



CALIFORNIA STATE UNIVERSITY STANISLAUS

OFFICE OF THE PRESIDENT

Ralph A. Wolff, Executive Director
Western Association of Schools and Colleges
985 Atlantic Avenue, Suite 100
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Dear Ralph,

California State University, Stanislaus ... "*where learning is paramount.*" This is more than a slogan contained in CSU Stanislaus' recruitment materials: it is our core value, evidenced in a genuine commitment to learning and resulting in our campus being recognized for our high level of student engagement and success. It is this learning-centered value that permeates the enclosed report for the *Educational Effectiveness Review*.

Over the past five years of this self-study process and led by a superlative self-study team, the campus community has joined with seriousness of intent and widespread participation to examine and illustrate our effectiveness through the investigation of four inquiry topics. Each inquiry was conducted through the lens of student learning:

- Engaging a Highly Diverse Student Population in Learning
- The University Environment for Supporting Learning
- A Community of Faculty Committed to Teaching and Learning
- Faculty Research, Scholarship, and Creative Activity and Student Learning

This self study affirms and provides compelling evidence that we achieved our stated outcomes as articulated in the *Institutional Proposal* and have met WASC's standards and core commitment to both capacity and educational effectiveness.

I wish to note that as we embarked with enthusiasm for our reaffirmation we did not anticipate the most severe budget crisis ever to face the State of California and the state university systems. This is a fiscal reality that we must face—and have faced. However, it does not overshadow the extraordinary accomplishments and quality of students' education at CSU Stanislaus over the past decade. Our strategic directions and plans for continued development remain intact, although the pace tempered.

Again, it is with pride that I submit on behalf of the campus community this report for the *Educational Effectiveness Review*. We are prepared to welcome the excellent review team lead by Dr. William Plater and supported by Dr. Richard Winn as we proceed to this important final phase of the reaffirmation process.

With my best regards,

A handwritten signature in black ink, appearing to read "Hamid Shirvani".

Hamid Shirvani
President

CALIFORNIA STATE UNIVERSITY STANISLAUS
EDUCATIONAL EFFECTIVENESS REVIEW REPORT
2009

ACKNOWLEDGEMENTS

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CALIFORNIA STATE UNIVERSITY STANISLAUS
EDUCATIONAL EFFECTIVENESS REVIEW REPORT
2009

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CALIFORNIA STATE UNIVERSITY STANISLAUS EDUCATIONAL EFFECTIVENESS REVIEW REPORT

INTRODUCTORY ESSAY

California State University, Stanislaus has been nationally recognized by prestigious organizations and publications such as the *Princeton Review*, the *U.S. News & World Report*, the American Association of State Colleges and Universities (AASCU), *Diverse Issues in Education*, *Hispanic Outlook in Higher Education*, and the Southern Regional Educational Board. California State University, Stanislaus is an attractive minority-serving institution as indicated by its distinction as a “Hispanic Serving Institution” by the U.S. Department of Education; twenty-eight percent of total undergraduate degrees are awarded to Hispanic students at California State University, Stanislaus. Together, the accolades affirm nationally what is recognized locally: California State University, Stanislaus is a “Best College” and “Best Value” due to qualities such as high freshman retention and graduation rates, relatively small class sizes, high percentage of full-time faculty, and an attractive, safe, and supportive campus environment. Moreover, California State University, Stanislaus is distinguished as a community dedicated to teaching, learning, and engagement.

A significant majority of students surveyed have expressed high satisfaction with their experience at California State University, Stanislaus. Various cohort surveys of the undergraduate *National Survey of Student Engagement* (2003 to 2006) reveal student overall satisfaction with the University has trended upward. Freshman satisfaction increased from 86 to 90 percent. Senior ratings increased from 85 to 88 percent. Freshman and senior respondents say that “if they had to do it over again,” they would go to the same institution (freshmen, 86 to 88 percent; seniors, 82 to 85 percent). Satisfaction with the University is also supported in findings from the *Undergraduate Alumni Survey* (2006-07): the majority of undergraduate alumni respondents in the classes of both 2002-03 and 2003-04, “agree” or “strongly agree” that they would recommend California State University, Stanislaus to another student. As part of the Stockton Center’s Support Unit Review, responses to questions concerning the quality of Stockton’s enrollment services were “agree” and “strongly agree.”

As the evidence indicates throughout this self-study report, California State University, Stanislaus has built a solid foundation for academic excellence over the past fifty years. Despite current fiscal challenges in the State of California and the California State University system, California State University, Stanislaus remains committed to the qualities that have served us so well – promoting the arts of teaching and learning; engaging our students in learning, and providing access to a diverse, often first-generation student body; maintaining close collaboration between and among faculty and students that creates a nurturing culture and a responsive learning environment; and augmenting our strengths in teaching and learning by advancing support for scholarship and intellectual pursuits. California State University, Stanislaus is adapting to fiscal challenges and preparing to grasp new opportunities while retaining a core aspiration: that the name “Stanislaus” be widely recognized as a place where academic excellence underscores teaching excellence.

PROCESS OF THE SELF STUDY

The self-study process was designed to examine the quality and effectiveness of the education students receive at California State University, Stanislaus. The *Institutional Proposal* submitted in May 2006 outlined a self study to be conducted through a prism of two themes – Communities for Learning and Communities for Teaching and Scholarship.

The organizational framework for this study was based on four Inquiry Questions:

1. How effectively does the University engage a highly diverse student population in learning?
2. How effectively does the University infrastructure support learning?
3. How effectively does the University create and sustain a community of faculty committed to teaching and learning?
4. How effectively does the University support research, scholarship, and creative activities (RSCA) appropriate to its mission?

These Inquiry Questions were developed from extensive campus consultation – as documented in the *Institutional Proposal* – and are central to the mission, vision and values of the University. The topics of these Inquiry Questions remained constant throughout the self-study process; however, the different outcomes of the two phases of review and reporting demanded different lenses through which to view them. With only minor variations appropriate to these different outcomes, the Inquiry Questions have remained consistent throughout the five-year self-study process. The methodology of the self study is discussed briefly below (“Method of Inquiry”) and more fully in Key Exhibit I: *Evaluation of Participatory Inquiry*. California State University, Stanislaus was approved to proceed “at the highest level” in June 2006.

The Capacity and Preparatory Review (CPR) was submitted in July of 2008 with a site visit occurring in October of that year. In March 2009, the Western Association of Schools and Colleges (WASC) [Commission report](#) endorsed the findings and recommendations of the team, and commended “the institution’s broad, sustained, and insightful engagement in the review process.” The Commission identified three elements of particular interest in preparing for the Educational Effectiveness Review (EER):

- Continue to refine and implement assessment strategies related to the general education curriculum, with a specific emphasis on the expanded use of direct measures for assessment of learning and with specific attention to the inclusion of students at both the Stockton and the Turlock campuses.
- Continue with the development of support for graduate-level programs, including related library resources and development of stated learning outcomes and their aligned assessment.
- Continue to refine and implement definitions of research, scholarship, and creative activity as they relate to faculty workload and decisions about promotion.

The self-study process addressed each of the Commission interests within the context of the thematic self study. The broad topics identified by the Commission thus are spread across different sections of this thematically organized report (as discussed in “Outcomes,” below). Elements of these areas explicitly concerned with educational effectiveness are treated as appropriate within the body of the report, while capacity issues were addressed within normal processes for university governance. A discussion of campus responses to each of the observations, areas of interest, and concerns raised during the CPR phase – from the CPR Report through the Commission response – may be found in Key Exhibit II: *Progress since the Capacity and Preparatory Review*.

The CPR Site Visit team, in its [report](#), also noted assessment-related expectations for the EER, “in the development of assessments and measures for the goals associated with the General Education program,” “the development of methods and processes for assessing student learning at the institutional (rather than course or program) level,” and “that data and evidence have actually been used to improve programs.” Campus leadership and the Self-Study Team share these concerns, particularly in the context of the worst state budget climate in three generations and the sudden reversal of a statewide student growth paradigm for the California State University system as a whole. The restriction of faculty and staff growth as the campus responds to these external pressures and the concomitant restriction of program development (including the development of assessment practices) certainly has affected the University’s ability to respond to these challenges as effectively as it would like and will continue to have these effects for some time. Despite these pressures, the campus was able to make progress in each of these areas and remains proud of the accomplishments detailed in this report.

METHOD OF INQUIRY

Overall leadership for the entire self-study process was provided by the Self-Study Team, with significant evidentiary support from the Office of Assessment and Quality Assurance and the Office of Institutional Research. As detailed in earlier reports, four Inquiry Circles were formed to take advantage of the opportunities provided by experienced faculty leadership and wide constituency involvement. During the self-study process, the University examined direct and indirect data, used disciplinary expertise and experience to analyze them, engaged in wide-ranging discussion of these analyses, and offered suggestions for action to regular governance groups. The process of the Inquiry Circles and their recommendations for further inquiry and action are documented on the self-study web page at [Inquiry Circles](#).

Students participated throughout the process in the Inquiry Circles as well as on the Self-Study Team. Samples of student learning were used throughout the process. In addition, the results of faculty-supervised student research projects were used to underscore particular claims, as noted throughout this report. In Fall of 2008, twelve graduate and six undergraduate students participated in eight program assessment projects aimed at providing input to the Department of English Academic Program Review (APR) and the university self study for reaffirmation of accreditation. For the campus self study, students conducted a content analysis of the Writing Proficiency Screening Test (WPST) Diversity Essays, a syllabus analysis using an

evaluative rubric derived from WASC material, a student engagement survey, and the development of a rubric for poster presentations.

California State University, Stanislaus used “participatory inquiry” as the primary method for conducting both the Capacity and Preparatory Review and the Educational Effectiveness Review. Derived predominantly from social sciences research, participatory inquiry falls into the broad rubric of participatory action research with methodological elements derived from program evaluation and participant-observer research. Participatory inquiry places an emphasis on:

- engaging in a reflective investigation with other members of the university community who are simultaneously researchers for the self study;
- testing perceptions through analytical data complemented by participants’ experiential understanding, often exposing multiple and sometimes contradictory, views;
- employing a recursive process that allows participants/ researchers to investigate “reality” in order to affirm it, change it, re-investigate it, and re-change it;
- evaluating campus findings within a broader context through selected relevant research literature and benchmarked information, where available for each specific query; and
- structuring a research study that allows the campus to establish a “learning community:” that is, a social dimension in which members of the University work together to consider real campus issues related to our themes of communities for learning and the environment for learning, teaching, and scholarship, thereby promoting a continual cycle of reflection and improvement.

The effectiveness of this research method was tested against perceptions gleaned from Inquiry Circle members engaged in the self-study. Overall, the findings were overwhelmingly positive. Suggestions for improvement and possibilities for the migration of this method to other aspects of university governance are elaborated fully in Key Exhibit I: *Evaluation of Participatory Inquiry*.

OUTCOMES AND DESIGN OF THE REPORT

The *Institutional Proposal* posited three principal outcomes for the Educational Effectiveness Review and defined methods to be used for verification:

1. Demonstration of institutional core commitment to educational effectiveness. *Workplan:*

UNDERGRADUATE AND GRADUATE PROGRAMS

- a. Increase the number of faculty participating in development programs related to direct measures of the achievement of student learning.
- b. Increase the use of effective direct methods of assessing student learning in the major and the use of these assessment results for improving student learning in undergraduate and graduate programs.

GENERAL EDUCATION

- c. Create a curriculum matrix that identifies and tracks the introduction and reinforcement of each of the general education learning goals throughout lower and upper division general education coursework.
- d. Assess student achievement and levels of attainment within the general education learning goals by increasing use of direct methods.
- e. Evaluate the effectiveness of the organizational and support structures for general education and take appropriate actions for improvement.

CO-CURRICULAR

- f. Increase the sophistication of assessment of student learning goals achieved through co-curricular and Student Affairs programming.
- g. Increase use of assessment findings in Student Affairs to facilitate student success in attaining educational goals.

2. Improvement of quality in areas identified by the Inquiry Circles. *Workplan:*

- a. Implement actions resulting from the inquiries.

3. Refinement of institutional Core Indicators of Educational Quality in support of educational effectiveness. *Workplan:*

- a. Assess the use of core indicators for improving educational quality.
- b. Refine, as necessary, core indicators of educational quality.

The success of these outcomes is addressed through four principal Thematic Essays corresponding to the four Inquiry Questions:

Thematic Essay One:

Engaging a Highly Diverse Student Population in Learning

Thematic Essay Two:

The University Environment for Supporting Learning

Thematic Essay Three:

A Community of Faculty Committed to Teaching and Learning

Thematic Essay Four:

Faculty Research, Scholarship, and Creative Activity and Student Learning

While the five-year review process – including the Capacity and Preparatory Review phase – necessitated changes in topics and emphases, the self-study remained closely tied to the themes articulated in the *Institutional Proposal*, and the format of this report follows that theme-based orientation. Thematic Essay One examines the quality of academic programs – undergraduate, graduate, and general education – and ties that quality to successful engagement in student learning and in enhancing the experience of diversity at California State University, Stanislaus. Additionally, the relationship between academic programs and co-curricular programs in promoting effective student success is evaluated as a way of gaining additional perspective on the linkage between diversity, engagement, and successful learning. Thematic Essay Two examines how the environment for learning at California State University, Stanislaus – including university-wide assessment, student support programs, information technology, and information literacy and resources – effectively supports student learning. The refinement of institutional Core Indicators of Educational Quality is also discussed in this essay. Thematic Essay Three explored the role of the teacher-scholar, the effective support provided by the University, and the quality of teaching at California State University, Stanislaus, examining how that quality is determined and how that determination leads to more effective student learning. Thematic Essay Four examines how faculty research, scholarship, and creative activity are aligned with the university mission and the effect of such activity on student learning.

The Commission's broad interests in campus preparation for the Educational Effectiveness Review – concerning general education, graduate education, and the status of research activities in relation to workload – are spread across multiple Thematic Essays. The University's commitment to completing a thematic-based essay necessitates this discontinuity. Capacity issues are presented in Key Exhibit II: *Progress since the Capacity and Preparatory Review*.

Furthermore, while the effectiveness of assessment procedures is discussed in Thematic Essay Two, the results of these assessments – as they relate to student learning – are discussed as appropriate in Thematic Essays One, Three, and Four. The document *Overview of Assessment* gives a comprehensive review of improvements in assessment procedures, while the map *Integrated Infrastructure for the Assessment of Institutional Effectiveness* represents the flows and responsibilities of assessment practices at the University.

Each Thematic Essay presents representative data and analyses currently used by faculty, staff, and administrative personnel leading to cycles of improvement. Each essay also includes a section highlighting particular elements of the campus environment: programs, practices, or policies that illustrate outstanding results in the promotion of student learning. These “What Works” sections offer examples of the kind of commitment, focus, and energy for which California State University, Stanislaus is known and provide a supplement to the representative evidence, offering a more complete picture of California State University, Stanislaus educational effectiveness.

Each Thematic Essay concludes with “Reflections for Further Inquiry and Action.” These reflections emerge from the discussion of the Inquiry Circles and Self-Study Team and in many cases spring directly from source data and analysis, confirming the effectiveness of regular university systems for assessment and decision-making and the ways evidence is used to support further inquiry and development.

The *Institutional Proposal* posited four principal outcomes for the self study as a whole:

1. Systematic engagement of the faculty in reflective discussions of university effectiveness, focusing on issues central to teaching and learning.
2. Increased understanding of the relationship between engagement of students in learning and student learning outcomes and an alignment of faculty support systems to develop and reward effective pedagogy.
3. Increased sophistication and precision of assessment of student learning and demonstration of appropriate assessment practices – including direct evidence – for improving programs and institutional practices.
4. Refinement of a strategic planning process that more effectively identifies priorities and uses indicators to improve institutional quality.

The success of these four outcomes is evident throughout the report and is addressed in a reflective Integrative Essay that articulates directions for further effective, sustainable inquiry and action.

USE AND DISPLAY OF DATA

Data for the self-study process are presented in the *Institutional ePortfolio*, composed of Institutional Data, Assessment Data, and Required Data Exhibits. In addition to this organization, data for the self-study inquiry process is organized through eight institutional *Core Indicators of Educational Quality*:

- Core Indicator One: Quality of Programs
- Core Indicator Two: Quality of Teaching
- Core Indicator Three: Quality of Faculty Development
- Core Indicator Four: Quality of Research, Scholarship, and Creative Activity
- Core Indicator Five: Quality of Engaging Students in Learning
- Core Indicator Six: Quality of Students
- Core Indicator Seven: Quality of Support for Learning
- Core Indicator Eight: Quality of Achieving Equity and Diversity

These institutional Core Indicators comprise data extracted from university-wide surveys and performance assessments, the Institutional Profile, the WASC Required Data Exhibits (Tables 7.1 and 8.1), Support Unit Reviews, and evidence of direct student learning outcomes as presented in Academic Program Reviews and other sources. The Core Indicators of Educational Quality document the approaches the University takes to assure quality in teaching and learning and the kinds of evidence of learning collected by the University, especially the documentation over time of university-wide, systematic assessment and quality assurance practices. The results of these assessments are clearly evident throughout the report.

Data presented are as evidence within the report areas illustrative and precise as possible. As Thematic Essay Two discusses, some measures, especially surveys, were found to rely too greatly on limited data sets. Percentages used as data throughout the report thus should be read as pertaining to the number of actual respondents. For the purposes of the self-study, these measures, however limited, were tracked longitudinally over multiple administrations to ensure a pattern of representative response and to signal potential anomalies.

Where the thematic essays needed tables to communicate data effectively, the report presents these data in a supplement following the body of the report. Readers can access complete data from which all tables are derived either in hard copy (by request) or by clicking the highlighted link in the electronic version. While this self-study report is designed to be read in both electronic and hard copy form, the electronic version offers ease of data access through hyper-linked sources.

The Office of Institutional Research provides information that allows the University to assess institutional quality and student learning and to track results over time. For national instruments that provide comparative data to other peer institutions, such as the *National Survey of Student Engagement* (NSSE), the results are communicated to the campus community with this external assessment, thus providing an external context and benchmark information. For locally developed indicators of quality, comparative data are sought through databases such as Integrated Postsecondary Education Data System (IPEDS) and California State University Analytical Studies. California State University, Stanislaus has developed an internal methodology to determine peer institutions for the examination of assessment findings in *Peer Institutions as an External Source of Institutional Quality*.

The University regularly reviews indicators and other criteria, including the institutional Core Indicators of Educational Quality, WASC Criteria for Review, and the WASC Required Data Exhibits to maintain currency and alignment. The process of alignment of indicators, criteria, and elements is discussed in Thematic Essay Two; this alignment may be viewed as a chart in *Overall Alignment of Indicators*.

WASC anticipates campus attention to three areas – student success, program reviews, and the sustainability of effectiveness (strategic) plans – during the Educational Effectiveness Review phase of all reviews commencing in Fall 2009. While elements of these areas are discussed as appropriate throughout this thematically oriented report, a review of campus actions regarding these issues comes in Key Exhibit III: *Addressing New Requirements in the Institutional Review Process*.

In addition, WASC revised the language of several Criteria for Review during the course of the self study; this new language was widely disseminated as the campus passed from the Capacity and Preparatory Review to the Educational Effectiveness Review phases, reviewed for consistency with university practices, and aligned with the design of the self study. These WASC-revised Criteria for Review are operative throughout the body of this report. Key Exhibit IV: *Addressing the 2008 Revisions to the Criteria for Review* provides an overview of campus response to these revisions.

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW REPORT

THEMATIC ESSAY ONE

ENGAGING A HIGHLY DIVERSE STUDENT POPULATION IN LEARNING

How effectively does the University engage a highly diverse student population in learning?

This essay examines the quality of student learning at California State University, Stanislaus (CSU Stanislaus) and the effectiveness of the University in engaging its diverse body of students in learning. In general terms, the effectiveness of assessment processes is discussed in Thematic Essay Two, while the effectiveness of improving the quality of learning and engagement is discussed here. The University developed researchable questions to guide the inquiry process at each phase, and the different lenses required at each phase produced minor variations in their phrasing. This process, as well as the complete work of the Inquiry Circle in addressing the inquiry, is on the webpage for [Inquiry Circle One](#).

While the researchable questions provided a holistic framework for understanding the terms of the inquiry, this essay is composed of five sections arranged topically:

Quality of Undergraduate and Graduate Learning
Quality of Engaging Students in Learning
Impact of Diversity on Student Learning and Success
What Works: Learning Communities, Engagement, and Learning
Reflections for Further Inquiry and Action

The essay first addresses the high quality of undergraduate and graduate education at CSU Stanislaus. This section responds to Core Indicator 1: Quality of Academic Programs to shed particular light on the quality of student learning, including General Education programs.

The ensuing material take five key measures promoted by the work of George Kuh, (2003), to understand the effectiveness of engagement efforts on student learning. The second section examines Core Indicator 5: Quality of Engaging Students in Learning, and uses three of these key measures – academic rigor, active and collaborative learning, and student faculty interactions – to understand the relationship of engagement and learning. A third section explores the impact of diversity and co-curricular activities on student learning and success, using two other key measures – enriching educational experience and supportive campus environment – and data from Core Indicator 8: Quality of Achieving Equity and Diversity, to gauge the relationship of educational quality to engagement and diversity.

A fourth section highlights specific programs that utilize learning communities to promote effectiveness in the relation of learning, engagement, and diversity. This section acknowledges programs and initiatives that, while limited in the numbers of students they directly impact, are distinguished by a high level of student success. The essay concludes with “Reflections for Further Inquiry and Action.”

QUALITY OF UNDERGRADUATE AND GRADUATE LEARNING

(CORE INDICATOR 1, WASC STANDARD 1)

As illustrated in the Introduction, CSU Stanislaus is widely recognized for the quality of its education. This section first reveals how the University uses performance-based assessments to maintain the overall quality of undergraduate learning and to make improvements as necessary. It next shows how the General Education program uses these performance-based and other assessments to ensure learning outcomes in its seven learning goals. The section then displays how departments use annual Program Assessment Coordinator activities and seven-year Academic Program Reviews to ensure the high quality of the programs and to make appropriate improvements. Last, it shows how the University ensures the high quality of graduate programs through the assessment of six Graduate Learning Goals. Thematic Essay Three addresses the quality of teaching effectiveness.

UNDERGRADUATE

PERFORMANCE-BASED ASSESSMENTS

University-wide performance assessments – the nationally-normed *Collegiate Learning Assessment (CLA)* and the locally-developed *Writing Proficiency Screening Test (WPST)* – reveal a solid intellectual environment for undergraduate students.

The *Collegiate Learning Assessment 2007-08 Summary of Findings* describes the total scores for both freshmen and seniors as “above expectation.” *Table 1.1: Collegiate Learning Assessment (CLA) Summary of Results, CSU Stanislaus (2007/08)*, shows that the total performance level CLA score for freshmen is “Above” their expected level and the total performance score for seniors is “Well Above” their expected level.

As displayed in *Table 1.2: Collegiate Learning Assessment Retention and Graduation Rate Outcomes Compared to All Institutions, CSU Stanislaus (2007/08)*, compared to the 176 schools participating in the CLA in 2007-08, CSU Stanislaus performs extremely well in the first-year retention rate: the University does better than 99 percent of those 176 undergraduate institutions. Here, the performance level is “Well Above” the expected level. For the four-year graduation rate, CSU Stanislaus performs better than 72 percent of the CLA schools, and performs “Above” the expected level (increased from “At Expected” from 2006-07). Looking at the six-year graduation rate, CSU Stanislaus performs better than 96 percent of the 176 CLA undergraduate institutions, and earned a performance level at “Well Above” the expected level (increased from “Above Expected” in 2006-07).

These data for 2007-08 are consistent with CSU Stanislaus student *CLA* outcomes in comparison to student cohorts from the previous year 2006-07 and subsequent year 2008-09. These results were constant for all indicators, including expected performance levels for each of the three performance tasks, value-added scores between freshmen and senior cohorts, retention and graduation rates, and ranked/percentile performance comparison to other *CLA* peer institutions. Although reporting disaggregated by demographic characteristics is limited due to insufficient numbers in subgroups, preliminary indicators show no apparent differences on the performance tests related to gender, ethnicity, age, or English as a primary language.

