core classes to incorporate student presentations. The program will also consider required rather than recommended use of the Communication Lab.

Marine Science

Assessment of this multi-campus program largely is through that scientific community, documented in the widely recognized success of students from MLML.

Mathematics

Students should possess technical competence to solve problems in undergraduate mathematics (particularly calculus and analysis); to develop and analyze models arising from mathematics, science, and engineering. Student papers, examinations, group projects in key required calculus and analysis courses are used to measure the SLO. For graduate students, results on Comprehensive examinations are also used. Results show a good understanding of calculus, at least for those students who continue as mathematics majors.

Multi-Media

Although the assessment plan is still developing, during Fall 2005, faculty met to design measurable student-learning outcomes for the program as a whole and for each course in the program. The curriculum is constantly revised to reflect the changing nature of the technology of the field.

Music (BA)

Assessment planning is emerging in the Music Department; however, there are still no hard assessment data (actual outcomes) available. Music students have always performed in required recitals and ensemble concerts, but no measurable data have been produced to document instructional outcomes.

Nursing

Students should demonstrate responsibility and accountability for design, delivery and evaluation of client care. Students are evaluated in each practicum course using the Clinical Evaluation Form. The results show that students are meeting the student-learning objectives; therefore, there have been no additional changes implemented.

Physics

The Physics Department is assessing its BS program through a combination of course examinations, standardized comprehensive examinations and a newly established capstone course. Based in part on the assessment feedback, several significant curriculum changes took place in Fall Quarter 2005. The department offered a revised BS degree program and new BA degree program. Course scheduling changed exclusively to MWF to meet student needs better and a new course in solid-state physics was introduced.

Psychology (BA and BS)

Students should develop Scientific Thinking and Methodological skills. The Psychology Department assessed this SLO by first identifying a number of detailed specific skills. These

learning outcomes are based on the American Psychological Association's "Guidelines for Learning Outcomes for the Undergraduate Psychology Major." Students summarized a research paper from a peer-reviewed journal being careful to answer specific questions. Student performance was then assessed for each item using a five-point scale. The results of this assessment have been very encouraging. Students showed statistically significant improvement on every measure except one.

Spanish and French

The Department of Modern Languages and Literature plans to document assessment of student learning in both majors and all minors. Improvements in both advising and exit assessment are underway.

Statistics

The MS Exam in Statistics measures student ability to apply statistics to original problems similar to those needed by an applied statistician working in the private sector. The Statistics Department has collected this data for a long time and plans to analyze it during the next few years. A seminar was offered to this year's first-year students, which may improve their performance on the first year exam and also the exit exam. A revised curriculum was submitted to the University, which will modify the MS degree to address the problem of students needing more preparation at the start of the program.

CALIFORNIA STATE UNIVERSITY, FRESNO

Programs Reviewed During 2005-2006

Agricultural Business	BS
Criminology	BA
Psychology	BA
Social Work	BA, MSW
Theatre Arts	BA

Summary of student-learning assessment and actions taken

The program review process at California State University, Fresno is rather extended. The program review year is the year in which the department completes a self-study and is reviewed by a site visit team. Usually in the next year, university level committees review the documents and, finally, an action plan meeting takes place at which the department, the college, and the provost all agree to specific commitments for the next review period. The descriptions of assessment activities provided below refer to programs whose action plan was completed during the 2005-2006 academic year.

This is the first year these programs have been reviewed since the assessment of Student-Learning Outcomes was incorporated into the review process. Their level of compliance with the

requirement varies. However, the agreed-upon action plan as the culmination of the review has provided a means of obtaining future compliance with the requirement, as permission to hire additional faculty, for example, may be made contingent upon implementation of the program's student outcomes assessment plan. Much of the information that follows is excerpted from self-studies and annual reports.

Agricultural Business

This department has lagged in outcomes assessment, and was told "no new faculty hires will be approved for 2006-2007 unless the department's 2005-2006 annual report contains direct assessment results, and the future faculty hires will also be tied to maintaining a sustained pattern of student outcomes assessment." The 2005-06 annual report indicates that the Student Outcome Assessment Program was revised, and three direct measures of student outcomes were implemented. These were diagnostic elements embedded in exams that are used to determine the mastery of introductory and intermediate microeconomic material as students complete AgEc 1 and 100 [Spring 2006], a self-diagnostic exam by students at the start AgEc 100 [Spring 2006] (with comparisons between native and community college transfer students). In addition, the Alumni/Industry Advisory Group served as a focus group of alumni and employers to provide input on industry views of how well our graduates are prepared for employment and to help draft a profile of an ideal graduate in terms of knowledge, skills, experiences, and attributes. Data had not yet been analyzed when the annual report was being prepared.

Social Work

In the undergraduate program, many of the department's planned direct measures of student learning have yet to be implemented. The program review self study includes information from a BA exit survey, field instructor evaluations of student performance, an alumni survey, and an employer survey. Findings included:

- Students were more confident about their ability to work with individuals and families than their ability to work with organizations and communities. Field instructors agreed that students' organization-related skills were weaker.
- Students had less confidence in their ability to analyze research findings, conduct research activities, and analyze the effects of organization and government policies. Alumni confirmed lower confidence in research skills.
- Levels of participation in social justice activities were lower than desired.
- Employers gave high scores to graduates on ability to advocate for clients, linking clients to resources, and engagement with clients, but lower scores on writing case notes and reports, using computers, using theoretical frameworks in practice, conducting evaluations, and influence social change.

The program has made several curricular changes in response to these findings, including instituting a social justice seminar and a certificate program in Cross-Cultural Competency and developing new undergraduate research courses that will integrate research methods and evaluation approaches that focus explicitly on empowerment, social justices, and cultural diversity.

In the MSW, data were gathered from a pre and post-test instrument that measures student self-perceptions of skills and knowledge, and employer and alumni surveys. Results with respect to multi-systems approaches and empowerment-oriented practice were similar to those for the undergraduate program. The alumni survey suggested better preparation was needed in clinical practice and research skills.

In response to these findings, the department modified the course syllabus for the field practicum, instituted a social justice seminar, adopted a new textbook that focuses on empowerment, social justices, and diversity for the course "Human Behavior in Small Groups, Organizations and Communities" and began reviewing course sequencing in the MSW program with the aim of constructing a foundation year. No direct measures of student learning other than the field placement reports were described in the 2005-2006 annual report.

Theatre Arts

The Theatre Arts department has been especially active in outcomes assessment, but this is not clear from the department's self-study, which was taken from external accreditation document. However, last year's annual report shows a great deal of activity in this area, and the results are presented below verbatim.

Analysis of Focus Group Results/Action Taken

A graduate seminar in Communications facilitated a focus group of graduating seniors in the Spring of 2004. The seminar presented the students' conclusions to a meeting of Theatre Arts faculty in March. They also prepared a written report, which was distributed and discussed by faculty at the department's Fall 2004 retreat.

The members of the focus group praised the teacher-student interaction in the department, and felt confident in the acting and design skills they had learned. They also noted some areas in which they'd like more training or more of a voice. One of these was in the area of preparation for a career in theatre. Faculty noted that this same area had been mentioned frequently in the alumni survey. At the Fall 2004 Retreat, the faculty decided to require students auditioning in Fall 2005 to provide resumes on which they received feedback from professors. The faculty is also exploring the use of business letters and statements of purpose as future writing assignments and assessment activities.

The department has addressed this area in the past through workshops run by guest professionals, but they could not always be scheduled at times convenient for all students. In spring of 2005 a faculty committee examined this issue, including a survey of what other universities offer and a discussion with Theatre Arts majors in each specialty the program offers. The committee developed a proposal for a new course to address post-graduate preparation and presented it at the Fall 2005 retreat.

Employ Scoring Rubric for Auditions (Goal 3.1)

Faculty scored the fall-term auditions using this rubric for the fifth consecutive year. The activity is considered so useful for students (both as a gauge of achievement and as a learning opportunity) that the Department has included it whether or not it's on the assessment schedule. As a result of the Focus Group Assessment, students submitted professional resumes for feedback from faculty.

Essay in Drama 10 and Drama 186 (Goal 1.2)

This activity was scheduled in a second consecutive year because improvement in student writing is such an important issue. Students in both classes have written the required essays; the scoring is completed for Drama 10 but not yet (as of May) for Drama 186.

Because of a change in the personnel teaching in the history-literature sequence, a meeting was held to revise the short-answer examination given in Drama 10 and Drama 186. The revision is now complete.

2006-2007	Acting Auditions with new resume requirement (Goal 3.1) Assess teaching-related skills in Drama 138 Employ rubric for Crews, Casts (Goal 4, 5.2)
2007-2008	Employ Scoring Rubric for Design (Goal 3.2) Employ Scoring Rubric for Dance (Goal 3.3)
2008-2009	Senior Focus Group or Panel Discussion Exam in Drama 10 and Drama 186 (Goal 1.1)

Criminology

Assessment of Student-Learning Outcomes at the undergraduate level occurs through surveys in the introductory and terminal courses in the program, and evaluation papers in the internship courses. Course embedded assessments were planned but have not yet been implemented.

An Advisory Group meets regularly and is evaluating the efficacy of the Criminology classes for those in the various criminal justice professions.

Information gained from these activities has been used to create changes in the internship program and in all three Department Options, while also leading to the development of a new Forensic Behavioral Sciences Option.

Psychology

Based on examination of a matrix of Student-Learning Outcomes vs. courses, the department modified the undergraduate curriculum, making Computer Applications a required course, incorporating more small group interaction and oral presentation into a variety of courses, holding an end-of-year poster session exhibiting student research projects, and adding a course on Multicultural Issues in Mental Health Research.

The department used the ETS Major Field Examination, and also developed its own exit examination. The ETS exam showed that the students were strong in the department's current areas of emphasis, statistics and research methods, but relatively weak in physiological and cognitive psychology. However, the latter areas are beginning to be emphasized more, so improvement is expected. The locally developed exit examination produced more heat than light. Additional assessment activities included student surveys at the introductory and upper division levels and an alumni survey.

CALIFORNIA STATE UNIVERSITY, FULLERTON

Programs Reviewed During 2005-2006

Criminal Justice	BA
Dance	BA
Geological Sciences	BS, MS
Physics	BS, MS
Science Education	MAT
Sociology	BA, MA
Theater Arts	BA, BFA, MFA
Women's Studies	BA

Summary of student-learning assessment and actions taken

Criminal Justice

Assessment within the B.A. and minor in Criminal Justice is unsystematic, primarily using traditional classroom-based evaluations of individual student performance. Even though the department plans to develop a survey instrument to identify self-reported levels of knowledge among the majors at "basic, intermediate, and advanced levels," their college dean concluded that, "no significant program-level assessment is currently being conducted in Criminal Justice." The faculty have been encouraged to work with a professional consultant to design and implement "a sustainable approach to program-level assessment of student learning."

Dance

Student-learning goals for the B.A. majors in Dance are concise and linked to twenty programmatic strategies that provide students with the opportunities to meet those goals. A combination of juries, auditions, public performances, and portfolio reviews are used to assess students' progress. Performance assessment juries were introduced in 2001; each major meets with a dance faculty member to review the jury assessment. Reports on post-graduate internships and media reviews of students stand as the ultimate measures that "graduates have accomplished the goals of [the] program."

Geological Sciences

Student-learning goals were adopted by the department in the spring of 2002, for both the B.S. and M.S. degrees. At the master's level, students "are expected to have advanced knowledge of the Geological Sciences with an emphasis on current research developments in their specialty." Pre- and post-administration of a Geosciences Concept Inventory (GCI) test is conducted within GEOL 101 and GEOL 110T to assess the effects of alternative pedagogical methods. The undergraduate curriculum was redesigned effective with the fall of 2005, with greater attention to two required capstone courses.

Physics

Physics (B.S. and M.S.) has adopted eight clear learning goals for their undergraduate majors that address content mastery in the field. Faculty contend that because the study of the discipline is highly "integrated vertically," . . . "learning goals for the M.S. degree are largely the same as those for the [undergraduate] degree only at a more advanced level. Methods of direct assessment are not revealed in the program review, nor is there a presentation of how the curriculum is aligned to facilitate achievement of the learning goals.

Science Education

This program offers the M.A. in Teaching Science (MAT-S) as well as the Science Education Program credential. Student-learning goals are embedded in nine program goals. Assessment occurs at initial, midpoint, and final stages. As an example, a Participant Perception Inventory is administered at both the beginning and end of the student's semester in a capstone course, SCED 552, Review of Research in Science Education.

Sociology

The Department of Sociology offers both B.A. and M.A. degrees and is one of the largest majors at Fullerton, with nearly 500 undergraduate and 65 master's students. Their PPR outlines five "general goals" and eleven goals that are specific to "sociology students' learning." During 2006-2007, sociology faculty plan to embark on a review of curricular and course alignment with those learning goals.

Theater Arts

Theater Arts grants three degrees—B.A., B.F.A., and an M.F.A. Students’ competencies derive from the NAST accrediting body’s seven standards for student skills and knowledge. Competencies are clearly detailed for each of the concentrations within these degrees. Students often sit on audition panels, both as an experiential learning activity and as a tool for self-assessment. Production performances, portfolios, and personal interview critiques are also used as assessment tools. Expanding the number of main-stage performance opportunities is being used to provide an more experiences for student development, both in “front line” and “back stage” options, for majors in Theater Arts

Women’s Studies

This relatively young degree program (B.A. and minor) has articulated clear student-learning outcomes and established a portfolio assessment process to ascertain how well their seniors have achieved those outcomes. By comparing papers and projects from core classes taken early in the major sequence to those completed in the senior year, student growth is measured qualitatively. Emphasis is on writing skills, critical analysis, and the “understanding of feminist theories and methods.” The program is now ready to take forceful action “to improve and strengthen the curriculum on the basis of the results of assessment.”

HUMBOLDT STATE UNIVERSITY

Programs Reviewed During 2005-2006

Geology	BA, BS
History	BA
Women’s Studies (Interdisciplinary)	BA

Summary of student-learning assessment and actions taken

History

Learning-outcomes assessment, instituted in Spring 2000, comprises portfolio analysis, student self-analysis and exit letter, and portfolio conferencing. Results have guided program changes that include the development of a curriculum plan to address specific skills in a required sequence of designated courses; since this plan was put in place, students demonstrate an increased awareness of the skills they are building and their own ongoing development throughout the sequence. In addition, assessment results were used to revise core courses, in some cases several times, to address information competencies. Assessment results indicate that the program and course changes have together facilitated improvement in five key areas of student performance: critical analysis, reading, and thinking; writing and research, both traditional and electronic, and the requisite documentation formats; use of primary sources; competence in historical methodology and historiography. Assessment results also indicate that research/writing, historiography, and oral communication skills are areas for further work. In response, the department continues to evaluate the use of writing in upper-division courses; seek

ways of strengthening historiography/ methodology in the curriculum; and developing ways of supporting improvement in students' oral presentation skills, including the addition of an oral-presentation requirement in the capstone course.

Geology

Learning-outcomes planning in 2005-2006 built on assessment results of a detailed questionnaire completed by current students, alumni, and Humboldt County area geology professionals. Results of that assessment indicate that the program adequately prepares graduates with the specific skills they need for geology positions in a range of disciplines. However, assessment results have also prompted the program to plan on incorporating additional computer-based analysis (particularly GIS), as well as a more substantial writing component, into the curriculum. One area of focus as the department develops its assessment plan is the field camp course cluster, as these capstone courses require students to demonstrate mastery of professional skills such as making and synthesizing independent observations, analyzing new data, and preparing a final report that includes a detailed geologic map and geologic cross-sections.

Women's Studies (Interdisciplinary Studies)

The Women's Studies department has used learning assessment results based on portfolio analysis, evaluation of oral presentation skills in the senior seminar, and exit interviews, to revise the major substantially. Most notably, a common core of classes for all four tracks in the major was developed, along with a set of required courses unique to each track. Student response and performance data were also used in decisions about the array of other permanent and special topics courses to be incorporated into or discarded from the program. Curriculum changes suggested by assessment results included the integration of case studies with theory in an existing course, and the creation of new courses in emerging areas of the field (e.g., body politics, intersections of race with gender, legal issues, and queer studies). The department is also engaged in refining its student-learning outcomes as it continues to refine its curriculum.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Programs Reviewed in 2005-2006

Anthropology	BA, MA
Asian American Studies	BA
Asian Studies	BA, MA
Audiology	BS
Biological Sciences	BS, MS
Black Studies	BA
Business Economics	BA
Chicano & Latino Studies	BA
Chinese Studies	BA
Communication Studies	BA, MA

Economics	BA, MA
Family & Consumer Science	MA
Gerontology	MS
Global Logistics*	MA
Interdisciplinary Studies	BA, MA
Japanese	BA
Kinesiology	BA/BS, MA/MS
Marine Biology	BS
Microbiology	BS, MS
Nutrition	MS
Occupational Studies	BS, MA
Sociology	BA
Translation & Interpretation*	BA

*Mandatory five-year review of pilot program

Institutionalization of Assessment of Student Learning

California State University, Long Beach made substantial progress toward the institutionalization of assessment of student learning during the 2005-2006 academic year. The result of each of these steps has been to strengthen the University's commitment to continuous quality improvement.

- Implementation of a new timetable for assessment with annual benchmarks, a new statement of responsibilities for assessment; and a new requirement for an annual report on assessment from all academic programs beginning June 1, 2006;
- Decentralization of assessment activities to the colleges accompanied by distribution of resources for assessment to the College Assessment Coordinators;
- Implementation of the new program review policy in Fall 2005, with an unprecedented number of program reviews undertaken;
- Improvement of Institutional Research support for assessment and program review with a user-friendly web page;
- Adoption by the General Education Governing Council of a new plan for assessment of the General Education program, overseen by the Coordinator for General Education.

Summary of Student-learning assessment

In academic year 2005-2006, CSULB conducted reviews of 32 academic degree programs, plus a number of allied programs. All previously overdue reviews were completed as well as all currently scheduled reviews. Most self-studies for program review had been written under previous guidelines, which did not highlight the role of assessment of student learning. The program review reports consequently did not provide many details on assessment activities.

However, all self-studies now include substantial information on assessment and all program reviews now conclude with a Memorandum of Understanding that stipulates actions the program is to take over the next review cycle. The MOU is an important piece of the institutionalization of assessment at CSULB, and each MOU to date has included requirements for assessment of student learning and use of information gathered for planned program improvement. All completed MOU documents have been posted on the CSULB web page at: http://www.csulb.edu/divisions/aa/grad_undergrad/senate/councils/prap/self_studies/. In addition, required annual reports will provide more frequent updates on the assessment activities of each academic program.

Assessment Activity and Results

Anthropology

One of the major findings was that the department should design and adopt an assessment plan that identifies student-learning outcomes, describes how each part of the curriculum contributes to these outcomes, specifies how the outcomes will be assessed (though both direct and indirect sources of data), and how assessment data will be used for program improvement. The department was advised to conclude discussions on proposed changes to the curriculum so that the potential effect of each proposed change on student learning, retention, and graduation rates could be evaluated.

Asian American Studies, Asian Studies, Chinese Studies, and Japanese

One of the major recommendations was that the BA and MA programs in Asian Studies be discontinued. The department was advised to adopt outcomes for all degree programs; use these outcomes to align the performance expectations for each required course; adopt teaching and learning methods across the curriculum that promote student success (including course coordinators where appropriate); and assess student learning on a regular basis with documentation so that the results can be used for program improvement.

Audiology

The BS program has been discontinued.

Biological Sciences, Microbiology, and Marine Biology

The external review was completed. The internal review is still in progress.

Black Studies

One of the major findings was that the department should design and adopt an assessment plan that identifies student-learning outcomes, identifies how each part of the curriculum contributes to these outcomes, specifies how the outcomes will be assessed (though both direct and indirect sources of data), and how assessment data will be used for program improvement. In addition, the department was advised to re-evaluate the entire curriculum in light of both its departmental goals and the expected student-learning outcomes, so that it can schedule a reasonable variety of courses for GE students as well as all the required courses for majors/minors on a frequent

enough basis to foster timely completion of the degree; a multi-year schedule of classes should be made available to students as well.

Chicano & Latino Studies

Faculty have identified learning outcomes for students and have begun to collect and analyze data. Special attention has been paid to the integration of information competency across the curriculum. The MOU directs the department to initiate a departmental strategic planning exercise, with timetables to systematically address key priorities, and to continue efforts to “close the loop” on assessment (use data to guide program changes).

Communication Studies

At the time of the self-study, the department had several areas of distinction or special competence, including:

- being ranked 1st in the state of California and 8th in the nation in the research productivity of its faculty;
- having a nationally ranked forensics program, with “top ten” rankings in each of the five years prior to the self-study, and multiple national championships in parliamentary debate and individual speaking events competition;
- providing students with opportunities to engage in interpretive performances to audiences in educational and community settings, locally, regionally, and nationally through the InterACT Performance Troupe;
- receiving a million dollar living trust for the purpose of establishing the Hauth Center for communication skills;
- providing local area community college with over 75% of all speech communication instructors;
- having 100% acceptance of graduate students into quality doctoral-granting programs; and
- having graduate students who win national or regional conference awards and/or are being published.

Communication Studies

The Department of Communication Studies has engaged in several extensive assessments of their general education offerings, using pre- and post-tests on the Communication Competence Scale, the Communication Apprehension Scale, and the Willingness to Communicate Scale. As a direct result of this assessment, the department added group public speaking assignments in the small group discussion class and revised the nature of the required persuasive speech in the public speaking classes.

The department also assessed the speaking skills of students in public speaking classes. Faculty videotaped and analyzed 100 speeches by students in randomly selected GE A.2 classes. Using

the National Communication Association grading rubric for speeches, eight separate basic competencies were evaluated. As a direct result, a uniform grading rubric for public speaking was incorporated into all public speaking classes and a Public Speaking Portfolio requirement for GE A.2 students was adopted for students to exhibit their effort, progress, and achievements throughout the semester.

The department has administered entrance and exit surveys intended to assess the satisfaction of undergraduate majors. Over 84% of graduating seniors said the program met or exceeded all of their expectations. The department is working on direct assessment measures for the undergraduate program.

The department has gathered indirect assessment data for the graduate program, including the acceptance of MA students into doctoral programs, student publication and presentation at professional scholarly conferences and competitions, and placement of MA graduates within local and regional high schools and community colleges. The department is working on direct assessment measures for the graduate program.

Economics and Business Economics

The external review was completed. The internal review is still in progress.

Family & Consumer Science and Nutrition

The external review was completed. The internal review is still in progress.

Gerontology

The Gerontology program has an assessment plan in place. Students and their internship supervisors fill out an assessment both at the midpoint and at the end of the placement, with a focus on which skills and knowledge students were expected to demonstrate in the internship and how well students performed. A survey of program graduates one year after completion seeks feedback on the degree to which the program met its goals, whether program content is appropriate to the needs of the workplace, and suggestions for improvement. Although the total number of graduates is small, the information gathered from assessment has been used for program improvement.

Global Logistics

The external and internal program reviews recommended that this pilot program be granted regular status. The program uses a capstone course to assess student learning, principally through a student research project. Data from the first cohorts to complete the program has been used to improve the curriculum as well as to develop additional support services for students pursuing this self-support degree.

Interdisciplinary Studies

The external review was completed. The internal review is still in progress.

Kinesiology

The department offers both the BA and the BS in Kinesiology at the undergraduate level with eight options and both the MA and the MS in Kinesiology at the graduate level with ten options. Faculty in the pedagogy option developed an innovative electronic portfolio requirement for assessing student learning; assessment data has been used for program improvement. The department was urged to eliminate or consolidate a number of options and to adopt appropriate assessments for all students in each option in the undergraduate and graduate programs.

Occupational Studies

The external review was completed. The internal review is still in progress.