Further evidence of the CSU Stanislaus strength of performance on the *CLA* is provided by a comparison of CSU Stanislaus students’ *CLA* performance to that of the other 22 CSU campuses for the performance and analytical writing tasks, revealed in *Analysis Brief, Comparing CSU Campus Collegiate Learning Assessment (CLA) Outcomes*. Although statistical analysis was not possible because of disparate data displays in the Voluntary System of Accountability (VSA) College Portrait, an Institutional Research study found that CSU Stanislaus is as strong in institutional effect (value-added component) as most of the CSU campuses. With regard to the *CLA* performance task, CSU Stanislaus’ level of performance was at the median level, above most campuses and in tandem with much larger campuses. Only two campuses registered a stronger performance than CSU Stanislaus in Analytic Writing Task outcomes.

On the *WPST* that every undergraduate is required to pass, the sizable majority – 80 to 87 percent in the past five years – of undergraduates pass at the first attempt. *Trend data* also show improvement in the pass rates. In 2003-04, 81 percent of undergraduates passed during the first attempt, a rate that increased to 87 percent in 2007-08. The trend, including all attempts, indicates that pass rates increased from 71 percent in 2003-04 to 80 percent in 2006-07. Native students and transfers from two regional community colleges have a significantly higher initial pass rate (84 percent), while students transferring from two other regional community colleges have significantly lower rates (50-60 percent). English for Speakers of Other Languages (ESOL) student pass rates are difficult to ascertain, given statutory limitations on gathering such data (and not every English-language learner is or has enrolled in an ESOL course), but are estimated generally to be in the fiftieth percentile. Insufficient data exist to judge the effectiveness of two recent curricular changes designed to improve student writing performance for first-time first-year students (ENGL 1000) and for students who have not passed the *WPST* (ENGL 3000).

ACHIEVEMENT OF GENERAL EDUCATION

LEARNING GOALS

The proposed Mission Statement in the *Charter of the General Education Program* reads:

The Program of General Education supports the mission of the University by emphasizing an explicit commitment to a quality liberal arts education. Regardless of which approved courses are taken, the combination of the Program's seven areas (A-G), combined with the major course of study, cultivates the knowledge, skills, and values that are characteristic of a learned person. Neither subordinate to the major field of study nor independent of it, the General Education Program provides a common educational experience for students. The Program of General Education supports this curriculum by establishing goals and objectives; certifying courses within areas; assuring continuing quality; promoting curriculum; and monitoring course offerings.

Implicit in this Mission Statement are the values of attaining a breadth of knowledge and skills that are integrated over the course of the baccalaureate program. General education courses are a part of every college; hence the goals of a liberal education are not separate from, but form an integral part of, every undergraduate student's education.

The *General Education Academic Program Review* presents several principal findings:

- The General Education program is a traditional distributive model of general education that has been in place since the University began. Students choose from a menu of courses, and scheduling and planning are accomplished at the department and college levels.
- Faculty members and departments are free to propose any course in a GE sub-area as long as they "demonstrate how it will meet Goals 1-5 and either Goal 6, Goal 7, or Goals 6 and 7" of the general education goals. There are currently over 300 courses in the program. The General Education Subcommittee certifies courses at entry; there is no recertification process at present.
- The distributive, discipline-specific model of general education creates curricular and administrative challenges for the program. Scheduling on a term-by-term basis and long-range assessment, planning, and direction are difficult.
- Alternative models of general education (such as the Summit Program and First-Year Experience) have remained at the pilot level or just beyond it and have not been fully institutionalized or normalized. Furthermore, they are generally the first to be cut in a budget emergency.
- Indirect measures of assessment (surveys, student evaluations) indicate that students rank many of their individual courses as successful in providing a broad general education. Direct assessment of the program is ongoing; assessment of the specific general education sub-areas is in the process of establishment and implementation.

- The process of researching and composing the Academic Program Review for General Education has revealed connections between findings and the language of the California State University's Chancellor's [Executive Order 1033](#) that can facilitate recommended improvements in the program.

The process of development and the conduct of assessment in General Education are addressed in Thematic Essay Two; discussion of student performance goals continues below.

Faculty teaching courses in each of the 17 sub-areas (A1 through F3) of the General Education program are developing specific learning objectives appropriate to their area. This endeavor will align the General Education program with a recent statewide initiative to bring General Education on all California State University campuses into alignment with *Liberal Education and America's Promise* objectives.

Indirect measures of assessment, including student evaluations of courses, *Individual Development and Educational Assessment (IDEA)*, the *National Survey of Student Engagement (NSSE)*, and the *Graduating Senior Survey (GSS)* show that students rank many of their individual general education courses as successful in providing a broad general education. NSSE findings consistently indicate that approximately 80 percent of students report "acquiring a broad general education." Faculty and student responses correlate both the importance of particular learning goals (such as written communication) and their sense of attainment of these goals. Progress on individual learning goals is gleaned further from *IDEA* (student evaluation) reports.

A panel of faculty reviewed the current assessment of student performance on the General Education learning goals during Winter 2009. The panel restricted data to the two years (2004-05 and 2006-07) in which the most complete sets of both indirect and direct data were available. Data sources included NSSE, *Faculty Survey of Student Engagement (FSSE)*, *IDEA* course evaluations, *Collegiate Learning Assessment (CLA)* reports, *Writing Proficiency Screening Test (WPST)* reports, and material assembled for the *General Education Curriculum Matrix*, disaggregated by gender, ethnicity, parental income, age, and county of high school.

Results were not disaggregated for Stockton Center students for two reasons. First, the bulk of analysis of the General Education program in this stage of review focused on lower-division courses, which are not offered at the Stockton Center. Second, the term "Stockton Center student" used statistically indicates any student who enrolls in a course at the Stockton Center. This course may be the only course taken at the Center or it may be one of a full-time load. The low numbers prevent meaningful disaggregated results. The Office

of Institutional Research is developing a project to assess whether the difference in performance between “Stockton Center students” and CSU Stanislaus students as a whole is meaningful or statistically significant, as discussed in Thematic Essay Two. The results of this review appear in the [General Education Assessment Plan](#).

The findings of the faculty panel are sorted in two groups concerning, first, whether a goal is being met and, second, how the assessment instruments themselves can be strengthened or made more reliable. Potential changes to the assessment procedures for the General Education program are discussed in Thematic Essay Two and, as appropriate, in Key Exhibit II (a): *General Education: Progress since the Capacity and Preparatory Review*. Table 1.3: *Student Achievement of CSU Stanislaus General Education (GE) Learning Goals (2008/09)* displays the findings regarding the seven general education learning goals.

The faculty review panel made several recommendations regarding the program and its assessment. While these recommendations are in several different areas, those specifically related to curriculum include:

- Moving toward embedded assessment in courses or assessing in capstones using more direct than indirect measures;
- Reviewing the Goals to align with Executive Order 1033;
- Adopting Student Learning Outcomes in all sub-areas according to Executive Order 1033;
- Formalizing course certification and re-certification procedures;
- Revising Area G (Multicultural) as upper division only and/or revising to reflect according to the American Council on Education (ACE) Global Learning goals;
- Instituting a universal First-Year Experience program, potentially with a service learning requirement;
- Moving toward more integration within the program (per Executive Order 1033), including the adoption of theme-related clusters or courses at the upper-division level.

Barbara Walvoord (2004) recommends an audit of ongoing institutional process and actions to strengthen assessment and identifies the quality of teaching as a key component of understanding the quality of student learning, positing four key questions as a basis for discussion. Because of the increasing profile of the General Education program in understanding the quality of undergraduate education at CSU Stanislaus, the self study used this rubric as part of its assessment activities, with the results enumerated in Table 1.4: *Evaluation of Teaching and Student Learning in General Education at CSU Stanislaus (2008/09)*.

ACADEMIC DEPARTMENTS

Academic programs help ensure the high quality of student learning, including post-baccalaureate study, through assessment of learning goals at the department level and through university-wide indicators of student learning, both direct and indirect. A dedicated Program Assessment Coordinator is responsible for assessment activities within the department. Every program uses direct methods of assessment, though for logistical reasons not every program uses a direct method in every academic year, as shown in [Inventory of Educational Effectiveness Indicators](#). A review of program-level assessment activities reveals that in 2008, 27 out of 33 undergraduate programs and every graduate program reported using direct methods of assessment as a part of their regular annual activities. In addition to the programs reviewed and assessed using department-driven methods, eleven CSU Stanislaus programs possess thirteen different national accreditations, as shown in [Inventory of Concurrent Accreditation](#). Thematic Essay Two contains a further discussion of program-level assessment.

An evaluation of Program Assessment Activity Reports and Academic Program Reviews completed during the self-study review process reveals the kinds of changes made to enhance student learning as a result of using of assessment measures. Nineteen academic programs modified their curricula by creating new courses or redesigning existing ones to fill an identified need; developing writing proficiency courses specific to the discipline; revising degree requirements or adding concentrations; and adding hands-on, service-learning or field work opportunities to the program requirements. Thirteen programs used the information obtained through assessment activities to modify the teaching methods employed in existing classes. Among the improvements made were communicating assignment goals and expectations more precisely, integrating curriculum assignments throughout the program and/or integrating discussions about specific topics in which student learning did not meet expectations, developing “Best Practices” publications to distribute to department faculty members, and creating student handouts on using library resources specific to the discipline.

A number of noncurricular changes were also made in response to assessment results. Six programs improved their advising processes in several ways including development of handouts outlining expectations of students, creation of a one-stop center for advising and career information, preparation of advising handbooks, and implementation of mandatory advising at specified times. Other noncurricular changes included inviting individuals from the community to speak on campus so that students could hear from and interact with professionals in their field of study, improving job placement services, and incorporating students into faculty research programs.

The assessment processes employed by the academic programs are thoughtfully evaluated and continually refined. Thirteen programs revised the original assessment tools and processes developed by their departments in order to obtain information that more clearly measured student attainment of their learning goals. Five programs found that careful analysis of the data gathered during the assessment process resulted in further refinement of their missions, goals, or learning objectives.

ACHIEVEMENT OF GRADUATE STUDENT LEARNING GOALS

The [six graduate student learning goals](#) are assessed at the individual program level. To collect data more efficiently at the aggregate level, the Graduate Council developed a new template for curriculum maps in 2008-09 that aligns the six graduate student learning goals, individual graduate program goals, student learning program objectives, instructional emphasis on primary assessment methods, and core courses. A rubric has also been developed for the overall assessment of the six graduate student learning goals. Thematic Essay Two presents additional discussion of these changes.

The recent adoption of these alignment and collection methods prevents comprehensive evaluation of student performance in each goal. However, one critical indicator for the achievement of these graduate student learning goals is student performance in culminating theses or projects. Every graduate program includes a culminating experience. An average of 132 theses and projects are submitted and judged to have met the quality standards for graduation annually. A university review using a three-category rubric for evaluation in 2008-09 found that approximately 60 percent are judged to be of high quality, 35 percent good/competent, and 5 percent or fewer returned for improvement in order to meet graduation standards. As required, theses/projects provided conclusive evidence of advanced written and oral communication, critical and creative thinking, and academic rigor. Seven graduate programs also offer comprehensive examinations, either optional or mandatory. Each program updated its process for comprehensive examinations to maintain consistency with system-wide regulations. Further discussion of the types and quality of graduate research, scholarly, and creative activities appears in Thematic Essay Four.

As reported in *Analysis of Assessment data for Graduate Studies (Master's degrees) 2000/01 - 2007/08*, graduate student *Individual Development and Educational Assessment (IDEA)* course evaluation data indicate substantial progress in achieving learning objectives: approximately 80 percent of students rated their progress on the highest four rated objectives as "exceptional" or "substantial." For the quality of courses, 54 percent replied "definitely true" and 82 percent as "definitely true" or "more true than false" for course excellence (the mean rating

was 4.4 of 5). The *Graduate School Exit Survey* results (combined 2005-06 and 2006-07 data) concur with these judgments. Over 90 percent of students indicated "good" or "excellent" achievement for four of the six graduate student learning goals and the other two rated 77 percent and 83 percent. Approximately 93 percent of respondents rated attaining "advanced knowledge, skills, or values," as either "good" or "excellent." Lastly, approximately one-third of faculty respondents to the graduate *Faculty Survey of Student Engagement* (2007) rated the quality of educational experience of graduate students at CSU Stanislaus as "excellent," and the mean for the sample fell in the "good" range (mean = 3.13).

Overall, data indicate that the quality of education – undergraduate, graduate, general – at CSU Stanislaus is very high. The next section explores how indicators developed by Kuh (2003) give a much broader picture of the quality of education, and in particular how a commitment to engagement in learning promotes success.

QUALITY OF ENGAGING STUDENTS IN LEARNING

(CORE INDICATOR 5, WASC STANDARD 2)

This section examines three of the measures developed by Kuh, "What We're Learning about Student Engagement from NSSE," (2003), – Academic Rigor, Active and Collaborative Learning, and Student-Faculty Interaction Outside the Classroom – and tracks *NSSE* data along with other data to reveal the quality of engagement in learning. Indirect assessment measures, including data gleaned from aggregate *Individual Development and Educational Assessment (IDEA)* reports (student evaluations) and disaggregated *NSSE*, *Faculty Survey of Student Engagement (FSSE)*, *Graduating Senior Surveys*, and *Graduate Exit Surveys*, indicate a high degree of student agreement with each of these indicators, as shown below. While the response rates for any single application of an instrument are low (usually 10-15 percent) and suggest limited reliability, taken together the results indicate a pattern of response much more valid and useful. Moreover, these data indicate that course work and course activities are aligned with our mission by emphasizing cumulative competence and application supplemented by theoretical knowledge.

ACADEMIC RIGOR

Paul Umbach and Matthew Wawrzynski (2005) report "Campuses where faculty [challenge] their students [are] more likely to engage their students in other ways" (166). At CSU Stanislaus, engagement begins with academic challenge. Faculty members take seriously their collective and individual efforts to provide a rich and stimulating intellectual environment and use a variety of techniques to ensure the continuing improvement of student learning.

Indirect assessment measures indicate a high degree of student appreciation for the level of challenge at CSU Stanislaus. *Table 1.5: Academic Rigor, National Survey of Student Engagement (NSSE) (2006) and Faculty Survey of Student Engagement (FSSE) (2007)* presents NSSE local and cohort data on academic rigor linked to FSSE data revealing faculty expectations in equivalent areas.

As *Table 1.5* shows, most CSU Stanislaus first-year students agree that the University challenges them to spend significant amounts of time studying and focusing on their academic work. CSU Stanislaus seniors indicate engagement in coursework that emphasizes theory, critical thinking, and the evaluation of ideas, information, or arguments. The majority of seniors report that the University emphasizes significant study time and academic work. Student responses correlate to NSSE cohort responses; however, faculty perceptions are consistently well below national averages. This difference in perception deserves further inquiry.

In support of the self study, a graduate student conducted an [analysis of senior capstone course syllabi](#) from thirteen departments across all six colleges, utilizing a model derived from WASC rubrics. The study examined the level of alignment of course content and assessments to the University Mission Statement, departmental student learning outcomes (SLOs), faculty-determined expectations for success, and, finally, the means for publishing and communicating information about student learning expectations. The study found that in general syllabi aligned well with the University's Mission Statement, especially in terms of specialized knowledge of disciplines, critical inquiry, research methodologies, cultural awareness, practical application of discipline, professionalism, and critical theory.

The study also found that in these capstone courses, faculty have moved away from formative and summative examinations (only five percent surveyed use midterms or final exams), and instead lean toward a broad variety of dialectical pedagogy; hands-on, research-based critical inquiries such as presentations, research projects and reports; and group-based activities. The researcher, emphasizing the importance of the role of SLOs for the capstone seminar courses, found that SLOs were published in three places: course syllabi (69 percent), department web pages (46 percent), and the university catalog (100 percent), and recommended that the University work towards consistently publishing SLOs on department web pages and in each syllabus.

The student researcher observed that courses with poorly articulated SLOs did not compare well with those that had well-articulated SLOs in terms of variety of assignments. The researcher suggested that the University “explore a possible causal relationship between well-developed and well-communicated SLOs and quality of program curriculum.” The University further

proposes a more widespread use of capstone courses or other “culminating experiences” for undergraduates, particularly as those experiences integrate knowledge from the discipline and general education.

GRADUATE PROGRAMS

As should be expected, the academic rigor of graduate studies is both much higher and much more closely monitored than that of undergraduate studies. The [Graduate Council's audit of course syllabi](#) – using criteria for advanced disciplinary study and intellectual rigor – indicates a high level of compliance with graduate standards. The audit included an examination of the rigor of master's degree programs as evidenced by pedagogy, the variety and sophistication of the faculty's teaching methods, and course assignments. Results indicated a rich array of pedagogical approaches used by faculty teaching graduate courses.

According to faculty perceptions, CSU Stanislaus graduate students are engaged in a variety of high-level learning activities in their graduate programs (graduate *Faculty Survey of Student Engagement*, 2007). Faculty gave the highest ratings to application of theory and synthesizing ideas, and endorsed all other processes with the exception of memorization. When asked if graduate-level exams challenged students to do their best work, 73 percent of faculty agreed this was the case. The graduate *National Survey of Student Engagement* (2006) confirms these sentiments: the highest rated activities were class discussion and working on an integrative paper. Fifty percent or more of students endorsed these statements at the highest level. Other popular responses were using electronic media to work on a project, making a class presentation, and including diverse perspectives in assignments (40-50 percent). Considered as a set, these responses provide evidence that graduate students at CSU Stanislaus are engaged in the classroom, are using technology, and are completing assignments that build integrative and analytical skills.

The research literature defines graduate-level academic culture generally as a unique and distinct environment that differs from undergraduate education. The graduate environment is introduced and reinforced through rituals, traditions, norms, structures, mores, and symbols. At CSU Stanislaus, the characteristics of a [graduate-level academic culture](#) are clearly defined:

- Communicates clear expectations for high academic achievement to prospective and current students.
- Sets high expectations for all students to aspire and stretch for higher levels of cognitive development.
- Focuses on research and scholarly contributions to the discipline.
- Plans and structures on-going opportunities for faculty and student collaboration on research and scholarly endeavors.

- Insists that students take an active role in learning and assume a large share of the responsibility for their learning.
- Expects students to explore diverse ideas and think critically about their own values and perspectives.
- Champions infusion of experiences of diversity, cross-cultural elements, and diverse perspectives into the graduate curriculum.
- Displays an egalitarian, not authoritarian, approach toward instruction.
- Expects intellectual passion from faculty and students.
- Builds a community of scholars searching for new knowledge and higher learning.
- Exemplifies and transmits a core value system for responsible conduct of research.

Graduate-level academic culture is reflected in various university publications and those of individual graduate programs at CSU Stanislaus. For example, in the [Graduate Catalog](#), the Graduate School's mission statement and learning goals reflect the emphasis on scholarly achievement. The [Graduate Student Learning Goals](#) each convey expectations for high intellectual achievement commensurate with graduate education. The challenge for the University in promoting and sustaining a graduate culture is to do so within the context of a regional campus at which most students are part-time, commuting, and working adults.

Graduate program faculty meet this challenge by diverse means:

- Orientation programs for new graduate students emphasizing the unique graduate culture distinct from that of undergraduate education;
- Strong student/student interactions and strong faculty/student interactions – in and outside of classroom – through planned group work, social activities, collaborative learning opportunities, thesis support;
- The cohort model for building learning community;
- Rigorous academic standards expected, communicated, and achieved. Readings, assignments, writing, research, and grading all require high cognitive performance (analysis, synthesis, evaluation);
- Student learning goals evaluated with emphasis on critical, analytical, and creative thinking;
- Research, scholarship, and creative activity that permeate course work;
- Co-creation of knowledge with students through collaborative research;
- Opportunities provided for students to participate in professional/disciplinary organizations;
- Mentoring students;
- Culminating activity (thesis, project, comprehensive examination) paramount for demonstrating academic achievement; and

- Awards for outstanding student achievement in each graduate program.

Analysis of Assessment Data for Graduate Studies (Master's degrees) 2000/01 - 2007/08 shows that well over 80 percent of all instructors of graduate-level courses hold terminal degrees, with 45 percent of them tenured professors. The ethnic distribution of graduate students closely resembles that of the region, and the gender distribution matches that of the University at large. Half of all graduate students are under the age of thirty. Sixty-four percent of matriculating graduate students graduated from CSU Stanislaus undergraduate programs, and only 7.5 percent arrive from out of the state or country. Approximately 30 percent of graduating students annually earn "with distinction" honors, meaning they have maintained a 3.9 minimum GPA and have been recommended by their department for such distinction.

Nineteen percent of faculty members who teach graduate courses (33 of 174) completed a specially designed graduate studies version of the *FSSE* survey instrument in Fall 2007. The sample consists of experienced faculty members from a variety of disciplines and thus gives some insight into educational practices. Survey respondents utilize the teacher-scholar model effectively, spending about the same amount of time in scholarship activities and graduate classroom teaching, approximately five to eight hours per week. In addition, they spend substantial amounts of time on class preparation and grading. Faculty respondents also reported high levels of involvement in improving instruction. In the past year, most attended workshops (71 percent) and met with colleagues to discuss teaching (81 percent); the majority also attended conference sessions (70 percent) and campus-wide forums (56 percent).

Traditionally, graduate education has been an intensive process involving rigorous assignments and collaborations with faculty outside of class; however, fewer than 40 percent of faculty said their students spend more than ten hours per week on class preparation. On an eight-point scale, the mean estimate translated to six to ten hours per week of class preparation. Also, most faculty members did not assign papers 20 or more pages in length during the semester, instead focusing on short, report-style papers. These data are correlate to student reports.

The quality of graduate instruction at CSU Stanislaus is high. Most faculty members utilize a variety of learning activities. Most faculty members report using small group activities, seminar discussion, and teacher-led discussion in their graduate classes, and about one-third use lecture and student presentations. Faculty members say their students engage in class discussion, work on integrative papers, use email to communicate with the instructor, and receive prompt feedback from the instructor. Graduate-level assignments involve students in a variety

of high-level mental activities, especially application of theory and synthesis of ideas.

In the aggregate, the data indicate a high level of academic challenge for both undergraduate and graduate studies. This level of challenge is accompanied by emphases on active and collaborative learning and on student-faculty relations, as *Table 1.6: Active and Collaborative Learning, National Survey of Student Engagement (NSSE) (2006) and Faculty Survey of Student Engagement (FSSE) (2007) Responses* and *Table 1.7: Student Faculty Interaction, National Survey of Student Engagement (NSSE) (2006) and Faculty Survey of Student Engagement (FSSE) (2007) Responses* reveal.

ACTIVE AND COLLABORATIVE LEARNING

Table 1.6 presents NSSE local and cohort data on academic and collaborative learning linked to FSSE data revealing faculty expectations in equivalent areas. Most (five of seven) indicators show student responses comparable to or above those of cohort institutions. Senior responses to “asking questions in class or contributing to class discussion” can be improved. CSU Stanislaus seniors show a greater, more active involvement in their education than first-year students, as evidenced by their capacity to learn to solve problems, handle complexity, and become intensely involved in their education.

STUDENT FACULTY INTERACTIONS OUTSIDE THE CLASSROOM

Table 1.7 presents NSSE local and cohort data on academic rigor linked to FSSE data revealing faculty expectations in equivalent areas. Here the findings are less satisfactory. Student responses are short of comparable Carnegie institutions’ responses in every category. Numerous studies have shown the linkage between learning community approaches to education and higher student/faculty interactions, which lead to increased engagement and enhanced student success. The section “What Works” later in this essay presents some alternatives for campus consideration.

Undergraduate and graduate students and faculty rate highly such engagement activities as using email to contact instructors, class discussion, using electronic media to complete assignment, and using integrated resources to complete projects. The lowest-rated of educational tasks, however, is working with faculty members on activities other than course work (graduate FSSE/graduate NSSE - Faculty 0%, Students 10%). Faculty respondents acknowledged the time constraints experienced by their students. Most saw their students as highly involved in family and work responsibilities, leaving little time for other activities. However, they described students as building strong, supportive relationships with both faculty and other students on campus. These data likely reflect the small campus atmosphere at CSU Stanislaus and the efforts of graduate programs to respond to student needs and foster group learning. Efforts should

be taken to enhance the visibility of a graduate culture above and beyond immediate curricular activities.