Sociology

Learning outcomes have been identified for the major as well as for each individual course. The curriculum has been revised to ensure that courses at each level (100, 200, 300, and 400) introduce and/or reinforce particular outcomes, from comprehension at the lowest level to analysis, synthesis, and evaluation at the highest. An assessment plan has been developed and will be implemented in the 2006-2007 academic year.

Translation & Interpretation

The recommendations of the program review were to develop and adopt a systematic plan for building a culture of evidence, including defining program goals and objectives as part of a five-year plan for program development; defining expected student-learning outcomes, mapping where the outcomes are addressed in the curriculum, and developing and implementing a plan for assessment of student learning including a process for using assessment findings for program improvement; and selecting and implementing direct as well as indirect assessments of student learning other than course grades placements.

Non-Degree Academic Programs

CSULB continues its practice of reviewing all programs related to student academic success. Program reviews were completed of the University Library, the Learning Assistance Center, the Cooperative Education Program, and Student Athlete Services.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Programs Reviewed During 2005-2006

Anthropology	BA, MA
Chemistry/ Biochemistry	BA, BS, MS,BS
Communications Studies	BA, MA
Economics	BA, MA
Education	MS, MA, MA, MA
Counseling	MS
Education	MA
Educational Administration	MA

Special Education	MA, PhD
TESOL	MA
General Education	-----
Health Science	BS, MS
Latin American Studies	BA, MA
Liberal Studies	BA
Mexican-American Studies	BA, MA
Pan-African Studies	BA
Philosophy	BA, MA

Summary of student-learning assessment and actions taken

Anthropology

The faculty in the Department of Anthropology applied rubrics to a sample of student writing assignments from an undergraduate capstone course and a graduate course. The results of these assessments were analyzed to ascertain the ability of students to summarize course material, to compare and understand related reading assignments, and for writing mastery. The use of the results led to a recent curriculum revision of the graduate program and a pending revision of the undergraduate program. Four options (general anthropology, forensic anthropology, archeology, and socio-cultural anthropology) were devised in the undergraduate program with identified competencies for each option. These specializations will ultimately benefit students in their readiness for graduate schools and in their careers in anthropology. Two service-learning courses were added to the curriculum to facilitate greater application and enhancement of student mastery of the skills and knowledge of the major. As a direct response to the undergraduate program assessment conducted, two additional field experiences were developed to strengthen student understanding in socio-cultural anthropology.

Chemistry/Biochemistry

In assessing their learning outcomes the faculty in the Department of Chemistry and Biochemistry uses the standardized American Chemistry Society Biochemistry exam, administered in an upper division course in the major. The scores of the majors are then compared with the national norms for the test. The data obtained in this assessment strongly suggested that the lecture portion of the organic and biochemistry classes at the lower-division level needed attention. In response, new experiments were instituted in the lab curriculum to illustrate modern principles, and a retention review is underway to address the drop-off of students at the undergraduate level.

Communication Studies

The faculty of the Communication Studies program assesses in the undergraduate introductory and capstone courses, and through comprehensive exams and thesis projects at the graduate level. Assessments are administered in the introductory course at the beginning of the program,

and compared to assessments of the senior-project paper and the comprehensive exam that covers the subfields of the major at the conclusion of the program. Evaluations are made of student development of critical thinking, the ability to conduct research using qualitative and quantitative methodologies, and the ability to write a comprehensive study relevant to the discipline. Oral communication and performance skills are assessed in public presentations over the course of the program. As a result of the assessments, the program has developed program modifications that provide for a more structured experience. A new public relations course is being created to provide a theoretical overview of that field. The faculty in the program have instituted two service-learning courses to allow students the opportunity to apply the discipline. At the graduate level the faculty regularly discuss the results of the comprehensive exam and the thesis presentations. Changes in the examination process, the curriculum, and the program itself have stemmed from this analysis. The graduate curriculum was altered to give greater emphasis to contemporary theorists. The capstone course has also been replaced with a required research methods course for all graduate majors.

Economics

The results of assessment in the Department of Economics include the revision of program goals and objectives, modification of the curriculum, modification of the program for consistency with accreditation, modification of instructional strategies, development of opportunities for student enrichment, revision of student advisement, and finally, revision of assessment strategies and assessment measures. The assessment of undergraduate quantitative skills acquisition suggested the need to strengthen preparation in applied quantitative analysis and greater use of instructional technology and discipline-specific software. The M.A. program was strengthened to provide greater instruction in applied economic analysis and technology accessibility. The faculty of the department supplemented courses with an intensified use of information software, and added a significant technological mediation component in many of the courses.

Education

The programs in the Charter College of Education (CCOE) are accredited by National Council for Accreditation of Teacher Education (NCATE). The extensive requirements of NCATE for assessment of learning outcomes and assurance of student competencies were fully met by the programs of the College. The assessment system of the College, based on the conceptual framework of its programs, assesses the knowledge, skills and dispositions of teacher candidates, and the ability of students to meet professional, state and institutional standards. The assessment system provides data for use in determining applicant qualifications, improvement of instructional performance, ensuring and maintaining the quality of candidate and graduate performance, and improvement of unit operations.

General Education

The assessment plan for General Education (GE) calls for the sequential assessment of learning outcomes for each block of the program. Within this plan, goals and objectives for GE were

developed, assessment measures identified, and a timeline for implementation set forth. Assessment measures for the program include standardized tests, use of the Writing Proficiency Exam required for all student, surveys, embedded questions and course assignments to which a programmatic rubric is applied, and syllabus analysis. Assessments showed that students who had completed the GE critical thinking course improved their scores on the California Critical Thinking Skills Test when their scores were compared to those of a control group. A portfolio review of student papers from a required English composition course confirmed the course's general effectiveness, but also revealed a need for a greater emphasis on sentence-level and editing skills. An embedded assessment in a lower division GE biology course disclosed that over the course of the term students became more proficient in hypothesis testing. To assess the upper division thematically linked GE courses, faculty graded reflective essays to measure how well students could integrate knowledge from different courses. Students showed greater ability to synthesize interdisciplinary knowledge as they progressed in completing the three course upper division GE sequence. Changes as a result of the assessments include a required standardized course syllabus for all GE courses, removal of some upper-division courses from the program, and a call for new courses to meet the learning outcomes of the upper-division theme-based portion of GE.

Health Science

The faculty of the Health Science program utilizes surveys of students and alumni. The program curriculum requires that students engage in an internship experience in which students demonstrate their knowledge, skills and attitudes. The faculty of the program plans to utilize this capstone experience in evaluating the effectiveness of the program. The program review revealed continued progress is required in implementing systematic assessment of student learning. The program is in the progress of reorganizing to provide leadership in moving the program forward in all areas.

Latin American Studies

The faculty of the Latin-American Studies program applies a rubric to assess written research papers in a required undergraduate course, and applies a similar method to assess the graduate theses. The program faculty administered a survey sent to current students in the program, and those of the last six years, asking students to self-assess their own ability to meet the learning outcomes and perceptions of the curriculum of the program. The faculty are considering changes as a result of the survey that identified the desire for more courses in the major and greater opportunities for discussion and debate.

Liberal Studies

The assessment of program goals in Liberal Studies occurs both qualitatively and quantitatively through individual assignments and activities administered and evaluated in the classroom, student opinion surveys at the end of each quarter in each class, and in the overall program student surveys. The program continues to evolve in responding to the requirement of teacher

preparation, but needs to focus on establishing systematic assessment of the multiple options of major. Program review made specific recommendations for further assessment development and a timeline for implementation.

Mexican-American Studies

While the program has culminating experiences that serve as assessment tools, the faculty needs to re-design the comprehensive assessment plan. The faculty members have developed a list of desired learning outcomes, and the undergraduate program includes a capstone course and related community/service-learning as culminating experiences. Graduate students in the major complete a comprehensive examination or master's thesis. With new leadership in place, the Department is moving forward in assessing the learning outcomes of the major. Program review made specific recommendations for further assessment development and a timeline for implementation.

Pan-African Studies

The faculty of the Department of Pan-African Studies has developed student-learning outcomes, but has not implemented a plan for assessing the program. This program has a small faculty and few majors, which allows for close interaction with students. Observations have informed the faculty in the development of a course to strengthen writing ability. During program review, the faculty were directed to move forward with timely implementation of student-learning outcomes assessment.

Philosophy

The Department of Philosophy has implemented a well-developed assessment plan. The assessment program now in use was developed during 1998-99 and is reviewed annually and modified as needed. At the undergraduate level, the faculty implemented compilation and collection of portfolios, and administers questionnaires in the senior seminar. At the graduate level the faculty analyzes their evaluation of the performance levels in comprehensive examinations and theses, and distributes questionnaires to student at the conclusion of the M.A. program. The department faculty have also added a mid-year survey of student in graduate seminars and required major courses. Comprehensive exams and theses are utilized for graduate students. The results of the assessments have guided the faculty in the revision of the program, instituting three new courses that focus on writing development, creating new areas of inquiry, and revising of course prerequisites. The faculty went further in modifying instructional strategies to create greater balance in the types of assignments given, as well as instructional modes. Advisement practices have been revised by identifying specific faculty advisement responsibilities and developing a robust advisement website. Assessment results are also being used to inform the scheduling of courses.

CALIFORNIA MARITIME ACADEMY

No programs at Cal Maritime were scheduled for Program Review in 2005-2006. Two programs, Bachelor of Science in Facilities Engineering Technology and Bachelor of Science in Marine Engineering Technology are currently undergoing scheduled program review that should be completed by April 2007. These two program reviews included an accreditation visit by ABET. One program, Bachelor of Science in Maritime Transportation is scheduled for program review beginning in January 2007. This program review will be completed in April 2008.

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

Programs Reviewed During 2005-2006

Mathematics	BS (currently under review)
Management and Information Technology	MS

Summary of Assessment Activity and Results

Mathematics

The program review of the BS Mathematics program is currently underway. A summary of the review will be included in the January 2008 Annual Report on Program Review.

Management and Information Technology

An external review of the MS MIT program was conducted in 2005 as a precursor to our 2006 proposal that the pilot MS MIT become a standing program. The reviewers found that the program is valued by students and faculty and is successfully attracting a cohort of students each year. The external review recommended that changes be made to enhance curricular coherence, program oversight and operation, and confirm adequate institutional support of the program.

In response to the external review and feedback regularly solicited from faculty and students, the MS MIT Graduate Committee made the following changes: (1) Program prerequisites are being enforced and advising for students is provided in the Graduate Pro-seminar (CST 600). (2) Project management has been incorporated as a program outcome and strengthened in the curriculum by revision of the Graduate Pro-seminar (CST 600) and the inclusion of new courses in 2006-2007. (3) Core courses have been updated to focus more effectively on organizational IT (revisions were made to CST 610, CST 655, BUS 640, BUS 670 and CST 699). (4) Program oversight and operations has been made clearer by establishing that the MS MIT Graduate Committee will function jointly as the program's Graduate Committee governing program policy and operations as well as its Curriculum Committee between now and 2010. At that time, with potentially larger faculties, the Schools of Business and Information Technology may pursue

formation of a Graduate Program Curriculum Committee distinct from the MS MIT Graduate Committee.

In order to support this graduate program in a cutting edge and rapidly changing field, MS MIT will be funded sufficiently to support faculty in the ongoing development and revision of curricula. Once approved as a standing program, the MS MIT will be scheduled for program review in five years.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Programs Reviewed During 2005-2006

Biology	BA, BS, MS
Geological Sciences	BS, MS
Religious Studies	BA

Summary of student-learning assessment and actions taken

Biology

The student-learning outcomes (SLOs) are aligned with courses in the undergraduate and graduate programs, a five- year assessment plan is in place, and faculty are utilizing course embedded assessments. As a result of doing assessment, faculty have proposed modifications to existing courses and have added three new courses.

The significance of the results: Faculty discussions of assessment findings have focused on the relevance of particular courses and degree options, the need to incorporate new technologies and scientific perspectives, and ways to improve service courses, including those for students in the teaching option.

Implications of the results for modification of program requirements, standards, or operations: As a result of assessing all upper-division courses, faculty have modified the prerequisites and co-requisites to make them relevant and consistent; they also have modified field courses so the types of activities offered and the course unit values are comparable.

Interdepartmental discussions between the Biology and Chemistry faculty resulted in adding recitation sections to the two required Chemistry courses in order to improve students' performance in these classes.

Three new courses were added to the program:

- Biological Concepts (BIOL 102/L,) a course for Liberal Studies majors, includes applications of the California Science Standards and a service-learning component that involves K-12 outreach and interactions;

- Biometry Lab (BIOL 502/L,) an optional laboratory section added to BIOL 502 wherein students can work with faculty on biostatistical problem sets;
- Bioinformatics (BIOL 503/L,) a graduate level course that addresses the application of statistical tools and computer analysis to molecular data.

An 18-unit experiential learning program in Tropical Biology is being offered to graduate students.

Summary of changes in program requirements enacted or recommended: Course modifications have been added to enhance students' performance and to increase consistency in quality of multiple sectioned courses. One new course has been added to address important components for undergraduate students in the teaching option. Two new courses for graduate students have been added to strengthen their research skills. In addition, a new program in Tropical Biology has been added as optional study for graduate students.

Geology

The student-learning outcomes (SLOs) are aligned with courses in the undergraduate and graduate programs, a five year-assessment plan is in place, and most faculty list the relevant SLOs in their course syllabi. Multiple measures are used to assess student learning. Specific assessment of SLOs is made each year in GEOL 497 and 498, the capstone courses.

Assessment of students' writing skills led to a more coordinated effort on the part of the faculty to improve this performance. Faculty used a common rubric to assess all written reports, and a one-unit laboratory course was added to GEOL 335 to improve students' writing skills.

Assessment of students' performance in the field program led to changes in the scope and sequence of instruction.

The significance of the results: Geologists are expected to be able to present professional research reports. The graduates from this program are better prepared to perform this responsibility because of the faculty's expectations for quality written reports.

Faculty realized that their SLOs needed to be reviewed and updated to reflect a more rigorous, technologically advanced program and to align them with modern pedagogical concepts. Since spring 2005, faculty have been meeting on a regular basis to update and improve their SLOs and assessment plan. Computer applications in geological sciences, computer-assisted drafting, Global Positioning System (GPS) and laser transit are examples of newer technologies that students are learning to use. The program has yet to incorporate programs and exercises that use three-dimensional manipulation and annotation of surface and subsurface topography and geology.

Implications of the results for modification of program requirements, standards, or operations: The uniformity in assessing written assignments helped faculty identify students' written communication problems as well as see their progress. This has resulted in the improvement of students' written reports.

The types of technology that students are learning to use are relevant and appropriate to the field of study.

Summary of changes in program requirements enacted or recommended: Two programs were discontinued. The Earth Science Program (B.S.) shared with the Geography Department was discontinued in 2003 by CSUN because of low enrollment. The B.S. in Geophysics, an option with few graduates, was slated to be discontinued at the beginning of 2005; a concentration in Geophysics will be available, however, with a new combination of courses from geology, mathematics, and physics.

The field-geology courses were modified and sequenced into four, 2-unit courses (from three 1-unit and two 2-unit courses). A 1-unit laboratory course was added to GEOL 335 to assist students in their writing skills and to improve the quality of their written reports.

Religious Studies

The student-learning outcomes (SLOs) are measurable and aligned with courses in the undergraduate program, a five- year assessment plan was put into action, and the faculty participated in a two-day retreat that was focused on the appraisal of the program. The faculty realized that they needed to standardize the methodology and content of their World Religions course (RS 150) and to better track students' accomplishments in the capstone course (RS 498C).

The significance of the results: The Department Chair regularly examines all course syllabi in order to ensure that they reflect course descriptions and the Department's SLOs. The renaming some of the courses is being considered so they are more descriptive of their content. According to the external review team, the faculty prepares students for "the multi-religious nature of California, and for the issues created by religious pluralism globally."

Implications of the results for modification of program requirements, standards, or operations: The newly revised General Education program provides many opportunities for the Department to offer new courses. In addition, the Jewish Studies Program is integrated with the Religious Studies Department. The external review team commented that this has been successfully accomplished with "clarity and to the mutual benefit and distinctiveness of both the department and program."

Summary of changes in program requirements enacted or recommended: Several changes in program offerings have occurred. A new course in values is offered to the University's Liberal Studies teacher-preparation major and three new courses for the major have been added: Death

and Dying in Religious Thought, Islam in the Modern World, and an Independent Study course for graduate students interested in interdisciplinary studies.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Programs Reviewed During 2005-2006

Geological Sciences	BS
Landscape Architecture	BS
Political Science	BS
Behavioral Science	BA
Psychology	BA
Sociology	BA
Spanish	BA
Aerospace Engineering	BS
Civil Engineering	BS
Chemical Engineering	BS
Electrical Engineering	BS
Computer Engineering	BS
Engineering Technology	BS
Industrial Engineering	BS
Manufacturing Engineering	BS
Mechanical Engineering	BS

At Cal Poly Pomona, academic programs have been given the option to conduct an assessment plan review, one time, in lieu of an academic program review. The assessment plan review centers on the development of a comprehensive set of learning outcomes and a feasible, sustainable plan for assessment 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 2005-06, the College of Engineering and the Landscape Architecture Program successfully completed their evaluations for re-accreditation, and the Spanish, Geological Sciences, and Political Science programs developed assessment plans.

Summary of Assessment Activity and Results

Geological Sciences

Assessment Tools: Embedded questions on exams, student course grades, pre/post tests, student course evaluations, student professional activities, portfolios, exit interviews, alumni survey.

Results Summary: The assessment plan addresses whether the curriculum addresses the department's learning objectives and goals effectively and in sufficient breadth and depth, and how the department's goals and learning objectives address the current needs, trends, and opportunities in the Geo-science profession. The department has already articulated course outcomes with the learning objectives, and has identified a set of core courses in which assessment activities will be implemented.

Summary of Changes in Program Requirements Enacted/Recommended: The department has allocated personnel and resources to implement the assessment plan, and will meet each fall to discuss the results of that year's assessment and how to use it for program improvement.

Landscape Architecture Re-accreditation Review

Assessment Tools: Review of student projects, student course evaluations, senior presentations, Consultation with Alumni Advisory Group, external surveys.

Results Summary: The Landscape Architectural Accreditation Board granted accreditation for a six-year period to the BSLA and the MLA. The period of accreditation ends June 30, 2011.

Summary of Changes in Program Requirements Enacted/Recommended: The department is encouraged by the external reviewers to assess the vertical integration of year levels, and logical progression of skills development. Assessment indicated a need to integrate computer applications into the curriculum, and to engage professionals in student projects to advance a holistic design approach.

Political Science

The external reviewers suggested a significant revision to the department's assessment plan to reduce the types of evidence to be collected and the resources needed for the assessment. Therefore, the department chose not to implement this plan but to redesign it. At the same time, they are revising their curriculum with the creation of a sustainable assessment plan in mind. We will report on their revised assessment plan next year.

Behavioral Science, Psychology, Sociology

Assessment Tools: Curriculum mapping, capstone research experience, exit surveys, quarterly focus groups

Results Summary: The department's plan includes a timeline for implementation and was commended for the depth provided to "the mission, objectives and goals for each of its three majors." It was suggested that they assess other learning outcomes in addition to those mentioned in the plan, including oral presentation skills.

Summary of Changes in Program Requirements Enacted/Recommended: Several existing courses will be modified to make them more like a “capstone” experience, and BHS 204 will be revised to serve as a foundation for PSY 433/L. Psychology majors will be required to take BHS 204, Sociology majors will take BHS 205 and either SOC 433/A or SOC 434, and Behavioral Science majors will take BHS 204 and BHS 205. The department will provide assigned time for a department assessment coordinator.

BA Spanish

Assessment Tools: Capstone course, student portfolio, exit interviews, alumni survey, student course evaluations, embedded questions in course examinations

Results Summary: The Spanish program assessment plan establishes several outcomes, including the ability to communicate in writing and orally in Spanish in real-life situations at a high-proficiency level; to read, interpret, and write coherently about literature produced in Spanish; and to understand and appreciate the cultural values of Spanish-speaking peoples.

Summary of Changes in Program Requirements Enacted/Recommended: The department will create a placement test, based on national standards to complement their proficiency interview, and will increase the number of directed electives available to their majors by listing courses offered by other departments. Interaction with the International Center will increase to promote foreign language development.

Aerospace Engineering

Assessment Tools: Senior Project, Comprehensive Final Exam, Senior Exit Survey, Alumni Survey, Employer Survey, Consultation with Industry Action Council

Results Summary: Surveys indicated a need for more experience designing experiments and improving communication skills, and to ensure that a broad education is offered, including knowledge of contemporary issues. Final exams indicated that students were deficient in certain technical skills, some taught within the department, some taught outside the department.

Summary of Changes in Program Requirements Enacted/Recommended: Additional lab course requiring a written report, and oral presentations to complete the senior project, and new course about the role of Design Professionals in Industry.

Civil Engineering

Assessment Tools: Civil Engineering Freshman Writing Test, Graduation Writing Test, Course Assessment Surveys, Consultation with Industry Action Council, Fundamentals of Engineering Exam, Senior Projects, Alumni Survey, Employer Survey, Senior Exit Survey

Results Summary: Need to improve communication skills, need to improve advising. There was a gap between results from employers and alumni on several topics.

Summary of Changes in Program Requirements Enacted/Recommended: Require additional composition course instead of critical thinking course; development of new team-based projects to replace traditional senior projects; redesign of Surveying course to include introduction to GIS concepts; additional opportunities to improve spatial visualization skills.

Chemical Engineering

Assessment Tools: Student Focus Groups, Consultation with Industrial Advisory Committee, Alumni Surveys, Self Assessments in sophomore and senior years, Senior Design Reports, Senior Fundamental Exams, Lab Evaluation Rubric

Results Summary: Alumni survey indicated possible improvement in applying contemporary issues to engineering solutions on society; Advisory Committee indicated a need for improved communication skills; Fundamental Exam showed weaknesses in particular areas.

Summary of Changes in Program Requirements Enacted/Recommended: Incorporated more contemporary issues in the curriculum; revised requirements to include more materials engineering; senior design curriculum was revised; Projects Symposium Day at which students make oral reports was developed.

Electrical Engineering

Assessment Tools: Graduation Writing Test, Sophomore Exit Exam, Senior Exit Exam, Senior Project Graduation Survey, Alumni Survey, Employer Survey, Industry Advisory Council

Results Summary: Individual senior projects are not as valuable as design projects; industrial advisors indicated dissatisfaction with the coverage of contemporary issues and lifelong learning; student surveys rank communications to be weakly covered; sophomore exam indicated lack of master of transistor topics

Summary of Changes in Program Requirements Enacted/Recommended: Individual senior projects have been replaced by team-oriented, industry-involved design projects; ECE 220 (which covers transistors) was increased from 3 units to 4 units, two other 4-units courses were redesigned as three 3-unit courses, and a new course ECE 257 was created.

Computer Engineering

Assessment Tools: Alumni Surveys, Employer Surveys, Sophomore Exit Exam, Senior Exit Exam, Graduation Writing Test, Senior Projects, Consultation with Industrial Advisory Board

Results Summary: Alumni and Employers indicated that the ability to communicate needs improvement; industrial advisors indicated dissatisfaction with the coverage of contemporary issues and lifelong learning; individual senior projects are not as valuable as design projects; lectures and labs are coordinated better than in the past.

Summary of Changes in Program Requirements Enacted/Recommended: Individual senior projects have been replaced by team-oriented, industry-involved design projects; ECE 220 (which covers transistors) was increased from 3 units to 4 units, two other 4-units courses were redesigned as three 3-unit courses, and a new course ECE 257 was created.

Engineering Technology

Assessment Tools: Focus groups, Senior Projects, Employer Survey, Senior Exit Survey, Alumni Survey, Consultation with Industry Advisory Board, Evaluation of Internship, Fundamentals of Engineering Examination, Engineering-In-Training Examination

Results Summary: Program needs more scope, quality and rigor; students performance on exams showed poorer performance compared to national results.