Taken together, results for these three indicators are satisfactory. There is room for improvement in the indicator “Student-faculty Interactions,” and, as shown below, a similar need in some forms of “Enriching Educational Experience.” The next section examines this measure, as well as “Supportive Campus Environment,” to further explore the relationships among diversity, engagement, and student success.

IMPACT OF DIVERSITY ON STUDENT LEARNING AND SUCCESS

(CORE INDICATOR 8, WASC STANDARDS
1, 2, 3 AND 4)

CSU Stanislaus is widely recognized for promoting the success of a very diverse student body. This section examines two of Kuh’s (2003) indicators developed for the *National Survey of Student Engagement (NSSE)* – Supportive Campus Environment and Enriching Educational Experience – and tracks NSSE and *Faculty Survey of Student Engagement (FSSE)* along with other data to reveal the relationship of diversity to the qualities of engagement and learning. As in the last section, indirect assessment measures, including data gleaned from aggregate IDEA reports (student evaluations) and disaggregated NSSE, FSSE, *Graduating Senior Surveys*, and *Graduate Exit Surveys*, indicate a high degree of student agreement with most of these indicators, as shown below. While the response rates for any single application of an instrument are low (usually 10-15 percent) and suggest limited reliability, taken together the results indicate a pattern of response much more valid and useful.

SUPPORTIVE CAMPUS ENVIRONMENT

A key component of any supportive campus environment is the level at which the classroom promotes behaviors and attitudes outside the classroom. *Table 1.8: Campus Climate, National Survey of Student Engagement (NSSE) (2006) and Faculty Survey of Student Engagement (FSSE) (2007) Responses* presents data from undergraduate and graduate NSSE administrations next to faculty perceptions of similar activities and attitudes. While the undergraduate NSSE (2003, 2004, 2006) and FSSE (2007) administrations were conducted as part of the regular National Survey, the graduate NSSE (2006) was prepared and administered locally in cooperation with and under license from the NSSE center at the University of Indiana.

Student responses exceed those of comparable Carnegie institutions in every category. Faculty members perceive that students engage in an educational environment that challenges them to learn and appreciate diverse perspectives. Moreover, student self-reporting of such

activities outstrips faculty perceptions in every category. The evidence of a supportive environment is also demonstrated in the results provided by the various university-wide surveys. *Table 1.9: Campus Climate, CSU Stanislaus Graduating Senior Survey (2006/07) Responses* and *Table 1.10: Campus Climate, CSU Stanislaus Graduate Exit Survey (2006/07) Responses*, present data from local surveys specifically asking students to rate the level of support both within the classroom and within the broader campus climate.

These local results confirm the perceptions revealed in the NSSE administrations, while offering some additional granularity. In addition, as the source documents show, international student and disabled student responses approximately correspond with the majority ratings by other groups. Gay, Lesbian, Bisexual, and Transgender (GLBT) seniors report the least satisfaction of all groups.

The recognition by students of a generally supportive environment is reflected in students' own work. In Spring 2006 a prompt was used on the *Writing Proficiency Screening Test (WPST)* that asked students their opinions regarding diversity on campus and recommendations for improving campus diversity. These essays (numbering 75 in a sample reflecting the makeup of the student body) were coded, disaggregated, and analyzed. In a [content analysis performed by graduate students](#) in an assessment course, students identified three major themes in these essays: having a diverse representation of students and faculty, cultural promotion on campus, and equal opportunity. The overwhelming majority of students (about 95 percent) felt that CSU Stanislaus was indeed a diverse campus as indicated by:

- diverse and supportive faculty,
- many Hispanic students,
- many first generation college students,
- cultural events,
- in-class and out-of-class interaction, and
- a good representation of the diversity of the surrounding community.

In response to the request for recommendations, students suggested strategies to make diversity more meaningful:

- require more classes that encourage people to learn different cultures,
- focus less in the curriculum on a traditional canon,
- recognize and celebrate diversity beyond the Hispanic students, and
- find ways of intermixing cultural cliques and groups that naturally form on campus.

One overall sentiment frequently reflected in student essays suggested increased efforts to recruit more underrepresented and international faculty and students. A second asked for more curricular and classroom

activities designed around the concept of diversity and complemented by a richer variety of extra-curricular cultural activities on campus. A lesser theme suggested more mentorships, counseling, family support, and services for underrepresented groups.

NSSE and FSSE also asked students and faculty to rate the support given by the University for academic success as well as the extra-curricular factors that support such endeavors. *Table 1.11: Support to Succeed, National Survey of Student Engagement (NSSE) (2006) and Faculty Survey of Student Engagement (FSSE) (2007)*, presents these results. Faculty perceptions largely correlate to those of students, and demonstrate the priority of academic success at CSU Stanislaus, while not ignoring those other factors that contribute to a student's success.

Last, students rated the overall quality of their relationships with other students, with faculty members, and with administrative personnel and offices. Faculty members were asked their perceptions of student relationships in a separate survey. *Table 1.12: Quality of Relationships, National Survey of Student Engagement (NSSE) (2006) and Faculty Survey of Student Engagement (FSSE) (2007)*, presents these results.

Faculty and graduate student perceptions, with the exception of faculty perceptions of student interactions with administrators, are close to identical, correlate with those of comparable Carnegie institutions, and are quite high across the spectrum of interpersonal relationships.

As reflected in the tables, students report general satisfaction with a supportive campus environment, though there are some exceptions to this generality. In *Table 1.9* all numbers dip outside of white and Hispanic students; more for African American and even more for GLBT students (which both have very small response numbers). *Table 1.8* reports "encouraging contact between groups" lower than other categories and while *Table 1.11* both consistently describe "support for academic achievement" as very good, "support to thrive socially" ranks low both locally and in comparison to their Carnegie and NSSE cohorts.

Kuh (2003) reports national data that are consistent with this trend, and supposes that seniors may be "diversity inoculated," having been presented with many messages about the importance of diversity early in their college years" (31). Kuh suggests that higher education can "look for ways to reinforce the need and value of continuing to explore human differences in educationally powerful ways" (31). These varying indicators of campus community satisfaction with the campus environment should be investigated further.

ENRICHING EDUCATIONAL EXPERIENCE

Umbach and Wawrzynski (2005) find that when faculty place “a high level of importance on participation in enriching educational experiences . . . [this participation is] significantly positively related to academic challenge, student-faculty interaction, and active and collaborative learning.” The University regularly schedules campus and community events that share the diverse culture of our region and state, thereby enriching the collegiate experience. Programs that intentionally combine curricular and co-curricular learning are an important feature of the CSU Stanislaus experience; the section “What Works” of this essay presents extraordinary examples of this participation.

The Division of Student Affairs implemented several creative co-curricular programs to respond directly to learning outcomes developed within the division:

- Campus Dialogue Series on Popular Culture: One event each semester composed of a student and faculty panel moderated by a faculty member, the Dialogues have grown in popularity with stronger participation by faculty each time. Topics included the disenfranchised in America and the presidential election.
- The Advising Resource Center improved outreach to disqualified and probationary students, inviting them to one-on-one counseling sessions with graduate interns to develop individualized educational plans to rehabilitate their GPAs and ensure their eventual graduation.
- Student Support Services incorporated the Summer Leadership Institute in its annual plan for its population, expanding their exposure to leadership training, wellness information, and citizenship/engagement.

In Spring 2008, Student Affairs implemented a new assessment tool, the *Student Affairs Learning Outcomes Survey*, to be conducted every other year. *Table 1.13: Student Affairs Learning Outcomes*, presents selected results relating to the impact of diversity and student success.

Further evidence related to diversity and student success for the Student Affairs Division is demonstrated via the Council for the Advancement for Standards (CAS) instrument, as described in Thematic Essay Two. The 2009 report reveals continuing modest benchmark ratings in diversity, primarily because of insufficiently developed evidence. While there are ample programs addressing diversity, the division continues to improve upon the manner in which it assesses diversity and reports results in order to provide the evidentiary material needed to raise the reliability of these CAS findings.

Thematic Essay Two discusses the assessment of co-curricular effectiveness. Additional progress in student success efforts appears in Key Exhibit III (a): *Further Development of Student Success Efforts: Addressing New Requirements in the Institutional Review Process*.

NSSE and FSSE data in Table 1.14: Enriching Cultural Experiences, National Survey for Student Engagement (NSSE) (2006) and Faculty Survey for Student Engagement (FSSE) (2007) Responses, shows that students generally affirm the educational experience at CSU Stanislaus as “enriching.” While students find the cultural experience “enriching,” faculty do not, as testified by their markedly lower (than students’, than comparable Carnegie institutions) perceptions in each category. Furthermore, while many first-year students reported planning to study another language or to study abroad, the rates for those seniors who reported having done so are far below those of Carnegie cohorts.

Moreover, when asked about actual student participation in co-curricular activities, the data are less promising. *Table 1.15: CSU Stanislaus Graduating Senior Survey (2006/07) Responses*, reveals additional data from the *Graduating Senior Survey (GSS)* about student participation in campus activities, including student satisfaction levels where asked. While students attend cultural events at a respectable rate (approximately on par with athletic events), they are not satisfied with their experiences. *Table 1.16: Co-Curricular Activities and Community Based Projects, National Survey for Student Engagement (NSSE) (2006) and Faculty Survey for Student Engagement (FSSE) (2007) Responses*, presents further data from NSSE and FSSE showing limited student participation in co-curricular activities and community-based projects. The GSS confirm this low level of participation. NSSE reported general co-curricular participation as lower than the national average.

These data suggest that while enhanced co-curricular and other campus activities may elevate student performance, the majority of undergraduate students make do without these activities. The level of undergraduate student participation in campus activities is an area for further university development. Apart from service learning/community service, there is disagreement between the number and types of co-curricular activities faculty members think undergraduate students engage in and what these students self-report. While these numbers are consistent with the status of CSU Stanislaus as a commuter campus (fewer than 10 percent of students live on campus), they present opportunities for enhanced, targeted co-curricular programmatic growth.

Taken as a whole, therefore, the five key measurements the Kuh team uses to measure the effectiveness of student engagement reveal a mixed picture of high academic rigor and high student satisfaction, but low student participation in the events that ought to of a

difference for them in terms of their success. Students are expected to participate in a wide variety of classroom activities and generally enjoy doing so, but have little serious contact with faculty outside of the classroom. While the campus is supportive, students desire more cultural opportunities and express dissatisfaction with those already scheduled.

However, satisfaction with service learning and community service, where such activities are associated with a course, is consistent with the national average and consistently high. And, as shown in the next section, those students who participate in focused learning communities not only get more out of their university education, they report greater success as well.

WHAT WORKS: STUDENT ENGAGEMENT AND LEARNING

Although the data presented above are broadly representative of campus-wide educational results, this section examines the concerted efforts of initiatives targeting particular, and often small, numbers of students. The Faculty Mentor Program, Service Learning, and the First-Year Experience and Summit alternatives to general education all model approaches that, when combined with the more representative data above, illustrate more clearly the educational effectiveness of the relationship between engagement and learning at CSU Stanislaus.

Both the Summit and First-Year Experience programs offer clustered alternatives to the regular general education curriculum, emphasizing learning-community development and integrative learning environments. Both programs have been challenged by budget restrictions. The Faculty Director of General Education has guided campus discussions toward reviving the programs or incorporating their features into the General Education program more generally.

George Kuh (2003) argues . . . “student engagement differs more within a given school . . . than between schools . . . [Enhanced engagement] cannot simply be done by student category (younger and older, full-time and part-time), since this assumes that students in these groups are more alike than they actually are” (26). Nevertheless, awareness of the particular challenges likely to be faced by students of specific backgrounds aids the process of offering individualized inducements to engagement. Both the Faculty Mentor Program and Service Learning are models of such awareness being put to use in program development and student success. In the broadest sense, both programs offer “community-based learning” at its most effective. Moreover, the faculty in these programs model specific patterns of intellectual and academic engagement for their students.

FACULTY MENTOR PROGRAM

The Faculty Mentor Program (FMP) offers a broad variety of organized student-faculty interactions to foster an environment for intellectual, cultural, and artistic enrichment, in addition to its regular function as one-on-one student-faculty mentoring. An annual average of 140 students (2 percent of the undergraduate population) are members: 68 percent female, 53 percent Hispanic, 13 percent Asian, 5 percent African American, and more than 70 percent first generation college attendees. Apart from the much higher Hispanic participation, these numbers are consistent with university enrollments. FMP students report high overall satisfaction with the program (53 percent “excellent,” mean 3.4 on a 4 point scale), and 95 percent stated they would recommend the program to their friends.

Across 13 separate learning outcomes, FMP students rated the effectiveness of the program at 3.1 out of 4 (on a scale from “not helpful to very helpful”). These numbers are consistent across gender and ethnic demographics. Moreover, for the past seven years, the retention rate for first year FMP students is 89 percent, compared to the university average of 82 percent. The six-year graduation rate is 63 percent, compared to the university average of 50 percent. The program handles its [own assessment annually](#), designed and implemented by faculty members of the board of directors. Examples of program changes resulting from self-assessment include accelerated growth (from 113 to 182 protégés in five years), adoption and offering of targeted First-Year Experience seminars, development of career and graduate studies mini-retreats, and an enhanced focus on one-on-one mentoring techniques.

SERVICE LEARNING

The Office of Service Learning has served student, faculty, and community members successfully in community-based learning and engagement for more than seven years. In October 2000, 320 students were involved in community-based programs. During 2007-08, 2,120 students (approximately 25 percent of the total student population) participated, a seven-fold increase. A review of 2007-08 data revealed that most community-based learning options occurred in humanities and social sciences, prompting tailored outreach efforts to faculty in the College of Natural Sciences.

A *National Survey of Student Engagement* (NSSE) indicator asks students “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the areas of contributing to the welfare of your community?” In response, 18 percent of first-year students indicated “quite a bit” or “very much” and 41 percent of seniors responded “quite a bit” or “very much.” The increase in positive responses reflects the successful engagement students experience between their first and final years on campus. Additionally, students involved in service learning

courses provide more than 30,000 hours of community service annually. The data provided in *Table 1.16* shows how valuable community-based learning is for students and faculty alike. As a measure of faculty commitment to serve this interest for students, 34 percent of faculty responded that in a typical 7-day week they spend from 1-4 hours conducting service activities; 15 percent said they spend 5-8 hours per week; and 8 percent said from 9-20 hours per week conducting service activities for undergraduate students. Additionally, as evidence that community engagement is a valued part of curriculum on our campus, the University Retention, Promotion and Tenure Committee forwarded a memo asking all academic departments to consider community-based work as an important factor in the development of retention, promotion and tenure criteria. Last, since 2003-04, the University has recognized faculty excellence through the Outstanding Community Service Award.

The faculty also updated their student learning objectives and developed a *Service Learning Assessment Plan* that aligns the service learning program goals with student learning objectives. All three learning objectives for Service Learning are aligned with the four program goals for optimal student engagement and achievement; these goals are further aligned with the university mission. Faculty incorporating community-based education into their curricula will develop criteria/rubric for evaluating student achievement of the three learning objectives.

FIRST-YEAR EXPERIENCE

The strongest direct evidence of the positive impact of First-Year Experience (FYE) learning communities on student learning is FYE student performance on the *Writing Proficiency Screening Test (WPST)*. Results indicate that 89 percent of FYE students passed the *WPST* on their first attempt, far outstripping the university ten-year average (78 percent). Moreover, a comparison cohort study (of students enrolled in the same lecture courses as the FYE students but not enrolled in the FYE seminars) revealed that only 68 percent passed on their first attempt, and far fewer of this cohort actually attempted the *WPST*. Data indicate that the FYE learning communities associated with the Faculty Mentor Program have been highly successful in fostering student integration into campus social and cultural life. FYE learning communities associated with the Liberal Studies program provided students with crucial information related to K-8 content standards significantly affecting their ability to pass the *California Subjects Evaluation for Teachers (CSET)* examination. Qualitative survey data indicate that as a result of their experience in the FYE program, students perceive college to be a significant life change requiring increased attention to time management as well as more sustained communication with faculty and peers. This feedback is [evidence for ongoing development](#) of the FYE program,

including more effective integration of FYE enrollment with university-wide enrollment and a broadening of offerings of learning communities.

One of the principal findings of the *2006 National Survey of Student Engagement (NSSE) Annual Report* is that while engagement practices have a positive effect on students in general, the positive effect is more pronounced for students traditionally considered “at-risk” for college success. Wasley (2006) reports, “Student engagement [has] a ‘compensatory effect’ on grades and students’ likelihood of returning for a second year of college, particularly among underserved minority populations and students entering college with lower levels of achievement” (39). The effective educational practices elaborated in FYE, especially those targeting under-prepared students, have been shown to give students precisely the “compensatory effect” to which Wasley and *NSSE* refer.

Data indicate that first-generation college students in FYE have higher retention rates than the norm, rates that are particularly higher in the demographic categories “Hispanic,” “Asian/Pacific,” and “Other.” This important indicator of success, given the mission of the California State University and the communities served by CSU Stanislaus, heightens the need for sustained commitment to the program. In qualitative surveys, students in FYE report having a wider worldview, an enhanced appreciation for diversity, and an enhanced exposure to diverse perspectives. The low score for “attending campus cultural events,” like that of the University as a whole, suggests an opportunity for enhancing the program. In addition, learning communities specifically targeted at undeclared students would strengthen the University’s ability to serve a wider range of students.

THE SUMMIT PROGRAM

The Summit Program is an upper-division alternative to traditional general education programming. According to the *Summit Pilot Assessment* (2003), quantitative assessment of student progress toward general education learning goals indicates that Summit Program clusters are approximately on par, across the seven goals, with traditional upper-division general education courses (at 3.11 or above on a five-point scale). Students report gaining less “subject knowledge” than do students in traditional general education courses, perhaps due to the changed emphasis from breadth of knowledge to depth of knowledge. Students acknowledge this increased depth of knowledge in the Summit Program assessment. Qualitative data indicate the Summit Program fosters student critical thinking and has a positive effect on student motivation to learn by increasing familiarity with a range of scholarly points of view.

Retention rates for students who completed all courses in the Summit pilot program (2003-04) were equal to those of junior transfers university-wide (~87percent). Due to the small sample size and the lack of subsequent sampling, as well as the later shift from three-course to two-course clusters, such data are inconclusive. However, qualitative data suggest that compared to traditional general education students, Summit Program students felt more fully integrated into the academic and social communities of the University. This finding is consonant with the goals of the program and the overall findings of the report, which emphasize student enhanced interaction and rapport with faculty and peers. Given the large numbers of transfer students seeking to integrate into the campus community, this feature of the Summit Program is a significant strength.

The four programs detailed above are narrowly targeted and tend to maintain limited student participation. This feature is, for the Faculty Mentor Program, a principal cause of its success, allowing the program to tailor learning experiences to the specific needs of participating students. While FMP must stay focused to maintain viability, Service Learning and the general education alternatives First-Year Experience and Summit might profit from expansion; alternatively, the General Education program might benefit from the adoption of their best features.

REFLECTIONS FOR FURTHER INQUIRY AND ACTION

The University finds that undergraduate and graduate learning are generally of high quality. Learning outcome indicators are tracked regularly (as shown above and in Thematic Essay Two) and student achievement data are used regularly to monitor student performance and make adjustments as necessary to improve student learning (pedagogical approaches are discussed further in Essay Three). The General Education program provides a pattern of necessary skills and the broad knowledge expected of a university education. While less reliable than one might like due to low sampling rates, data indicators suggest a pattern of student attainment of learning goals in the General Education program.

This study examined five *National Survey of Student Engagement (NSSE)* indicators cited in Kuh (2003). Evidence presented above shows that the University performs highly in Level of Academic Challenge, Active and Collaborative Learning, and Supportive Campus Environment, and performs well, but less highly, in two other areas: Student-Faculty Interaction and Enriching Educational Experiences. CSU Stanislaus has a robust record of engaging students in the project of learning, with excellent success as reported in external studies. The high quality of education is maintained across

demographics; university attention to these data ensures the continuous improvement of undergraduate and graduate education.

The continual focus on the engagement of students with learning promotes an enriching college experience, which is at its best when curricular and co-curricular features of that experience are aligned. The initiatives highlighted in the “What Works” section promote activities that enhance student performance in these indicators. CSU Stanislaus faculty and staff are leaders in engaging the community as co-educators in the academic experiences of our students. CSU Stanislaus’ promotion of active partnerships in the intellectual, cultural and artistic enrichment of the region shows the value the University places on its participation in the world beyond campus. These efforts foster the creation of an ethic of service, civic engagement and active citizenship in our students.

Room for improvement is clearly visible in several areas, and actions have been planned to address these opportunities. The following list describes a broad topical outline for further inquiry and action. All of these topics are currently in varying levels of development and are best described as “continuing.” Nevertheless, the list identifies priorities consistent with the mission and learning goals of the University. The topics are presented in the order of their mention within the Thematic Essay and each of these topics has been aligned with actions from the Strategic Plan, as identified in the Integrative Essay.

THEMATIC ESSAY ONE: INQUIRY AND ACTION TOPICS

- 1a. The General Education Academic Program Review and General Education Assessment Plan contain useful recommendations. Priorities in these plans include strategies to improve assessment practices, to clarify student learning outcomes, and to emulate the “best practices” of high impact programs. Careful consideration and adoption of these recommendations (as appropriate) will strengthen this boundary-spanning program.
- 1b. The *Writing Proficiency Screening Test (WPST)*, the campus instrument for addressing the California State University system’s Graduation Writing Assessment Requirement (GWAR), represents an important predictor of success within the major. The University will continue its ongoing efforts to improve the *WPST* process with the goals of assessing students’ writing proficiency in a timely way, providing alternatives to support those not passing, and addressing the special needs of English language learners.
- 1c. Over the last decade, many departments have developed senior-level “culminating experiences” as vehicles for demonstrating student learning and for assessing learning outcomes. The University is committed to encouraging and supporting undergraduate programs to develop, assess, and refine a “capstone,” or similar comprehensive senior experience. Such a learning experience is designed not merely to reflect student learning in the major but to synthesize and integrate student learning throughout the baccalaureate experience.
- 1d. Rewards and recognition for graduate student achievement are most evident within department initiatives. The University is committed to continuing to cultivate a higher profile for graduate achievement and to increase the level of support and recognition for graduate student academic achievement campus-wide.
- 1e. The University is proud to be recognized as a “Hispanic-Serving Institution” and one in which diversity is encouraged and supported. The University is committed to cultivating this environment and paying close attention to the ways that diversity is achieved, maintained, and celebrated among both its student and faculty communities.
- 1f. Collaboration between Academic Affairs and Student Affairs has been growing steadily over the past decade, with the goal of enhancing the connection between curricular and co-curricular learning. The University is committed to increasing the level of undergraduate participation in campus activities as a way to engage students further and enhance student-faculty contact outside the classrooms.

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW REPORT

THEMATIC ESSAY TWO

THE UNIVERSITY ENVIRONMENT FOR SUPPORTING LEARNING

How effectively does the University infrastructure support learning?

Students are not the only learners at California State University, Stanislaus (CSU Stanislaus). The organization itself must be capable of learning in order to manage its affairs properly and to grow responsibly as a learning community. Likewise, no community can remain vital and relevant without a process of self-evaluation that results in continual improvement. CSU Stanislaus has developed an [integrated system of assessment processes](#) that allows the evaluation and improvement of all aspects of our environment for learning, from the performance of individual instructors in the classroom and the quality of specific academic programs to the effectiveness of our library, technological resources, advising and psychological counseling services, and other administrative and academic support services.

This essay examines how effectively the University assesses student learning and how effectively the environment supports student learning. The University regularly uses a variety of indirect and direct measures to assess. The previous essay examined the effectiveness of assessment processes in understanding the quality of learning and engagement; this essay examines the effectiveness of assessment processes themselves. The University developed researchable questions to guide the inquiry process at each phase, and the different lenses required at each phase produced minor variations in their focus and phrasing. This process, as well as the complete work of the Inquiry Circle in addressing the inquiry appears on the website for [Inquiry Circle Two](#).

The University examined the environment for learning to determine how quality improvement system results help produce effective student engagement and learning. The study relied principally on data from Core Indicator Seven (Quality of Support for Learning) – including academic program reviews and support unit reviews – and regularly gathered data such as those found in the Required Data Exhibits and the [Inventory of Educational Effectiveness Indicators](#). These data were supplemented by interviews, surveys, and other data.

This essay focuses on the following topics to demonstrate how quality assurance processes produce evidence of a learning organization committed to continual cycles of improvement.

- Assessment of University-wide Assessment**
- Academic Programming for Student Learning**
- The Environment for Student Learning**
- What Works: The Environment for Learning**
- Reflections for Further Inquiry and Action**

The first section evaluates the overall framework for assessment and quality control at CSU Stanislaus, including the principal structures and processes that guide decision making. The following two sections examine the use and findings of the assessment of student learning in, respectively, academic programs (undergraduate, general education, graduate studies) and support services (co-curricular programs, information technology, and information literacy). A penultimate section highlights particular uses of data to enact positive changes to support enhanced student learning in both academic and support settings. The essay concludes with “Reflections for Further Inquiry and Actions.”

ASSESSMENT OF UNIVERSITY-WIDE ASSESSMENT

(CORE INDICATOR 7, WASC STANDARDS 1, 2, 3 AND 4)

Overall university-wide assessment, as noted in earlier studies and external reviews, is highly developed and generally institutionalized but needs to close loops more reliably and to communicate findings more effectively through regular campus processes in order to enhance student learning. This section illustrates the effectiveness of the principal overall systems for university-wide assessment, including the offices of Institutional Research and Assessment and Quality Assurance, the Core Indicators of Educational Quality that help guide university decision-making with effective evidence, and the two principal mechanisms for gauging the effectiveness of academic programs and administrative and academic support units: the Academic Program Review and Support Unit Review.

DATA MANAGEMENT AND QUALITY ASSURANCE

The primary responsibility for data collection, management, and analysis falls to the Office of Institutional Research. Institutional Research provides essential information that allows the University to assess institutional quality and student learning and to track results over time. Over the past few years, the University has invested substantially in its institutional research capacity through increased staffing and full-time leadership. As noted in the *Office of Institutional Research Annual Report* (2009), the office has made impressive improvements in institutional research functions including establishing a master calendar management tool for deliverables, refining systems for comparative benchmark data, increasing support of academic program data needs, and adopting a client-centered approach for delivering information and research services. As a result, the campus has witnessed an increased use of Institutional Research services as well as a greater focus on the value of data-driven decision making.

The Office of Assessment and Quality Assurance is the hub of assessment activities and other quality assurance mechanisms. Assessment and Quality Assurance completed a [support unit review](#), supplemented by an external review by Dr. Mary Allen, which confirmed the high quality and significant accomplishments of assessment practices supported by the office. These accomplishments include the introduction and implementation of a [formal assessment distribution process](#).

An internal study of data distribution and feedback to campus constituencies in 2008-09 revealed that the campus is effectively and systematically distributing assessment information to appropriate constituents, and it will continue to refine its distribution, based on

findings and recommendations of the review. Numerous campus groups (including governance groups, academic and non-academic departments) reviewed instruments and provided feedback to Institutional Research. The *Assessment Distribution Feedback Summary 2007-08* contains the full report.

CORE INDICATORS OF EDUCATIONAL QUALITY

As part of the review of assessment distribution, the campus in 2008-09 reviewed the [Core Indicators of Educational Quality](#). This review resulted in the addition of several measures, particularly for Core Indicator Two, "Quality of Teaching," and the cross-listing of several other measures throughout the eight Indicators. In particular, data disaggregated specifically for Core Indicator Eight were also assigned to the other core indicators to allow more fruitful study. As a result of the review, the Office of Institutional Research compiled a report summarizing and condensing assessment results. The eight core indicators were found to be highly satisfactory in design and in the types of data collated within each one. However, some measures within the core indicators, especially surveys, were found to rely too greatly on limited data sets. The University should continue to increase the number of respondents to improve the data available for analysis. This change also will allow for more precise analysis of demographic subgroups.

Prior to Fall 2009, the Office of Institutional Research distributed information resulting from university-wide assessment methods organized by the instrument used (such as *Graduating Senior Survey* and the *Collegiate Learning Assessment*). Based on feedback received from governance groups for improving the presentation of assessment information, the University has begun the transition to the dissemination of institutional research reports that synthesize and organize assessment findings through the lens of the eight core indicators of educational quality and their associated measures. The most important advantage of disseminating assessment findings by core indicators is that it allows for a more comprehensive understanding of the strength of achievement for each of these core indicators based on multiple methods and comparative data (longitudinal and with external benchmarks, where available).

ASSESSMENT OF ACADEMIC PROGRAM REVIEWS

The Academic Program Review (APR) process at CSU Stanislaus is the regular method by which the University evaluates the effectiveness of its academic programs. As a result of a review of the APR process in 2000, revisions were made and are reflected in the [APR process approved in 2004](#), under which data for this self study were compiled and analyzed. Changes made include the reduction of the number of review criteria with greater focus on commitment to student learning, to faculty expertise, and to future program planning and action; centrality of the establishment, evaluation, and

assessment of student learning goals; greater linkage between the APR, program planning, strategic planning, and budgetary decisions; and better institutional research support in data collection, analysis, and interpretation.

The APR procedures were again reviewed in 2008-09 as part of regular campus review procedures. As part of this review, the University Educational Policies Committee conducted an analysis of APR procedures guided by four WASC documents: the *WASC Standards* (particularly Criteria For Review 2.7 and 4.4), *Suggested Approaches for Evaluating Program Review on EER Visits* (2009), the *Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews* (2007), and the *CPR Site Visit Team Report* (2008). The [self-assessment](#) was conducted using the WASC scale of “initial,” “emerging,” “developed,” and “highly developed.” Overall, the committee found CSU Stanislaus to be in the “developed” to “highly developed” range. Additional work continues to involve students more directly in the academic program review and assessment processes and in the use of comparative data from external sources.

As a result of this review and with thorough campus consultation, the [APR procedures policy](#) was further refined. Several improvements were made to the process, including; that the policy now

- clarified assessment of student learning language for the undergraduate and graduate levels;
- clarified usage of departmental APRs for General Education and the “pathway” for General Education APR review and approval;
- aligned work of the Program Assessment Coordinators and graduate directors with the APR process to integrate more fully assessment procedures and the regular university review mechanism;
- clarified assessment data needs in order to focus more usefully on direct assessment of student learning;
- strengthened language on the evaluation of teaching effectiveness for departmental reflection;
- edited language related to graduate education, including clearer expectations for responding to issues related to graduate culture and external reviewers.

Further discussion of the use of the APR in assessing the health and vibrancy of individual academic departments may be found below under “Academic Programming for Student Learning.” The University continues to work toward the elaboration of APRs from an aggregate focus on learning outcomes in sum to a disaggregate focus on discrete, individual learning outcomes.

SUPPORT UNIT REVIEW

In 2004, CSU Stanislaus adopted a policy and procedures for reviewing the effectiveness of all University support units in a [Support Unit Review](#) (SUR). The primary goal of the SUR process is to provide a mechanism to promote the continual improvement of support units and ensure student learning and success. The SUR process is linked to strategic planning, resource allocation and other decision-making at the unit and university levels by identifying the future directions, needs, and priorities of support units. A discussion of the use of particular SURs to enhance student learning and the University environment for learning appears in “The Environment for Student Learning” section of this essay.

An [evaluation of the SUR process \(2009\)](#) prompted changes to clarify procedural elements and reporting expectations. Further emphasis was given to the ways in which administrative units contribute to student learning and success by expanding upon this element throughout the review process. As a result, the working manual provided by the provost at the annual SUR workshops was revised to provide greater clarification and assistance in the completion of the SUR process. Every phase of the review process was refined. Refinements include revised timelines to allow greater comprehensiveness of review, clarified responsibilities for participants at each stage, revision of instructions (including the creation of checklists, templates, etc.), and improvement of the process for implementation and communication of final summaries. Most important, the review prompted changes that further emphasize the ways in which administrative units contribute to student learning and success. In 2009-10, the President’s Executive Cabinet, Provost’s Council of Deans, Academic Affairs Council, and Assessment Leadership Team will review the evaluative report and make recommendations to the president.

ACADEMIC PROGRAMMING FOR STUDENT LEARNING

(CORE INDICATOR 7, WASC STANDARDS 1, 2, 3 AND 4)

The University reviewed seven-year academic program reviews, annual assessment reports, and assessment plans of academic departments to see whether an emphasis on educational results produces quality improvement, how resources are best utilized to support learning, and how decisions are made on evidence. Examples of specific activities and practices yielding excellent results in academic program reviews appear in the “What Works” section of this essay.

UNDERGRADUATE PROGRAMS

Assessment of the Academic Program Review (APR) process conducted by the University Educational Policies Committee (UEPC) revealed that the vast majority of programs that had completed APRs prior to Summer 2009, greatly improved their ability to assess student learning, and moreover used these findings to propose positive changes to their programs as appropriate. These changes are implemented through agreements reached with the provost during exit meetings comprised of the department chairs and faculty members along with their respective deans.

The most significant change to the APR process promotes the integration of the APR (conducted at seven year intervals) to the annual departmental assessment activities led by the Program Assessment Coordinators (PACs). Assessment plan templates also were updated to include a timeline of activities aligned with the seven-year program review, and annual assessment updates will be incorporated in the APR. This alignment refines and coordinates assessment activities at the departmental level.

Led by the PACs, department or program faculty have developed learning goals and established and assessed student learning outcomes; every program has developed assessment plans that meet its unique needs based on self-defined learning objectives. *Table 2.1: Self-Ratings of Undergraduate Assessment Plan Components Using WASC Rubrics* displays aggregate findings of the University's self-ratings of undergraduate assessment plan components as defined by WASC criteria. Using WASC's scale of "initial," "emerging," "developed," and "highly developed," *Table 2.1* displays the self-ratings for each assessment component. Fifty percent of components were rated as "developed," 30 percent as "emerging," and 20 percent as "highly developed." A wide variety of assessment techniques are used, summarized in *Program-Level Assessment Methods and Sources for Majors*. Assessment updates are completed annually and provide a summary and evaluation of the methods used to assess student learning and specify what actions will be taken as a result. A summary of the actions resulting from program assessment activities appears in the *Inventory of Educational Effectiveness Indicators*. Thematic Essay Three provides an analysis of specific actions taken by departments to improve teaching effectiveness.

GENERAL EDUCATION PROGRAMS

The University has continually assessed the overall focus of the General Education program for more than a decade. Indirect assessment measures of attainment of student learning goals have been gathered since 2001. Additionally, general education learning goals and objectives have been assessed using direct methods such as the *Writing Proficiency Screening Test (WPST)*, Writing Proficiency courses (WP), and the *Collegiate Learning*

Assessment (CLA). General Education data are collected and systematically distributed to the appropriate bodies (both academic and support units). Key Exhibit II (a): *General Education: Progress since the Capacity and Preparatory Review* describes progress toward the enhancement of assessment activities in the General Education program since the CPR Site Visit (October 2008).

The General Education Subcommittee conducted an alignment study that allowed the campus to map general education sub-areas and general education learning goals. With this information, the Faculty Director of General Education coordinated assessment meetings for lower-division general education sub-areas that included faculty representatives and the Faculty Coordinator for the Assessment of Student Learning. Assessment plans were then drafted for each lower-division General Education sub-area (A1-E2). These draft assessment plans are aligned with the California State University system-wide criteria and emphasize course-embedded direct assessment where appropriate. Student learning objectives will continue to be refined by faculty teaching in the sub-areas to be area/discipline-specific and to ensure that objectives are appropriate and measurable.

During the completion of the *General Education Academic Program Review (GE APR)*, a faculty focus group reviewed the draft *General Education Assessment Plan* and the direct and indirect measures available for the assessment of general education, offering a series of recommendations for improvement. These recommendations will help guide the General Education Subcommittee as it elaborates the implementation plan of the *GE APR*. In addition, the Faculty Director for General Education and General Education Subcommittee conducted numerous workshops for area assessment and for developing integrative learning curricula, and led multiple open forums to gain campus consensus on directions for General Education program improvement. These gatherings included specific discussion on procedural improvements to the General Education program, such as recertification of courses, and more abstract discussion on the purpose and structure of general education as a whole, with emphases on integrative learning and interdisciplinary studies. The overall plan is presented in the *General Education Assessment Plan*. The results of assessments for improving student learning appear in Thematic Essay One. Further discussion of the assessment of student learning in General Education appears in Key Exhibit II (a): *General Education: Progress since the Capacity and Preparatory Review*.

As discussed in Thematic Essay One, statistically, "Stockton Center student" means a student who physically enrolls in one or more courses at the Center. This course may be the only course taken, or may be the only course taken at the Center while enrolled full time at the Turlock campus, or the student may be enrolled full time at the Center. This wide variation in enrollment

types does not allow for systematic disaggregated analysis, nor does it encourage making any comprehensive quality statement about the learning of the Stockton Center student. Nevertheless, in an effort to test the widely held perception that Stockton Center students differ in some meaningful way from main campus students, Institutional Research has [developed a researchable project](#) to test the null hypothesis, “There are no [significant] differences in performance of Stockton students and Stanislaus students.” This project also will offer a second level of analysis of those students enrolled full-time at the Center (in 2008-09, 134 undergraduate and graduate students). The data from this project will then allow the demonstration of effectiveness indicators with regard to Stockton students.

Evidence above, as well as in the *GE APR* and *General Education Assessment Plan*, indicates that General Education program assessment is between the “emerging” and “developed” levels as defined by the WASC rubric for General Education Assessment. *Table 2.2: Self-Rating Using WASC Rubric for Evaluating General Education Assessment Process* displays the self-ratings for each criterion in the process.

As a result of the *GE APR* process and assessment activities, the General Education program modified its assessment methods, reformulated its mission statement, realigned its goals and learning objectives with new system-wide initiatives, and deployed a faculty-led, area-based program of comprehensive assessment. The *General Education Assessment Plan* has also been enhanced by incorporating additional direct assessment measures and by developing a workable strategy for summative assessment within the framework provided by the [Principles of Assessment](#). These changes allow for closer integration between program-level and university-wide general education assessment and a more comprehensive evaluation of student achievement in general education at CSU Stanislaus.

GRADUATE PROGRAMS

In 2009, the Graduate Council updated the [Graduate Assessment Plan](#) to align the university-wide Graduate Student Learning Goals (created by the Graduate Council in 2000) with the assessment methods used by the individual graduate programs, as discussed in Thematic Essay One. *Table 2.3: Alignment of CSU Stanislaus Graduate Student Learning Goals and University-Wide Assessment Methods*, displays the alignment between the six graduate student learning goals and both indirect and direct methods of assessment. *Table 2.4: Self-Ratings of the University-Wide and Individual Graduate Assessment Plan Components Using WASC Rubrics*, displays aggregate findings of the University’s self-rating of the graduate assessment plan components as defined by WASC criteria. Using WASC’s scale of “initial,” “emerging,” “developed,” and “highly developed,” 60 percent of

components were rated as “developed,” 20 percent as “highly developed,” and 20 percent as “emerging.”

The Graduate Council reviewed and made substantial changes to the Academic Program Review (APR) procedures to enhance the ability of departments to assess the quality of student learning through regular processes and to make positive enhancements to support it. The Graduate Council refined its template for graduate curriculum maps to display the alignment of the six graduate learning goals and each graduate program’s student learning objectives. It refined assessment procedures for annual reporting of achievement of the six graduate student learning goals using a rubric. The Graduate Council developed salient criteria for the evaluation of graduate APRs and a structure to ensure comprehensive and consistent evaluation of quality for graduate programs. This attention to the fine details of student learning assessment across the Graduate School also shows the depth of commitment of the University to the culture of graduate studies, as discussed in Thematic Essay One, and the resources and support needed for graduate studies, as discussed further in Key Exhibit II (b): *Graduate Studies: Progress since the Capacity and Preparatory Review*.

Prompted by formal internal evaluations occurring in 2000 and 2008 and an [external review in 2007](#) by Dr. Mary Allen, with recommendations echoed in the [CPR Site Visit Report](#), the Graduate Council conducted an exhaustive [analysis of assessment data](#) for graduate studies. It affirmed the learning quality of graduate programs (as discussed in Thematic Essay One).

The Graduate Council made numerous recommendations for the collection and distribution of data, urged the changes to the program review process discussed above, and detailed several additional strategies for the enhanced assessment of graduate programs, including the new doctoral program in educational leadership. While the analysis found a pattern of continuous development leading to cycles of improvement, it found areas for additional improvement, specifically by incorporating assessment findings into department curricula and in streamlining reporting structures to make them more effective.

As noted in the updated *Graduate Assessment Plan*, the Graduate Council discusses the implications of assessment results, takes actions as it deems appropriate within the scope of its authority, and recommends policy changes to the Academic Senate. Administrative review of graduate assessment reports occurs through the Provost’s Council of Deans and the President’s Administrative Group. The Office of Assessment and Quality Assurance supports graduate assessment initiatives and archives assessment findings and actions.

THE ENVIRONMENT FOR STUDENT LEARNING

(CORE INDICATOR 7, WASC STANDARDS 1, 2, 3 AND 4)

While the academic departments are at the heart of student learning, support for student learning is manifested campus-wide in the myriad services provided by hundreds of staff and administrative personnel. The approaches to co-curricular learning and information literacy, like the resources of information technology, provide critical support for learning across the campus. Together, these key components of the University illustrate the effectiveness of the environment for learning.

CO-CURRICULAR LEARNING

The use by the Division of Student Affairs of Council for the Advancement of Standards in Higher Education (CAS) assessment tools predates the implementation of Support Unit Review (SUR) procedures in 2004. All departments in Student Affairs returned to CAS protocols to provide data for the SURs in 2008-09, including internal and external reviews. Each of the departments within Student Affairs has established learning outcomes based on those articulated in American College Personnel Association/National Association of Student Personnel Administrators (ACPA/NASPA) documents. This model “defines learning as a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate, and even independent of each other” (Keeling 18), and articulates seven themes used by the division:

- Cognitive complexity
- Knowledge, acquisition, integration and application
- Humanitarianism
- Civic engagement
- Interpersonal and intrapersonal competence
- Practical competence
- Persistence and academic achievement

Intentional curricular and co-curricular learning opportunities are integral to the Student Affairs programming philosophy at CSU Stanislaus. Action plans to accomplish the outcomes and analyses of past learning outcomes are part of each department’s annual report process. Such efforts are also assessed as part of the Student Affairs SUR, which utilizes the CAS tool (since 2003). Recently, the Division has added additional layers of review to examine specifically the accomplishment of the identified co-curricular student learning outcomes as part of the SUR process and through the Student Affairs *Student Learning Outcomes Survey*.

The most recent assessment through SURs (Spring and Summer 2009) reveals active support for student learning through collaborative efforts of academic and student affairs units, with a strong focus on civic engagement, interpersonal and intrapersonal competence, practical competence, and persistence and academic achievement. In analyzing the recently completed assessments, Student Affairs managers will address gaps in delivering co-curricular programming (Fall 2009 retreat) and propose interventions which could result in revised learning outcomes (usually set for three years) and annual priorities. This planning process ensures that a variety of undertaken activities focuses on a wide spectrum of outcomes.

Specific learning outcomes for the Student Affairs units are developed through a collaborative process among the department directors. These learning outcomes become the basis for departmental plans. The document *Priorities and Outcomes Matrix* illustrates the division’s learning outcomes, the annual planning priorities, and the Student Affairs mission and vision mapped against the thematic outcome areas to ensure an integrative and comprehensive student learning experience. Annual reports describe the progress each department has made toward achieving the learning outcomes and establish priorities for the next academic year, available on the division web page.

The results of various reviews and assessments are used to enable the University to adapt programs to meet stated objectives. For example, initial data gathered from various surveys and focus groups revealed insufficient student satisfaction with the academic advising process. An Advising Task Force was charged with reviewing policies, identifying perceptions, defining functions, and recommending specific policy and procedural changes (2004). The resulting Academic Advising Policy has elements and guidelines built in to address the issues. A strong philosophy statement guides the efforts to ensure that learning objectives accord with the learning-centered mission of the University. The policy was endorsed by the Academic Senate in 2008, and has now been reviewed and updated with specific action items for further attention. This progress report will be reviewed in 2009-10 by the Student Success Committee as well as by the University Educational Policies Committee of the Academic Senate.

Another example of applying assessment information to improve support for student learning is the improvements to the Tutoring Center. From its [2006-07 assessment](#), the Tutoring Center identified needs to develop protocols, improve data collection, and enhance professional competence. Within a short time, it had created an Operations Manual, established a new database to assist with reporting, and applied for and received the California Reading and Learning Association certification that enables the Center to recruit student

tutors and offer enhanced professional development, greatly improving the quality of tutoring.

As a third example, to address the outcome related to healthy lifestyle the Student Health Center identified participation in the Cholesterol Screening clinic as an indicator. When 58 percent of students reported that the Cholesterol Clinic had not improved their basic knowledge of cardiac risk factors (*Student Learning Outcomes Survey*, Spring 2008), the Health Center undertook increased advertising and improved communication through the Health Educator and Peers. Two subsequent mini-surveys during the Cholesterol Clinics in Fall 2008 and Spring 2009 showed an increase in student understanding about risk factors.

These examples demonstrate the ability of the University to adapt significant units to improve the quality of education. Additional examples of how assessment findings have been used to improve co-curricular student learning in *Co-Curricular Inventory of Educational Effectiveness Indicators*.

Support Unit Reviews conducted in 2009 indicate that co-curricular assessment overall is highly developed: co-curricular assessment and outcome processes are informed by nationally-recognized good learning practices and improvements result from reflection in workgroups comprising cross-divisional staff, administrative personnel, and faculty members. *Table 2.5: Alignment of CSU Stanislaus General Education Learning Goals and Co-Curricular Student Learning Outcomes* maps the alignment of curricular and co-curricular learning, using General Education learning goals and co-curricular student learning outcomes.

This mapping is most revealing in the close relationship it establishes between General Education and co-curricular learning in highly regarded skills (communication, critical thinking) and values (global awareness, social responsibility), as well as the relative lack of attention given to information retrieval and evaluation (as noted in Thematic Essay One) and global or multicultural perspectives. The University continues to align these outcomes within the General Education Program and the appropriate units of Student Affairs in order to further integrate student learning (as discussed in Thematic Essay One).

Based on their comprehensive study of data included in the Core Indicators (including the *National Survey of Student Engagement* and *Faculty Survey of Student Engagement* results, *Graduating Senior Surveys*, and results from the *Collegiate Learning Assessment* administrations), the Student Success Committee identified several topics for further study. These include student satisfaction with library resources, gap analysis of faculty and student expectations, the institutional profile of four-year graduates, further cohort analysis of high-impact

programs (Faculty Mentor Program, EOP, e.g.), and disaggregating *Collegiate Learning Assessment* results to analyze the performance of students who work full-time versus non-working or part-time working students. The results of this work will illuminate campus discussion of the evolving relationship between co-curricular and non-curricular learning.

Additional development of student success efforts appears in Key Exhibit III (a): *Further Development of Student Success Efforts: Addressing New Requirements in the Institutional Review Process*. Further examples of specific practices and activities yielding excellent results in the SUR process come in the “What Works” section of this essay.

UNIVERSITY LIBRARY AND INFORMATION LITERACY

Library user satisfaction data, especially at the undergraduate level, consistently have revealed relatively high levels of satisfaction with the University Library Services. While the lowest satisfaction is recorded in terms of resources, both physical (collections owned) and virtual (accessed online), even these data reveal generally good satisfaction: only 10-16 percent are neutral or low. Evidence from *Graduating Senior Survey* documents this pattern, with 90 percent of 2006-07 respondents satisfied or very satisfied with the quality of services overall, and 82 percent satisfied or very satisfied with “books and journals in my major.” *LibQUAL+* surveys from 2005 and 2007, although involving small numbers of participants, offer additional evidence of this pattern, with no areas where undergraduate students’ perceived level of library service is lower than their minimum acceptable level of service, but with library users at all levels (undergraduate, graduate and faculty) perceiving that they require more information resources than are currently provided by the University Library. This issue, particularly as it affects graduate studies, continues in Key Exhibit II (b): *Graduate Studies: Progress since the Capacity and Preparatory Review*.