Summary of Changes in Program Requirements Enacted/Recommended: Nine courses were expanded or added to the curriculum; Senior Seminar was expanded from two to three units to better review the core courses.

Industrial Engineering

Assessment Tools: Alumni Survey, Lower Division Test, Senior Project, Capstone Course, Reflective Pieces, Outcomes Survey, Instructor Evaluations, Consultation with Industry Advisory Council

Results Summary: Students demonstrated a progression in ability and confidence. IME 450 needs improvement, as measured by course evaluations and other measures. Students are not able to demonstrate what they have learned in IE 429. This may be due to larger class size. Lower Division Test indicates that the curriculum needs increased mathematical rigor and more instruction on statistical theory.

Summary of Changes in Program Requirements Enacted/Recommended: A lab was added to IME 415 to give students additional experience with applications; added IME 435 and IE 419 to list of elective to more directly address outcomes for IE majors; added data collection project to IME 310; added team case study to IME 224; the Ethical Decision Making class was modified to satisfy upper division GE synthesis outcomes which increased interdisciplinary problem solving;

Manufacturing Engineering

Assessment Tools: Alumni Survey, Lower Division Test, Senior Project, Capstone Course, Outcomes Survey, Instructor Evaluations, Consultation with Industry Advisory Council

Results Summary: Recent increased emphasis on ethical decision-making was observed in results; a decrease in ability to apply what is learned was observed; students are not mastering the concepts in MFE 450; program needs more mathematical rigor; students desired more

interdisciplinary, less competitive team projects; there is a disparity between undergraduates and graduates interest in professional growth and lifelong learning.

Summary of Changes in Program Requirements Enacted/Recommended: Prerequisite material for MFE 450 will be incorporated in other classes; a lab was added to IME 415 and case study to IME 224 to improve student proficiency in experimental situations; faculty will consider how to formalize the teaching of teamwork; the Ethical Decision Making class was modified to satisfy upper division GE synthesis outcomes which increased interdisciplinary problem solving; need to align business-related topics with projects used throughout the curriculum.

Mechanical Engineering

Assessment Tools: Faculty surveys, senior surveys, employer surveys, alumni surveys, Fundamentals of Engineering Examination, Critique in Senior Seminar Class, Projects Symposium, Consultation with Industrial Advisory Committee

Results Summary: Knowledge of contemporary issues has been under-emphasized in the curriculum. The Advisory Council has concerns about the experimental skills of new graduates. The Projects Symposium indicated that students could improve their skills at drawing conclusions and making suggestions based on those conclusions.

Summary of Changes in Program Requirements Enacted/Recommended: The introduction of Ethics and Capital Allocation courses, as well as topics added to the Senior Seminar, have helped to address the concepts of lifelong learning and knowledge of contemporary issues. ME 435/L, Theory and Design for Mechanical Measurements, includes a larger emphasis on experimental techniques. The technical writing course has been modified to address the results from the Projects Symposium

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Programs Reviewed During 2005-2006

Anthropology	BA, MA
Vocational Education	BVE
Ethnic Studies	BA
Criminal Justice Administration	BS, MS
Music	BA, BM, MM
Public Policy and Administration	MPAA
Sociology	BA, MA

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 currently requires traditional program reviews, including the self-study process and the internal review team, along with an outside consultant, who interviews faculty, staff, the dean, and other appropriate administrators. Departments that undergo national accreditation review are allowed to use their accreditation self-study and visitor report to answer some or all of the questions on the self-study with the permission of Academic affairs.

Sacramento State is in the Capacity and Preparatory Review phase of the WASC re-accreditation process. As an element of the review, we will introduce an experimental design of program review process and a new self-study guideline to allow more focus on learning outcome assessment and responses to important strategic initiatives of the University and the California State University system.

Summary of student-learning assessment and actions taken

Anthropology

Direct measures to assess student learning have been undertaken during the past three years. There have been two venues for the development of direct measures. The first was via the general education program and the second was via the Anthropology major assessment plan. Data collected by the department indicated that all learning objectives for physical/biological anthropology were achieved in the three core courses. Much of the same array was indicated for social /cultural anthropology core courses. Students were consistently meeting faculty expectations in assessed Method/Theory and Breadth courses.

Vocational Education

BVE is a unique program that provides an opportunity for working adults to earn a university degree that recognizes and professionalize their life-long work experience. This degree program was established by the College of Education in 1994 in collaboration with the College of Continuing Education. Faculty of the BVE program included at least one formal research and writing component in each course that measures both intensity and quality of students' writing skill and critical thinking. As a result of the assessment, students were introduced to College of Education's APA Guidelines as standards for graduation. A library research component was also included in the initial course of the program.

Ethnic Studies

The department has developed learning expectations for students major in Ethnic Studies. Surveys on graduating seniors and alumni were conducted to assess students' perception of their achievements of the learning expectations. The alumni survey focused on their perception on quality of education, access to faculty, intellectual challenge and inspiration, quality of advising, opportunity for fieldwork, and how majoring in Ethnic Studies has changed their outlook of the world. The department received high marks on the quality of education, access to faculty, and quality of advising.

Criminal Justice Administration

The department implemented a pre-test and a post-test in conjunction with a capstone course and a pre-major. 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.

Music

The assessment of student-learning outcomes is embedded in the a variety of procedures which include entering audition, semester audition, jury audition, junior qualifying audition, junior/senior recital permission, entering music theory examination of written and aural skills, capstone literature and analysis presentation and paper, entering keyboard examination, keyboard proficiency examination, and two aural theory barrier examinations. In addition, the department conducted Senior Assessment Survey and Alumni Survey. Results of the assessment indicated that the learning expectations were being met in the areas of Performance, History, Theory, and Supporting Areas. The department was relatively weaker in the area of Music Technology.

Public Policy and Administration

Surveys of students indicated that PPA students have generally rated the department highly with respect to meeting the specified learning goals. On a five point scale, overall ratings for all core classes (required graduate courses and undergraduate PPA courses included in the PPA minor) have been as follows: fall, 2003- 4.27; spring, 2004- 4.28; fall, 2004- 4.62; spring, 2005- 4.35. At the same time, ratings have not been uniform across all items, and the department has made some changes in response to the findings. For example, the department learned that ethics was not being covered as thoroughly and as early in some courses as was desirable. They have subsequently strengthened ethics discussion in these courses and discussed the topic earlier in the classes.

The department has also incorporated consideration of diversity issues in many core courses. For example:

- The collaborative policy courses address social diversity as it affects policy development and group communications, including ethnic differences, cultural differences, and cognitive style differences. In those courses we also consider methods to work effectively in groups with significant differences and to utilize those differences for joint learning, mutual gain, and creativity.
- The second semester applied economics seminar (PPA 220B) includes a two- week module on challenges and contributions that Latin American legal and immigration is offering to California.
- The “Political Environment of Policy Making” seminar (PPA 210) has included a unit focusing on the battle over affirmative action in California in the mid-1990s, and the implications for issue framing, group mobilization, and racial coalitions.

Sociology

The department’s assessment plan included entering and exit surveys of undergraduate majors. They continued to introduce new classes and new information into classes to make sure that the learning outcomes of the department were being met, such as the focus on creating Global courses (Soc 122, Soc 133), as well as courses that address diversity in society (Soc 123), interactions (Soc 127) and overall institutional structure and change (Soc 138, 171). All of these courses were directly affiliated with learning outcomes for the department, further ensuring that Sociology majors are receiving important and necessary information, while gaining a range of ideas and concepts from a diverse set of courses.

Results from the assessment indicated no drop in any of the learning outcomes, with nearly all of our students feeling we attained 4 or 5 on a five point scale across all outcomes. Focusing on the areas that were identified by our students as not having attained as high of levels of knowledge, there were small increases in two of the areas, including computer competence (57% to 59%) and global perspectives (48% to 50%), possibly indicating that as we implement the curriculum changes to better address these issues, there is a small impact on student learning. Also in the previous assessment, our students had expressed insufficient knowledge regarding the self in society, which we have changed dramatically, moving from 57% significantly attained in 2000, to 75% in 2003. This change can likely be attributed to the increased emphasis on the individual in society in different courses, including Soc 126 and Soc 158.

Changes in Program Requirements Enacted or Recommended

Anthropology

No change in program requirements was recommended.

Vocational Education

No change in program requirements was recommended.

Ethnic Studies

No change in program requirements was recommended.

Criminal Justice Administration

Make CRJ 110 a prerequisite for most of the upper division courses. Make CRJ 164 a prerequisite to CRJ 163.

Music

Department recommended reduction in general education requirement to reduce total minimum required units for the BA and BM degrees.

Public Policy and Administration

No change in program requirements was recommended.

Sociology

No change in program requirements was recommended.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Programs Reviewed During 2005-2006

Geography and Environmental Studies	BA
History	BA
Sociology	BA
Human Services	BA

Summary of student-learning assessment and actions taken

Geography and Environmental Studies

To gauge students' learning, the Department of Geography and Environmental Studies at CSUSB employs several direct measures. Majors must complete GEOG 500 (Senior Seminar) which requires each student to: 1) submit a portfolio of work, completed for required geography courses, comprised of a minimum of at least six items (e.g., some combination of term papers, projects, lab journals, essay exams or problem sets) which illustrate the achievement of the department's goals and objectives; and 2) develop and complete a senior research project involving both a written report and an oral presentation. The portfolio is used to assess the development of geographic knowledge and skills over the course of the degree program (formative assessment). The senior project is used to assess how effectively students can apply their geographic knowledge and skills at or near the culmination of their degree program. The senior project and portfolio items submitted are rated in a matrix to evaluate how well they achieve each of the learning goals and objectives. Evaluation matrices are used to assess how

well students in GEOG 500 (Senior Seminar) have achieved the department's goals and objectives (summative assessment) and identify any strengths or weaknesses in the curriculum. The department utilizes a student questionnaire that has made it possible to compare student perceptions of what they have learned and their skills with actual work, as seen in the portfolios. Indirect measures utilized by the department include surveys conducted in the senior seminar. Students respond to two surveys: one survey is related to the goals and objectives of the programs and the other asks about student reaction to the programs.

As a result of their assessment activities the Department of Geography and Environmental Studies has found that overall students are doing well meeting the learning goals and objectives. Because of their assessment findings, the department has determined that students need more work with data and analysis. Consequently, the department has enacted several programmatic changes, including placing more instructional emphasis on students' ability to design and produce high quality maps and analyze spatial data sets. The department has also revised the curriculum for GEOG 305 (Geographic Research Methods) to combine an introduction to statistics with more formal analysis of data, including a written report. Besides the addition and deletion of courses, making changes in course sequences, refining assessment methods and implementing new ones, the department also is establishing benchmarks with which to evaluate more fully student understanding of department goals.

Sociology

CSUSB Sociology majors are expected to graduate with an understanding and application of the content of sociology, and appreciation of the importance of international, cross-cultural and multi-cultural awareness and cultural diversity. The program's graduates will have demonstrable skills in critical thinking, abstract reasoning, writing, oral expression, computer use, quantitative analysis and specific experimental skills. The department uses SOC 590 (Seminar in Sociology), a capstone course that every major must take, as a vehicle for students to conduct a research project to be used as a direct assessment of the program. The department also has woven assessment throughout all its courses and utilizes for direct measure such student artifacts as standardized testing, essay short answers, research papers, and alternative means of assessment. The department's indirect measures include current student and alumni surveys.

The Sociology Department uses its assessment findings to determine changes needed in instructional delivery, advising, course offerings, and to measure performance. The assessment findings help to ensure that sociology majors have substantive strengths in three areas of concern to the discipline and department: social inequality, social control, community and institutions. Findings also allow the department to serve more successfully students interested in pursuing the Social Service track for other specific curriculum categories, including Social Service Policy and Practice, Social Structures and Processes and Applications in Social Services. In addition the data is used to determine class scheduling and frequency of offerings, as well as helping the

department to better articulate the differences between various degrees, tracks within degree programs and certificate programs.

History

The history major culminates in the preparation and submission of a portfolio project for which students collect exams, essays, and research papers and write a reflective essay demonstrating how the portfolio shows the accomplishment of the goals and objectives of the major. Students compile the portfolios in their senior year in History 550 (Senior Project). The department also employs several indirect measures in the form of surveys.

The assessment activities allow the program to measure its successes and reveal areas in need of improvement. To date, the assessment findings have shown that students are meeting the goals related to instruction in the major and the overall quality of the academic program is sound. Results have confirmed that graduates are effective in writing, speaking, synthesizing information, and conducting library research. Assessment findings also have led to departmental and curricular changes. For example, based on assessment information the history department has focused on increasing computer literacy by requiring students to prepare power point presentations, web-based research projects, and use electronic learning strategies. Based on student feedback, the department has implemented increased advising and career guidance and has also taken steps to broaden and modify its curriculum and programmatic offerings. Specifically, faculty have focused on revisions that implement a seminar format in one of the tracks, as part of their commitment to bring a substantive and special educational experience to history majors. They have also made plans to update a second track in order to fulfill the department's commitment to training highly qualified teachers. They plan to develop a third track that offers students opportunities for community outreach and research projects. For the Department of History the implementation of outcomes assessment has been crucial in the evaluation of the program's effectiveness and faculty members' skills as teachers.

Human Services

As a result of information gained from its assessment activities the Health Education concentrations have integrated CHES (Certified Health Education Specialist) competency statements into the course syllabi of full-time faculty and lecturers with identification of the course assignments that fulfill and demonstrate the identified competency. The program conducts a senior survey to determine the perceived strengths and weaknesses of the programs. They also give students a mock CHE exam to use as a standard baseline measure in the introductory course HSCI 301 (Principles of the Health Education for Health Educators) taken in the junior year and the senior course HSCI 471 (Health Promotion: Program Planning and Implementation).

Students in the Health Education and Health concentrations prepare a professional portfolio that includes samples of course work reflective of professional competencies. Health Education and

Health Administration students continue to be assessed in their professional internships. Assessment has revealed that students in the Community Health Education and Promotion concentration meet the national CHES competencies. As a result of the assessment findings, several new courses have been added to the Health Education curriculum, enhancing students' competencies in computer skills, educational methods, health-related research and program evaluation. The department's future plans include expanding the gathering and analysis of entry/exit student data and finalization of competency matrices for Nutrition, Health Administration and Environmental Health Science.

SAN DIEGO STATE UNIVERSITY

Program Reviews for AY 2005-2006

Linguistics	BA, MA
Economics	BA, MA
Sociology	BA, MA
Math	BA, BS, MA, MAT
Applied Mathematics	MA
Kinesiology	BS, MA
Exercise Physiology	MS
Nutritional Science	MS
Theatre, Television and Film	BA
Theatre Arts	MA, MFA
Latin American Studies	BA, MA, MBA/MS (concurrent degrees) MPH/MS (concurrent degrees)
Speech, Language and Hearing Sciences	BA, MS, Ph.D. (joint program with UCSD)

Assessment Summary and Results of the Assessment of Student-Learning Outcomes (Campus-wide)

San Diego State University's attention to assessment of student learning has been furthered by requiring that student-learning outcomes be noted on all syllabi routed through the curriculum committee, as well as for all courses considered for inclusion in the general education program. The curriculum guide, which all faculty rely on to develop syllabi, course proposals and program proposals, has been revised and rewritten to insure that learning outcomes are well understood and widely used. Additionally, the Center for Teaching and Learning aligns its activities and programs with our institutional focus on student learning, articulation of learning outcomes, and assessment of learning outcomes (for improvement). This alignment enables us to include new faculty in discussions about student learning from the outset, helping them to embrace our culture of learning. And it should be noted that the culture of learning even extends beyond the

bounds of academic affairs. Student Affairs, for example, has developed its own set of learning outcomes consistent with its program goals and objectives.

The focus on assessment and student learning was a major emphasis as San Diego State University underwent its recent WASC review. One of the lessons we learned while undergoing review was that, initially, many faculty members were simply unclear about useful means through which to gauge student learning, rather than resistant to the very idea of assessment. It was by working to align the activities of the Student-learning outcomes committee, Curriculum committees, the Center for Teaching and Learning, the WASC review team, Student Affairs initiatives, and other efforts across the campus that we provoked a cultural shift. Curriculum committees, policy committees, and departments now accept, as a matter of course, the responsibility for focusing on student-learning outcomes and evidence-based strategies for improvement.

Changes in program requirements enacted or recommended as the result of assessment findings

At San Diego State University, we do not simply engage in assessment, we assess for purpose of improvement. Although it would be impossible in a summary report to recount all of the excellent practices that reflect the San Diego State culture of assessment, we provide here a summary of evidence-based change. The “evidence” can itself be grouped according to two major categories: indirect and direct. The most common *indirect* measures employed by departments and programs are surveys of students, alumni, and employers. Some programs also use focus groups designed to ascertain students’ perceptions about strengths and weaknesses in their learning. *Direct* measures of student learning include an examination of student work, generally in a capstone course or experience or through use of a portfolio. Taken together (and most San Diego State departments employ both direct and indirect measures), these measures have already resulted in numerous institutional changes, including the following:

A number of departments have developed curricular matrices to ensure that students are receiving multiple opportunities to achieve the knowledge, skills, and abilities expected of graduates. This exercise has resulted in faculty conversations about course articulation and alignment and modifications to the curriculum.

Several departments have undertaken syllabi reviews of General Education courses that are offered in multiple sections. This has resulted in alignment in course content and learning objectives to provide a more consistent experience for the students.

The College of Engineering primarily uses information from surveys of students, alumni, and industry advisory boards. Analyses of these measures has resulted in increased emphasis in oral and written communication skills, increased emphasis on computer applications skills, additional hands-on design experiences, and physical improvements to laboratories. Internships are a common capstone experience in a number of departments. Analysis of student work during these

experiences has led to modifications in the internship itself, as well as curricular modifications to better prepare students for the capstone experience. The most common skills cited as meriting additional attention are oral and written communication skills, critical thinking, and problem solving.

Some departments, such as the Liberal Studies program, require a student portfolio. At the conclusion of each portfolio review process, faculty meet to discuss student work and the level at which students are performing. In turn, these conversations and discussions inform future decisions regards student coursework, student assignments, and refinement of standards to which students are held in particular classes.

Some departments and programs, such as the School of Accountancy, map *all* of the learning outcomes in their department to *every* one of the courses that they offer—a complex and extensive undertaking. The process, however, affords them a comprehensive vantage from which to consider what students should learn as a result of the program, and at what particular steps along the curricular path. In addition, it allows faculty members to determine where in the curriculum a particular learning outcome is mapped, regardless of competency that is being tracked (e.g., writing, quantitative reasoning, oral articulation, etc.). In the long term, it is this ability to map competencies and content domains across the curriculum that allows the department to know where improvements should be focused when examining the evidence of student-learning outcomes.

Although no one approach describes all departments, the bottom line here is this: significant changes to curricular content, to course design (and re-design), and to course sequencing have already resulted from examining indirect and direct measures of student learning. In addition, faculty engagement in these discussions has led to an increased understanding of the critical connectedness between articulating student-learning outcomes, aligning curriculum, and choosing among pedagogical strategies. Currently, over 95% of departments and programs at San Diego State University have developed an assessment plan that includes both indirect and direct measures of student learning. It is on that basis, and on the basis of changes in institutional reality as described herein, that we are able to conclude that a change of culture has occurred. Because that cultural shift is centered on assessment for improvement, we understand that achievement not as having achieved perfection, but rather as an intentional and systemic commitment to excellence.

In order to build on this assessment foundation, San Diego State will, in 2007, sponsor workshops and a conference on assessment, thereby continuing the assessment conversation on campus and extending the discussion beyond the university. The first workshop is scheduled for February 2007, and will be open to faculty involved in departmental assessment from across the campus. Dr. Marilee Bresciani will conduct the workshop. An Associate Professor of Postsecondary Education Leadership at SDSU, she holds a Ph.D. in Administration, Curriculum,

and Instruction from the University of Nebraska and a Masters of Arts in Teaching from Hastings College. Dr. Bresciani's research focuses on the evaluation of student learning and development. She uses naturalistic inquiry and grounded theory to explore how systems and processes contribute to student learning centeredness, which includes the study of leaders' roles in these systems and processes.

Dr. Bresciani has been invited to present and publish her findings on assessment and is a leading author of two books on assessing student learning and outcomes-based assessment program review. She has edited a book on good practice case studies in general education assessment and is currently at work on identifying good practices in assessment of student learning in student affairs/services. Dr. Bresciani has developed and delivered several courses on assessment of student learning, and serves on the editorial board of the *NASPA Journal*. She is a reviewer for the Australian Quality Assurance Agency and is also a managing partner in an international assessment and enrollment-management consulting firm.

In July 2007, San Diego State University will host a national conference on assessment. The purpose of this conference is to provide faculty, administrators, and students with opportunities to learn how to evaluate student learning and development at community colleges and universities. Particular emphasis will be placed on providing institutional leaders with strategies to evaluate and therefore enhance student-learning centeredness at their institution. Additional emphasis will be placed on the evaluation of the integration of student development and engagement in the co-curricular in order to enhance learning in the curricular. The conference also provides a pre-conference hands-on workshop for programs in need of writing and refining assessment plans.

SAN FRANCISCO STATE UNIVERSITY

Programs Reviewed During 2005-2006

Applied Mathematics	BS
Biochemistry	BS
Chemistry	BA, BS, MS
Computer Science	MS
Consumer and Family Studies	MA
Creative Writing	BA, MFA
English Literature	BA
Geosciences	BA, BS
Hospitality Management	BS
Kinesiology	BS, MS
Language Studies	BA
Linguistics	MA
Literature	MA
Mathematics	BA, MA

Physics	BA, BS, MS
Women's Studies	BA

Summary of student-learning assessment and actions taken

Asian American Studies

The Asian American Studies Department offers a BA degree and has one of the most mature assessment processes at SFSU. The department has developed 4 student-learning objectives, and uses three evaluation instruments for program assessment, a survey of basic knowledge and perspectives in Asian American Studies, a departmental exit poll of graduating majors and minors, and pro-seminar student ratings and essays.

Survey results on basic knowledge indicate that factual knowledge is highest among students in the major program followed by those in the minor and GE Segment III programs. Furthermore, the difference in measured learning outcomes is stable over the last five years. In the most recent year, the majors score 74% higher than the baseline introductory level students, the minor students 59%, and Segment III students 26%.

The second survey aims to assess to what degree the students acquired an understanding of the Asian American perspective. Results indicated that AAS majors, minors, and Segment III students are much more likely to participate in both Asian ethnic specific as well as pan-ethnic Asian American organizations. There was also an unexpected and dramatic switch away from identifying as “Asian American” among the majors (0%) in 2003 compared to the year before (37.5%) in favor of ethnic American and ethnic group only designations. Results also reveal that students consistently report high rates of intention to work in the Asian American community.

Students who responded to the third assessment instrument for the AAS major rated the program at the upper end of the scale of 1-5 (“no impact” to “significant impact”) with a mean rating of 4.4. For the specific learning objectives, the students rated the program 4.4 for effectiveness in providing knowledge of Asian American perspectives, 4.7 for effectiveness in promoting community-orientation in the students, and 4.2 for effectiveness in raising awareness of and sensitivity toward Asian American diversity.

Based on specific assessment results, the department is considering curricular expansion to include additional courses that will make the major curriculum more comprehensive and inclusive of additional Asian American ethnic groups, especially under-served Asian groups such as the Asian Indians, South Asians, Cambodians, Laotians, Hmong, and Pacific Islanders. The department is also considering strengthening student training in research methodology at an earlier stage of the degree program, in preparation for all AAS courses as well as AAS 697, the culminating course that emphasizes on research skills for a senior paper.