Information literacy instruction, including both class sessions taught by librarians and in-depth consultations between students and reference librarians, remains a chief strategy for equipping students as effective researchers. The *University Library Support Unit Review* (2008) found that the number of students who participated in library instruction had almost doubled in the previous decade, and noted that “mechanisms must be developed that will link these activities to successful student learning outcomes and provide direct measures of effectiveness.” A library instruction program assessment plan has been drafted and is being refined, and the University Library has begun to collect assessment data for its instructional efforts. These efforts respond directly to the recommendation that the Library assess its role in student engagement and learning and that it collect data that assess student learning as a result of the library’s

instructional programs. Although it is too soon to demonstrate results, the effort to develop an assessment plan for the library's instructional program itself has revealed issues for further consideration, including questions of scalability and responsibility, which in turn suggest the desirability of broader campus-wide conversations to clarify goals and responsibilities for information literacy instruction. Library faculty members also are engaged jointly in work with counterparts from other CSU campuses to develop online tutorials that can address issues of scale.

Building on existing partnerships with discipline faculty to advance common goals in the area of information literacy (e.g., HONS 3500 team taught by Library and Honors faculty), Library faculty are exploring additional collaborations with departments. Close connections between Library and discipline faculty are crucial to student engagement with the Library and to the effectiveness on the Library in student learning. A significant finding of the external review team for the Library's support unit review was the absence of discipline faculty voices in tracking the Library's effectiveness from their point of view. The Library is working to address this need from various angles.

A pilot project underway in January 2009 finds the librarian liaison for the College of Education spending a portion of his time physically located in the college rather than the Library. This experiment in "embedded librarianship" increases the visibility of the Library by facilitating interaction without requiring that faculty or students travel to the Library. Interactions to date have ranged from the identification and instruction in the use of appropriate sources, to support for teaching and Research, Scholarship, and Creative Activity (RSCA), and assistance with the upcoming National Council for Accreditation of Teacher Education (NCATE) accreditation. The pilot will be evaluated to determine whether this is a model that is effective and should be replicated elsewhere in the University. Because the College of Education is also the source of the new doctoral program, this new service responds directly to the October 2008 WASC Site Visit team recommendation to expand library services, especially those in support of graduate education (as condensed in Key Exhibit II (b): *Graduate Studies: Progress since the Capacity and Preparatory Review*).

INFORMATION TECHNOLOGY

The *Faculty Survey of Student Engagement* (FSSE) (2007), the *National Survey of Student Engagement* (NSSE) (2006), and the *Graduating Senior Survey* (GSS) (2006) provide indicators of the academic environment and student learning. Considered as a set, these surveys provide evidence—supported by responses from faculty members—that undergraduate students at CSU Stanislaus are

engaged in the classroom, are using technology, and are completing assignments that integrate technology literacy with other learning objectives.

A well-recognized component of the academic environment supporting student learning is information technology. *FSSE* (2007) reports that 83 percent of faculty members—a strong response—indicate the University emphasizes "... encouraging students to use computers in their academic work." In addition, faculty members were also asked specifically, "In your selected course section, on average, what percent of class time is spent on ... student computer use?" Here, 25 percent overall said 1-9 percent; 13 percent said 10-29 percent; 3 percent said 30-74 percent; and 2 percent said 75 percent or more. Last, *FSSE* asked, "To what extent has the typical [first-year student/senior/student's] experience at this institution contributed to his or her knowledge, skills, and personal development in ... using computing and information technology?" Thirty-five percent indicated "some," however, 61 percent said "quite a bit" or "very much."

The *NSSE* (2006), which surveys freshmen and senior students, provides several indicators or items about information technology. *NSSE* finds a large proportion of students—82.2 percent—believe the institution emphasizes "using computers in academic work." To expand the question of student learning and technology, another set of items in the *NSSE* asked students, "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development?" Under the option, "Using computing and information technology," 72.2 percent of students responded "quite a bit" or "very much."

Two more indicators from *NSSE*, tangential to student learning, but nonetheless indicators of student technology use asked, "In your experience at your institution during the current school year, about how often have you ... used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment?" Fifty-one percent responded, "often" or "very much," and another 34 percent said, "sometimes." A similarly worded question asked if they "Used e-mail to communicate with an instructor," to which 68.8 percent said, "often" or "very often"; 26.5 percent said, "sometimes."

In an altogether different sample of students from *NSSE*, the *Graduating Senior Survey* (GSS) (2006) offers another source of information from which to estimate and/or evaluate the relationship among academic environment, student learning, and technology use. In one key indicator, 96.5 percent of seniors said, "yes" they used "databases or other electronic sources" to access learning materials in the last twelve months through University Library Services. A second indicator asked seniors to "evaluate the degree of personal development or gain

which resulted from your attendance at CSU Stanislaus.” Under the item, “Using technology effectively,” 68.1 percent indicated a “moderate” to “high gain.” These indicators regarding technology usage are consistent with the findings in *FSSE* and *NSSE*.

The results suggest for both student and faculty a belief that technology and learning are a normal and inseparable part of the institutional culture. Technology is an enabler to learning, and one of the many critical components in support of the teaching and learning mission at CSU Stanislaus. Student self-reporting in both *NSSE* and the *GSS* corroborate faculty expectations indicated in *FSSE*. The correlation coefficients are significant and moderately strong suggesting students perceive the use of information technology as a viable and practical institutional norm in the culture of learning. Both faculty members and students indicate that the University emphasizes an academic environment that supports student learning and that information technology is a central piece of the environment for learning.

WHAT WORKS: THE ENVIRONMENT FOR LEARNING

The aggregate review of Academic Program Reviews and Support Unit Reviews reveals the overall high quality of assessment practices at CSU Stanislaus. Often missing from holistic studies, however, are the contributions of individual departments and units that reveal innovative and imaginative solutions to the practical problems of assessment. This section displays several of these efforts. While the units and departments are to be applauded for their efforts, important here are the tactics and practices by which these groups are able successfully to address the unique difficulties posed by their area.

ACADEMIC PROGRAM REVIEW

For those seven programs under review in 2008-09, college deans and faculty worked together to provide stronger analytical and evidentiary conclusions of student learning outcomes. In addition, each of the 2008-09 academic program reviews contains one or more distinctive features that contribute to its overall quality. These features include

- Highly analytical and evidentiary support for an *engagement criterion*, including learning outcomes related to service learning and international fieldwork.
- Listing of recommendations from the previous review that includes a clear delineation of summary of actions taken and an *evaluation of results*.
- Display of faculty judgment/evaluation of the overall *level of student achievement* for each individual student learning objective.

- Refined display of *performance expectations* and distinctive student learning outcomes for each *progressive year* of undergraduate study. Display of methods for assessing high academic rigor and a strong link to General Education and liberal education.
- *Multiple direct methods* for assessment of student learning, including *comprehensive student portfolios* for demonstration of progression of achievement of student learning outcomes.
- Analysis of enrollment data for *statistical significance* and inclusion of *thoughtful narratives* for retention and graduation tables.
- Assessment of student learning within a *unique disciplinary perspective*, especially the assessment of student written communication skills and critical thinking, and plans to submit a manuscript that *contributes to the scholarship of assessment*.

SUPPORT UNIT REVIEW

The following examples of Support Unit Review present an exceptionally strong account from the perspective of a learning-centered university and a service orientation in support of the University’s mission. For each review listed below, other distinctive elements are provided as examples of how effectively this process remains focused on the essential values of the University while simultaneously self-critical.

- Comprehensive assessment of the unit’s effectiveness in administrative support functions and as an essential academic instructional unit. Conclusions supported by ten-year longitudinal displays of effectiveness indicators and comparative data. Well-articulated plans, with goals and implementation strategies. External review team included a relevant dean from another California State University campus; external review team evaluated self-study and evidentiary components and also conducted a focus group with students.
- Clarity of plans with effectiveness indicators and outcome measures identified for annual goal setting and evaluation as a continuous improvement process. Design of survey assessing level of quality and services used by other units afforded a more precise data yield by specifying functional areas/services and securing satisfaction levels and evaluation of work ethic elements. External review team’s conclusions/observations based on cited assessment information.
- Conceptualization of office support services – analytical, methodological, and statistical expertise – within framework of serving academic mission and primacy of support for fostering and assessing student learning. Relationship building with campus units and flow chart of visual demonstration of integration of office in support of institutional effectiveness. Detailed listing of process improvements and extensive evidentiary support for conclusions.

- Each future strategic direction accompanied by benefits to the University, timeline for accomplishment, and measures of success. Seriousness of engagement with the external team's recommendations; each cited and addressed with benchmark measures as means to track key factors for improvement. Excellent visual layout.

These examples of superior effort in Academic Program Review and Support Unit Review signal potential practices to other units; more important, they represent the kind of success possible even in times of uncertain or reduced funding.

REFLECTIONS FOR FURTHER INQUIRY AND ACTION

Debra Allison and Peter DeBlois (2008) claim, "Infrastructure is the 'silent partner' in teaching and learning, scholarship and research, student services, administrative applications, and outreach and engagement" (48). The self-study process gives this "silent partner" a voice, and moreover places that voice in concert with student learning and engagement, the work of teaching and learning, and faculty scholarly activity, as part of the overall environment for learning. The processes, systems, and programs under consideration in this essay – Institutional Research, Assessment and Quality Assurance, Graduate Studies, General Education, Advising, Instructional Technology, Information Literacy and the University Library, among others – are essential components of the environment that supports learning at CSU Stanislaus.

Evidence provided in this essay demonstrates the effectiveness of assessment procedures and processes, reveals the cycles of improvement undertaken as a result of using these procedures, and, with the results shown in Thematic Essay One, that the University's commitment to an environment for learning produces effective results. The environment for learning at CSU Stanislaus produces systematic and continuous improvement of our academic and support programs. Increasing emphases on student engagement and learning help produce the positive impact on student success demonstrated in Thematic Essay One.

The commitment to the university-wide processes of assessment, including Institutional Research, Assessment and Quality Assurance, the Core Indicators of Educational Quality, and the systematic use of academic program reviews and support unit reviews, demonstrates the seriousness with which the University promotes the environment for learning. The analyses conducted within regular reviews result in cycles of improvement. These cycles increasingly are aligned with the effective promotion of student engagement and learning. Moreover, while areas for improvement exist, the increasing maturity of assessment activities at CSU Stanislaus illustrates how the culture of evidence is incorporated into the environment for learning.

The critical infrastructure provided by the work of the Program Assessment Coordinators leads to more reliable assessment of student learning at the department and program levels. This reliability leads to more effective cycles of improvement, as shown in departmental academic program reviews. Improvement is evident across all undergraduate programs and particularly in graduate programs. The assessment of the General Education program, while not as markedly advanced as those in the disciplines, is progressing rapidly and beginning to mature. Additionally, programs undergoing academic program review in 2008-09 were invited to add a component evaluating departmental efforts and accomplishments to promote student engagement in learning. This process should be continued with the results informing the next round of academic program review revision.

The assessment of co-curricular learning across the entire division of Student Affairs demonstrates the close alignment of co-curricular and curricular learning at CSU Stanislaus. Key components of the university environment (information technology, library, e.g.) contribute to student learning and to advancing institutional processes of improvement.

The University continues to refine and develop its assessment processes. The topics below form a broad schematic for further inquiry and action. All of these topics are currently under discussion and in varying levels of development, and are best described as "continuing." Nevertheless, the list identifies priorities consistent with the mission and learning goals of the University. The topics appear in the order of their mention within the Thematic Essay and each of these topics has been aligned with actions from the *Strategic Plan*, as identified in the Integrative Essay.

THEMATIC ESSAY TWO: INQUIRY AND ACTION TOPICS

- 2a. Over the last decade, CSU Stanislaus has moved steadily toward institutionalizing assessment and improvement. This progress will continue by improving the reliability of key databases (better response rates to allow results to be disaggregated more effectively, stronger benchmarking and use of external data, more transparent and useful communications to constituencies) and involving more students directly in assessment processes.
- 2b. As institutionalization of assessment matures, the University will continue to align and integrate annual and periodic assessment activities to sustain momentum, to spread workload more equitably, and to consider increased emphasis on the use of discrete learning outcomes.
- 2c. The University has a number of effective mechanisms for periodic review and assessment of its key functions, the most prominent of which are the Academic Program Review (APR) and Support Unit Review (SUR) processes. The University is committed to “closing the loops” through processes that will lead to action and implementation of the key recommendations that emerge from these reviews.
- 2d. The University remains committed to refining methods of demonstrating the achievement of effectiveness performance indicators – including disaggregating data for the Stockton Center and distance learning – and linking these methods to Strategic Planning.
- 2e. The *University Library Support Unit Review* reflects a strong commitment to continuing assessment and the development of more effective assessment measures of information resources and library instructional programs to better support student and faculty research and scholarly activity. The adoption of the recommendations in that Support Unit Review will continue to enhance university support for this key area of the environment for learning.

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW REPORT

THEMATIC ESSAY THREE

A COMMUNITY OF FACULTY COMMITTED TO TEACHING AND LEARNING

How well does the faculty community contribute to educational effectiveness and student learning?

As this self-study report claims consistently, students are not the only “community of learners” at California State University, Stanislaus (CSU Stanislaus): the teaching faculty is also a “community of learners.” To maintain the high quality of learning discussed in Thematic Essay One, faculty members commit themselves to continual refinement of the art of teaching. The national intensity of focus on teaching and learning practices has sharpened since the publication of Ernest Boyer’s landmark revision (1990) of “priorities in the professoriate.” CSU Stanislaus is no exception. As testified in many university documents, CSU Stanislaus clearly is committed to a learning-centered mission and over the last decade the University increasingly has become committed to developing and supporting a faculty dedicated to this mission and to understanding teaching effectiveness in part through assessing the quality of student learning.

The University examined data from Core Indicator Three - Quality of Faculty Development - used in assessing faculty development and student learning to understand the effectiveness of efforts to build and sustain a professoriate dedicated to teaching and learning and to explore the relationship between effective teaching practices and learning outcomes. Data from Core Indicator Two - Quality of Teaching - were used to understand the nature of university expectations for teaching and how faculty members demonstrate proficiency. Elements from Core Indicator Five - Quality of Engaging Students in Learning - and Core Indicator Eight - Quality of Achieving Equity and Diversity - supplemented these primary data sources. The University developed researchable questions to guide the inquiry process at each phase, and the different lenses thereby required at each phase produced minor variations in the phrasing of the questions. This process, as well as the complete work of the Inquiry Circle in addressing the inquiry, appears at the website for [Inquiry Circle Three](#).

While the study was broadly inclusive, with researchable questions providing a holistic framework for understanding the terms of the inquiry, this essay focuses on the following topics to explore the effectiveness of those development efforts and the effectiveness of faculty teaching.

University Expectations for Teaching Proficiency
Faculty Development to Support Teaching Effectiveness
Using Student Data to Improve Teaching Performance
What Works: Commitment to Teaching And Learning
Reflections for Further Inquiry and Action

The first section examines the high expectations the University has developed for teaching proficiency and how those expectations are disseminated and rewarded. The second section exposes the many varied activities the University uses to promote the teaching skills of faculty members and enhance teaching effectiveness. The third section details how departments and individual faculty use student feedback to improve teaching performance. This section refers back to evidence presented in Thematic Essay One but with a different lens to illuminate relationships between faculty teaching and student performance. The fourth section presents highlights of the kinds of activities sometimes hidden in aggregated studies but which nevertheless reveal the commitment to a high level of teaching effectiveness enjoyed by CSU Stanislaus. The essay concludes with “Reflections for Further Inquiry and Action.”

UNIVERSITY EXPECTATIONS FOR TEACHING PROFICIENCY

(CORE INDICATOR 2, WASC STANDARDS 2 AND 4)

The University prizes the performance of its teaching faculty. Faculty members are expected to attain high standards for teaching proficiency, as defined within their respective departments. This section presents evidence of the high expectations the University maintains for teaching proficiency.

EXPECTATIONS FOR HIRING AND ADVANCEMENT

Long before the call for institutions to be more aggressive in ensuring teaching quality, CSU Stanislaus had been “taking teaching seriously,” as defined by Michael Paulson and Kenneth Feldman (1995). The authors identify characteristics of a supportive teaching culture that enhances instructional effectiveness. The University meets or surpasses the following “barometers” mentioned by Paulson and Feldman, as evidenced in this essay:

- Values are shared among faculty, staff, and administrators concerning the importance of teaching and support for continual improvement.
- There is widespread involvement of faculty in planning and implementing activities and programs to improve teaching.
- There is a faculty development program or campus teaching center that encourages practice-based inquiry, expanded pedagogical repertoire, and interdisciplinary perspectives for teaching enhancement.
- There is frequent interaction and collaboration among faculty and a sense of community regarding teaching-related issues, including mentoring new and junior faculty.
- There is a broad and expanded view of scholarship and scholarly activities.
- Decisions about tenure and promotion are connected to rigorous evaluations of teaching.
- Demonstration of teaching effectiveness is required as part of the interviewing and hiring of new faculty.
- Student feedback about teaching quality is used for instructional improvement.

The community of teacher scholars at CSU Stanislaus clearly is committed to high quality education. Faculty members attend individually and in the aggregate to student learning, making regular improvements as necessary and appropriate. Faculty members promote a culture of evidence by using performance data and other core indicators to monitor their own performance and to enhance their work when necessary. Faculty members align their teaching with the needs of their students, regularly reviewing their own performance. Moreover, the University supports these efforts in myriad ways at the administrative, college, and departmental levels.

At CSU Stanislaus, effective teaching is the primary criterion for hiring and for retention, promotion, and tenure (RPT). Teaching has been regarded as the primary criterion for five decades, although it may not have been articulated explicitly in every departmental set of RPT elaborations. In the hiring process, the primacy of teaching is communicated to candidates during the interview and is expected to be [prominent in position search materials](#). Candidates are expected to demonstrate successful teaching experience or exceptional potential as teachers. Most departments require a formal presentation to faculty and students, and several require that candidates teach a class during their interviews.

The hiring of lecturers and their review for range elevation (promotion) stipulates that particular scrutiny be paid to the same kinds of indicators of teaching effectiveness as for tenure-line faculty members. Lecturers are hired under the explicit terms that teaching is the sole criterion of job performance, as lecturers are not required to participate in Research, Scholarship, and Creative Activity (RSCA) or service activities, although the University benefits from the work of those who do. Furthermore, lecturers often teach developmental courses (e.g., in Mathematics and English) and the high-impact and lower-division courses upon which departments depend to recruit majors. Moreover, temporary faculty members – full-time and part-time – are retained and recommended for promotion using the same teaching proficiency criteria as tenure-line faculty. Full-time and part-time lecturers are reviewed on a regular basis to ensure their continued proficiency and improvement; every department has elaborated the procedures and expectations for this review, as required by the [Temporary Faculty Evaluation Policy](#).

EXPECTATIONS FOR RETENTION, PROMOTION, AND TENURE

The primacy of teaching in the Retention, Promotion, and Tenure (RPT) process has been a topic of ongoing discussion. During recent campus conversations, some faculty have observed that the primacy of teaching at CSU Stanislaus has simply been a given, “taken for granted” as the primary mission. Perhaps for this reason, prior to 2009, departments had not been required to elaborate the RPT criterion for teaching proficiency.

A recommendation by the WASC Site Visit Team in October 2008 coincided with ongoing university-wide discussions of RPT policies and departmental expectations. Consequently, during 2008-2009, the Faculty Affairs Committee (FAC), the University Retention, Promotion, and Tenure Committee (URPTC), and the Speaker of the Faculty jointly carried out a series of meetings and forums culminating in an [Academic Senate resolution in May 2009](#) changing the wording of the University RPT Policies and Procedures to aver, “Teaching proficiency is the primary qualification for retention, promotion, and tenure,” and to mandate the

elaboration of all four criteria in all departments. A [follow-up resolution](#) urged a review to be conducted by every department RPT committee to address how their elaborations specify departmental expectations in all four areas (teaching, scholarship, qualifications, and service), how the primacy of teaching is addressed, and how the department supports a faculty development process for faculty success. These resolutions, their follow-up, and various initiatives concerning RPT processes are discussed in detail in Key Exhibit II (c): *Retention, Promotion, and Tenure Procedures: Progress since the Capacity and Preparatory Review*.

In the aggregate, the level of detail and prominence given to the “Teaching Proficiency” criterion in the RPT elaborations as of Spring 2009 reflects the campus-wide emphasis placed on the art of teaching. While not required, all but three of the 30 academic departments had already developed and published elaborations for the teaching proficiency criterion. Half the departmental elaborations (15) declared explicitly that this criterion is the most important for evaluating faculty performance. A study of these departmental elaborations, conducted in Spring 2009, revealed 22 distinct categories for assessing teaching effectiveness. These categories illustrate both the seriousness with which the departments take the professional development of teacher-scholars at CSU Stanislaus and the wide range of multiple measures for peer assessment across a broad variety of disciplines.

While high expectations for teaching proficiency are universally implied, the review of elaborations extant in 2009 also revealed the specific ways that departments measure this proficiency and the kinds of information they expect candidates to reveal as part of the evaluation process. As *Table 3.1: Departmental Elaborations – Teaching Proficiency* illustrates, departments rely on multiple means of assessing teaching effectiveness, privileging the direct observation of students and peers in a variety of contexts. Departments demand clarity and currency in materials and preparation, and professionalism in behavior. An examination of the elaborations reveals that many departments expect their faculty to use a variety of modes of instruction to accommodate different student learning styles. Other elaborations recognize the value of faculty bringing their own research into the classroom: more than half of the elaborations (17 of 30) make specific mention of the link between teaching and faculty Research, Scholarship, and Creative Activity (RSCA).

Several elaborations recognize faculty who develop new courses and programs based on their own expertise and the needs of the academic community. Moreover, university expectations for teaching proficiency are not limited to the classroom. Elaborations indicate that many departments expect advising and the supervision

of student work in research, laboratories, performances or recitals, and other activities that demonstrate the commitment of faculty members to student success.

In addition, 14 of 30 departmental elaborations include language specifically related to graduate education. Examples from current (2009) elaborations for teaching proficiency include:

- participation as a chairperson or committee member on graduate project/theses and comprehensive exams;
- direction of graduate theses;
- advising of graduate students;
- development of course syllabi and instruction to reflect higher academic rigor commensurate with graduate education;
- maintenance of a high level of graduate teaching for master’s program;
- currency of RSCA for graduate program teaching.

Evidence discussed in detail in Thematic Essay Four indicates that a large and growing portion of faculty RSCA articulate direct links to improving teaching and learning. Faculty members in the RPT process are expected to present comprehensive evidence and an explanatory narrative that demonstrates effectiveness in the above categories. The section “What Works,” below, presents examples of the way this commitment best can be shown.

As noted above, the University presently is undergoing a serious, wholesale deliberation of the ways these expectations best can be elaborated within the RPT process. Continued attention to this issue through to its conclusion will be of utmost importance to the continuing success of the University.

FACULTY DEVELOPMENT TO SUPPORT TEACHING EFFECTIVENESS

(CORE INDICATOR 3, WASC STANDARD 3)

The University maintains an institutional commitment to professional development for faculty in support of teaching and learning and to build a sense of community among faculty across the six colleges, the Library, and Counseling Services.

The process of faculty development begins immediately after hire (for tenure-line and temporary faculty) with an elaborate two-day comprehensive overview of the campus culture and facilities, an introduction of all new faculty members to administrators and support personnel, and a discussion of expectations of the University, with significant attention paid to the art of teaching and learning. As an extension of the process of new faculty orientation, the Faculty Development Committee (FDC) and the Faculty Center for Excellence

in Teaching and Learning (FCETL) sponsor a series of workshops to introduce the Retention, Promotion, and Tenure (RPT) process on campus, and faculty members are introduced to the use of departmental elaborations and the prominence of teaching in the RPT process. These orientations highlight the primacy of the teaching mission and create a sense of community from the start.

Faculty development to enhance the effectiveness of teaching and learning continues throughout faculty members' careers. While many faculty members regularly attend professional conferences and discipline-related workshops off campus, an increasingly important avenue for faculty development in teaching occurs on campus. [Data from the FCETL](#) show the number of professional development events and workshops sponsored by the Center has increased steadily from 132 events in 2003-04 to 195 events in 2008-09. The primary categories of events include lectures and talks, new faculty orientations and meetings, and workshops and training sessions. FCETL data reveal that faculty members also are engaged in learning more about information technologies for instructional purposes. The trend is upward for total information technology activities from 65 to 82 activities for the period 2003-04 to 2006-07. Total attendees also increased from 173 to 197 for the same period.

The annual *Instructional Institute Day* has been an "institution" at CSU Stanislaus since 1991. The event, held just before the spring semester begins and sponsored by the FDC and hosted by the FCETL, is a daylong workshop on topics related to effective teaching, assessment, and student learning. The event has attracted an average of 40 faculty members annually from across the campus. The typical schedule features a keynote speaker in the morning, followed by breakout sessions in the afternoon. As an example, Stephen Brookfield keynoted the 2006 session. In preparation for his workshop, a dozen members of the Pedagogy Book Club read and discussed his *The Skillful Teacher* (2006) during fall semester in meetings hosted by the Center. Brookfield's core assumptions of the skillful teacher - a critical reflective stance toward teaching and a strong awareness of how students experience learning and perceive teaching - stimulated considerable discussion on campus.

According to FCETL records, an average of 30 percent of all full-time faculty members have participated in one or more types of faculty development sessions since the Center opened its doors. A survey administered by the FCETL in 2008-09 indicates that faculty members are overwhelmingly satisfied with the workshops they attend, yet many faculty note that scheduling conflicts and workload keep them from participating as fully as they would like to do. Respondents indicate that they have applied specific skills and content acquired from

workshops in the classroom and used the information to further their own teaching, Research, Scholarship, and Creative Activity (RSCA), and service activities. Faculty responses also suggest that workshop/event attendees are sharing the information gleaned with their departments and faculty colleagues. Responses to the survey clearly display the valuable role the FCETL plays, not only in enhancing skills, but also in serving as a meeting place that allows for cross-disciplinary conversations and nurturing of the teaching-scholar community on campus. The University is exploring ways to motivate more faculty members to participate in these activities.

Other activities that support faculty development related to improving the quality of teaching are internal grants and sabbaticals. Data reported in detail in Thematic Essay Four indicate that a significant number of RSCA grants as well as faculty sabbaticals are related either directly or indirectly to teaching and learning.

Indirect and survey evidence illustrates the broad campus commitment to faculty development in teaching. Results from the *Faculty Survey of Student Engagement* (2007) show faculty members' strong emphasis on improving instruction through various faculty development activities. Of the respondents to the survey (admittedly low at 10 percent), more than 70 percent attended workshops and met with colleagues to discuss teaching; nearly 70 percent also attended conference sessions, and more than half attended campus-wide forums. The impact of these activities on teaching is supported further by the *Campus Faculty Survey* (2007), which found that 71 percent of faculty respondents felt that the University provides access to the instructional resources needed to support their pedagogical approaches.

The impact of faculty development is also evidenced by student evaluations. Aggregated *Individual Development and Educational Assessment* (IDEA) student course evaluations displayed in the next section show high overall student ratings of the quality of their courses and of their instructors and the relative consistency of student ratings between the academic years of 2004-05 and 2005-06.

USING STUDENT DATA TO IMPROVE TEACHING PERFORMANCE

(CORE INDICATOR 2, WASC STANDARDS 2 AND 4)

The University clearly promotes the development of faculty members, as revealed in the preceding two sections. This section examines the use of student evaluative data to improve teaching performance and how "integrative learning" practices can produce superior learning results at CSU Stanislaus.

PERFORMANCE DATA

One way the University determines if teaching makes a difference in student learning is through regular review of student performance data (including direct assessment of learning outcomes) within academic departments. An audit of Program Assessment Coordinator (PAC) annual reports for 2006-09 and academic program reviews for 2008-09 showed that all programs made improvements as a result of departmental assessment activities. Every program improved its assessment practices to understand student learning better, 75 percent made curricular or pedagogical changes as a result of departmental assessment activities, and 25 percent improved their advising processes, which indirectly is expected to improve student attainment of learning outcomes. Examples of the changes made can be found in the *Inventory of Educational Effectiveness Indicators*. This review of PAC reports and program reviews indicates that improvements to learning through the use of assessment-driven curricular and pedagogical change occur. The overall impact of assessment processes on student learning appears in Thematic Essay One; changes made to assessment procedures appear in Thematic Essay Two.

Departments also use student feedback to reward teaching proficiency. As the examination of RPT elaborations shows (above), the use of *Individual Development and Educational Assessment* (IDEA), the university-mandated student course evaluation instrument, figures prominently in the evaluation of teaching proficiency (some faculty utilize their own or department-developed instruments as acceptable substitutes or supplements). Departments also rely on direct student feedback, including interviews with current students and alumni, and direct peer observation of classroom activities. All faculty members are required to use *IDEA* (or its equivalent) in at least two courses per year and to detail results of these evaluations in their retention, promotion, and tenure (RPT) narratives. Thus faculty members regularly gauge student learning, act on the results, and report on those actions within their RPT narratives.

An analysis of aggregated *IDEA* course evaluations provides some measure of the quality of instruction and provides insight into both student perceptions of achievement as faculty emphases and pedagogical practices. For the 2004-05 and 2005-06 course evaluations, faculty indicated critical thinking, writing, and oral communication to be the top requirements in courses. Faculty also rated three circumstances as having the greatest positive impact on learning: desire to teach the course, previous experience in teaching the course, and control over course management.

Students give high ratings overall for their progress on achieving each of the 12 learning objectives listed on *IDEA*, as well as high ratings for those learning objectives identified by faculty as most essential. The student ratings are relatively consistent comparing academic years 2004-05 and 2005-06. Overall, student ratings suggest substantial progress on learning objectives, with a rating of 4 or higher on a 5-point rating scale. The highest student ratings on progress (substantial and exceptional) toward learning objectives are in courses using the field experience as the primary teaching approach, followed by seminar, discussion, and skill/activity.

In overall ratings of “excellence of the course,” 52 percent of students replied “definitely true”; 80 percent indicated “definitely true or more true than false.” In ratings of “excellence of the instructor,” 63 percent of students replied “definitely true” and 85 percent as “definitely true or more true than false” (the mean is 4.4, with 5 the highest possible rating). Students gave the highest ratings for gaining factual knowledge, learning fundamental principles, learning to apply course materials, and developing specific skills/competencies/points of view, which corresponds with faculty selection of essential/important learning objectives. The lecture was most often selected as the *primary* teaching approach for 11 of the 12 essential learning objectives (30 to 65percent). The exception was for developing creative capacities in which faculty selected skill/activity (25 percent) and studio (19 percent) as *primary* teaching approaches, percentages close to lecture at 23 percent.

For undergraduate courses the same pattern for courses overall was found, with the highest percentage (69 percent) for lecture as the *primary* teaching approach linked to *essential* objectives. For graduate courses, the seminar (65 percent) was the predominant *primary* teaching approach linked to *essential* objectives. A comparison of undergraduate and graduate courses indicated significant difference between faculty selection of primary teaching approaches and faculty selection of essential learning objectives. For graduate courses, faculty had greater variability in the selection of teaching approaches with regard to four objectives: written communication skills, analytical/critical evaluation, intellectual/cultural appreciation, and developing personal values. Graduate faculty showed greater selection of seminars, discussion, field experience, and practicum to achieve essential objectives.

A relationship thus forms between faculty decisions about class management, pedagogical approaches, and pedagogical practice, and student performance and satisfaction. Data presented in Thematic Essay One (in particular the sections on the Quality of Academic Programs and the Quality of Engagement) clearly show that the more powerful forms of engagement in both classroom and extra-course behavior yield stronger student learning results.

ALIGNMENT OF TEACHING WITH LEARNING OUTCOMES

Aligning faculty pedagogical practice with projected student learning thus becomes increasingly important. In Kuh, et al. (2004), the authors highlight the importance of exploring how the activities of faculty members and their expectations for student performance influence student learning and students' collegiate experience; evidence described in Thematic Essay One confirms this connection at CSU Stanislaus.

The Kuh study uses "integrative learning practices" to serve as a proxy indicator for "deep learning" (28). When these practices are emphasized and faculty expectations are established, students report higher perceived gains in those areas associated with deep learning. As shown above in the discussion of expectations for teaching proficiency, CSU Stanislaus faculty members routinely practice the effective educational practices that have been shown to lead to increased engagement and deep learning.

Nevertheless, gaps occasionally occur between faculty expectations and student performance. A comparison of the *Faculty Survey of Student Engagement* (2007) and *National Survey of Student Engagement* (2006) reveals a divergence between the perceptions of faculty and students on factors associated with deep learning. *Table 3.2: Student and Faculty Perceptions of Integrative Learning Activities, National Survey of Student Engagement (NSSE) (2006) and Faculty Survey of Student Engagement (FSSE) (2007) Responses* displays NSSE and FSSE scores on these items.

National benchmarks reveal that these divergent perceptions are consistent with faculty in comparable institutions. Faculty consistently underestimate the kinds of practices that will lead to deep learning, yet students report a high level of activity within these practices.

The Kuh article compares faculty emphasis in courses and perceived student gains, not the perceptions of students and faculty. The preponderant data show that faculty demand students perform these integrative learning activities and that students indicate high scores on these items, emphasizing the benefits of that performance. Faculty members are using effective teaching practices that result in "deep learning" experiences. The University continues to pursue opportunities to increase the likely occurrence of faculty promoting these practices and recognizing a campus climate that supports that promotion.

WHAT WORKS: COMMITMENT TO TEACHING AND LEARNING

Certain practices at CSU Stanislaus stand out as unique examples of faculty commitment to effective teaching. The commitment to teaching by the faculty can be glimpsed through the criteria for the awards for Outstanding Professor and for Faculty Development. The former, as the award specified, "is conferred on faculty that are expected to have a record of superlative teaching at their campus. No amount of professional achievement as evidenced by research or creative scholarship or service to the campus or community shall be a substitute for this paramount requirement." The recipient list is a catalogue of devoted, accomplished teachers. Likewise, the Elizabeth B. Papageorge Faculty Development Award is presented to the most promising junior faculty members in order to "recognize and encourage outstanding achievement (primarily in, but not limited to, teaching)." Both awards recognize superior merit in teaching.

As high-profile as these awards are, a more important source demonstrating the commitment to teaching at CSU Stanislaus is the narratives composed by faculty members elucidating their own performance in meeting the criterion of teaching proficiency. These "Teacher-Scholar Narratives" are required of faculty members who submit materials for Retention, Promotion, and Tenure (RPT) review. The Director of the Faculty Center for Excellence in Teaching and Learning in 2007 compiled a selection of twenty such narratives, representing 15 departments from across all six colleges, to illustrate to the campus community the many ways in which excellence in demonstrating teaching proficiency can be achieved and documented. For the most part by (then) junior faculty, these essays reflect on the development of a teacher-scholar, typically with expressions of personal teaching philosophy and methodology. These statements do not represent a scientifically determined, randomized cross-section of the faculty, yet they do reflect the philosophies, values, and practices of an articulate segment of faculty members.

A content analysis of these documents indicates that participating faculty members share certain values and practices that reflect findings in the *National Survey of Student Engagement (NSSE)* surveys regularly conducted and align with national benchmarks for best practices in teaching. *Table 3.3: Values and Practices Identified in CSU Stanislaus Teacher-Scholar Narratives (2007)* tabulates the primary strategies specifically mentioned by more than 50 percent of the respondents.

These teacher-scholar narrative findings correlate with the [findings in a campus student engagement survey](#) conducted by graduate students. More than 200 students surveyed found lecture alone to be “disengaging” (boring and uninteresting) and valued a variety of approaches and class discussion. Students were engaged by “analytical and critical thinking activities, as well as hands-on and real world activities” as opposed to rote memorization. Personal interaction with the teacher and fellow students also ranked high on the list. Most student respondents were engaged if the teacher was “personable, caring, flexible, offered one-on-one guidance, showed respect, and created a comfortable learning environment.”

The teacher scholar narrative findings also correlate with all seven “Principles for Good Practice in Undergraduate Education” once promoted by the American Association for Higher Education (AAHE), in which the authors claim an effective teacher:

- encourages contact between students and faculty,
- develops reciprocity and cooperation among students,
- encourages active learning,
- gives prompt feedback,
- emphasizes time on task,
- communicates high expectations, and
- respects diverse talents and ways of learning.

The characteristics of effective teaching are consistently developed, promoted, and practiced at CSU Stanislaus.

Last, the campus publication *Faculty Voices* evidences a proactive and vibrant community of teacher-scholars highly focused on pedagogy. Initiated in 2002 and sponsored by the Faculty Center for Excellence in Teaching and Learning, *Faculty Voices*, a collection of essays by CSU Stanislaus faculty on teaching methods and techniques, is a vehicle for interdisciplinary campus dialog concerning the quality of teaching and learning. Publication in *Faculty Voices* is the culmination of a yearlong focused discussion of teaching methods and changes made to enhance teaching effectiveness. Eighty different faculty members have written articles for *Faculty Voices*, with multiple repeaters among the 111 distinct articles. All six colleges, the Library, and Psychological Counseling Services faculty are represented in this publication. Many of the papers have been re-worked for conference presentations or publication elsewhere.

REFLECTIONS FOR FURTHER INQUIRY AND ACTION

The American Association of University Professor’s (AAUP) 2001 *Policy Documents and Reports* provides an external benchmark for the self study related to the expectations, priorities, and rewards for quality teaching. Among its seven indicators, the University focuses on five in direct relation to the importance and centrality of faculty development and teaching effectiveness within its mission.

- CSU Stanislaus demonstrates in its Retention, Promotion, and Tenure (RPT) policies and personnel decisions an expectation that all faculty provide convincing evidence of teaching competence, consistent with AAUP’s tenet that the university’s reward systems should reflect the fundamental importance of serious and effective teaching.
- CSU Stanislaus makes clear its expectations for excellence in teaching and has increasingly provided support for faculty to achieve increased pedagogical proficiency. Consistent with AAUP guidelines (and the recommendations of the WASC Capacity and Preparatory site team) the University continues to improve its policies and procedures for defining more explicitly its expectations in teaching within the contexts of its varied disciplines.
- CSU Stanislaus employs a variety of data for evaluating teaching competence, including those recommended by AAUP: student course evaluations, professors’ self-evaluations, instructional materials, and classroom visitation by peers.
- CSU Stanislaus’ practices acknowledge that faculty have a primary, but not exclusive, role in evaluating other faculty members’ teaching proficiency, and are in agreement with AAUP that on questions of faculty evaluation only in rare and compelling instances should administration’s personnel decisions differ from those of the faculty.
- CSU Stanislaus struggles to balance teaching and research workload demands, especially aggravated by the current severe budgetary climate and increased external demands for greater teaching loads. The AAUP recommends the alignment of workload with scholarly expectations. The University mission is defined as learning-centered and, consonant with this mission, attempts to articulate reasonable expectations for faculty in teaching, research, and service.

The remaining two AAUP guidelines for teaching in relation to Research, Scholarship, and Creative Activities (RSCA) and other faculty service, are discussed in Thematic Essay Four.

The University demonstrates an institutional commitment to the professional development of faculty in support of the teaching and learning mission; part of this commitment is building a sense of community. Evidence illustrates the broad campus commitment to faculty development in teaching and suggests that CSU Stanislaus faculty emphasize improving instruction through various faculty development activities.

An evolving culture of evidence increasingly focuses on measuring student-learning outcomes. The experience of developing these outcomes and tying them to the actual work of teaching reveals how difficult it is to discuss teaching effectiveness in a holistic and meaningful way. Nevertheless, these challenges underscore one of the principal findings of the Boyer model: the priority of the discipline-based process. By increasing the ways faculty members align teaching performance (as understood through the departmental elaborations and academic program reviews) to student outcomes (as understood in the classroom and beyond), the University can continue to enhance the quality of the education students receive and to promote the deep sense of academic community.

The willingness of faculty members to open their own practice – flaws and all – to outside scrutiny is perhaps the surest sign of the commitment to teaching and learning at CSU Stanislaus. What the University can learn

from Teaching Proficiency narratives and *Faculty Voices* is the extent to which common practices constitute the teaching and learning conducted on campus. A greater exposure by faculty members to these practices, and the practice of formulating narratives about them, will ensure greater impact of teaching on student learning and success.

CSU Stanislaus struggles to accommodate the varying scholarly interests of its faculty burdened with increased teaching workloads and the everyday labor of university service, a struggle made more difficult in uncertain economic times. Nevertheless, a workable model exists to tailor individual interests to the departmental and university needs in the Faculty Workload Agreement, as discussed in the Capacity and Preparatory Review.

The University continues to improve its teaching effectiveness and faculty development. The topics below form a broad schematic for further inquiry and action. All of these topics are currently under discussion and in varying levels of development, and are best described as “continuing.” Nevertheless, the list identifies priorities consistent with the mission and learning goals of the University. The topics are presented in the order of their mention within the Thematic Essay and each of these topics has been aligned with actions from the Strategic Plan, as identified in the Integrative Essay.

THEMATIC ESSAY THREE: INQUIRY AND ACTION TOPICS

- 3a. Teaching has been the primary mission of the University for fifty years, and teaching proficiency is the primary criterion for hiring, promotion, and tenure. The campus-wide review and revision of Retention, Promotion, and Tenure (RPT) elaborations to clarify the criteria, standards of performance, and measures for teaching effectiveness as well as the criteria for Research, Scholarship, and Creative Activity (RSCA) and service will strengthen this commitment to teaching effectiveness.
- 3b. A sharper understanding has emerged from campus discussion regarding the nature, scope, and focus of faculty work. The University, in alignment with the Faculty Workload Agreement, will move incrementally toward a normalized teaching load of 18 Weighted Teaching Units (WTUs) to allow for enhanced high-impact pedagogy and scholarly achievement.
- 3c. The Faculty Center for Excellent in Teaching and Learning (FCETL) has made major contributions to faculty development on campus over the last decade and has become the locus of university-wide faculty development activities. The University is committed to supporting the FCETL by offering a broad variety of activities concerning pedagogy, technology, student research, RSCA, and RPT topics, while exploring strategies to improve faculty participation in these activities and enhancing the integration of lecturers into the teaching and learning community of the campus.

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW

THEMATIC ESSAY FOUR

FACULTY RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY AND STUDENT LEARNING

How effectively has the Research, Scholarship, and Creative Activities environment at California State University, Stanislaus impacted faculty research and student learning?

One of the primary ways faculty members form a “community of learners” – develop individually and together as faculty – is through research, scholarly, and creative activities. The value of these activities as an integral part of the central mission of the California State University system has been articulated in countless system-wide and university documents over a period of five decades. The *Final Report (1989)* of the Joint Committee for Review of the Master Plan for Higher Education expressed this relationship clearly: “Central to the role of any decent teaching institution is the research, scholarly and creative activity *essential to the development of good teaching, and essential as a part of the education of students*” (12, emphasis added). As a result, the California State Education Code was amended in 1990 to broaden the California State University mandate to include “research, scholarship, and creative activity in support of its undergraduate and graduate instructional mission.”

In April 2007, the [CSU Executive Council of Provosts](#) affirmed the impact that research, scholarship, and creative activity (RSCA) has on quality teaching and student learning: “When students are actively involved in research and creative activities with faculty mentors, their learning experiences are enriched, their creative and critical skills are enhanced, retention and graduation are positively affected, and their professional opportunities are broadened” (3). CSU Stanislaus embraces these principles and has incorporated them into our mission, values, and goals, publications, and policies, and they are reflected in accreditation reports and the campus strategic plan. Experience and evidence demonstrate that faculty RSCA directly impact the quality of teaching and learning.

The self study was widely inclusive, with significant energy devoted to understanding RSCA within the university mission and in clarifying the value of RSCA within the retention, promotion, and tenure process. A history of these issues may be viewed in Key Exhibit II (c): *Retention, Promotion, and Tenure Procedures: Progress since the Capacity and Preparatory Review*. As the self study shifted from questions of capacity to those of educational effectiveness, the focus of understanding RSCA hewed more closely to its impact on student learning. The University examined evidence primarily from Core Indicator 4: Quality of Research, Scholarship, and Creative Activity in order to understand how the environment of university support affects the research, scholarly, and creative activities undertaken by faculty members and how those activities impact student learning. The University developed researchable questions to guide the inquiry process at each phase, and the different lenses required at each phase produced minor variations in their phrasing. This process, as well as the complete work of the Inquiry Circle in addressing the inquiry, appears at the website for [Inquiry Circle Four](#).

The essay is organized into the following sections:

The Environment for Research, Scholarship, and Creative Activity in Support of Teaching and Learning
The Effects of Research, Scholarship, and Creative Activity on Student Learning
What Works: Faculty-Student Research, Scholarship, and Creative Activity
Reflections for Further Inquiry and Action

The first section examines the effectiveness of the environment for RSCA support on campus through the particular light of how the criterion of student learning is applied as a priority to valuing such activities. The second section focuses on the positive effects that RSCA has on the curriculum and student learning. The third section highlights particular extra- and co-curricular initiatives leading to the enhancement of student learning through RSCA. The essay concludes with “Reflections for Further Inquiry and Action.”

THE ENVIRONMENT FOR RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY IN SUPPORT OF TEACHING AND LEARNING

(CORE INDICATOR 4, WASC STANDARD 2)

The Teagle Working Group on the Teacher-Scholar (2007) wrote,

Teaching and scholarship often are perceived as in conflict with one another... yet we view teaching and scholarship as a healthy partnership on behalf of student learning and as mutually sustaining endeavors. The teacher-scholar is at once deeply committed to inquiry in his or her disciplinary field and passionately devoted to successful student learning through teaching and effective institutional practices (5).

As part of its commitment to teaching excellence, the University recognizes its role in supporting faculty as teachers and scholars.

The quantity and nature of research accomplished by faculty is reported in the annual *Research Compendium*. The compendium from 2006-07 reports more than 1,500 research, scholarly, and creative activities (RSCA), including 180 publications (primarily journal articles, books, and monographs), 400 presentations at conferences, and 200 community outreach efforts. While less than 50 percent of faculty have self-reported in the past, and the numbers reported do not reflect the entire campus, the *Research Compendium's* value to understanding campus RSCA production is significant. Efforts are underway to increase the response rate of the faculty in order that RSCA output on campus can be reflected more accurately.

In April 2000, the CSU Stanislaus Academic Senate approved the creation of the Outstanding RSCA Professor Award based on a faculty member's career productivity, considering primarily work accomplished at CSU Stanislaus. Since the inception of the award, all six colleges have been represented, recognizing the unique attributes of various RSCA across disciplines. CSU Stanislaus has formalized and evaluated its commitment to promote faculty and student research through various means. An evaluation of this commitment reveals a sufficient range of support for faculty RSCA within the confines of its mission and shows the consistent emphasis the University places on student learning applications.

EXTERNAL GRANTS

One traditional indicator of any institution's productivity in research, scholarship, and creative activity (RSCA) is funding secured through sponsored programs. CSU Stanislaus has experienced a significant increase in the grant revenues awarded to the University in the past decade. The total overall value of active grants and contracts grew from approximately \$13 million (65 active

grants) during 2003-04 to almost \$18 million (68 active grants) during 2007-08. During that same period, data reveal that the number of grant proposals submitted by faculty increased from 83 to 95. While the number of active grants year-to-year has not changed significantly, the range of overall value has increased by almost \$5 million (source). This concentration is a reflection of a trend of successful proposals to and awards by competitive programs at larger federal agencies such as the National Science Foundation, the U.S. Department of Agriculture, the U.S. Department of Education, the U.S. Fish and Wildlife Service, and the U.S. Department of the Interior.

INTERNAL GRANTS

CSU Stanislaus and the Office of the Chancellor combine to support the research, scholarly, and creative activity (RSCA) of faculty members by providing a competitive internal grant program. Each fall, faculty members are invited to submit RSCA proposals to the Leaves and Awards Committee, which evaluates them and forwards recommendations for funding to the provost. At the end of the grant period, grantees submit a final report to the provost. The grant application is required to specify how the activity will improve student learning, which indirectly promotes a relationship to teaching and learning.