Broadcast and Electronic Communication Arts (BECA)

BECA confers BA and MA degrees. The BA program has 8 learning objectives, three of which were assessed in the past year. Based on this assessment, the faculty rated student performance in meeting two of the objectives (analyzing media content and practicing ethical standards in a media context) as excellent. With respect to Objective 5 (identifying the structure, governance and trends in the electronic media), 87% of the evaluations provided by internship supervisors rated BECA students as good or excellent. The department believes that it could do more to increase student understanding of the daily operation of electronic media organizations.

The overall student response to the program and teaching effectiveness is extremely positive, with well over 90% of the students surveyed rating the program as excellent or good on the various questions used to assess this element.

The MA program learning objectives have been streamlined over the past several years. Of the 6 objectives identified, three were assessed in the past year. The evaluation of students' understanding of theory and criticism is rated as excellent and above expectations; evaluation of production skills is rated as very good (4.73 on a 5 point scale, with 5 as high). Although evaluation of student writing skills appears to be good, the assessment report notes the need to put greater emphasis on the *form* of the writing (research paper vs. essay vs. script).

Chemistry

The Chemistry Department is home to large number of programs including the BA in Chemistry, the BS in Biochemistry, the BS in Chemistry, the MS in Chemistry and the MS in Chemistry with a concentration in Biochemistry. Each of these programs employs course-embedded assessment and draws data from a variety of sources. Their data sources are reviewed annually and are reported to the Office of Academic Planning and Educational Effectiveness. Curricular and pedagogical changes are made accordingly. Each of the undergraduate programs has the same 6 program objectives. A summary of the findings and use of the findings for each program follows:

BA Chemistry

Based on their assessment of these objectives, they have revised their introductory sequence of 4 semester courses and modified their upper division courses to accommodate better-prepared majors. Assessment of the revised intro sequence coupled with revised prerequisites in math and physics indicate that they have succeeded in aiding student learning and success rates in these courses. In addition, professors in upper division courses feel that students are coming with higher levels of competence to their courses.

Students have expressed high levels of satisfaction with the UG research experiences in the two independent research courses for undergraduates. Because of the importance of such an

experience to chemistry majors, the department is spending more time encouraging students to enroll in these courses as electives in the major.

MS, MA Chemistry

The Master's thesis seminar and the theses themselves are used as data for the evaluation of the MS and MA programs. Faculty are very pleased with the results of this assessment. 100% of students passed their written and oral submissions. 100% were accepted by thesis committees and defended successfully; 33% were accepted into doctoral programs, and the remaining 67% of graduates entered chemical or related fields.

Computer Science

The Computer Science BS falls under ABET accreditation and is therefore not required to undergo institutional program review. Not included in ABET accreditation, the MS underwent a review between 2005 and 2006. Like many programs, the Computer Science Department has focused its energy on the assessment of its undergraduate program and has not developed a parallel process for the MS degree. However, the newly developed guidelines for the 6th cycle of program review require graduate programs not only to establish a process but to begin implementation of that process and to have results and analysis available for the next review cycle.

Consumer and Family Studies

The Consumer and Family Studies undergraduate program is accredited by the American Association of Family and Consumer Sciences and the American Dietetics Association and is therefore exempt from institutional program review. However, the Master's degree program is not included in that accreditation process and therefore underwent institutional program review. The MA in Consumer and Family Studies uses course-embedded assessment to evaluate its program. Based on this assessment and conversations with the faculty, the department will make the following revisions:

Four new courses at the 700 level are being proposed for the following emphases:

Apparel and Interiors

CFS 745 Seminar in Advanced Design

CFSS 765 Social and Ethical Practices for Apparel and Interiors

Family and Consumer Science Education

CFS 725 FCS Curriculum and Instruction

CFS 726 FCS Advanced Education and Assessment

These new courses will add advanced work in two areas that currently do not have specific graduate level content courses, so this change will add rigor to the emphases.

In addition CFS 700, CFS 794, and CFS 798 will be revised:

CFS 700 Trends and Issues - will be revised to Professional Foundations in FCS: An Integration of Sub-disciplines. It will include the integrative commonalities of sub-disciplines in addition to content specific to sub-disciplines.

CFS 794 Seminar in Research - will be taken by students in Apparel/Interiors and FCS Education taught by a CFS/D faculty member. Currently students choose between ISED 797 or NURS 794 (both outside the Department), depending on career objective.

Although satisfactory, neither course meets the specific needs of our students.

CFS 895 Field Study - will be recommended for Nutrition students who are in the dietetics internship. A case study appropriate to their onsite internship will be expanded to fulfill this culminating experience.

The primary issue of discussion in this program review was the imbalance in enrollment between the graduate and undergraduate programs, and the resulting unusual distribution of resources in terms of both time and money. The APRC has recommended that the department place their MA program on hold until they can get control of the enrollment and curricular issues in the undergraduate program. The Dean and the Provost concur with this recommendation and an MOU is currently being worked out with the department.

English

The English Department is the largest department on the SFSU campus and confers the following degrees: BA in English Literature, BA in Language Studies, BA in Creative Writing, MA in Literature, MA in Linguistics, MA in TESOL, and MFA in Creative Writing. Each of these programs assesses student learning separately from the other programs. The following summarizes these assessment processes:

BA English Literature

This program draws data from three courses using extended research essay assignments. Analysis indicates that students successfully learn to use multiple research tools and to include in their bibliographies print and Internet sources as well as some other media. What appears less well developed is their ability to create complex arguments using these sources. Faculty plan to add more steps in the production of a final research paper so that students turn in a simple bibliography, an annotated bibliography, a skeletal outline, a more developed outline, and a final product.

BA in Language Studies

This program uses courses embedded data drawn from five different undergraduate courses. From this assessment, it was determined that students who had not taken basic

phonetics/phonology courses were less successful than those who had the introductory course. As a result, the major will be revised and the introductory course will be required. This trend was also observed in the assessment of syntax courses. Students who had not taken the introductory course did not fair as well, so the intro course will be required for upper division syntax as well.

BA in Creative Writing

The Creative Writing program uses an assessment of portfolios, which are reviewed annually. With regard to understanding and appreciating work of a broad range of writers, 46% were determined to be above departmental expectations, 43% met expectations and 11% were below expectations. Suggested changes: include more emphasis on revision in Creative Writing 300-600 level classes. With regard to students having a working knowledge of major craft elements and the ability to use them, 88% responded positively. The faculty determined that more emphasis on craft elements was needed at all levels.

MA in Literature

Seminar papers and theses are used as the data source for assessment of student learning in this program. Based on the evidence of the early seminar papers, students come to the MA in Literature program with varying degrees of knowledge and skill regarding writing a literary argument. Student papers demonstrated different degrees of facility with analyzing literary texts, asking critical questions, detecting cultural assumptions, synthesizing ideas, integrating extra-literary primary and secondary sources, and organizing an argument. The department is currently in the middle of its study of this data. They expect to have final results and suggestions for change at the end of the next academic year.

MA in Linguistics

Data for assessment of this program is drawn from student research papers in four required courses. It was found that students have little or no preparation for submitting their research to linguistic conferences or refereed journals. In response, the department has developed a new component of research submission preparation that will be introduced in each of the different subfields. The department will reassess the objective over the next few years.

MA in TESOL

The MA TESOL program has 10 learning objectives which are course-embedded and are evaluated on a rotating basis. Over the past five years the following results have been documented: Students demonstrate a solid grasp of theory. Students need more teaching experience, and a program for integrating MA students in the University's intensive English program has been implemented. The program needs to strengthen preparation in technology for TESOL. In response, the program has introduced two new TESOL technology courses and will evaluate their effectiveness in the coming cycle. The program needs to provide more training in classroom research. A new course in "Researching Second Language

Classrooms” has been added as a consequence. Students demonstrate a high degree of professional competence in delivering well-supported and well-organized conference presentations. Graduating students demonstrate satisfactory to outstanding ability to articulate their teaching beliefs and to connect theory and practice, but it was not always evident that they had read widely in the field and could cite appropriate references and summarize key ideas. The MATESOL portfolio requirements have been revised at the beginning of each semester to address student and faculty concerns on this issue.

MFA in Creative Writing

The thesis and published student work is used as data for evaluation. The department reports that many of the MFA theses are published. Indirect assessment indicates that 62% of students found their experience in the program extremely useful and 35% found it to be useful.

Geosciences

Based on previous assessments, self-study, and external reviewers’ feedback, Geosciences decided to completely revise its BA and BS programs. The department has worked hard on extensive program revisions for the past year. These revisions were accepted by the Academic Senate in fall ’06. The department is also rethinking its assessment strategies and has discussed planned changes with the University Assessment Coordinator.

Hospitality Management

HM used three sources of data for the assessment of their program: Graduating Senior Exit Questionnaires, Alumni Surveys, and Focus Groups of undergraduate students. A brief summary of the results from these data sources is shown below:

The objectives of the Program Assessment were to achieve the following:

1. Knowledge gained from the business core courses >80% satisfaction
2. Knowledge gained from concentration courses >80% satisfaction
3. Overall evaluation of the HM program >80%

Results:

1. Survey scores from students and alumni were slightly below 80% on objective #1
2. Survey scores from students and alumni were above 80% for objective #2
3. Survey scores for the overall evaluation of the program were above 80% for both students and alumni.

The University Academic Program Review Committee recommended that the department expand their assessment process to include direct measures of student learning. The department chair is currently working with the faculty assessment coordinator to develop such measures.

Kinesiology

The review by the external consultants and the University Academic Program Review Committee (APRC) found few indicators for integration of student assessment into the undergraduate curriculum. Long-term assessment does not seem to have been a priority for the faculty. Assessment activities are viewed as time consuming, and follow-up activities are viewed as difficult and expensive. The Memorandum of Understanding that followed these reports directed the department to develop and implement a comprehensive assessment plan that includes defining measurable learning objectives, “mapping” the curriculum to identify where they are dealt with, correlating assessment strategies with the objectives being assessed, and using the assessment results for curricular improvement and subsequent improvement in student learning. The MOU further directed the department to include surveying students at the point of graduation and tracking them after graduation as part of the comprehensive assessment plan.

Mathematics

The Mathematics Department offers a BA in Mathematics, a BS in Applied Mathematics, a BS in Statistics, and an MA in Mathematics. Each of these programs is evaluated separately.

BA in Mathematics

The BA in Mathematics has four learning objectives and each objective is assessed on a rotating basis. Major actions taken in the last review cycle include making Math 301 a required course and introducing more computer usage in three courses. Samples of student writing have been collected and an assessment rubric has been developed. A review of the upper-division class requirement in student research is in progress. The Academic Senate has approved an extensive revision of the program.

BS in Applied Mathematics

This program has seven learning objectives, which are assessed on a rotating basis. The most recent assessment has focused on students’ communication skills and results indicate that the objective was met. However, the faculty feels that students should be encouraged to engage more in writing and presentation. Students’ ability to use technological tools for computation and information retrieval also seems to be adequate though more activities in this area should be encouraged. Analysis of transcripts to determine if students are applying math to other technical areas is still in progress.

BS in Statistics

The Statistics program has six learning objectives, two of which were assessed in the past year. Program assessment for this program is a challenge since it is an interdisciplinary program with many required courses outside the Mathematics Department. In order to address some of the problems that this structure presents, the program is currently developing a Statistics Council with representatives from participating departments. The most recent program review produced many recommendations for improvement, and the program is

steadily implementing them. One example is a course in linear models which was developed to improve the students' ability in utilizing computing packages to solve practical problems.

MA in Mathematics

The Mathematics Master's degree program has four learning objectives, three of which were assessed in the past year. An assessment on written and oral skills of graduates shows that the learning objectives have been met. In addition, a student focus group suggested that there is a lack of experience and guidance in reading mathematics literature beyond basic texts. Seven recommendations were produced and the faculty is considering those recommendations. Analysis of written exams to assess students' ability to state definitions, prove theorems and develop counter-examples is still in progress.

Physics and Astronomy

The Physics and Astronomy Department has two BA degrees, two BS degrees and an MS degree. The department has identified seven learning objectives for all its degree programs with varying levels of proficiency (adequate for BA, good for BS and strong for MS) for some of the objectives. It has also developed scoring rubrics for physics problem solutions, solution standards and grading criteria. It is also considering the use of Educational Testing Service Physics Major Field Test as an exit exam.

BA in Physics

This program assessed four of the seven learning objectives in the past year. A grade analysis was performed in required courses to assess two of the objectives (knowledge and understanding of essential physics concepts and ability in problem-solving), and it was determined that the objectives were met but some improvements in course outlines and advising could be made. To assess the other two objectives (abilities to analyze and interpret data and to design and implement experimental investigation), the department analyzed grades of laboratory courses. Again, results suggested that the objectives were met and some improvement measures were taken.

BA in Physics with Concentration in Astronomy

Five of the seven learning objectives were assessed during the past year. The learning objectives for this degree are the same as those of the BA in Physics, hence the four assessments mentioned above also apply to this particular concentration. The ability to utilize mathematics in Physics and Astronomy was also assessed in required courses. Results showed that this objective was also met. Some course contents were adjusted.

BS in Physics

Five of the learning objectives were assessed in the past year. To assess the first three objectives (knowledge and understanding of essential physics concepts, ability to use math, and ability in problem-solving), the department performed grade analysis in required courses

and concluded that the objectives were met. Some minor adjustments in course outlines and advising were made. To assess the other two objectives (ability to analyze and interpret data and to design and implement experimental investigation), the department analyzed grades of laboratory courses. Again, results suggested that the objectives were met and some improvement measures were taken.

BS in Physics with concentration in Astrophysics

Five learning objectives were assessed in the past year. Assessment methods, findings and actions taken were all similar to the ones for the BS in Physics as outlined above.

MS in Physics

Five of the seven learning objectives were assessed in the past year. The first three objectives (knowledge and understanding of essential physics concepts, ability to use math, and ability in problem-solving) were assessed by analyzing grades in required lecture courses. All three objectives were met though some minor adjustments were made in course outlines to address weaknesses. The next two objectives (ability to analyze and interpret data and to design and implement experimental investigation) were assessed by analyzing grades in graduate laboratory courses. All five objectives were met and some minor adjustments to course outlines were made to address weak areas.

Women's Studies

This BA program instituted a revised curriculum in fall 2005. Since that curriculum is new, assessment activities are provisional and partial until the major has had some time to accrue results. The department is collecting conceptual surveys from Women Studies 201 (the second of two required core courses), publications of the newly instituted Senior Seminar course, and exit surveys from graduating seniors on an ongoing basis. The external reviewers of the program review suggested that the department do a full-scale assessment of the new major in 2009-2010, following the matriculation of the first cohort.

SAN JOSÉ STATE UNIVERSITY

Programs Reviewed During 2005-2006

Applied & Computational Mathematics	BS
Biological Sciences	BA, BS, MA, MS
Chemistry	BA, BS, MA, MS
Chinese	BA
Civil Engineering	MS
Communication Studies	BA, MA
Computer Engineering	MS
Computer Science	BS, MS

Creative Arts	BA
Dance	BA
Electrical Engineering	MS
Environmental Studies	BA, BS, MA
French	BA, MA
German	BA
Humanities	BA
Industrial & Systems Engineering	MS
Japanese	BA
Linguistics and Language Development	BA, MA,
Liberal Studies	BA
Mathematics Department	BA, BS, MA, MS
Meteorology	BS, MS
Nutritional Science	BS, MS
Religious Studies	BA
Social Science Department	BA
Spanish	BA, MA
Teachers of English to Speakers of Languages Other than English	MA
Theatre Arts Program	BA, MA

Summary of Assessment of Student Learning and Actions Taken

All SJSU programs now have defined student-learning outcomes, and all programs have assessed at least one of these learning outcomes. Assessment reports for all programs are available on http://www.sjsu.edu/ugs/datareports/assess_report/. During the 2005-2006 academic year 49 programs completed the SJSU Program Planning process (Program Review).

Biological Sciences Department

The department is using the ETS Information Literacy test to evaluate students' information literacy skills. Preliminary results suggest for the most part that students in most biology programs are able to perform according to ACRL standards. They also suggest problems in information literacy with students in the BA program. Primarily, those students who performed poorly had difficulty summarizing main ideas and synthesizing those ideas to construct new concepts. The department elected to collect more data in the 2006-2007 AY to improve their understanding of student weaknesses.

Chemistry Department

Data were scheduled to be collected in Fall 2005 for the outcome: "Students should be able to communicate effectively, both orally and in writing." In Spring 2006 data for two outcomes will be gathered: (1) "Students should be able to demonstrate a general familiarity with the content

and concepts in the following areas of chemistry: analytical, biochemistry, inorganic, organic and physical;” and (2) “Students should be able to demonstrate developed formal (abstract) thinking skills as well as concrete thinking skills.” As of May 2006, no data had yet been reported.

Civil Engineering Department (MS)

Based on analysis of Fundamentals of Engineering (FE) licensing exam results, students need stronger math and science skills, both at the time they begin department courses and at the time they take their first statewide licensing exam. Additionally, it was unclear from evaluating student reports whether students were able to accurately identify an experience during their internship related to ethics.

The following recommendations were made: math prerequisites added for CE numerical methods and statistics courses; geology 1 removed as an option for science elective; report requested from CE131 instructor to clarify extent of course coverage addressing ethics and professional issues; pursue the option of having a common final for CE99; choose an ethics handbook to be included in required materials for CE105.

Communication Studies Department

Faculty have set learning objectives and collected assessment data in the undergraduate program. The data was being analyzed in spring 2006 and faculty were scheduled to discuss the results and what actions should follow in the fall of 2006. No learning objectives have yet been reported for the graduate program.

Computer Engineering Department

In Fall 2005, communication skills were assessed in CMPE 295A/B., and it was determined that students needed to enhance skills in both an oral project presentation and a written project final report. Two action items were planned for implementation in Fall 2006. One is to increase the number of student presentations in CMPE 295A, and the other is to coordinate the course delivery processes and project assignments between CMPE 295A and the written skill courses (ENGR 200W and CMPE 294).

Computer Science Department

Twenty-one curricular issues were identified from the student surveys and faculty/industry reviews in AY 2005/2006, 19 of which were resolved. An employer survey showed that employers desired CS graduates to be more familiar with the C programming language. The department has introduced two new courses: CS 49C and CS 49J, to ensure that CS students have a stronger foundation in C programming.

Dance Program

Four Program Learning Objectives have been developed for the BA in Dance. An assessment plan identifies the outcomes that would be assessed in specific classes; however, as of May 2006 no data had been reported.

Electrical Engineering Department

For all four Program Outcomes, the department surveyed students in seven graduate classes (n = 141). Twenty-five Course Learning Outcomes (CLOs) for one core course were assessed by surveying the students taking EE210 (n = 35). Summary of the student evaluations for the program outcomes (POs) indicate that all outcomes are met adequately. Students expressed less satisfaction with PO #3. Reasons for lower evaluation for PO #3 were discussed and determined to be insufficient lab support and maintenance. Faculty recommend looking into the lab support and better maintenance of the lab equipment while allocating department resources.

Student survey results indicate that EE210 meets adequately all CLOs, though two, CLO #21 and #23, were evaluated as minimally meeting the requirement. CLO #21 was judged to be an important outcome. CLO #23, on state-space technique, was considered to be relatively less important for the program. The EE210 course should more clearly emphasize “understanding different types of filters.”

Environmental Studies Department

Using essay and objective tests (n=120), data were collected for two learning outcomes: (1) “Students will have a basic understanding of principles from a number of science and social science fields as they relate to environmental issues;” and (2) “Students will understand local to global, cross-cultural, national and international dimensions of environmental issues, including environmental justice and equality, and know how actions at a personal and societal level can promote a sustainable society”. As of May 2006, data had been analyzed but not presented to the department for discussion.

Foreign Languages Department

Chinese

The Chinese program will adopt a new textbook for Chinese 1A and 1B, which provides a practical, learner-center structure for beginning students and features rich cultural contents so can better help students develop their communicative competence in listening and speaking Mandarin Chinese.

French

Define more precisely each undergraduate course specific and general objectives. Emphasize methodology of research, essay writing and oral presentation.

Japanese

To help students meet the SLOs more satisfactorily, audio or visual aids (CDs) are to be enriched as learning resources. A substantial tutoring center may need to be established for students to meet the SLOs more successfully.

Spanish

Modifications will be made to Spanish 101B - Students need to have a better grasp of the basic Spanish grammatical structures. Include more grammar exercises including online activities, and in-class activities. Students' writing skills have improved. Having two major compositions with two drafts and six short, one-page, compositions have helped bring together all the readings and movies that are discussed and the grammar structures that are covered in class.

Health Science Department

The analysis and interpretation of data resulted in the consideration of changes in the quantity of SLOs and the sequencing of courses offered within the department. A plan was developed to address issues, with a core group of faculty meeting in the summer of 2006 to develop a plan to revise the SLOs for presentation to the faculty in August 2006. The Fall 2005 data analysis, resulted in re-affirmation of the importance of the HS 104 and its complicated service learning activities to the foundation of the BS. The Core Faculty devoted significant attention to integrating the graduate program outcomes with the newly updated "professional competencies for the field of health education," the first-ever designed for the master's level.

Humanities Department

Creative Arts

The program reported great performances by students and recommended no changes to the program.

Humanities

The program has few majors, and these majors are intermixed with non-majors in all classes. This presents assessment difficulties. Even so, faculty are making important improvements to both the program and the assessment process. They rewrote several student-learning objectives to fit individual emphasis in the program. They also recommended that classes earlier in the careers of Humanities majors should emphasize sophistication of analytical explanation, particularly focusing on taking advantage of the English within the major prerequisite.

Liberal Arts

The program uses an ETS beta test to assess some of their student-learning objectives. Results were made available in fall 2006. Faculty have developed a rubric for assessing other

learning objectives. Not surprisingly, students have more trouble performing at the higher levels of learning. They chose to focus on the introductory courses and the capstone course for trying to develop analysis and synthesis skills in their students.

Religious Studies

Term papers were collected in Fall 2005 from RELS 1 (Introduction to the Study of Religion). A scoring rubric as used to measure the outcomes against the term papers. The faculty indicated that depth and breadth of the study of religion is so complex that the inclusion of all the various disciplinary approaches presents a tremendous challenge to students who have little or no background in the material. The program has discussed these problems multiple times but has not found an easy solution to the challenge. They continue to address the complexity of the study of religion and plan to continue reflection on the problems they find in the study of religion in the U.S.

Industrial & Systems Engineering

Student learning is assessed through student surveys. No direct measures were reported. Student surveys are being analyzed for discussion in fall 2006.

Linguistics and Language Development, TESOL

The department has developed extensive and thoughtful student-learning objectives, which are currently being assessed. Generally student performance has been good, but faculty are having difficulty aligning specific objectives with specific assignments, since most assignments measure a number of objectives.

Mathematics and Applied & Computational Mathematics

While the Mathematics Department has developed student-learning objectives, no assessment data were reported.

Meteorology

Both the BS and MS programs have established learning objectives and a schedule for assessing the objectives in specific courses. As of May 2006, no results had yet been reported.

Natural Science Program

The program is small (typically 17-20 students). External reviewers and the Program Planning Committee (PPC) concur in recommending that the department offer more on-line courses in order to draw more students. The PPC recommended additional funding for the department, since online teaching involves increasing faculty workload. The department has not started setting student-learning objectives. However, teaching effectiveness is assessed.

Nutritional Science

Faculty identified SLOs for both the undergraduate and graduate programs during the Fall 2005 semester. Direct measures of student performance were established for all SLOs for both degrees. A calendar for data collection was developed and mapped.

From review of data collected on Fall 2005, recommendations were made to enhance student performance in both programs. Changes in the undergraduate program included having students complete a standardized examination earlier in the semester and the oral presentation later in the semester.

Changes in the graduate program also resulted from data analysis and graduate students will now complete the online National Cancer Institute's Human Subject tutorial as an assignment in the graduate research class. This will aid graduate students in completing the research requirements of the program.

Social Science Department

All learning objectives are assessed annually. Since most students are performing at an "A" or "B" level the department did not deem it necessary to change anything in the curriculum or pedagogy.

Theatre Arts

There were only three majors in the undergraduate courses assessed in AY 05/06. Data for these three students were not provided to administration and no plans were made to change the curriculum or pedagogy based on the data collected. In the graduate program approximately nine out of ten students were successful in presenting an appropriate research question and suggested methodology; Seven out of ten were successful in identifying others' research methodologies as a component of their literature review; Six out of ten were able to abstract their own research papers. To make students more aware of standard research approaches, TA 200 will now use Booth, Williams and Colomb's *The Craft of Research* to provide a foundation in general research methodologies before presenting particular approaches prevalent in theatre and media performance research.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

Architecture	MS
Agricultural Business	BS
Communication Studies	BA
Philosophy	BA
Social Sciences	BS
Kinesiology	BS
Kinesiology	MS

Child Development	BS
Psychology	BS
Psychology	BS
Biological Sciences	BS
Microbiology	BS
Biological Sciences	MS
Crop Science	BS
Environmental Horticultural Science	BS
Fruit Science	BS
Recreation, Parks, and Tourism	
Administration	BS
Modern Languages and Literatures	BA

Summary of Assessment Activity and Results

Architecture

Learning objectives have been specified, and assessment in progress.

Agricultural Business

The department is in the middle of a process to establish rubrics to assess writing assignments in the curriculum and is assigning specific types of writing assignments in specific courses.

Communication Studies

First offering of a senior exam developed by program faculty. Students achieved the average score of 72%. Item analysis underway. There are no plans to change standards based on assessment data. Item analysis will indicate deficiencies.

Philosophy

Alumni survey indicated that graduates felt that they had met the programs' learning objectives. Faculty developed and used a rubric to assess senior projects. Two years of assessment revealed that students needed more work on "anticipating and answering counter arguments". Program is considering moving to a senior exam due to concern that senior project does not provide sufficient opportunity for students to demonstrate their learning of three of the six learning objectives for the program. No changes are planned based on assessment to date.

Social Sciences

Pre/post direct measures are in place for a Fall 2006 administration. Plans are in place to administer exam questions in first year and senior level courses.

Kinesiology

Indirect measures did not reveal any weaknesses in core competencies. Results from the use of embedded questions in twelve core courses led to discussion of where SLOs are addressed in the

curriculum. Recent curriculum revision has been informed by initial indirect and direct assessment measures as well as faculty discussions of the curriculum. Plans are in place for newly revised curriculum to be assessed. Comprehensive exam were administered, and the pass rate was satisfactory. A student survey was administered. Curriculum was revised to eliminate two tracks and create one new track. Plans are in place for newly revised curriculum to be assessed using a comprehensive exam.

Child Development

Indirect measures revealed a need to evaluate diversity within the curriculum, including internship experiences. A Faculty Diversity Committee was formed to examine ways to improve multiculturalism across the curriculum.

Psychology

Direct and Indirect measures were employed, and the department is continuing to refine the comprehensive exam and to revise the scoring rubric for oral exam. There was a change in forms used for feedback from practicum supervisors. Other changes include: revision of student manual, revision of fieldwork manual, revision of practicum manual, development of handbook for graduate assistants, and changed sequence in the curriculum of two courses. Indirect measures revealed need to evaluate diversity within the curriculum, including internship experiences. A Faculty Diversity Committee was formed to examine ways to improve multiculturalism across the curriculum.

Biological Sciences and Microbiology

Indirect measures: student surveys, one a self-assessment of knowledge and skills in the first year were used. Direct measures using embedded questions were planned in Fall 2006. A new introductory biology sequence will be implemented, and direct measures will be used to assess change to introductory curriculum. Using GRE performance as a measure of core knowledge competency. Students are meeting standards set for GRE performance.

Crop Science

A direct measure is sought through the analysis of senior projects over a three-year period. All students are required to take the senior seminar course, and a Senior Project course was instituted.

Environmental Horticultural Science

Direct measure is sought through the analysis of senior projects over a three-year period. All students are required to take the senior seminar course. A Senior Project course was instituted.

Fruit Science

Instituted direct measure through the analysis of senior projects over a three-year period. All students required to take the senior seminar course. A Senior Project course was instituted.

Recreation, Parks, and Tourism Administration

A direct measure instrument asking students to analyze a case study was administered in 2004. Two student surveys were administered, and the results informed programmatic changes. It was suggested to infuse some key concepts across the curriculum to support introduction of these concepts in REC 210. New courses were developed to address gaps identified by students and faculty, including courses in event planning, tourism applications and outdoor leadership and adventure leadership.

Modern Languages and Literatures

Assessing writing samples using the ACTFL standards in the first, third and fourth years of primary language and second and third years of second language. Changes were made in curriculum of Span 124, 301 and FORL 210 (Research Methods). A new course was added: Span 302, Advanced Conversation and Composition

CALIFORNIA STATE UNIVERSITY, SAN MARCOS

Computer Science	BS, MS
Literature and Writing Studies	BA, MA

Summary of student-learning assessment and actions taken

Computer Science

The Computer Science major has student-learning outcomes published in the General Catalog that specify the knowledge, skills and abilities that graduates should gain in the program. These outcomes are based on ACM/IEEE recommendations. The department systematically collects student work from numerous courses. One course formally administers a pre-requisite quiz to assess student readiness. Additionally, alumni surveys and a questionnaire given to graduating seniors of the BS program show that most graduates are employed as computer professionals, and there are anecdotal reports that employers are very pleased with these graduates.

The External Reviewer has suggested that the student-learning outcomes be rephrased as “behavioral objectives,” and that the department develop a rubric for each course that describes minimal behavioral objectives. It was suggested that, in collecting evidence of the ability of its students to meet these objectives, that the department follow the ABET practice of filing copies of the best, worst and two other pieces work for each objective.

The department has also been urged to develop a matrix matching the student-learning outcomes to the courses in which they are introduced, reinforced and/or assessed. It has also been suggested that a formal post-test assessment might usefully complement the pre-requisite quiz in the courses that have such a quiz.

Literature and Writing Studies

The review of the Literature and Writing Studies major was the first to be completed under pilot guidelines that focus the review on a detailed assessment of two key student-learning outcomes. The department began a 5-year sequence assessment plan by analyzing writing samples collected from selected courses (a 100-level course, a pair of 300-level courses, and a 400-level course). A panel of faculty readers conducted a blind-reviewed evaluation of the randomly selected samples, with each paper being assigned a holistic score based on one of two distinct rubrics developed by the department: an analytical writing rubric and a creative writing rubric. Each paper had two readers; if the scores assigned by these readers differed too greatly, a third reader was also used.

The analysis of the scores, and the departmental discussions on the notes written by the readers as they reviewed the papers, has yielded the following findings:

- Overall, students show progress and develop significant writing skills as they move through the curriculum. In particular, as they move from the lower-level to higher-level courses, they are better able to narrow the focus of their discussions/arguments, they make more effective use of textual evidence, they demonstrate their understanding of literary terms and concepts, and their skills at literary analysis get increasingly more sophisticated.
- There was, however, a noticeable unevenness among students' writing abilities in each class. Although the academic histories of the students whose writing was reviewed are not known, it is not unusual to find some graduating seniors in 100-level courses, and the creative writing workshop (one of the selected 300-level courses) contains a mixture of students for whom this is their first university creative writing course and others who are taking the very same course for the second time.
- Student writing is best when students revise their work based on direct feedback from the instructor. The extent to which this happens in a class depends on several factors including the size of the class and the content learning goals for the course.

As part of the review process, the department revised its student-learning outcomes. The learning outcomes for the BA in Literature and Writing Studies are published in the General Catalog. As the department evaluates how best to inform its students of its mission and learning outcomes, the Program Assessment Committee has suggested that develop a matrix matching the student-learning outcomes to the courses in which they are introduced, reinforced and/or assessed.

Changes in Program Requirements Enacted or Recommended

Computer Science

Data collected from embedded assignments in core and elective courses is used to improve course materials for subsequent offerings of the course.

Throughout the next review cycle, the Computer Science Department will be using this assessment data as it revises its curriculum and updates it to the latest ACM standards.

The department has identified several ways to improve its assessment processes. Pre-requisite quizzes will be offered in all required courses. The department is planning to offer a “senior experience” course which seniors will be required to take in their final year. Students will work on large-scale team projects which will offer the ability to demonstrate what they have learned in several sub-areas of computer science.

Literature and Writing Studies

The department is using the results of Year 1 of its 5-Year Assessment Plan to guide a revision of its writing curriculum. Some of the specific issues being explored are:

- Whether LTWR 225 (Introduction to Creative Writing) should become a prerequisite for LTWR 325 (Creative Writing Workshop) – one of the four courses whose writing samples were studied as described in the preceding section. The program Assessment Committee has encouraged the department to consider adding prerequisites where appropriate in order to provide students with better guidance in sequencing their coursework.
- Adding an entry-level course in the major that teaches literary analysis and literary research methods.
- Adding a one-unit writing workshops to complement literature courses.
- Designing break-out sessions for 100-level courses that would be facilitated by graduate students trained in writing theory and pedagogy in order to provide the students in these courses with the personal attention that they can receive from a teaching assistant in a smaller section.

SONOMA STATE UNIVERSITY

Programs Reviewed During 2005-2006

Counseling
French
Kinesiology
Liberal Studies
Mathematics
Nursing
Spanish

Summary of student-learning assessment and actions taken

Counseling

In 2005 the Counseling Department completed the review process conducted by the national accreditation body, the Council Accrediting Counseling and Related Educational Programs (CACREP). An extensive self-study relative to CACREP curricular standards was included in this accreditation process. For student-learning outcomes, assessment measures are largely embedded within courses. In spring 2006 the Community Counseling program sent out an alumni survey to those who completed their MA between the years of 1999 and 2005. In fall 2006 the School Counseling program sent out its alumni survey. Formal review of syllabi at the spring faculty retreat was instituted in 2006, per CACREP standards. The department periodically assesses site supervisors' perceptions of training effectiveness. For the Community Counseling program, this was conducted via a written survey given during the February 2005 internship fair. For the School Counseling program, assessment occurred during the Spring 2006 Advisory Board meeting as well through a survey mailed to supervisors.

Based on reviews at the national, state, and local level, the curriculum is effective. The CACREP review of the Community Counseling/MFT program led to adding a 1-unit course on career counseling. Site supervisors have been consistently positive in their assessment of students' preparation for internship/field experience. Local schools and agencies value highly the services provided by interns. They have, however, expressed an interest in the department providing students with more training in child and adolescent counseling. The department is developing a course on Counseling Techniques for Children to complement the existing Developmental and Clinical Issues with Children and Adolescents.

French

The French Program assesses its effectiveness through course embedded assessment strategies, such as oral presentations, research papers, and portfolios; senior seminar; a linguistics proficiency survey; a culture survey; and an alumni survey. The following changes in pedagogy, curriculum, and advising were made as a result of these assessments:

1. Increase in the number of oral presentations required.
2. Experiential cultural component added.
3. Second year pedagogy and curriculum completed revised.
4. Third year curriculum has undergone significant revision.
5. Enhanced research component.
6. More intrusive advising and active recruitment.
7. Explicit advising of students studying abroad.
8. Standardized advising materials for all majors and minors.

Proposed program revisions include continued active engagement in the use of technology, both in class and in the curriculum; and continued revision to course content. Current linguistic proficiency survey is inadequate; therefore, the faculty will participate in a statewide effort to pilot a new writing-proficiency test.

Liberal Studies (Hutchins School)

The Hutchins School of Liberal Studies embeds student-learning outcomes assessments in every course, particularly in our alternative, seminar based lower division General Education program. However, while these assessments and feedback mechanisms have been cited as exemplary by WASC, an External Reviewer suggested they were far too time consuming and could detract from time and resources for teaching and scholarship. The Hutchins is thus exploring ways to streamline our assessment practices.

The Hutchins School, in addition to its normal assessment practices, created and administered curricular exit surveys of sophomores completing our lower division program, as well as seniors completing the major and Blended students completing both their B.A. and Elementary School Credentials. (Freshmen entry surveys – CIRPS – were also conducted, but we have yet to receive these results). The Hutchins School had been considering dropping a pedagogical grammar course (LIBS 327) for subject matter preparation students as it appeared highly repetitive to content in GE and Credential courses. However, as a result of the surveys, it was decided to continue offering this course as students declared it highly useful.

The most significant curricular findings of our Program Review and our External Reviewer were:

1. Student essays tended toward the anecdotal, with a relative lack of analytic depth and rigorous connection to course content. The Hutchins faculty has agreed to:
 - a. De-emphasize overly self-reflective essays and demand analytic synthesis of course materials in student essays, particularly in the “capstone” course LIBS 402 Senior Synthesis; and
 - b. Continue to improve the “Information Competency” section of the incoming Freshman course, LIBS 101, and include a similar component to LIBS 302 Introduction to Liberal Studies for incoming transfer Juniors.
2. An emphasis on what the External Reviewer termed an “overly present-ist” approach to course materials and a relative lack of “primary source” materials. While the Hutchins School remains committed to engaging students in analyzing important issues of contemporary concern, the faculty has agreed to increase primary source material and strive to increase the historical contextualization of current events.

Kinesiology

Upon review of all program review data generated, faculty and more importantly the external reviewer, found the Department of Kinesiology’s curriculum includes comprehensive offerings

of courses and practical experiences that meet the needs of students and the workplace. Upon graduation, faculty is confident that students are prepared to enter into a variety of kinesiology-related fields.

The strength of the department, as stated by the external evaluator commissioned for the 2006 program review, lies in the faculty. Despite limited resources, large classes, and inadequate facilities, the faculty is able to meet the needs of all students. The collegiality of faculty, staff, and part-time faculty is recognized and noted by students and other university entities.

The Department of Kinesiology has taken great effort to have various assessment mechanisms in place. However, the department needs more emphasis on obtaining information from graduates and employers. One of the biggest challenges facing the department is the fact that the department's facilities are small and outdated. Also, faculty are overextended given recent growth in the major; this is causing an impact on advising loads, course availability, etc.

Curricula issues targeted for change include: developing a Foundations of Kinesiology course to be required of all lower-division students, rethinking capstone courses per concentrations, and reworking the Lifetime Fitness Concentration to better suit the market place and strengths of faculty. As mentioned previously, more attention and action will be placed on alumni and employer surveys to better assess the value of degree offerings.

Mathematics

The Mathematics Department's program review included the following assessment efforts:

- Analysis of ongoing "exit questionnaire" given to graduating seniors each year. The May, 2006 results were very close to the average of the previous three years' results (within .5 standard deviations on every question). In past years, the only question about experience in the Mathematics Department, which was below 4 (on a 5-point Likert scale), has been "Quality of Advising as a Math Major." With renewed focus on advising over the last few years, the 2006 average was above 4.
- Focus group of 12 current mathematics students. Students listed many aspects of life in the Department that they believe are working very well. Desires included transfer advising, limited availability of some upper-level courses (due to infrequent offerings), career support/counseling, and more advising for general University requirements.
- Newly constructed online alumni survey, administered for first time beginning in December 2006. Results are still arriving, but current results are very positive. For example, the average response to the question "If you could begin again, would you attend SSU?" is 4.31/5 (between "Probably Yes" and "Definitely Yes"). "Would you recommend SSU to a friend?" averages 2.88/3 (almost unanimous at "Yes, without reservation").
- External review by science Dean of CSU sister campus. The external reviewer wrote a very positive report about the Department's work with students. He raised two areas for

the Department to consider as focus areas: Undergraduate research and the balance of research with other faculty responsibilities.

Actions resulting from assessments include:

- Revised statistics major (currently in planning stages)
- Renewed focus on undergraduate research: New handout for all majors of undergraduate research opportunities and potential advisors; advisors encourage research participation
- New math major recruiting efforts, including personalized calls or emails to promising undeclared students in pre-calculus and introductory statistics; new department brochures and web pages
- New advising protocols: All math-major meeting every semester, increased use of email to contact majors
- Continuing efforts to find ways to support faculty scholarly work

Nursing

The Nursing Department program review for AY 2005-2006 included the following example assessments of student learning in the undergraduate and graduate nursing programs and concomitant actions resulting from these assessments:

- All didactic and clinical course evaluations assess learner outcomes defined in the Department of Nursing philosophy and conceptual framework, the California Nurse Practice Act/California State Board of Registered Nursing, and the NLNAC. Evaluations are discussed each semester by each undergraduate level team, adjustments to course content are recommended to the nursing faculty and voted on. Significant changes as the result of these assessments in 2005-2006 included redesign of the undergraduate clinical academic patient assessment tool, clarification to students of difference between academic and clinical patient care plans, and coordination of course requirements between courses in level and between levels.
- In the undergraduate program, the Assessment and Technologies Institute, Inc. (ATI) package for nursing is used as an adjunct to faculty-prepared evaluation in each course throughout the program. An ATI final exam at the end of the BSN program is comprehensive and provides national normative data as a predictor for success on the national RN licensing exam (NCLEX). Faculty continuously monitors NCLEX results and compares the data with course performance and ATI results. Analysis of ATI results and NCLEX pass rates prompted faculty to institute a comprehensive policy requiring a passing score for each undergraduate nursing course- appropriate ATI exam and for the capstone clinical course. The faculty continues to seek a benchmark of 100% pass rate for first-time test takers from the SSU BSN program (the 5 year average pass rate through 2004 was 81%).
- The first 13 graduates of the DEMSN (“Entry Level Masters”) program recorded a 100%

first-time pass rate on the NCLEX-RN licensing exam, however, evaluators and students determined through course and program evaluation tools and focus groups that socialization to the Clinical Nurse Leader role while a student would benefit significantly from lengthening the program and adding additional supervised didactic and clinical coursework. Based on program evaluation feedback from students, faculty and Community Partner Adjunct Faculty, the length of the DEMSN program was changed from four to five semesters in order to strengthen student-learning outcomes.

Spanish

The Spanish program assesses its effectiveness by means of course embedded assessments and an alumni survey. Course embedded assessments occur in all classes in the program, and include: Receptive Skills (listening and reading comprehension), Productive Skills (speaking and writing), an awareness of the nature of language, analysis of the target language, knowledge of culture, cultural competence, attitudes toward culture, understanding of literature in the target language, and analysis of literature in the target language.

Results of recent assessments have revealed that most, but not all, of our students attain the following learning objectives:

- The ability to use Spanish at an advanced level of proficiency according to the ACTFL (American Council of Teachers of Foreign Languages) spoken and written guidelines,
- Adequate knowledge of the nature and functions of language in general and the linguistic components of Spanish in particular.
- The ability to function within the Hispanic/Latino culture, to understand and appreciate all the manifestations of that culture, and to be able to interpret it.
- Adequate knowledge of literary, cultural, and historical traditions in the Spanish-speaking world, including research and investigative skills.

The self-study recommends the formalization and expansion of one of its primary assessment tools—the senior seminar undergraduate research presentation. The document recommends that the presentation be encouraged to evolve into a kind of undergraduate mini-conference that might attract a wider audience than senior-level students and program faculty; investigation into funding and development sources will be a priority in the coming years.

One change that has been enacted as a result of feedback from our assessments is that the Spanish program has made a change in our advising policy for students participating in the CSU IP programs. Hitherto, student advising was done on an *ad hoc* basis with respect to establishing course equivalents between our program and the four IP centers at which our students regularly study; now we have developed a standardized advising document to ensure consistency between advisors and IP centers.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

Programs Reviewed During 2005-2006

Criminal Justice	BA, MA
Political Science	BA
Public Administration	MPA
Special Major	BA, BS

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, has 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 adds mandatory meetings with the provost 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 2005-2006 will be reported January 2008).

Criminal Justice

The Bachelor of Arts in Criminal Justice has clearly articulated learning goals and an assessment matrix identifying how these learning goals are addressed in the curriculum. The department has made several changes in response to the assessment results articulated in the self-review. Examples include consideration of a new lower division course entitled *Methods of Inquiry* to address the need for improvement in student writing; adjustment of the Forensic Science concentration; addition of the Forensic Science Minor; and collaboration with Modern Languages in creating two new Spanish courses for criminal justice majors. The MA program has made several curricular adjustments including the establishment of a Criminal Justice Research Analysis course, establishment of a Constitutional Law Seminar course; admitting students in Spring semester as well as the Fall semester; and establishment of an Informal Thesis Seminar. To demonstrate program quality through external accreditation, the department is considering seeking certification by the Academy of Criminal Justice Sciences.

Political Science

The Bachelor of Arts in Political Science has identified program objectives and developed a matrix that identifies the courses in which learning objectives are addressed. As a result of the self-study process, the faculty will collaborate to institute an upper-division required course in the scope and methods of political science. The requirements for majors will be amended adding one additional course in political theory and one additional course in American politics. A new course planning form, suggesting tracks of courses grouped by sub-field specialization and/or interest area was created. The undergraduate Public Administration concentration will be

eliminated and will be replaced by a track of recommended courses. To compliment exit surveys of graduating seniors, the faculty will institute a year-end meeting for the purpose of assessing student progress toward learning objectives.

Public Administration

The Master of Public Administration program has several assessment activities that measure an appropriate range of core competencies. As a result of its self-review and accreditation site visit, the department has instituted a variety of evaluation initiatives to gain an understanding of its efforts and their contribution to the local area. The faculty have begun a regular in-depth evaluation of each course in the program on a rotating basis and, as a result, implemented a change in its comprehensive exam process. The department is in the process of evaluating alternative culminating experiences and establishing an advisory board and alumni group.

Special Major

The Special Major program provides an alternative to the traditional program of study, advanced only for those students whose intellectual and career goals are served by a non-traditional interdisciplinary study and who have the scholastic ability to work in a highly individualized program environment. Because each special major program is a unique course of study, it is difficult to generalize the assessment results. However, as part of the exit interview with each student, faculty survey, and a review of sample student work in these interdisciplinary studies programs, the university has strengthened structural and processing components to enhance the quality of the special majors. For example, program and student-learning goals are now incorporated into the program proposal and student outcomes linked to each specific course; the proposal must contain a conceptual framework from which each course derives, thus decreasing the number of students who tended to collect courses of interest rather than those that provide a coherent program of study to meet their program and career goals; and the advising process requires mandatory check points to ensure progress to degree and student retention. The faculty are considering use of student e-portfolios as a method to assess directly the quality of student work from program initiation to completion.

ATTACHMENT C

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	32	0	0
Channel Islands	15	0	1
Chico	55	0	13
Dominguez Hills	31	0	25
East Bay	43	2	2
Fresno	41	10	7
Fullerton	45	3	7
Humboldt	43	5	1
Long Beach	76	13	18
Los Angeles	37	13	11
Maritime Academy	1	2	3
Monterey Bay	13	2	0
Northridge	51	7	2
Pomona	84	21	0
Sacramento	45	6	6
San Bernardino	36	0	10
San Diego	69	15	13
San Francisco	104	2	6
San José	63	12	21
San Luis Obispo	38	15	11
San Marcos	21	1	2
Sonoma	34	3	6
Stanislaus	35	0	11
TOTAL 1320	1012 (77%)	132 (10%)	176 (13%)
80% at 120 units and/or reduced requirements			

ATTACHMENT D

Report on WASC Accreditation Activities Conducted in 2005-06

California State University, Bakersfield

There were no WASC visits this year.

California State University, Channel Islands

CSU Channel Islands has been granted the status of “Candidate for Accreditation” by the Commission for Senior Colleges and Universities, and has moved forward with its initial accreditation review. To that end, the campus has submitted its Educational Effectiveness Report and will host a WASC site visit team in March 2007. During the 2005-2006 academic year, CSUCI began its Initial Accreditation Review. The first stage of the Initial Accreditation Review is the Capacity and Preparatory Review. CSUCI successfully completed this stage of the initial accreditation review by completing a self-study entitled CSUCI Capacity and Preparatory Report—2005 and hosting a WASC site visit on March 6-8, 2006. At the WASC Commission Meeting in June 2006, the Commission: (a) received the report of the site visit team, (b) continued the candidacy of CSUCI, and (c) scheduled the Educational Effectiveness Review site visit for March 14-16, 2007.