During the five-year period from 2004-05 through 2008-09, faculty submitted 264 RSCA proposals, and 224 (85 percent) were at least partially funded. The average award for the period was \$2,599. Awards are well distributed among faculty ranks, with high representation by assistant professors, since one goal of the program is to assist new faculty to establish strong RSCA portfolios. During the five-year period examined, 22 percent of awards were to full professors, 26 percent to associate professors, 45 percent to assistant professors, and 7 percent to lecturers. Although RSCA expectations are not required in the contracts of lecturers, the University has provided some support for full-time lecturers who elect to apply for grants. The high level of participation by full and associate professors (48 percent) is a good indication that senior faculty continue to be highly engaged in RSCA activities.

Table 4.1: Student Participation in Internal Research, Scholarship, and Creative Activity (RSCA) Grant Funded Activities (2005/06 – 2008/09), reflects the percentage of those applications submitted that involve student participation, varying from using complex laboratory techniques, doing data collection and analysis, and assisting in field research, to preparing for conference presentations. While that number has consistently remained above 50 percent, 2008-09 saw an increase of almost 10 percent of applications that included a form of student participation.

Although not all of the RSCA applications include student participation, all are required to provide narratives on the impact to curriculum and/or instruction of work performed under the award. A content analysis of these same applications, shown in *Table 4.2: Benefits to Teaching Mission through Internal Research, Scholarship, and Creative Activity (RSCA) Grant Funding (2005/06 – 2008/09)*, reveals that the highest percentage of those applications cites benefits in course content through enhanced curriculum and maintained currency on materials used in courses. Other benefits include opportunities for directing student research, furthering faculty members' teaching/research agenda, and new course or program design.

SABBATICALS

Sabbaticals represent an important opportunity for faculty to conduct research, scholarship, and creative activity to enhance their roles as teacher-scholars. Over the past decade, 152 faculty members applied for a one-semester sabbatical and 117 (77 percent) were granted. Over the last few years, the number of requests has increased, as has the number of sabbaticals awarded per year. As a result of the recent contract, the minimum annual number of sabbaticals to be awarded has increased nearly two-fold. While a faculty member's personal research is often the primary reason for a sabbatical, "to inform teaching" is often listed as a significant reason, as *Table 4.3: Use of Sabbaticals to Inform Teaching (2006/07 – 2009/10)* shows.

INTERNATIONAL CONNECTIONS

Through the Office of International Education, the University supports research, scholarship, and creative activity (through its Study Abroad Programs by hosting Fulbright Scholars in Residence within various academic departments and by offering faculty development scholarships for winter and summer study in other countries. During the last decade, for example, eight faculty members participated in Fulbright Scholarship programs in separate countries, and 310 students participated in study abroad.

FACULTY DEVELOPMENT AND SUPPORT

While the primary emphasis of Faculty Center for Excellence in Teaching and Learning (FCETL) activities has been on improving pedagogy (as shown in Thematic Essay Three), the Center sponsors activities that assist and support faculty in conducting research and in directing student research. Trend data reflect that in 2003-04, the first year of operation of the Center, there were two workshops directly related to faculty/student RSCA; in 2007-08 that number increased to seventeen.

In addition to the research, scholarship, and creative activity (RSCA) related workshops, the FCETL works in tandem with the University Retention, Promotion, and Tenure (RPT) Committee and the Office of Faculty Affairs to conduct several workshops per

year on RPT procedures and expectations, including expectations for RSCA. These workshops begin early in the first semester as part of new faculty orientation and continue throughout the tenure process. Several workshops are held annually on grant writing and grant administration, coordinated with the Office of Research and Sponsored Programs.

Seventy respondents to a [2008 faculty questionnaire](#) revealed that these FCETL workshops enriched the following areas of their day-to-day experiences in regards to RSCA: retention, promotion, and tenure; pedagogy; lectures; and a teacher-scholar.

DEPARTMENTAL ELABORATIONS

The supporting role of research, scholarship, and creative activity (RSCA) to successful teaching and learning is a reoccurring theme throughout university policies and documents. During the last decade this relationship has become increasingly explicit in departmental elaborations for retention, promotion, and tenure, which, within the department environment, help guide and support the development of faculty RSCA portfolios. Over the last decade, since our last self-study, all 30 departments have developed or revised elaborations for RSCA.

An internal study reveals that the categories used by departmental elaborations are an indicator of the increasingly explicit relationship of RSCA to teaching and learning. Seventeen of the 30 departmental elaborations state some general connections between faculty scholarship and effective teaching; eight articulate the importance of faculty mentoring or supervision of student research, and six explicitly endorse a teacher-scholar model in their elaborations. Two of those departments embrace the "scholarship of teaching and learning" as described by Boyer (1990). Elaborations from one department state, "The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process," and commend "the development of innovative teaching and evaluation methods, program development, learning outcomes evaluation, and professional role modeling." Another department's elaborations cite Boyer's four categories of research as explicit guidelines. Furthermore, about one fourth mention the category of the scholarship of teaching and learning.

Consensus across campus agrees that the elaborations for RSCA could be improved in terms of content, criteria, and evaluation measures. As a result of campus discussion over several years, confirmed by observations made in the Capacity and Preparatory Review (CPR) and recommendations by the WASC Site Visit Team in 2008, all departments have been revisiting and revising their elaborations during 2009-10 (Key Exhibit II (c): *Retention, Promotion, and Tenure Procedures: Progress since the Capacity and Preparatory Review* contains a discussion of issues

raised in the CPR phase concerning the RPT process). One of the goals of this project is to define more appropriately the criteria and evaluation for teaching; another clarifies the criteria and evaluation in the RSCA area. This campus activity represents an opportunity to define more clearly the department-based relationship of teaching and scholarship.

THE EFFECTS OF RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY ON STUDENT LEARNING (CORE INDICATOR 4, WASC STANDARD 2)

The Teagle Foundation reported in 2007 that “Faculty are likely to have the greatest impact on students when their teaching is connected to their roles as expert scholars, and that they will be more effective when their ideas about teaching, and their knowledge of student learning outcomes can feed back into curriculum design and teaching strategies”(6). Faculty responding to the *Faculty Survey of Student Engagement (FSSE)* (2007) indicated a strong teacher-scholar model in which their interests were divided evenly between scholarship activities and teaching activities.

Faculty participation in RSCA as a part of their professional lives carries over to curricula in many ways. In some cases, changes take place as a result of the faculty member’s researching or assessing aspects of their own courses; in other cases, faculty build student RSCA into their courses and guide and mentor students in their research. *FSSE* (2007) reports that over 60 percent of faculty respondents stated that they consistently or frequently incorporate their research into classroom instruction. Due to a relatively low response rate on that survey, the actual number is probably considerably higher. Faculty as researchers and scholars become models for students, and frequently students emulate their models and become researchers themselves. Thus, over the last decade, student research has taken a prominent role in both the undergraduate and graduate curricula.

UNDERGRADUATE LEARNING

Under the leadership and guidance of faculty, student research, scholarship, and creative activity (RSCA) has become an important component of programs across campus. In the early 1990s less than half the undergraduate programs had a “culminating experience” with a strong research component. While all thirty departments in six colleges have developed fourth-year courses alternately termed *Senior Seminar*, *Senior Thesis*, or *Senior Capstone*, some of these do not constitute an authentic “culminating experience.” Many do, however. A [study of capstone course syllabi](#) conducted by a graduate student observed that faculty across all six colleges are moving away from formative and summative examinations and moving towards “hands-on, research-based critical inquiries.” In the College of Natural

Sciences and the College of Human and Health Sciences, for example, all programs require substantial research projects of graduating seniors. Seniors in Psychology must take two research seminars and are required to present their research in formal poster sessions. The poster sessions presented at the campus Event Center in May 2009 consisted of 45 poster presentations prepared by more than 150 students enrolled in research-related Psychology courses. Beginning in 2008 the department has been developing rubrics to assess the posters and defense of the posters as an indicator of program quality. In Nursing, the fastest-growing program at the University, all students must take a research class in their first year and another in their senior year. Cooperation between faculty and students in understanding and conducting research is a cornerstone of the program.

As noted in an earlier essay, faculty respondents acknowledged the time constraints experienced by most students, realizing that students are highly involved in family and work responsibilities, leaving little time for other activities. However, they also described students as building strong and supportive relationships with both faculty and other students on campus. These data likely reflect the small campus atmosphere emphasizing interpersonal interaction at CSU Stanislaus and the efforts of the academic programs to support student research while responding to student needs and fostering group learning. This RSCA-curriculum-student-learning relationship is reflected in the growth of research activities in undergraduate programs and their centrality in all graduate programs.

GRADUATE LEARNING

An analysis of the student learning goals of each of the master’s programs confirms that two of the six learning outcomes are related to the demonstration of research, scholarship, and creative activity and have multiple methods in place for the assessment of these learning outcomes. A [2008 audit of graduate course syllabi](#) indicates that, overall, there is a rich array of pedagogical approaches used to support these learning outcomes, over half of which are directly related to research activities. Eighty-six percent of the graduate programs require either a research thesis or a formal graduate project; in the remaining 12 percent, less formal research projects are required in addition to written comprehensive examinations.

In Fall 2008, one class in the English MA program became directly involved in research for their department’s Academic Program Review and in the self-study for re-accreditation. As described in the Introduction, in Fall 2008 twelve graduate students and six undergraduates participated in eight program assessment projects; four of those were projects directly related to this Educational Effectiveness Review. Each of these projects was presented in a final paper, and the whole project was published in *Faculty Voices* (2009). Two students presented

at the annual statewide Student Research Competition, placing first. One of the students is submitting an article for publication, and three students received grants to continue their research into the following semester, working collaboratively with the professor who initiated the projects.

A crucial factor in the success of CSU Stanislaus students in their theses and projects, as well as in the research competitions and conferences is the support provided by their faculty mentors. Notable in the breakdown of rank among faculty mentors in these competitions is the high level of participation of senior faculty. Data indicate that the majority of faculty mentors are associate or full professors, and students thus have benefited from the guidance of seasoned, tenured faculty, directly impacting the quality of their learning experiences.

The high quality of graduate education is also reflected in the increasing quantity, and high approval rate, of Institutional Review Board (IRB) applications, as shown in *Table 4.4: Student Institutional Review Board Applications and Approvals (2006/07 – 2008/09)*. The IRB review helps ensure the high quality of research projects conducted on campus; faculty mentoring of the proposal process ensures that student projects are conducted according to the high standards articulated in the *Graduate Student Learning Objectives*. Over the last three years, graduate student applications doubled. Moreover, the approval rate stayed extremely high, indicating the attention paid to the design of research projects.

The findings of this study parallel the observations made by Jennifer Buckley, Ali Korkmaz, and George Kuh (2008) in their exhaustive study of the effects of student-faculty interaction in RSCA. Student participation in RSCA at CSU Stanislaus has the following advantages:

- Mentored research is an effective means of promoting faculty-student interaction, and frequent student-faculty interaction through RSCA is a significant predictor of student gains.
- Undergraduate RSCA participants are more likely to earn a baccalaureate degree, take more honors and advanced level courses, and more frequently pursue educationally purposeful activities.
- Student RSCA strengthens inquiry skills and increases disciplinary knowledge, critical thinking and reflective judgment.
- Student RSCA builds confidence in communication skills and ability to make formal presentations.
- Student RSCA is positively related to developing clearer career goals and the pursuit of advanced education.

The annual *Research Compendium* for 2006-07 indicates that 39 percent of the faculty who self-reported were involved in at least one RSCA activity with students. In the following year, that percentage increased to 58 percent. Additionally, students are often involved in faculty research related to RSCA grants, sabbaticals, or faculty members' personal research interests. The role of RSCA in bringing faculty and students together and increasing student engagement and success in learning is a positive one and should continue to be supported by the University, as the following section reveals.

WHAT WORKS: FACULTY-STUDENT RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

As noted by the Teagle Foundation (2007), "Teacher-Scholars are models for their students because, in a sense, they continue to be students themselves" (8). The quantity and quality of faculty-student contact at CSU Stanislaus has been one of the consistent observations by both graduate and undergraduate students. By engaging students directly in the production and expansion of knowledge, faculty members hone their own research, scholarship, and creative activity (RSCA) practice while contributing directly to student learning. The four initiatives presented here are all distinguished by wide interdisciplinary participation and excellent results.

The *University Honors Program* is an outstanding example of the integration of RSCA into the curriculum in an undergraduate program. The program emphasizes collaborative research competence, combining methodologies from different disciplines while serving social, cultural, and community interests. The program stresses the development of sophisticated aptitudes for research and analysis. Data show that in 2008-09 more than 20 faculty members from across campus acted as personal mentors on student projects, and since the program began, more than 80 faculty members have participated, evidence of a growing faculty mentoring of student research across disciplines and colleges. Since 2002, an average of 22 students per year have presented their original research at the Annual Honors Capstone Research Conference.

The *Bioneers Conference*, a system-wide initiative bringing faculty and students together to share in RSCA, is a multidisciplinary conference held annually in October, dedicated to environmental sustainability, social and economic justice, and global awareness. The plenary sessions are broadcast via satellite to 19 sites around the U.S. In 2007 and 2008, CSU Stanislaus was the only satellite site in California. In 2007, 197 undergraduate and graduate students attended the conference, and in 2008, 180 students, many of whom conducted research projects related to the conference as part of a class or

for extra credit. Feedback reflects that many students attended due to incentives but found the conference a remarkable event and will attend in the future without the incentive. Students have stated that the conference was “life-changing” or “the most important extra-curricular activity” of their university experience.

Another campus-initiated activity that brings faculty and students together to share in RSCA is the biennial *Empire Conference*. The Empire Conferences have involved faculty and students from several disciplines including English, History, Music, Ethnic and Gender Studies, Anthropology, Philosophy, and Political Science. The first conference involved 80 faculty and graduate student scholars from around the United States and several foreign countries. A core of 16 graduate and undergraduate student volunteers helped to organize and host the two-day conference in March 2008. Written comments indicate that conferences such as these are highly valued and appreciated by students.

The annual *Student Research Competition* links faculty members to student research and creative activities at the undergraduate and graduate levels. During a six-year period through 2008, 23 graduate and 51 undergraduate students representing 25 disciplines at CSU Stanislaus have presented original research at the annual campus competitions. Forty of these students (54 percent) have gone on to present at system-wide competitions. These numbers represent a steady increase in the number of participating students over the past several years. In 2003, only four students participated at the local level; by 2008 that number increased to twenty-five. In 2008, CSU Stanislaus had two winners in the graduate education and undergraduate Behavioral and Social Sciences categories, an improvement from the prior year's two runners-up. Also in 2008, seven History students (six graduate, one undergraduate) presented research papers at a statewide conference and swept the top three awards in the graduate student category. The first place winner presented at the annual regional conference in Summer 2008. The success of CSU Stanislaus students at these statewide competitions is a direct indicator of their high academic achievement and the support from mentoring faculty.

REFLECTIONS FOR FURTHER INQUIRY AND ACTION

Data from both external and internal grants as well as evidence in the departmental elaborations indicate not only that research, scholarship, and creative activity have increased dramatically over the last few years, but that there is a growing trend towards valuing RSCA in terms of the benefits it brings to teaching and learning at CSU Stanislaus.

Research, scholarship, and creative activity (RSCA) positively affects curricular development and student learning and success. Faculty RSCA carries over into the curriculum in many ways, as demonstrated by the development of culminating experiences and the use of RSCA funding and sabbaticals by faculty to enhance student learning. RSCA provides collaborative student/faculty research opportunities. The evidence presented in this Thematic Essay underscores the learning-centered mission of CSU Stanislaus and indicates increasing student involvement in RSCA activities.

Thematic Essay Three introduced elements defined by the American Association of University Professors (AAUP) (2001) as an external benchmark for the university's inquiry related to the expectations, priorities, and rewards for quality teaching. Other indicators in this policy brief provide additional clarity on the relationship of teaching and RSCA:

- CSU Stanislaus' retention, promotion, and tenure (RPT) policies and academic environment embrace the interconnectivity of teaching, scholarship, and service, thus addressing AAUP's definition of this unity as “the seamless garment of academic life”;
- CSU Stanislaus rejects the artificial distinction between teaching and research, agreeing with the AAUP that reductions in research and scholarly activity ultimately lead to a decline in the quality of teaching.

Evidence presented in this Thematic Essay shows the status of RSCA at CSU Stanislaus, the range of university support for RSCA, and the powerful impact these scholarly and creative activities have on student learning.

The University therefore continues to refine and develop its approach to supporting RSCA. The topics below form a broad schematic for further inquiry and action. All these topics are currently under discussion and in varying levels of development, and are best described as “continuing.” Nevertheless, the list identifies priorities consistent with the mission and learning goals of the University. The topics are presented in the order of their mention within the Thematic Essay, and each of these topics has been aligned with actions from the *Strategic Plan*, as identified in the Integrative Essay.

THEMATIC ESSAY FOUR: INQUIRY AND ACTION TOPICS

- 4a. The University will continue to expand public awareness of the quality, variety, and richness of faculty RSCA productivity in support of its primary mission of teaching excellence informed by well-recognized scholarly and creative accomplishment.
- 4b. Data indicate significant growth in both external and internal grants as well as an increase in research related to teaching and learning. RSCA grant programs are especially effective in this respect, and the University is committed to nurturing such programs.
- 4c. The University is committed to the teacher-scholar model through supporting faculty RSCA portfolio development across the range of departmental expectations within the limits afforded by workload.
- 4d. The University will conclude the current process of clarifying RSCA expectations within RPT elaborations, in particular emphasizing the department-based relationship of RSCA, teaching proficiency, and service criteria.
- 4e. The University will continue to pursue avenues for supporting student RSCA, in both curricular and co-curricular research activities, to support and nurture effective student research, scholarly, and creative activities

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW REPORT INTEGRATIVE ESSAY

When it embarked on its self-study five years ago, the University set out a proposal to conduct a thematic review under the Standards and Criteria for Review established by the Western Association of Schools and Colleges. The challenges of this approach, including an unprecedented Capacity and Preparatory Review itself conducted thematically, are well known and documented. Nevertheless, the University persevered in its approach and met each challenge successfully.

Through a prism of “Engagement and Learning,” the two themes – “Communities for Learning” and “Communities for Teaching and Scholarship” – articulate the shared emphases of the entire University on particular key values. These two themes were further developed within four inquiries into:

The Engagement of a Highly Diverse Student Body in Learning
Infrastructural Support for Learning
Creating and Sustaining a Community of Faculty Committed to Teaching and Learning
The Support of Research, Scholarly, and Creative Activities Appropriate to the
University’s Mission

These inquiries provided the central nodes of inquiry, analysis, interpretation, and planning throughout the entire process. As the Thematic Essays reveal, California State University, Stanislaus has demonstrated an excellent record of highly effective programs and services. These programs and services, in turn, support successful student achievement in learning.

This essay first reviews each of the posited outcomes for the Educational Effectiveness Review and for the self study as a whole, establishing a basis for the success of the self study. The work and summary reflections of each Thematic Essay are then synthesized under the original prism for the self-study, “Engagement and Learning.” This synthesis discusses the ability of the University to plan and elaborate on its further development through a renewed strategic planning mechanism for further inquiry and action. The reunited summary reflections are presented as a map for cross-reference. The essay and the report conclude with final thoughts on the re-affirmation of accreditation process.

REVIEW OF OUTCOMES

The *Institutional Proposal* posited several outcomes for the Educational Effectiveness Review and defined methods to be used for verification as demonstrated in the *Institutional Proposal Outcomes for the Educational Effectiveness Review*.

The *Institutional Proposal* also posited four principal outcomes for the self study as a whole. These principal outcomes are elaborated below.

1. SYSTEMATIC ENGAGEMENT OF THE FACULTY
IN REFLECTIVE DISCUSSIONS OF UNIVERSITY
EFFECTIVENESS, FOCUSING ON ISSUES CENTRAL
TO TEACHING AND LEARNING

The primary evidence for the success of this outcome is the activity of the Inquiry Circles. Articulated as

Evaluation of Participatory Inquiry in Key Exhibit I, the Circles enabled substantive, sometimes difficult, discussion of important campus issues by students and staff and faculty members. Both the framing and the details of the self-study were elaborated within these Circles. Faculty members led each of the four Circles and took responsibility for coordinating discussions and documenting results. However, the widespread faculty and staff commitment to deliberative and collegial improvement demonstrated in departmental assessment activities, governance actions, and the overall development of faculty and staff expertise provided the raw material analyzed and interpreted by these Circles. The success of this University commitment is documented thoroughly in Thematic Essays Two, Three, and Four. The effect of this commitment student learning is documented in Thematic Essays One, Two, and Four.

2. INCREASED UNDERSTANDING OF THE
RELATIONSHIP BETWEEN ENGAGEMENT OF
STUDENTS IN LEARNING AND STUDENT LEARNING
OUTCOMES AND AN ALIGNMENT OF FACULTY
SUPPORT SYSTEMS TO DEVELOP AND REWARD
EFFECTIVE PEDAGOGY

The University has long demonstrated an understanding of the relationship between engagement and student learning on the one hand, and on the other, promotion of pedagogical practices designed to elicit that engagement. Thematic Essays One and Two document the depth of University understanding of the relationship between student engagement and learning. This dual commitment has been amply documented and externally affirmed. The challenge of this outcome was in bridging the two understandings in one formula combining pedagogical practice, engagement, and student learning.

Pedagogical practices designed exclusively to elicit specific, tangible outcomes tend to limit the scope and breadth of learning and thus limit the kinds of engagement in learning effective at eliciting those very outcomes. Recognizing this irony, such intangibles as “a commitment to life-long learning” or “the development of habits of mind open to the critical exploration of sensitive issues” are often encoded as departmental goals, as they are in the University Mission, and underscore the broad commitment to learning demonstrated throughout the Thematic Essays.

Pedagogical practices designed to elicit specific, tangible student learning outcomes, while recognizing that stipulated outcomes are never the sum total of learning (nor should they be), demonstrate how successful engagement in learning produces learning always in excess of its designated outcomes. The evidence provided by departmental and university expectations for teaching – and how those expectations are met and exceeded – demonstrates an alignment of student engagement, learning, and pedagogy, as revealed in Thematic Essays One, Three, and Four.

3. INCREASED SOPHISTICATION AND PRECISION
IN ASSESSMENT OF STUDENT LEARNING AND
DEMONSTRATION OF APPROPRIATE ASSESSMENT
PRACTICES – INCLUDING DIRECT EVIDENCE –
FOR IMPROVING PROGRAMS AND INSTITUTIONAL
PRACTICES

Sophistication and precision in the assessment of student learning have grown tremendously in the past five years, as reflected in Thematic Essays One, Three, and Four, but demonstrated most clearly in Thematic Essay Two and its supporting documentation (including the Key Exhibits). The increasing sophistication of academic program and service unit reviews, the wide participation of University personnel in the range of assessment

practices and discussions on campus, and the increasing depth of the relationship between curricular and co-curricular learning outcomes together demonstrate the growth, depth, and maturity of assessment activities for improving programs and institutional practices.

Moreover, the rapid response of the University to issues raised in the Capacity and Preparatory Review phase (detailed in Key Exhibit II: *Progress since the Capacity and Preparatory Review*) demonstrates the ability of the University to put that sophistication and precision to effective use. Granted, each of the principal areas identified by the Commission in March 2009 – assessment of general education and development of general education programming, profile of graduate learning and resources to support it, the relation of research, scholarship, and creative activity to faculty activity and advancement – had been identified by the University and prompted substantial discussion and action, this wealth of activity would not have occurred as swiftly or as effectively without agile assessment practices University-wide. Last, the early identification and thorough assimilation of WASC’s revised Criteria for Review (detailed in Key Exhibit IV: *Addressing the 2008 Revisions to the Criteria for Review*) were enabled by this same approach to quality assurance and assessment.