In its letter to President Richard Rush dated July 7, 2006, the Commission offered the following praise:

The team found much to commend at CSUCI. The excitement of creating a new institution “out of whole cloth,” with freedom to innovate, still pervades the campus and provides an energizing counterbalance to the exhausting work of having to build virtually every structure and process for the first time. The significant level of faculty involvement in these efforts, and the respect with which the institution regards its senior leadership, were noted often by the team and warrant Commission commendation as well. The team praised CSUCI, “as a distinctive place of exceptional quality within its defined mission impressed and concerned the Team. The passion, commitment, and tireless energy of the members of this special academic community are apparent—even tangible—in every aspect of our observations. If the Team were grading for effort, this group of people would get an A+... Given what is happening at CSUCI—and needs to happen—we were, and remain, in awe (Team Report, p. 44).”¹

¹ Commission Action Letter (July 7, 2006), p. 1-2.

Based on the CSUCI Capacity and Preparatory Report—2005 and the analysis of the site visit team, the Commission commended CSUCI in the following areas:

- Managing Rapid Growth
- Living the Mission
- Student-centeredness
- Academic/Student Services Collaboration
- Faculty Commitment
- Support for Faculty
- Academic Innovation
- Assessment of Learning
- The University Library
- The Strategic Planning Process
- The University Advancement Office
- The Physical Plant
- The Creation of the Martin V. School of Business and Economics
- The Multicultural and Foreign Language Graduation Requirements
- Respected Executive Leadership²

The Commission also identified the following areas for continuing attention as the campus prepares for its Educational Effectiveness Review:

- Consistent Student Achievement
- Program Review
- Interdisciplinarity
- Strategic Resource Funding³

President Rush distributed the Commission Action Letter (July 7, 2006) to the campus community and asked the campus to reflect and act on the areas of attention raised by

² Additional information of these achievements may be found in the Commission Action Letter (July 7, 2006), p. 2-4.

³ Additional information of these areas for attention may be found in the Commission Action Letter (July 7, 2006), p. 4-5.

Commission. The campus will report on these activities in the *CSUCI Educational Effectiveness Report—2006* that will be submitted to WASC in December 2006.

A copy of the *CSUCI Capacity and Preparatory Report—2005*, and the *Commission Action Letter* (July 7, 2006) are included as appendices to this report and are also available at the accreditation website: <http://www.csuci.edu/accreditation/>.

California State University, Chico

There were no WASC visits this year. The Capacity and Preparatory Review Team Visit is scheduled for March 7-9, 2007.

California State University, Dominguez Hills

California State University, Dominguez Hills did not complete the WASC reaffirmation process, but only had the Capacity and Preparatory Review visit in October 2006. The Educational Effectiveness visit is scheduled for February 2008.

California State University, East Bay

There were no WASC visits this year.

California State University, Fresno

There were no WASC visits this year.

California State University, Fullerton

California State University, Fullerton did not have any WASC comprehensive or educational effectiveness visits this past year. The campus is just now launching the proposal-development stages of our re-accreditation process, with the Institutional Proposal due in October 2007.

Humboldt State University

There were no WASC visits this year.

California State University, Long Beach

There were no WASC visits this year.

California State University, Los Angeles

There were no WASC visits this year.

California Maritime Academy

The California Maritime Academy submitted in October 2006 its Initial Proposal for a Capacity Review in spring 2009 and an Educational Effectiveness Review in fall 2010. The WASC Proposal Review Committee has asked that some revisions be made, and the proposal will be resubmitted in March 2007.

California State University, Monterey Bay

There were no WASC visits this year.

California State University, Northridge

There were no WASC visits this year.

California State Polytechnic University, Pomona

There were no WASC visits this year.

California State University, Sacramento

California State University, Sacramento is in the Capacity and Preparatory Review phase of the WASC re-accreditation process. As an element of the review, the campus will introduce an experimental design of a new program-review process and a new self-study guideline, to allow more focus on learning-outcomes assessment and on responses to important strategic campus and system initiatives. On December 18, 2006, the campus submitted to WASC the Capacity and Preparatory Review Report. The Capacity and Preparatory Review visit is scheduled for March 12-14, 2007.

The report is posted online: www.oir.csus.edu/wasc/Documents/Review.pdf

The data portfolio is available at: www.oir.csus.edu/wasc/Documents/Data.pdf

California State University, San Bernardino

There were no WASC visits this year.

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 re-accreditation 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 Francisco State University

There were no WASC visits this year.

San José State University

Following the Preparatory and Capacity review in fall 2004, the WASC Commission determined that SJSU should prepare a Special Visit Report to address capacity issues in four areas: (1) assessment, (2) institutional research, (3) strategic planning, and (4) enrollment management.

The campus hosted the Special Visit Team from WASC March 1 to 3, 2006, and received the WASC Commission Action letter on August 7, 2006. The letter was very positive with respect to the issues addressed in the Special Visit Report and the Team Report, saying, “The Commission was impressed with the progress that SJSU has made in response to the Commission action following the Capacity and Preparatory Review (CPR). The team that visited this spring [i.e., spring 2006] found significant progress on the issues that drew the Commission’s attention after the Capacity and Preparatory visit in fall 2004. In their report, they express the belief that a firm foundation for the Educational Effectiveness Review has now been laid.” The primary recommendation was that the campus should sustain its efforts with respect to the identified issues. However, the Commission letter also identified Substantive Change as an area in which SJSU has a record of problems. The University has been implementing changes in both policy and practice since receipt of the letter, and has been working with WASC to remedy the problems. It is expected that Substantive Change will be examined in the upcoming Educational Effectiveness visit on March 7 to 9, 2007.

California Polytechnic State University, San Luis Obispo

There were no WASC visits this year.

California State University, San Marcos

There were no WASC visits this year.

Sonoma State University

There were no WASC visits this year.

California State University, Stanislaus

There were no WASC visits this year.

COMMITTEE ON EDUCATIONAL POLICY

Remedial Education Policy Implementation: Eleventh Annual Report

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Summary

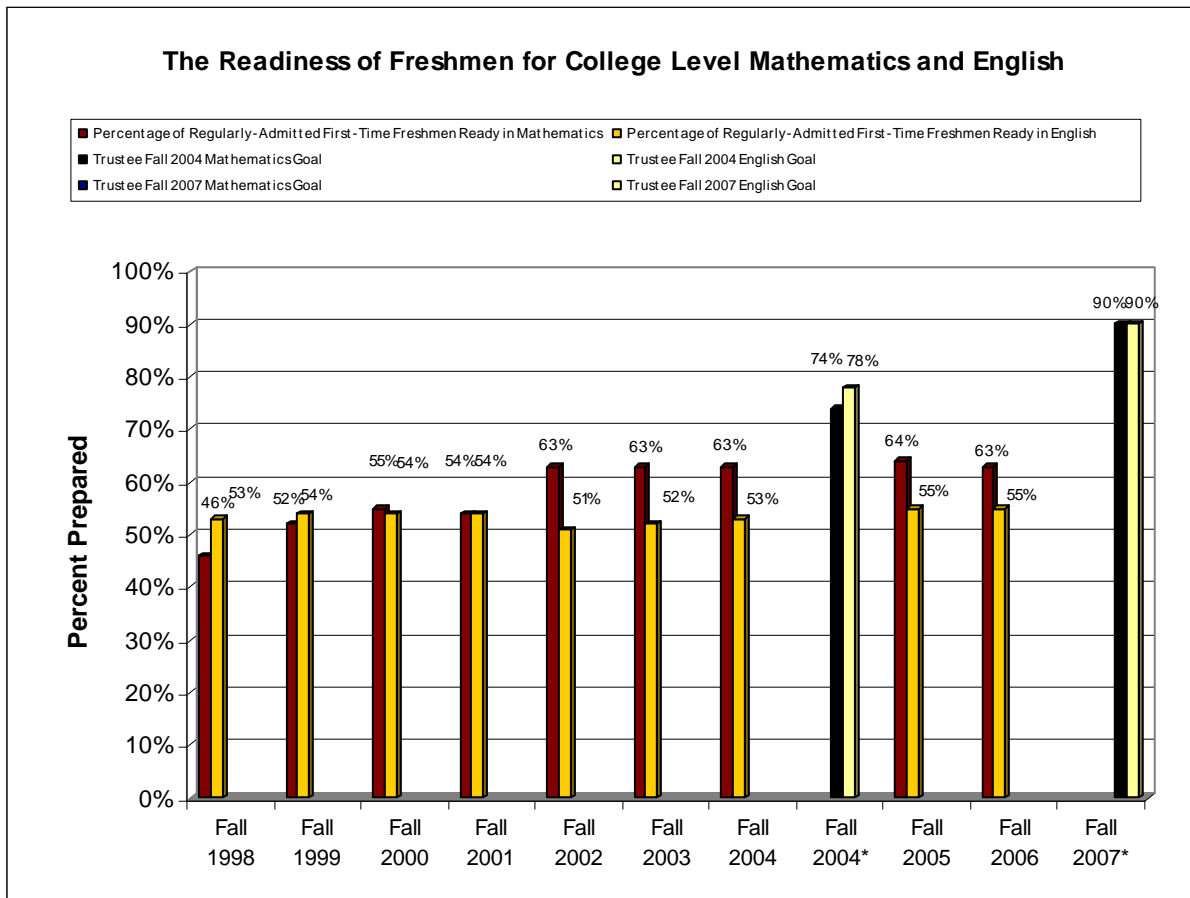
In January 1996, the CSU Board of Trustees adopted a policy to reduce the need for remediation in English and mathematics at the college level. Specifically, the Board established a goal that by fall 2007, 90 percent of CSU first-time freshmen would be ready at time of matriculation to enroll in college-level English and mathematics courses. The baseline year for assessing progress was fall 1998; intermediate benchmarks for readiness in English and mathematics were set for fall 2001 and fall 2004.

Information about the extent to which freshmen entering the CSU in fall 2006 were ready at entry for college-level work, as well as information about system-wide efforts and partnerships to address college readiness will be presented at the board meeting.

For students in need of remediation at time of matriculation, it is the CSU's policy that they be fully prepared to take college-level English and mathematics by the start of their second year, so they can progress successfully to the baccalaureate. Information about the effectiveness of efforts to remediate students during their first year enrollment will also be presented at the board meeting.

Trends in Readiness for College Level Mathematics and English

Figure 1



In March 2006, we reported a leveling-off of freshman readiness for college-level mathematics and a slight but steady, increase in readiness for college-level English for the period 2002-2005. We also provided a reminder that an apparent increase in mathematics readiness of students in fall 2002 from fall 2001 actually reflected the adjustment that CSU faculty made to the Entry Level Mathematics placement test in light of their finding that the test had required more advanced mathematics than was necessary for placement in the basic college mathematics course.

Data from fall 2006 indicate that freshman readiness for both college-level mathematics and college-level English remained essentially flat, when compared to fall 2005. In fall 2006, 63 percent of entering freshmen were proficient in mathematics, reflecting a decline of 1 percent from the previous year and returning to the same level of the years 2002-2004. Freshman readiness for college-level English likewise appears to have reached a plateau: the fall 2006

figure of 55 percent of freshmen demonstrating readiness was exactly the same as in fall 2005, breaking the recent trend of slight but steady improvement.

From these data, it is clear that the CSU and California public schools have not yet come close even to the Trustees' intermediate (fall 2004) goals of 74 percent freshman readiness in mathematics and 78 percent readiness in English. There is no realistic likelihood of achieving the Trustees' 90 percent readiness goals in both subjects by fall 2008.

The CSU also collects information about the extent to which freshmen enroll at the CSU prepared in *both* English and mathematics. The news here is better. In fall 1998, for every 100 freshmen CSU enrolled, about 32 were fully prepared; in fall 2006, for every 100, 44 were fully prepared. This positive change has occurred while the numbers of regularly-admitted first-time freshmen have increased by 150 percent-- from 28,327 to 43,005. Again, however, the proportion of fully proficient students has remained virtually stable over the past three years: 43 percent in fall 2004, 45 percent in fall 2005, and 44 percent in fall 2006.

While there have been notable improvements in the proportion of math-and-English-ready freshmen in the years since the Trustees set the "90 percent goal," the fact remains that freshman growth and continuing remedial needs of the majority of entering freshmen present major challenges to CSU campuses. From fall 1998 to fall 2006, the numbers of freshmen needing some remedial assistance have risen from 19,237 to 23,849, about a 120% increase.

Thus, despite the CSU's having implemented a partnership with California public education that is the envy of every other state in America, efforts to improve the readiness of California young people for college and the workforce just have not been adequate. Such promising innovations as the Early Assessment Program (EAP), 12th grade Expository Reading and Writing Courses, on-line tutorials in mathematics and English, and ambitious professional development programs for K-12 teachers may yet bring about dramatic progress in these proficiency figures. But, as of March 2007, the problem is not yet solved.

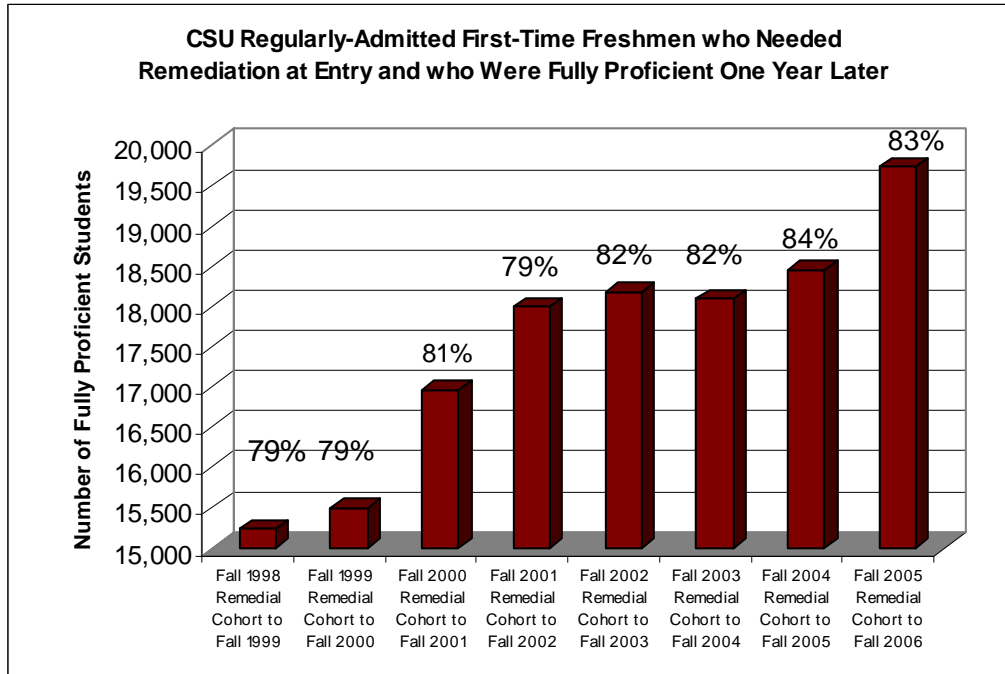
Proficiency One Year Later

Once the CSU admits and enrolls a student in need of remediation, it is the CSU policy goal that the student be ready for college English and mathematics by the start of the second year.

In the baseline year, fall 1998, there were 19,237 regularly-admitted first-time freshmen (68 percent of all freshmen) who needed remediation at entry in English, in mathematics, or in both English and mathematics. Through coursework and other activities by fall 1999, 15,240, or 79 percent, were fully prepared *both* for college level English and mathematics, as shown in Figure 2.

By fall 2005, 23,849 regularly-admitted first-time freshmen needed remediation at entry – about 55 percent of the whole freshman class. It is worth noting that the fall 2005 freshman class was the largest in CSU history to that point and the class with the lowest percentage of students in need of remediation. Therefore, as indicated in Figure 2, the remedial class of fall 2005 reached all-time highs in the number (19,734) of fully prepared for *both* college English and mathematics by the second year of enrollment. While the *number* of proficient first-time freshmen has increased dramatically, however, the *proportion* of the freshman class that is proficient at the end of the freshman year has remained for the past four years between 82% and 84%.

Figure 2



Again, there is encouraging news here. Through the focused efforts of CSU faculty and staff with underprepared first-time freshmen, the CSU has become very successful in remediating students within a year. Moreover, the lessons learned by CSU faculty and staff in this process are being shared with the public schools in our joint efforts to improve the readiness of high school graduates for college-level English and mathematics.

Retention and Graduation Rates for Freshmen Proficient at Entry, Freshmen Proficient After One Year, and Freshmen Still Needing Remediation After One Year

While the CSU will not be doing a comprehensive study of retention and graduation of its freshmen until next year when the fall 2001 cohort will have reached the six-year review point – the federal marker for review-- we have preliminary information that is worth sharing.

1. Of the fall 2001 first-time freshmen who were *proficient at entry*, 69 percent either received the baccalaureate or still were enrolled in the CSU in fall 2006. The proficient-at-entry graduation rate within five years was 49 percent.
2. Of the fall 2001 first-time freshmen who *needed remediation at entry* and were up to speed within one year, about the same percentage – 68 percent – either received the baccalaureate or still were enrolled in the CSU in fall 2006. The difference is in the five-year graduation rate at the five-year mark. For these students, the graduation rate was 39 percent—or 10 percentage points lower than that for those proficient at entry.
3. Of the fall 2001 first-time freshmen who needed remediation at entry and were *not remediated after one year*, 27 percent either received the baccalaureate or were enrolled in the CSU in fall 2006. The five-year graduation rate was 10 percent.

The comparable persistence of students proficient at entry and those proficient one year later suggests the effectiveness of CSU remedial activities in laying a foundation for student success. It also raises questions, however, about the potential of an intensive summer program that might accomplish the same purposes as the first-year remedial coursework.

Disenrollment

That only a quarter of regularly-admitted first-time freshmen who did not get remediated within one year were found to have persisted with the CSU at the five-year point may well reflect unintended negative consequences from another CSU policy. The CSU has asked most students who do not achieve proficiency within one year to go to a community college to complete their remediation, with the promise of automatic reentry to the CSU campus when proficiency is established. A problem in this policy, however, is that such students do not return to the CSU at a high rate.

Of the fall 2000 cohort, almost eight out of ten (1,755 of 2,277) students who were disenrolled because they had not achieved proficiency within one year enrolled at a CCC campus, as indicated in Table 1. However, since then as also shown in table 1, there has been a steady decrease in CCC enrollment by such CSU students: fall 2001, 63%; fall 2002, 61%; fall 2003, 50%; and fall 2004, 34%. At the same time, as Table 2 shows, the rate of return of disenrolled

students to the CSU has remained problematically low—only 10 percent for the most recent class of disenrolled students in 2003. Table 3 shows that even after four years, the return rate is very low. These trends are alarming and discouraging.

Table 1: How Many Disenrolled Students Enrolled at the Community College?

Cohort	Number	Percent of Disenrolled
2000	1,755	77%
2001	1,885	63%
2002	1,565	61%
2003	1,274	50%
2004	749	34%

Table 2: How Many Disenrolled Students Returned to the CSU One Year After Disenrollment?

Cohort	Number Returned	Percent of Disenrolled
2000	295	13%
2001	329	11%
2002	218	9%
2003	242	10%

**Table 3: How Many Returned After Disenrollment?
 Fall 2000 Disenrolled Freshmen Across Four Years**

Cohort	Cumulative Number Returned	Cumulative Percent of Disenrolled
One year later	295	13%
Two years later	422	19%
Three years later	530	23%
Four years later	607	27%

The information in Tables 1-3 tells us that the CSU policy for those not remediated within the first year is not resulting in community college enrollment, nor do those who are disenrolled tend to return to the CSU, as anticipated by the policy.

Given these data, it is worth questioning the effectiveness of this policy that redirects students away from the CSU to achieve proficiency. The enrollment and return rates for such students suggest, at least, educational elongation, probably educational disruption, and possibly even the unintended consequence of discouraging continuing education.

Efforts to Improve the Readiness of Public High School Graduates for College-Level English and Mathematics

The CSU’s efforts in the late 1990s to increase the readiness of high school graduates for college-level English and mathematics rested on the provision of direct services to high school students through tutorials and programs offered by CSU students, staff members, and faculty members. By 2000, it was clear that the modest level of services that the CSU could provide would do little to prepare the over twenty thousand high school graduates who annually entered the CSU needing remediation.

The Early Assessment of Readiness for College English and Mathematics (EAP). The State Board of Education, the California Department of Education, and the California State University began meeting in 2000 to seek ways to provide high school students with earlier indications of their readiness for college-level mathematics and English. Initially, the CSU asked if it could

offer its placement tests to high school students with an interest in getting an early reading about their readiness for college. The school testing program, however, already takes precious time away from instruction; for high school juniors, college admission, achievement, and advanced placement tests further cut into instructional time. This idea, therefore, was rejected. Yet the idea of providing an “early signal” to students of their readiness remained attractive to all parties.

Recognizing the need to coordinate and streamline school testing, the CSU, the State Board of Education (SBE), and the California Department of Education (CDE) then began to work together on a bold initiative with two major parts: alignment of public education English and mathematics standards with those required in higher education and use of high school assessments for higher educational purposes. Under the guidance of Senate Bill 233, beginning in 2001, CSU faculty reviewed California public education standards and found them to be consistent with basic entry-level standards in college English and mathematics. Because California public education and the CSU tests are standards-based, the California Standards Tests (CSTs) in Grade 11 English Language Arts, in Algebra II, and in Summative High School Mathematics easily formed the foundation for the CSU’s Early Assessment of Readiness for College English and Mathematics – assessments that are consistent with the CSU’s regular English Placement Test (EPT) and Entry Level Mathematics (ELM) test.

A small pilot administration in spring 2003 indicated that the California Standards Tests in Grade 11 English Language Arts, Algebra II and Summative High School Mathematics—augmented with 15 multiple-choice items each and an essay—could be useful for providing end-of-year juniors with early signals on their readiness for college in English and mathematics.

The Early Assessment of Readiness for College English and Mathematics, known as the Early Assessment Program (EAP), represents the first time that a higher education system and a public education system have confirmed the alignment of standards and actually partnered in testing students by expanding the use of existing public K-12 tests to test proficiency for higher education. The CSU and California public education are the envy of counterparts throughout the nation. Most have talked about alignment and working together, but none as yet have moved forward.

The EAP English and EAP Math tests were offered to all public high school eleventh graders in spring 2004 with such an unexpectedly high response that results from the EAP tests were late in getting out to students and their parents. Essay readings, ratings, and processing delayed reporting, and a new approach was designed and implemented for the spring 2005 administration.

The response to the second full administration of the EAP English and Math in spring 2005 was even more overwhelming: 69 percent of all 11th grade students eligible to take the CST in Algebra II/Summative High School Mathematics completed the state-mandated CST plus the

optional EAP questions and a total of 46 percent of all 11th grade students eligible to take the CST in English/Language Arts completed the state-mandated CST plus the optional EAP questions in addition the EAP written essay. The changes in the handling of essays made it possible for the results from the EAP tests to be delivered to the school districts before school reopened in the fall. In spring 2006, participation by 11th graders in both EAP tests again increased: to 72 percent of those eligible to take the Algebra II/Summative High School Mathematics EAP test and just over 50 percent of those eligible to take the English/Language Arts EAP.

We continue to make improvements in the reporting of EAP scores. Plans now are underway to incorporate EAP spring 2006 test results as part of the CDE test results website to make it easier for districts, high schools, teachers, and the public to review and use summary information. For the spring 2007 11th grade test administration, the CSU and California public education have agreed to retool the processing of 11th grade tests, so the results from the CSTs and the results from the EAP can be communicated together on the same report to students and their parents. This change should help to reduce the possibility of EAP results being communicated too late to schools and students for them to take advantage of the “early signal” that the EAP test gives them.

To further facilitate the expeditious distribution of EAP test results, we developed a web-based application that allows students to determine their EAP status online. High school seniors who take either a math or English EAP test can now log in to the CSU Success websites and/or CSU Mentor to view an online version of their EAP test results. The results are accompanied by a personalized authoritative advising tool which provides step-by-step guidance for preparing for the CSU.

The EAP report enables the student, family, and high school to identify the student’s need for additional preparation in English and mathematics while still enrolled in high school. Working with high school counselors and teachers, students have the opportunity to enroll in mathematics classes in 12th grade or web-based mathematics, interactive tutorials and to enroll in English classes that include additional instruction in expository reading and writing. Timely reporting of EAP scores is thus critically important.

Using EAP Results to Improve Instruction- Just for the Kids- California. Use of assessment information to improve instruction throughout California schools requires systemic effort. To this end, Just for the Kids (JFTK) has organized a special California component including a user-friendly website that:

- Provides clear and accurate data charts based on publicly available information from the California Standards Test for Language Arts and Mathematics;

- Helps schools benchmark their performance against the top ten performing schools in the state, region and county that have comparable student populations; and
- Connects schools to higher performing schools to learn what works as well as a Best Practice Framework and self-audit tool to help set measurable, attainable goals for improvement.

Now that EAP results are included in the JFTK-California databases, schools should be able easily to view the achievement path in English and in mathematics for the Graduating Class of 2006 from 9th-grade CST results through to the 11th-grade CSTs and EAPs. Based on these trendlines, high schools should be able to predict how current 9th-graders at certain levels are likely to perform by the 11th grade if nothing changes and to set realistic goals for improvement in earlier grades that should pay off later for students. The CSU and JFTK-California are committed to working together to identify additional best practice twelfth-grade interventions.

The CSU and Public Education Working Together to Provide Professional Development for Stronger Instruction in English and in Mathematics. CSU faculty who provide instruction to students who need remediation noted in the late 1990s that difficulties in critical reading appeared central to eligible students' lack of readiness for college English. Based on these insights, the CSU launched a planning initiative to develop professional development workshops to strengthen the pedagogy of high school teachers in the area of reading, especially higher-order reading comprehension. The **Reading Institutes for Academic Preparation (RIAP)** that have been offered by the CSU for the last six years provide professional development in reading instruction for high school teachers and university faculty in an effort to improve the preparation of high school students before entering college. Participants also develop skills needed to provide leadership for EAP in their schools. Each year campuses compete for funding to conduct institutes; currently twenty campuses are funded. Over the course of the program, more than 2,500 high school teachers from all subject areas have participated in RIAP.

Responding to requests from the California Department of Education and high schools, the California State University, working with college and high school English faculty and reading experts, developed a curriculum for a 12th-grade Expository Reading and Writing Course that may be used by the high school as a full, one-year course in 11th or 12th grade or from which modules may be integrated into existing English classes. The **Expository Reading and Writing Course (ERWC)** is aligned with the English-Language Arts Content Standards and consists of lessons based on non-fiction and fiction texts. The California State University and the County Offices of Education partner to provide professional development sessions for high school English teachers interested in learning about the ERWC. These sessions have been extremely popular with more than 2,000 high school teachers participating to date. Beginning in spring

2007, English teachers participating in RIAP also receive full professional development in ERWC. These teachers have access to an “Online Community” which extends their professional learning related to the ERWC.

Two other recent notable developments deserve mention. Last spring the ERWC gained statewide approval as a college preparatory English course, satisfying the “b” subject area requirement. High schools may now adopt the course in 11th or 12th grade as a full-year course or as a one-semester course in each of those two grades. Also, in fall 2006, the CSU was awarded a three-year, \$599,000 grant through the U.S. Department of Education’s *Fund for the Improvement of Postsecondary Education (FIPSE)* program to support implementation of the ERWC. This funding provides the CSU with the opportunity to do sustained professional development with high schools that adopt the course. In addition, the grant supports the integration of the ERWC content into the preparation of pre-service English teachers.

In 2004-2005 a committee of mathematics and mathematics education faculty, county office of education specialists, and teachers developed a two-day professional development series for high school mathematics teachers designed to increase college readiness in mathematics for California’s high school students. The professional development program targets teachers who teach advanced levels of high school mathematics—that is, Algebra II and above. In the first year of implementation (2005-2006), nearly 800 mathematics teachers participated in the program. Their feedback on the success of the sessions has been very positive. Smaller numbers of teachers have participated during this school year; these trends will be analyzed at the conclusion of the year.

In conjunction with such professional development efforts, the CSU has undertaken an effort to inform CSU teacher education faculty of the resources available through the Early Assessment Program in both English and mathematics. Workshops have been offered to faculty last year and this year, focusing on ways the materials in both subjects can be infused within pre-service education.

CSU Math Success Website. In fall, 2005, the CSU Math Success Website (www.csumathsuccess.org) was developed to support the EAP in providing high school students, parents, teachers, and counselors with the following services:

- **Authoritative advice on the CSU Entry Level Mathematics (ELM) requirement**
The website provides easy-to-read information about the CSU Entry Level Mathematics (ELM) exam, with a Spanish version for parents. Students are provided explanations and advice on how to prepare to succeed as incoming freshmen. The website includes videos of CSU students currently enrolled in CSU remedial math courses who implore their high school colleagues to avoid their mistake by preparing for the ELM exam.
- **A Personalized “Roadmap” Tool**

The web-based Roadmap tool shows students the sequence and timing of actions they need to take to come to the CSU ready in math. Taking the right steps to prepare for math at the CSU can be confusing, given all of the demands on high school seniors. The CSU Math Success Roadmap provides an easy-to-use, personalized checklist which is derived from student information including EAP status and highest level of high school math completed. As the student's senior year progresses, this roadmap changes, giving the student sound advice on actions needed at that time to achieve math readiness for the CSU.

- **Online Math Tests and Tutorials Aligned With the ELM Exam**

The Math Success Website provides to students, at no cost, sets of ELM practice problems to help them learn what to expect on the exam. There is a set of 10 practice problems that gives students quick feedback about the types of problems on the ELM, a set of 50 ELM problems and finally a set of 114 ELM problems that mimics the actual ELM exam. Additionally, students may sign up for a web-based intelligent math tutorial that has been specifically designed for the ELM. This online, self-paced ELM assessment thus provides students with personalized math instruction. It informs students about which math topics they need to practice and it guides them through the process of learning the material. The tutorial costs \$35 to use, and students with financial need are given free access.

CSU English Success Website. The CSU English Success Website (www.csuenglishsuccess.org) informs students and teachers about the CSU English Placement Test (EPT) requirement and provides authoritative advice to students to help them meet this requirement. The website offers several free web-based resources to help students improve their critical reading and writing skills in preparing for the EPT. An online multiple-choice module provides two practice EPT exams compiled from retired EPT questions. Students who complete these online tests receive a personalized score report with detailed feedback about their responses.

To help students prepare for the essay portion of the EPT, an online writing tool called Calibrated Peer Review (CPR) uses retired EPT essay prompts, rubrics, and peer review to help students improve their expository writing skills. High school teachers can sign up for this free service through the English Success Website and lead their students through three practice EPT essay tests that leverage the same scoring system used on the EPT.

CSU Math and English Success Website Usage. The CSU has implemented an extensive communication program to inform the high school community of these online services and has launched a grant program for the intelligent online ELM tutorial. School districts receive free

tutorial licenses in exchange for providing data on the effectiveness of this tool in preparing students for math at the CSU.

In the one year since the creation of these websites, usage has been steadily growing.

2006 Cumulative Usage of the CSU Math and English Success Website:

	Math	English
Website Visits	72,151	31,086
Roadmaps Created	3,908	1,948
Tests & Tutorials Taken	12,622	13,371

Additional EAP “Outreach” Efforts. In addition to these web resources, CSU campus EAP Coordinators are working closely with high schools in their regional areas to learn more about the EAP program and how it can help students prepare academically for college. For example, campuses host breakfast, lunch and receptions for principals, superintendents, English and mathematics teachers, and counselors that are attended by campus presidents, provosts, vice presidents for student affairs, and representatives of the Chancellor’s Office to discuss the EAP program. High School principals participate in panel discussions with their peers to discuss the culture of change that has begun to take place as a result of the EAP program. Discussions have centered on successful student performance strategies derived from data of EAP results for their individual schools. Principals are reporting a higher degree of collaboration amongst teachers in the areas of curriculum, text usage and models of teaching.

Campuses have implemented EAP Advisory Councils that include representatives from K-12, County Office of Education, CSU math and English faculty, EAP directors, and campus administrators. These councils discuss issues about student proficiency in a more local context in an effort to identify effective strategies that may be useful in helping more students to acquire English and mathematics skills in K-12 in collaboration with their local CSU campuses.

* * * * *

The CSU believes that the activities described above will contribute to increased awareness about the level of English and mathematics skills all students need to master as they prepare to enter the workforce directly out of high school or enroll in college. These activities are expected to increase the level of English and mathematics proficiency of students who enter the CSU, thus reducing the percentage of students who require remediation upon admission to the CSU.

COMMITTEE ON EDUCATIONAL POLICY

Teacher Preparation Program Evaluation

Presentation By

Bill Wilson
Assistant Vice Chancellor
Academic Affairs

David Wright
Director
CSU Center for Teacher Quality (CTQ)

Introduction

Recently the CSU Center for Teacher Quality (CTQ) began to investigate the impact of CSU teacher preparation on learning gains by the K-12 students of CSU-prepared teachers. This report updates the Trustees on this recent initiative. The report also summarizes other elements of CSU's ongoing evaluation of teacher preparation, and provides recent findings that supplement CTQ's work on K-12 student achievement.

CTQ Questions Related to Student Achievement

CTQ works closely with California school districts to assemble evidence addressing three evaluation questions, as follows.

- (1) *What is the relative importance of university-based teacher preparation in accounting for the academic progress of K-12 students in California, compared with the relative strength of other factors that are known to influence student learning such as student factors, school factors and community factors?*
- (2) *In relation to teachers prepared outside the CSU, how well do CSU-prepared teachers foster learning gains by their K-12 students, particularly in core subjects, and with a special focus on student groups that have historically been underserved by our system of elementary, secondary and post-secondary education?*
- (3) *Does evidence of K-12 student achievement help to identify specific programs of professional teacher preparation that are particularly effective and, if it does, can the effective features and characteristics of these programs be identified? For university students who want to teach, would it be feasible for CSU to extend and enlarge the most effective programs?*

While CTQ views these questions as closely related to each other, and to other issues confronting public education in California, the Center's professional evaluator and statistician are assembling distinct bodies of evidence for the purpose of resolving the three questions thoroughly and comprehensively for Trustees and Chancellor Reed.

How CSU Links Teacher Preparation to Student Achievement

Measures of Student Achievement. Conceivably, multiple measures of K-12 student learning could be tapped in an evaluation of teacher preparation. To rely on a comprehensive array of measures would yield important benefits. The following benefits are especially critical and can be realized by using, among other instruments, the standardized achievement examinations that California administers statewide in grades 3-11 each year.

- (a) Relying on a common set of statewide learning measures will enable CTQ to combine evidence from diverse communities and regions of the state.
- (b) Most of the state's measures of learning are closely aligned with the standards-based curriculum that the State Board of Education has adopted for grades K-12.
- (c) Use of the state's standardized exams will also enable CTQ to take account of each student's prior level of learning.
- (d) Pupil scores on the state's standardized tests have relatively strong levels of reliability, compensating for the inaccuracies that characterize all educational measures.

CTQ will pursue opportunities to use *alternative measures of student learning*, but the alternative measures should *complement* and *supplement* evidence provided by standardized exams, which should be viewed as *core measures of student learning* in the CSU evaluation of teacher preparation.

Measuring Instructional Effects on Students. CTQ can utilize alternative approaches to assessing the impact of instruction on K-12 students. One approach is to assess the *gain* that each student realizes by comparing evidence assembled before and after her or his instruction in a subject that is tested on multiple occasions. Another approach focuses on student knowledge levels at the conclusion of an instructional year while taking into account the same students' levels of prior learning. In a third approach, CTQ can examine student knowledge levels at the conclusion of instruction without considering the students' pre-instructional knowledge levels. When CTQ brings learning evidence to the Board, the Center will specify exactly how student learning was measured.

Learning by Individual Students and by Groups of Students. CTQ is using a *student-by-student method* to measure instructional impact, rather than relying on evidence of *average learning levels by large groups of K-12 students*. By analyzing the available evidence on a student-by-

student basis, CTQ can differentiate the effects of CSU teacher preparation from those of other colleges and universities, whose graduates teach in the same districts, schools, grades and subjects as CSU-prepared teachers. If CTQ relied on summaries of learning by all students in a district, school, grade or subject, the effects of different institutions would be co-mingled with each other. To assess *CSU impact on student learning*, it is necessary to proceed on a student-by-student basis.

Expert Advice, National Consultation and External Support. For expert advice on how to address the three CSU evaluation questions on page 1, CTQ consults on an ongoing basis with five advanced scholars and statisticians from throughout the nation, whose own work addresses the same questions. Recently CTQ also discussed its measurement plans with a committee of the National Research Council, which generally encouraged CTQ to move forward as planned. CTQ also submitted its plans to the Carnegie Corporation of New York, which endorsed our approach and awarded a three-year grant to support CTQ's work examining the impact of teacher preparation on K-12 student learning. In the course of assembling evidence of this impact, CTQ will remain in close touch with these external advisors and with faculty, administrators and leaders on CSU campuses.

Potential Sources of Learning Evidence. To identify and assess potential sources of learning evidence in California, CTQ has met with organizations linked to K-12 education in the state. In these consultations, CTQ gave particular attention to the organization called *Just for the Kids California*, which offers online public access to learning data from districts and schools throughout the state. School districts are the only organizations that currently maintain comprehensive evidence that would enable CTQ to resolve the three evaluation questions under investigation. In the future, CTQ looks forward to using a state database (which is currently being designed) for the evidence that CSU needs beginning in 2007.

Status Update on Teacher Preparation and Student Achievement

Requests to Collaborate with Seven Large, Urban School Districts in California. In seven of California's largest urban school districts, CTQ has met with superintendents and directors of research, and has submitted requests for evidence that CTQ could use in a statistical analysis of teacher preparation's impact on student learning. Located in distinct regions of the state, in the vicinity of twelve CSU campuses, these seven school districts educate more than one million students, employ more than 40,000 teachers, and annually hire approximately 3,350 CSU graduates as new teachers. Working closely with these and other districts in California's urban centers, CTQ expects to assemble large amounts of evidence pertaining to the three evaluation questions.

Assurances of Districts' Willingness to Collaborate with CSU. The seven school districts have assured CTQ of their willingness to cooperate with CSU in assessing the effects of teacher preparation on K-12 student learning. In response to a CSU request for evidence, the seven districts indicated their willingness to provide most or all of the requested evidence. The districts' research offices are currently assembling evidence, and are asking clarifying questions about the CSU request. Given that the districts have other research-related priorities, and that the CSU request is large in magnitude, CTQ expects to receive the requested evidence by the end of June 2007.

Preliminary Files of Evidence from Two School Districts. Early on, two of the seven cooperating districts provided small sets of evidence that CTQ has relied on for preliminary analyses of the CSU evaluation questions. The two sets of evidence include limited numbers of teachers and students, and they encompass few of the factors that commonly influence learning on the part of K-12 pupils. CTQ analyzed the two sets of district evidence in order to pilot-test its analysis plans and to be as expeditious as possible in investigating teacher preparation's impact on student learning. In doing so, CTQ took note of the incompleteness of the two sets of evidence, recognized that more comprehensive sets are likely to be provided soon, and regarded the analyses as *preliminary* in nature.

Preliminary Analysis of Preliminary Evidence

How CTQ Analyzed the Preliminary Evidence. The CSU Center for Teacher Quality began by examining the relative impact of diverse factors on K-12 student learning. *Compared with factors associated with students, their families and their communities, how much of their learning is associated with their teachers and the preparation of those teachers in CSU and other institutions?* In educational research and evaluation studies, this question and others like it are addressed with a complex statistical procedure called *hierarchical linear modeling*, which CTQ implemented with state-of-the-art software called *HLM 6*. This procedure enabled CTQ to estimate:

- (a) how much learning was associated with *student factors* when teacher factors were statistically held constant;
- (b) how much learning was associated with *teacher factors* when student factors were statistically held constant; and
- (c) how much learning *could not be explained* by this procedure because of the limited numbers of student and teacher factors that were measured in the evidence sets.

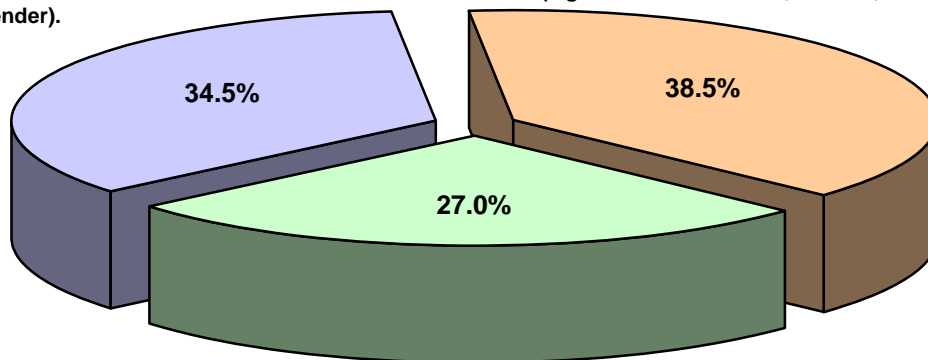
CTQ was able to assess the role of these factors in the learning of reading skills, language skills and math skills, but only in grades 4 and 5 due to technical reasons.

What CTQ Found in the Preliminary Evidence. Figure One illustrates the statistical findings of the preliminary analysis about the learning of *reading skills*. The blue segment of the graph illustrates how much student learning (34.5%) was statistically associated with *a few student demographic factors* while the teacher-related evidence was held constant statistically. The green segment indicates how much learning (27.0%) was associated with the *universities that prepared the teachers and the duration of teaching experience*, while the student demographic factors were held constant. The tan section of the graph estimates how much learning (38.5%) *could not be associated with student factors or teacher factors* due to limitations in the preliminary evidence.

Figure One:
Learning to READ in Grades Four and Five
Preliminary Analysis of Important Factors

Blue: 34.5 Percent of Student Learning in **READING** Was Statistically Linked to the **Individual Students and Their Demographics** (e.g., Family Income, Ethnicity, Gender).

Tan: 38.5 Percent of Student Learning in **READING** Was Statistically Linked to **Factors that CTQ Could Not Measure** in this Preliminary Analysis (e.g. Student Motivation, Interest, Attendance).



Green: 27 Percent of Student Learning in **READING** Was Statistically Linked to the **Students' Teachers and the Preparation of Those Teachers** in CSU and Other Accredited Universities Between 1995 and 1999.

Figure One describes the learning that students experienced in *reading*, as measured by California's standardized tests of reading skills in grades four and five. On the following page, Table One shows how the same learning factors influenced student achievements in all three of the assessed subjects: reading, language and mathematics.

Table One	Reading	Language	Mathematics
Percent of Student Learning Associated with <i>Student Factors</i> in the Preliminary Evidence	34.5%	29.1%	35.2%
Percent of Student Learning Associated with <i>Teacher Factors</i> in the Preliminary Evidence	27.0%	24.5%	22.6%
Percent of Student Learning that <i>Could Not be Estimated Based on Preliminary Evidence</i>	38.5%	46.4%	42.2%
	100.0%	100.0%	100.0%

Evidence about Comparative Institutional Effectiveness. Using the preliminary evidence, CTQ also attempted to assess the comparative effectiveness of institutions and programs for teachers, as suggested by evaluation questions (2) and (3) on page 1. In some comparisons, CSU teacher preparation appeared to be more effective than non-CSU preparation, but these differences were small. Insufficiencies in the evidence were too great for CTQ to reach any conclusions, even tentatively, in relation to questions (2) or (3). To support such inferences, the evidence would need to include more information about the institutions where the teachers were prepared, and it would need to include more teachers from distinct CSU campuses. CTQ will need to obtain much better sets of evidence in order to present reliable findings to Trustees about the relative effectiveness of different institutions, distinct campuses and different pathways for teachers, as measured by K-12 student learning gains.

Tentative Status of the Preliminary Evidence. When CTQ receives more comprehensive data about the impact of teachers and their preparation on student learning, the findings may differ from the preliminary findings in several potential ways. Any or all of the percentages in Figure One and Table One may increase or decrease when the evidence portrays larger numbers of students and teachers in a more diverse array of schools, when it includes more student factors such as English language proficiency, and when it includes more information about teachers and their preparation in the CSU and in other institutions.

Implications of the Preliminary Evidence. Although the preliminary evidence is tentative, it suggests that CTQ is pursuing a promising line of inquiry about the effects of teacher education on student learning in California. In reading, language and mathematics, the preliminary evidence indicates that teachers and their preparation are probably significant factors in accounting for student academic progress. Of the factors that are included in this analysis, teachers and their preparation are most susceptible to improvements through changes in CSU policies and practices. As these factors account for substantial amounts of learning, even a tentative finding suggests that CSU campuses may be in a position to contribute substantially to

improvements in K-12 learning by improving and expanding their effectiveness in preparing new teachers. CTQ expedited its work on K-12 student learning at Trustees' request. Preliminary findings based on incomplete evidence suggest that CTQ's growing focus on K-12 student learning may prove to be a cost-effective investment of the Center's limited resources.

Scope of the CSU Evaluation of Teacher Preparation Outcomes

Scope of the Original Evaluation. When Chancellor Reed and the 23 CSU campuses initiated the Systemwide Evaluation of Teacher Preparation in 2000-01, they recognized that teacher education has many outcomes. Participants in the evaluation consider K-12 student learning to be an outcome of particular significance, but not the only important outcome that should be included in a broad evaluation. To plan the evaluation over time, CSU Deans of Education developed the CSU Mosaic (on the next page) to illustrate graphically the kinds of evidence that contribute to CSU's understanding of its overall effectiveness in preparing university students to be excellent teachers.

Scope of the Continuing Evaluation. While CTQ works closely with school districts in assembling evidence about K-12 student learning, CSU campuses continue to benefit from new batches of other evidence being produced according to the CSU Mosaic. Related to Outcomes One, Two and Three in the Mosaic, campuses receive increasing amounts of valuable feedback as more and more teachers participate in the *CSU Exit Evaluation* and in the *First-Year Teacher Evaluation* each year. Deans and faculties in CSU colleges of education continue to improve teacher education programs based on these findings as well as the *First-Year Supervisor Evaluations* in response to Outcome Three.

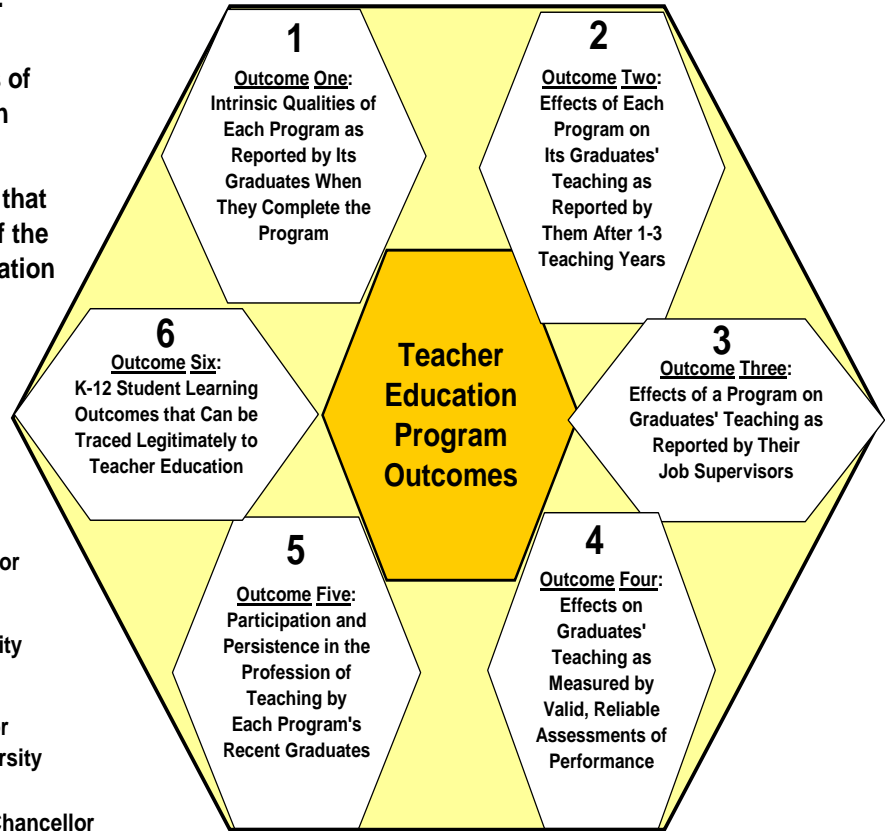
Meanwhile, CSU campuses also continue to prepare for implementation of Teaching Performance Assessments (Outcome Four) in 2008, when the assessment results will be included in CSU's evaluation of program outcomes. Pertaining to Outcome Five, soon the Chancellor's Office will release a major report about the primary reasons why teachers remain in teaching or drop out of teaching, which is expected to provide valuable information to CSU campuses as well as schools and districts throughout California. Finally, the evaluation participants look forward to the day when annual reports of CSU evaluation results will include updated information about student learning as a result of teacher preparation, in keeping with Outcome Six in the Mosaic.

Overall, then, the Chancellor's Office plans to continue pursuing Outcomes One through Six toward the eventual goal of reporting a comprehensive set of evaluation findings to Trustees in the future.

The CSU Mosaic:

**Significant Outcomes of
 Teacher Preparation**

**The Conceptual Model that
 Guides Development of the
 CSU Systemwide Evaluation**



**Bill Wilson
 Assistant Vice-Chancellor**

**David Wright
 Center for Teacher Quality**

**Academic Affairs
 Office of the Chancellor
 The California State University**

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Recent Findings that Supplement CTQ's Work on K-12 Student Achievement

In 2006, the job supervisors of 2,165 new teachers assessed CSU's effectiveness in preparing them for the rigors of classroom teaching. These elementary school principals and high school department chairs had observed the CSU teachers' classrooms and met with them to discuss issues of classroom practice. Pertaining to each responsibility of a classroom teacher, CSU asked the supervisors how well CSU did in preparing the teachers for that responsibility. In doing so, CSU also gave each supervisor the name of a new teacher who was guided and assisted by that supervisor, and whose preparation was to be assessed by the supervisor. Supervisors assessed CSU effectiveness in relation to 42 duties of teachers. In evaluating each teacher's preparation for each responsibility, supervisors reported that individual teachers were *"well prepared"* or *"adequately prepared"* or *"somewhat prepared"* or *"not-at-all prepared"* for the responsibility.

Beginning on page 10, Figures Two through Five summarize the supervisors' judgments about several areas of CSU preparation. In all cases the graphs present the percentages of CSU teachers who were reported by their supervisors to be either well-prepared or adequately-prepared in the CSU. The numbers of participating supervisors vary from graph to graph because some questions were answered only by elementary principals, others only by high school department chairs, and still others by both groups of participants.

How CSU Uses the Evaluation Findings

Annually, each CSU campus reviews the evaluation results comprehensively and in detail. Campuses use the evaluation findings to identify weaknesses in current coursework and field-work, and to adopt improvements in place of the weaknesses. Now that the supervisors have assessed six consecutive cohorts of CSU new teachers, campuses are using the most recent findings to track the impact of their recent program improvements. Chancellor Reed requires campuses to report each year their interpretations of the results, the involvement of faculty and field supervisors in developing program remedies, and the new decisions that have been made based on the most recent findings. *The CSU Systemwide Evaluation of Teacher Preparation provides valuable evidence that campuses translate into specific, needed improvements to produce effective teachers for all of California's schools and students.*

Figure Two: Preparing CSU Teachers to Use Instructional Technologies in K-12 Classrooms

Percentages of CSU Teachers Who Were Well-Prepared Or Adequately-Prepared to:

Sources of Evidence: Employment Supervisors of First-Year CSU Teachers in Grades K-12 (More than 1,380 Supervisors Each Year).

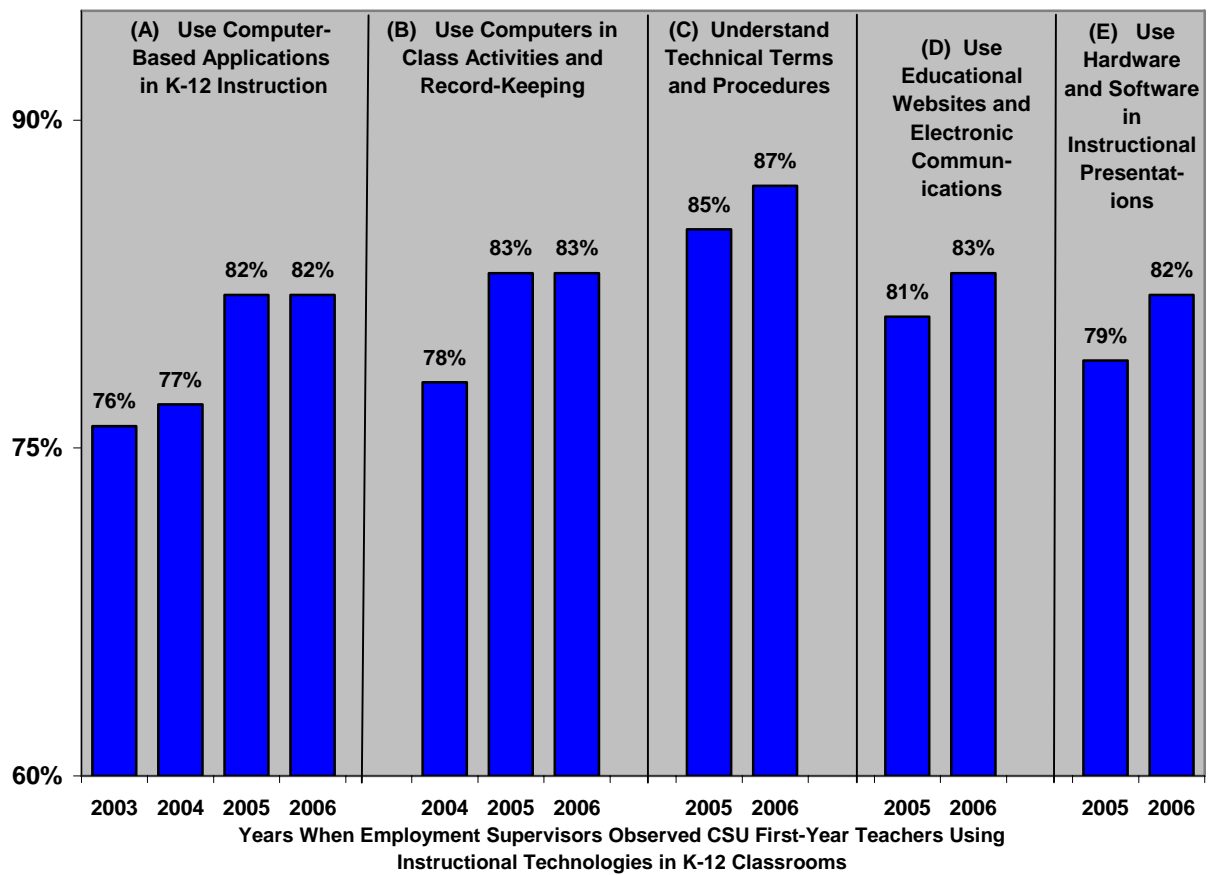


Figure Three: Preparing CSU Elementary Teachers in Specific Skills for Reading-Language Arts Instruction

Percentages of CSU Teachers Who Were Well-Prepared Or Adequately-Prepared to:

Sources of Evidence: Employment Supervisors of First-Year CSU Teachers in K-8 (More than 945 Supervisors Each Year).

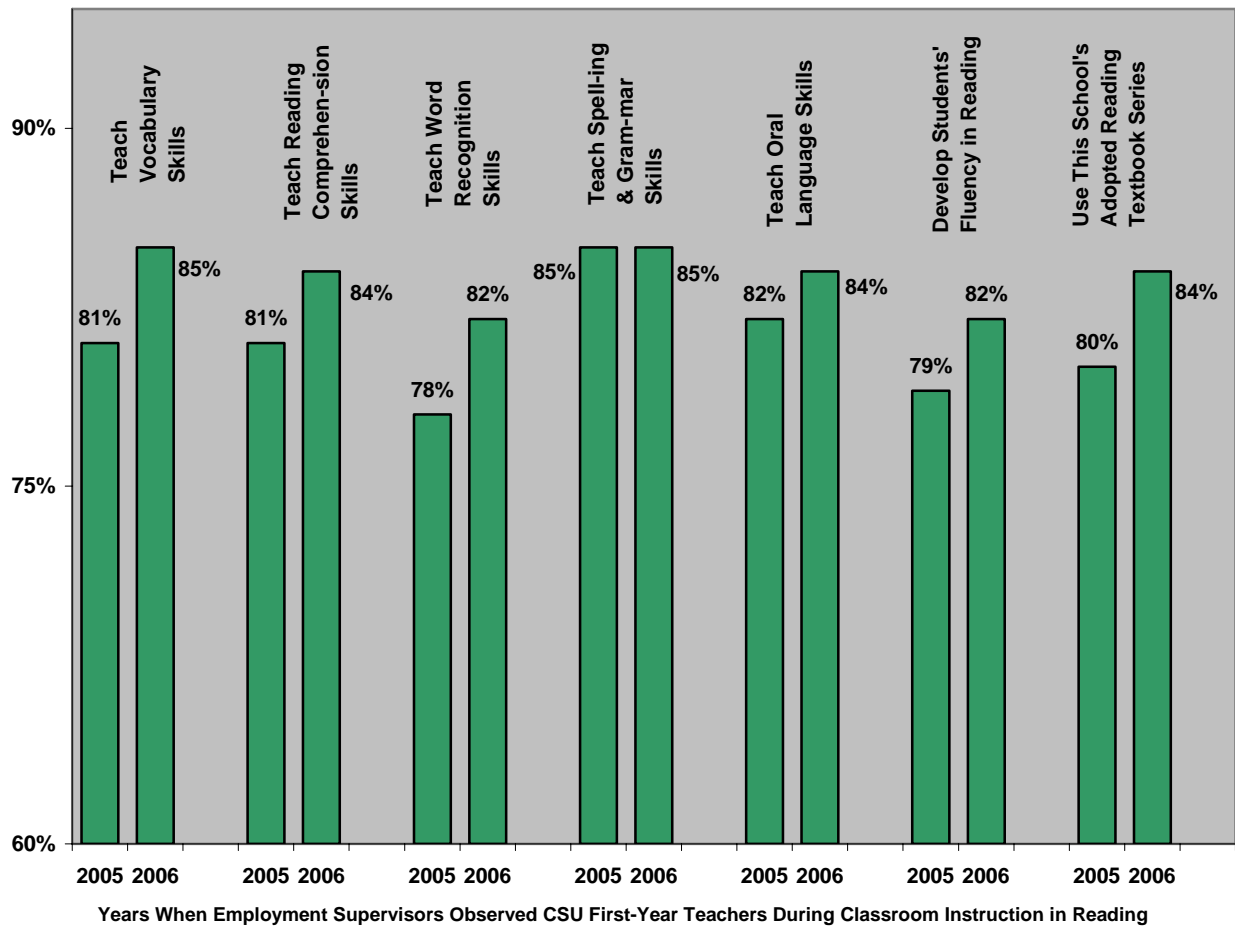


Figure Four: Preparing Elementary Teachers in Specific Domains of the K-8 Math Curriculum

Percentages of CSU Teachers Who Were Well-Prepared Or Adequately-Prepared to:

Sources of Evidence: Employment Supervisors of First-Year CSU Teachers in K-8 (More than 965 Supervisors Each Year).

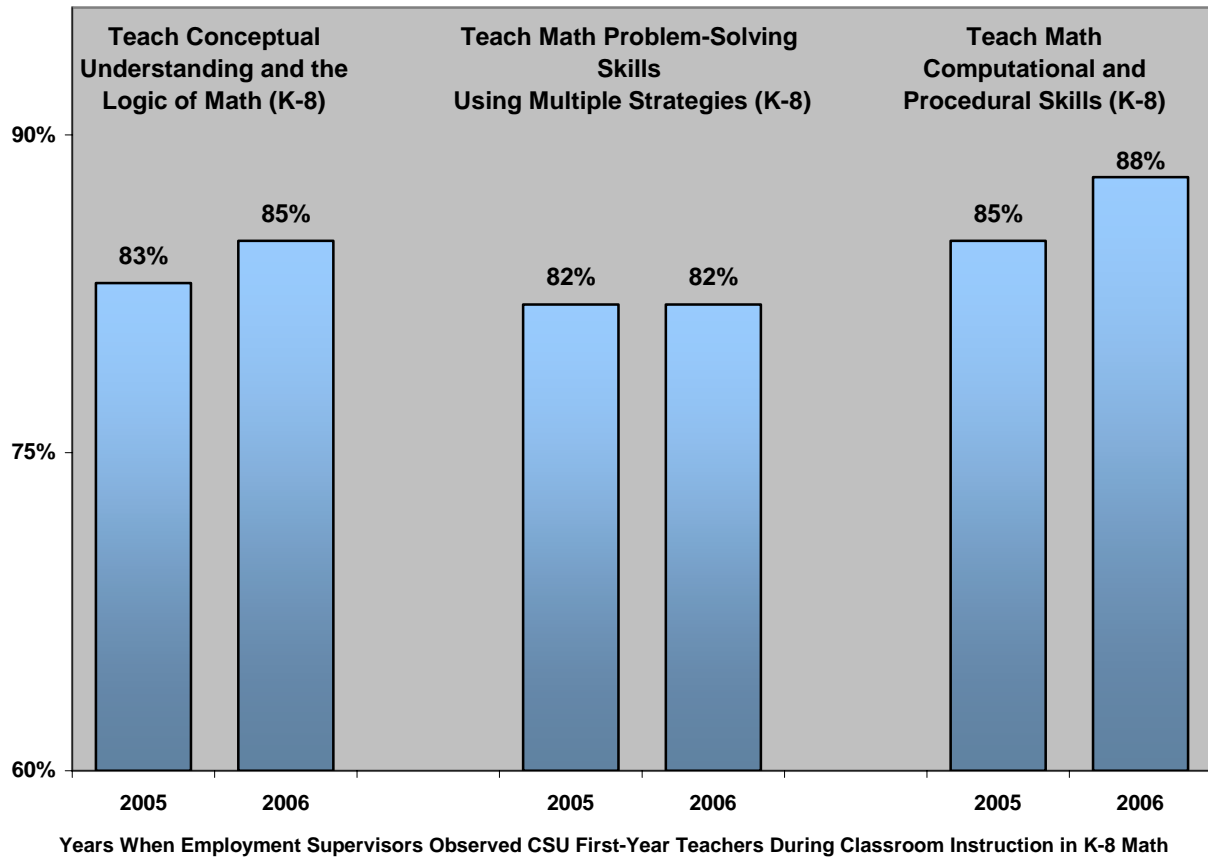
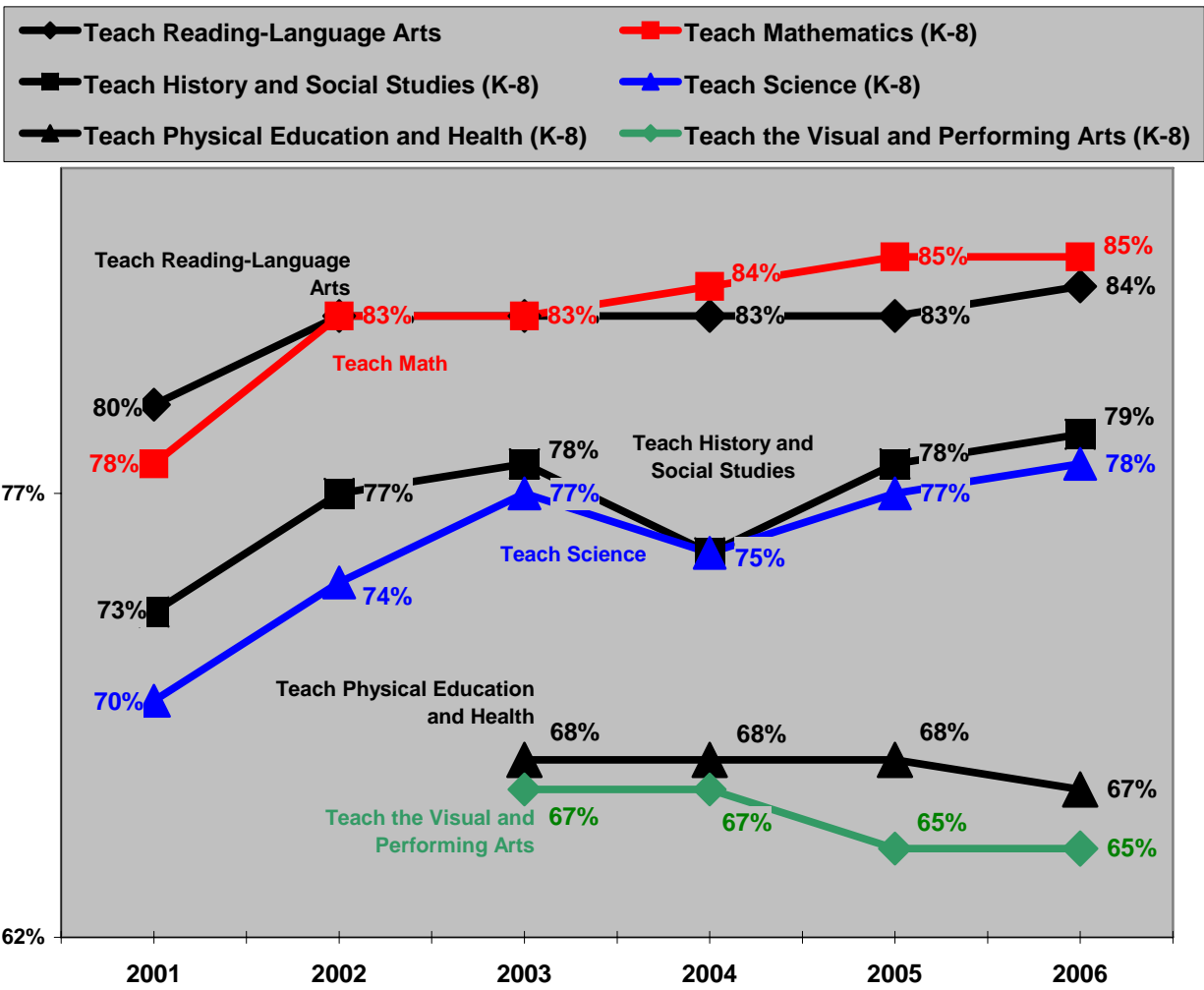


Figure Five: Percentages of CSU Teachers in K-8 Who Were Well-Prepared Or Adequately-Prepared to Teach Six Major Subjects of the K-8 Curriculum

Sources of Evidence: Elementary School Principals Who Supervised CSU Teachers



COMMITTEE ON EDUCATIONAL POLICY

Teacher Education Faculty Professional Development Event

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Beverly Young
Assistant Vice Chancellor
Academic Affairs

Summary

As of the scheduled meeting date for the Board of Trustees, the Chancellor's Office will have recently convened nearly 300 CSU teacher education faculty for a day of professional learning, discussion, and planning. The work they were to undertake is aligned with the campus results of our teacher education evaluation each year, as well as with other major initiatives of the CSU such as the Early Assessment Program.

The faculty work date was set for Friday, March 9th near the San Francisco airport, with a focus on several topics of importance. The morning agenda featured two plenary sessions: Dr. James Lanich of *Just For the Kids, California*, presenting findings from the statewide "best practices" research on Increasing Student Achievement, was to be followed by Dr. Marquita Grenot-Scheyer, CSU Long Beach, whose presentation focused on information about how to best prepare all teachers to work effectively with students with special learning needs. That work builds on CSU faculty accomplishments funded by the Boeing Foundation over the last year.

In the afternoon, the faculty members were to be divided into topical groups related to their own areas of teaching and expertise. Included in the afternoon's agenda were sessions focused on strengthening our campus programs of preparation in increasing student literacy in the content areas of Mathematics, English, and Science, working with "at risk" populations of learners, and working with English Language Learners. These sessions also were set to address information regarding the Early Assessment Program, for inclusion in CSU programs of English and Mathematics preservice preparation.

A successful day of professional learning and conversation among faculty colleagues was planned. Each topic included development of a plan for appropriate follow up regionally across the next year. Early registrations and comments made it clear that CSU faculty appreciate and value the opportunity to work together across campuses to strengthen CSU programs.

COMMITTEE ON EDUCATIONAL POLICY

Report of Peer Visits Focused on Campus Actions to Facilitate Graduation

Presentation By:

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

J. Michael Ortiz
President
California State Polytechnic University, Pomona

Summary

Late last year, a peer review team visited California State Polytechnic University, Pomona to review campus efforts to support success for students and to implement the 2005 Trustee “Facilitating Graduation” initiatives. The visit was a useful catalyst in a number of ways. The six member team met with over 80 faculty, students, and campus administrators throughout the day and oral feedback was delivered to the president and other campus leaders noting commendations as well as areas where improvements could be considered. An overview of the conceptual approach to facilitating graduation taken by Cal Poly Pomona will be provided for information—in particular, how a strong partnership between Student Affairs and Academic Affairs advances the learning-centered focus at Cal Poly Pomona. Representatives from both divisions lead and participate in major initiatives concerning advisement, enrollment, and remediation among others, ensuring that students receive consistent informed support as they progress toward graduation.

Background

In Fall 2002, the Board of Trustees adopted a graduation initiative with three parts: improving preparation to begin college, strengthening the transfer process, and helping enrolled students to progress toward the degree. Since that time, the Board has received regular progress reports on the general topic of campus efforts to facilitate graduation. At its May 10-11, 2005 meeting, Executive Vice Chancellor David S. Spence presented to Trustees a list of twenty-two recommendations that set forth strong campus practices for facilitating student progress to the baccalaureate degree. The Board reviewed the list and adopted a resolution directing the Chancellor to charge the campus presidents and faculty

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to implement the recommendations in Dr. Spence's report, and to file periodic reports on campus progress in meeting its stated goals.

Among the actions that the Board directed campuses to take is to welcome teams of peer visitors who will supply fresh and independent reviews of campus plans and progress. The general process is familiar to campuses, who regularly welcome teams of visitors for accreditation purposes.

In putting this Board mandate into effect, the Division of Academic Affairs in the Chancellor's Office has successfully partnered with the Academic Senate, CSU to recruit, train and deploy teams of visitors who bring to the task both many years of CSU experience, and practiced judgment. Drawn from a roster of distinguished faculty and administrators, teams of six visitors assemble on the evening prior to a visit to finalize logistics and identify points of emphasis. They then spend an intense day on the campus in interviews and observations that are informed by specific campus plans for facilitating graduation. The team finishes its day with a report-out meeting that includes the campus president, other senior administrators, and faculty and student leaders.