4. REFINEMENT OF A STRATEGIC PLANNING
PROCESS THAT MORE EFFECTIVELY IDENTIFIES
PRIORITIES AND USES INDICATORS TO IMPROVE
INSTITUTIONAL QUALITY

Rather than establish a new system for tracking, monitoring, and ensuring progress within the areas outlined by the self-study, the University has integrated its planned actions into its normal campus processes. Likewise, recommendations made by the WASC Commission at the conclusion of the Educational Effectiveness Review will be prominently integrated into these systems and tracked. The University has compiled a master document integrating the indicators of the Strategic Plan and the Core Indicators of Educational Effectiveness and aligning these indicators with the recommendations articulated in the Thematic Essays. This “Crosswalk” document provides a blueprint for establishing campus priorities and for tracking activities designed to improve institutional quality. The document demonstrates vividly the University commitment to assuring annual systematic, integrated, sustainable, and evidence-based examination of progress toward enhanced institutional effectiveness. A detailed description of the sustainability of these plans is provided in Key Exhibit III (c): *Sustainability of Effectiveness Plans (Integrated into the Strategic Plan): Addressing New Requirements of the Institutional Review Process*.

In sum, the University has met each of the outcomes stipulated in the *Institutional Proposal* for the Educational Effectiveness Review phase and for the self-study as a whole. The following section elaborates how the University synthesizes the themes of the study into sustainable plans for continued refinement and development.

THEMATIC SYNTHESIS FOR FURTHER INQUIRY AND ACTION

Each of the Thematic Essays features a “What Works” section detailing specific activities and initiatives within the terms of its thematic focus demonstrating unique successes overlooked by a holistic review. The inclusion of these specific activities should not imply distinct, isolated centers in which excellence somehow occurs independent of the University as a whole. Rather, the “What Works” sections highlight ongoing processes in which many people participate and which have broad and diverse impacts, and the practices, approaches, or designs that may be adapted to suit other areas of university life.

The inclusion of these examples demonstrates the attention to learning at California State University, Stanislaus, showing how the university community values learning in all its forms. The value of such “institutional learning” is not purely derivative – the easy mimicry of superficial attributes – nor purely instrumental – the assimilation of already-attained objectives that then facilitate their accomplishment. Such institutional learning demonstrates the approaches and attitudes that the members of the University – administrators, staff, students, faculty – use to think and act as a community. Such institutional learning concretizes the highest ideal beliefs of a “learning-centered” university: that learning is essential to every activity of the University, that learning is a value in and of itself.

The activities and initiatives in each “What Works” section frame the ensuing discussion in the “Reflections” section of each Thematic Essay, allowing the University to focus on particular approaches to fulfilling its core mission and values as it articulates areas for further inquiry and action. That is, rather than simply creating a “to-do” list, the University explicitly recognizes the ongoing dynamics governing key aspects of University life and identifies particular areas for further development.

The University also explicitly recognizes the unique situation presented by the current state of California finances and the logistical and tactical limitations it enforces. In the past two years, the University has endured cuts of an unprecedented magnitude and breadth that threaten the momentum of actions to enhance institutional and educational effectiveness. The identification of these areas for further attention and development requires the University to delay full

implementation while it retains direction and organizes future action. It also entails a University commitment to reinvest in these areas at the earliest possible opportunity.

These areas for further attention and development are reorganized topically under four broad topics – Academic Performance, Academic Culture, Faculty Development and Performance, and Information Management and Assessment – and are presented in *Engagement and Learning: A Topical Map for Further Inquiry and Action* (below). The map outlines a series of continuing commitments to guide the University through the current crisis and particular actions that can increase the effectiveness of the University as it continues into its sixth decade.

Continued engagement with these commitments to academic performance leading to concrete actions will allow the University to develop a stronger sense of baccalaureate centrality and emphasize the “integration of knowledge” and the fostering of learning communities by aligning the relationships between disciplinary learning and general education and between curricular and co-curricular learning.

Continued engagement with these commitments to academic culture leading to concrete actions will allow the University to continue encouraging faculty to work with students in both curricular and co-curricular research activities. Also, it will allow the University to strengthen its commitment to student learning by continued development of more effective uses of information resources and library instructional programs to support faculty and student research and scholarly activity, and it will enhance its graduate culture. Finally, it will continue to pay close attention how the diversity of its communities is celebrated and all students encouraged to succeed.

Continued engagement with these commitments to faculty development and performance leading to concrete actions will allow the University to fulfill its commitments to promoting faculty scholarly work and rewarding faculty development in appropriate ways. The academic environment at California State University, Stanislaus embraces the interconnectivity of teaching, scholarship, and service, thus addressing American Association of University Professors’ definition of this unity as “the seamless garment of academic life” (AAUP 2001: 158). California State University, Stanislaus struggles to balance teaching and research demands with faculty workload. Notwithstanding the current crisis, this balance of expectations should be clearly articulated and tied to clearly articulated opportunities for faculty development.

A topical map follows.

ENGAGEMENT AND LEARNING: A TOPICAL MAP FOR FURTHER INQUIRY AND ACTION

Academic Performance

Adopt as appropriate the recommendations made in the General Education Academic Program Review (1a)
Improve the use of the Writing Proficiency Screening Test as a diagnostic for the Graduate Writing Assessment Requirement and for the success of English language learners in this area (1b)
Encourage undergraduate programs to develop a capstone or other senior experience (1c)
Pursue avenues for supporting student research, scholarship, and creative activity, in both curricular and co-curricular research activities, to support and nurture effective student research, scholarly, and creative activities (4c)

Academic Culture

Cultivate a higher profile for University support of graduate student achievement (1d)
Continue to attend to the diversity of communities – in particular faculty (1e)
Enhance the connection of curricular and co-curricular learning (1f)
Develop more effective uses of information resources and library instructional programs to better support student research and scholarly activity (2e)
Expand public awareness of the quality, variety and richness of faculty research, scholarship, and creative activity productivity in support of the University mission (4a)
Nourish faculty research, scholarship, and creative activity in the service of teaching and learning through grant and other programs (4b)

Faculty Development and Performance

Clarify department-based criteria, standards of performance, and measures for teaching effectiveness, research, scholarship, and creative activity, and service in the review and revision of retention, promotion, and tenure elaborations (3a, 4d)
Move incrementally toward a normalized teaching load of 18 weighted teaching units in alignment with the Faculty Workload Agreement to allow for enhanced high-impact pedagogy and scholarly achievement (3b)
Continue to support the Faculty Center for Excellence in Teaching and Learning by improving faculty participation in activities and enhancing the integration of lecturers into the teaching and learning community of the campus (3c)
Support faculty research, scholarship, and creative activity portfolio development across the range of departmental expectations within the limits afforded by the Workload Agreement (4c)

Information Management and Assessment

Improve the reliability of key databases and involve more students directly in assessment processes (2a)
Align and integrate annual and periodic assessment activities (2b)
Close the loops of action and implementation of recommendations in key review processes (2c)
Refine methods of demonstrating the achievement of effectiveness performance indicators – including disaggregating data for distance learning and the Stockton Center – tied to Strategic Planning (2d)

All these contemplated inquiries and actions are for naught without a systematic approach to information management, collection, and dissemination, with adequate controls for decision making based on widely shared data. Continued engagement with these commitments to information management and assessment leading to concrete actions will allow the University to support the use of reliable information for effective decision-making

and help ensure that activities designed to improve performance are reasonably structured and manageable. The “Crosswalk” document aligns the topics of these reflections for further inquiry and action to key strategic and effectiveness indicators and provides an effective means for identifying priorities, dedicating action within those priorities, and managing paths to improvement.

Last, the University developed a unique method for examining its themes by enacting engaged learning communities in the Inquiry Circles. Attentive to the language of the *WASC Statement on Diversity* (1994), the University took specific steps to ensure that the communities on campus were not merely studied, but developed, in interaction with one another. The University fostered inclusive communities of staff, faculty, and students concerned not merely with a retrospective analysis but with a prospective development of a learning environment engaged with quantitative data as well as the quality indicators superseding those data. The members rediscovered their own habits of critical analysis to evaluate differing points of view, their awareness of the vicissitudes of individual experience, and their abilities to grasp and respond constructively to novelty and difference. Above all, these Circles were collegial, engaged in healthy, often spirited, debate while striving to respond to the needs of the entire campus community and taking pains to avoid the domination by – or the systematic neglect of – any group.

As relevant governance and administrative bodies take up these topics for further inquiry and action, careful attention continues to be paid to the recommendations documented within the Inquiry Circle deliberations. The specific expertise developed by individual Inquiry Circle members is a valuable asset to the University. Additionally, the purpose, aims, and construction of the Inquiry Circles, as described in Key Exhibit I: *Evaluation of Participatory Inquiry* can model the formation of any *ad hoc* committees to address specific issues.

FINAL THOUGHTS ON THE SELF-STUDY PROCESS

The Self-Study Team and the Inquiry Circles used the *Core Commitment to Educational Effectiveness* and the *Mission of the University* as twin beacons to guide its five-year holistic inquiry into student learning and educational quality at California State University, Stanislaus. At every turn, the University emphasized the alignment of the core values of the mission as it examined systems such as course and program design, support for faculty as teachers and scholars, program review procedures, and the environment for learning. The University assessed the deployment of student learning goals at the course, program, and university levels to understand student engagement and its relation to the educational goals and academic standards of the institution.

Moreover, the University accomplished this analysis within the constraints of the worst budget climate in decades, which, for a state institution, severely impacted staff and faculty ability to attend to the everyday activities of education, let alone the enhanced demands of the self study. As it has during the five-year self-study process, the University should continue to rely on established institutional processes, using widely consultative planning and consensus-building techniques to maintain direction during this current climate. The University thus can chart successfully the near-term and capitalize on long-term strategic planning.

The University remained true to its mission, values, and goals as it chronicled its commitments to capacity and to effectiveness throughout the entire self-study process. California State University, Stanislaus is proud of the accomplishment this final report represents.



CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW REPORT

REFERENCED TABLES

REFERENCED TABLES: THEMATIC ESSAY ONE

Table 1.1: Collegiate Learning Assessment (CLA) Summary of Results, CSU Stanislaus (2007/08)

CLA Task	Freshmen		Seniors		Value-Added Estimate	
	Percentile Rank	Performance Level	Percentile Rank	Performance Level	Percentile Rank	Performance Level
Performance Task	90	Well Above	85	Above	45	At
Analytic Writing Task	75	Above	94	Well Above	80	Above
Make Argument	67	At	95	Well Above	87	Above
Critique Argument	83	Above	89	Above	53	At
Total CLA Score	86	Above	92	Well Above	61	At

Table 1.2: Collegiate Learning Assessment (CLA) Retention and Graduation Rate Outcomes Compared to All Institutions, CSU Stanislaus (2007/08)

Retention and Graduate Rates	Actual Value	Expected Value	Deviation Score	Percentile Rank	Performance Level
First-Year Retention Rate	81	67	2.3	99	Well Above
4-Year Graduation Rate	20	14	0.5	72	Above
6-Year Graduation Rate	50	37	1.5	96	Well Above

Table 1.3: Student Achievement of CSU Stanislaus General Education (GE) Learning Goals (2008/09)

GE Goal	Student Achievement
Goal One: Subject Knowledge	This goal is assessed primarily through student work on assignments and grades in courses across 31 programs offering GE courses. Overall grades at C or above (84.2 %*) indicate students are meeting this goal. Indirect evidence agrees with this observation. Also, 73% (GSS 2004/05) and 79% (GSS 2006/07) of graduating seniors felt the GE experience enhanced Goal One. In the <i>IDEA</i> evaluations, students report making substantial progress in “gaining factual knowledge” and “learning fundamental principles” from GE courses (4.1-4.2 on a 5-point scale, both years), which aligns with faculty reporting of their own emphases in the course.
Goal Two: Oral and Written Communication	Areas A1 and A2 (Oral and Written Communication) course grades reflect student achievement of this goal: Oral Communication 90.6%* with C or better and Written Communication 84.8%* with C or better. In university-wide measures for written communication, the percentage of students passing the <i>WPST</i> on their first attempt is high and rising (to 87% in 2008). Reported <i>CLA</i> scores for both first-year students and seniors were “At,” “Above,” or “Well Above” the expected level for both time periods. Indirect evidence, however, is mixed. In the GSS, 64% and 69% agreed that the GE experience enhanced Goal Two, a rating lower than the degree of personal gain in writing and speaking effectively reported in <i>IDEA</i> evaluations (4.02-4.17 in 2004/05 and 4.09-4.29 in 2006/07). Communication (oral and written) received the lowest rating of progress of all <i>IDEA</i> learning objectives: in the Moderate range (3.3, both years). The confidence of student performance in this learning goal is not as strong as it might be. As a result, analysis of course-embedded assessment data from Area A1: Oral Communication will be prioritized in the next phase of GE assessment.
Goal Three: Critical Thinking	Area A3 (Critical Thinking) course marks (87% C or better*) reflect student attainment of this goal, supported by <i>CLA</i> scores (as reported above). Moreover, students rate “substantial progress” for this goal in <i>IDEA</i> reports.
Goal Four: Information Retrieval and Evaluation	<p>This goal is the least satisfying in terms of the degree of reliability and validity of assessment findings. The <i>CLA</i> measures information evaluation, but not retrieval; there is no GE Area formally linked to the goal to allow course grades to be an indicator, and the <i>iSkills</i> test (measuring information literacy) has been piloted but not officially administered. Over a third of faculty rank this outcome as the least important in <i>IDEA</i>, and students rate their progress merely as “fair.” However, 52% of faculty report in <i>FSSE</i> that students work on papers or projects that integrate ideas and information from various sources “often” or “very often,” and agreed that this skill contributes to student personal development. Also, 61% of students report using computing and information technology in coursework.</p> <p>The pilot ICTL (precursor to <i>iSkills</i>) had a very low sample rate; however the limited findings suggest a preliminary indication of basic word processing and higher-order cognitive skills such as retrieving and evaluating information resources and ethical uses of information. Overall findings indicate that 44% of students scored in the highest of three groupings, 37% in middle, and 19% lowest. Subgroup analysis indicates that students were fairly consistent in distribution among high, middle, and low performance groups as related to categories of Define/Access, Manage/Integrate, and Evaluate; about 43-45% students in the high group, 35-39% middle, and 18-21% low. Slightly lower scores were found for the category of Create/Communicate: 38% high, 35% middle, and 27% low.</p> <p>Last, the range of skills implied by the goal suggests it be broken down into component parts (information literacy, use of technology) and tied to dedicated parts of the GE curriculum.</p>

Table 1.3: Student Achievement of CSU Stanislaus General Education (GE) Learning Goals (2008/09) (continued)

GE Goal	Student Achievement
Goal Five: Interdisciplinary Relationships	The “high relevance” of this goal to Areas C2 (Humanities) and C3 (Foreign Languages) combined with C or higher grades exceeding 83% and 93% respectively* indicate student achievement of this goal. Indirect data support this conclusion. In the GJS, 68% report improved understanding of interdisciplinary relationships. Students in NSSE report “quite a bit/very much” of coursework synthesizes ideas (freshmen 67%, seniors 76%) and completed projects requiring integration of knowledge “often/very often” (freshmen 70%, seniors 90%). Both data are consistent with those for cohort peers.
Goals Six and Seven: Global Perspectives and Social Responsibility	Courses in the GE program focus on one of these two goals; they are thus described in the aggregate. The “high relevance” of this goal to Areas C2 (Humanities) and C3 (Foreign Languages), combined with C or higher grades exceeding 83% and 93% respectively* indicates student achievement of this goal (as above). However, indirect data suggest ambivalent support for this conclusion. IDEA objectives suggest only a tenuous relation to goal seven; only 30% of faculty rate the objective as “important” or “essential.” Student evaluation suggests students view this objective as more important at the upper-division level, which accords with information derived from faculty interviews in the goal matrix project. However, students report in NSSE that “quite a bit/very much” of course work required making personal judgments (freshmen 58%, seniors 76%), that they developed a personal code of ethics (freshmen 46%, seniors 58%), and contributed to the welfare of their community (freshmen 24%, seniors 22%).
Area G: Multicultural	Courses satisfying the Area G (Multicultural) requirement pay enhanced attention to Goals Six and Seven: students must engage with diversity issues, knowledge, and learning, and address multicultural, ethnic studies, gender, and/or non-western cultural issues. Since Area G courses most often satisfy another Area (F3 upper-division Institutions and Human Behavior, for example), it is currently impossible to disaggregate data specific to this area that would reveal a more reliable record of student accomplishment. An American Council on Education (ACE) initiative, <i>Global Learning Across the Disciplines</i> , seeks to give students knowledge of the diverse peoples, governments, histories, and natural systems that compose the world and as understanding the forces that shape them. Implementing this initiative is currently under consideration.

*Extracted from *GE Courses Grade Distribution by GE Area, Academic Year 2006/07*

Table 1.4: Evaluation of Teaching and Student Learning in General Education at CSU Stanislaus (2008/09)

Criterion Question	CSU Stanislaus Response for General Education (GE)
Are student learning objectives of courses being met?	A review of in-course assignments and grades, combined with the promising results of the <i>Collegiate Learning Assessment (CLA)</i> , suggest this criterion is being met overall.
Are students being inspired and motivated to think analytically and creatively and to develop habits of mind appropriate to the discipline?	Student performance in GE courses and in major coursework and the high rates of student persistence to graduation support this conclusion; however, given the disciplinary dispersion within the GE program, it is difficult to be sure.
Are course materials and pedagogies current, relevant, matched to course needs, and consonant with course learning objectives?	A rigorous three-step process of peer review for all GE courses (department curriculum committee, college curriculum committee, General Education Subcommittee) ensures continuous maintenance of this objective.
Do students perceive themselves to be well taught?	Student course evaluations, graduating senior surveys, alumni surveys, and nationally-normed surveys such as the <i>National Survey of Student Engagement</i> all agree that student perception of teaching quality is high. Students strongly agree by 80% that they have received a broad general education; cumulative <i>Individual Development and Educational Assessment</i> reports on area-based courses indicate that students perceive themselves to be making significant progress on the learning goals.

Note: Criteria adapted from *Assessment Clear and Simple* (Walvoord, 2004).

Table 1.5: Academic Rigor, National Survey of Student Engagement (NSSE) (2006) and Faculty Survey of Student Engagement (FSSE) (2007) Responses

NSSE/FSSE Item	First-Year Students		Seniors	
	Faculty Perception	Student Responses	Faculty Perception	Student Responses
Number of books read on their own (1-4)	73% (67%)	64% (55%)	42% (70%)	56% (54%)
Number of written papers or reports of 20 pages or more (1-4)	28% (32%)	13% (14%)	68% (59%)	47% (43%)
Number of written papers or reports between 5 and 19 pages (1-4)	52% (59%)	63% (53%)	43% (55%)	46% (45%)
Number of written papers or reports of fewer than 5 pages (1-4)	41% (39%)	29% (31%)	25% (37%)	29% (33%)
Synthesizing and organizing ideas, information, or experiences (<i>Quite a bit, Very Much</i>)	37% (46%)	67% (65%)	59% (68%)	76% (71%)
Making judgments about the value of information, arguments, or methods (<i>Quite a bit, Very Much</i>)	27% (42%)	58% (64%)	47% (63%)	83% (80%)
Applying theories or concepts to practical problems or in new situations (<i>Quite a bit, Very Much</i>)	32% (42%)	58% (71%)	59% (70%)	49% (57%)
Worked harder than you thought you could to meet an instructor's standards or expectations (<i>Quite a bit, Very Much</i>)	18% (32%)	63% (52%)	47% (52%)	74% (79%)
Spending significant amounts of time studying and on academic work (<i>Quite a bit, Very Much</i>)	48% (62%)	90% (79%)	62% (60%)	76% (71%)

Note: Parentheses () indicate responses at comparable Carnegie institutions for NSSE 2006 and FSSE 2007.

Table 1.6: Active and Collaborative Learning, National Survey of Student Engagement (NSSE)(2006) and Faculty Survey of Student Engagement (FSSE) (2007) Responses

NSSE/FSSE Item	First-Year Students		Seniors	
	Faculty Perception	Student Responses	Faculty Perception	Student Responses
Asked questions in class or contributed to class discussions (<i>Often, Very Often</i>)	16% (36%)	49% (61%)	73% (75%)	64% (75%)
Made a class presentation (<i>Often, Very Often</i>)	08% (21%)	34% (36%)	49% (51%)	70% (65%)
Worked on a group project in class (<i>Often, Very Often</i>)	39% (41%)	49% (46%)	50% (52%)	55% (50%)
Worked outside of class on assignments (<i>Often, Very Often</i>)	28% (28%)	23% (42%)	55% (49%)	55% (58%)
Tutored or taught another student (<i>Often, Very Often</i>)	04% (06%)	14% (14%)	15% (18%)	17% (23%)
Participated in a community-based project as part of class (<i>Often, Very Often</i>)	10% (11%)	09% (11%)	17% (24%)	21% (18%)
Discussed ideas from readings or classes with others outside of class (<i>Often, Very Often</i>)	21% (16%)	67% (56%)	38% (33%)	72% (64%)

Note: Parentheses () indicate responses at comparable Carnegie institutions for NSSE 2006 and FSSE 2007.

Table 1.7: Student Faculty Interaction, National Survey of Student Engagement (NSSE) (2006) and Faculty Survey of Student Engagement (FSSE) (2007) Responses

NSSE/FSSE Item	First-Year Students		Seniors	
	Faculty Perception	Student Responses	Faculty Perception	Student Responses
Students receive prompt feedback on performance (<i>Often, Very Often</i>)	80% (86%)	46% (53%)	84% (88%)	54% (66%)
Use email to communicate with an instructor (<i>Often, Very Often</i>)	49% (67%)	63% (68%)	78% (82%)	71% (81%)
Discussed grades or assignments with an instructor (<i>Often, Very Often</i>)	35% (52%)	44% (48%)	59% (66%)	52% (60%)
Worked on a research project outside of class (NSSE – <i>Plan to do, Done</i> ; FSSE – <i>Important, Very Important</i>)	42% (53%)	31% (31%)	33% (49%)	19% (30%)
Talked about career plans with an instructor (<i>Often, Very Often</i>)	18% (22%)	16% (30%)	51% (61%)	35% (44%)
Discussed course material outside of class with faculty member or advisor (<i>Often, Very Often</i>)	06% (16%)	12% (19%)	30% (33%)	15% (28%)

Note: Parentheses () indicate responses at comparable Carnegie institutions for NSSE 2006 and FSSE 2007.

Table 1.8: Campus Climate, National Survey of Student Engagement (NSSE) (2006), Faculty Survey of Student Engagement (FSSE) (2007), Graduate NSSE (2007) and Graduate FSSE (2007) Responses

NSSE/FSSE Item	First-Year Students		Seniors		Graduate Students	
	Faculty Perception	Student Responses	Faculty Perception	Student Responses	Faculty Perception	Student Responses
Class discussion or assignments include diverse perspectives (<i>Often, Very Often</i>)	35% (34%)	65% (59%)	39% (48%)	70% (61%)	30%	42%
Serious conversation with students of a different race or ethnicity than their own (<i>Often, Very Often</i>)	36% (17%)	43% (45%)	39% (25%)	61% (48%)	25%	35%
Serious conversation with students with different religion, political opinion, or personal values (<i>Often, Very Often</i>)	24% (18%)	48% (52%)	35% (26%)	57% (53%)	19%	33%
University emphasizes contact among students from different economic, social, and racial or ethnic backgrounds (<i>Often, Very Often</i>)	45% (50%)	49% (52%)	53% (50%)	41% (45%)	25%	19%
Contributed to understanding people of other racial and ethnic backgrounds (<i>Often, Very Often</i>)	42% (31%)	50% (52%)	51% (43%)	61% (51%)	21%	26%

Note: Parentheses () indicate responses at comparable Carnegie institutions for NSSE 2006 and FSSE 2007. Graduate NSSE and FSSE (2007) administered locally; no cohort data available.

Table 1.9: Campus Climate, CSU Stanislaus Graduating Senior Survey (2006/07) Responses

Graduating Senior Survey Item	Men	Women	White	Hispanic	African American	Asian	Gay, Lesbian, Bisexual, Transgender	Disabled	International	Overall Average
Supportive Classroom Environment	68%	72%	65%	66%	62%	61%	53%	67%	63%	64%
Supportive Campus Climate	68%	79%	63%	70%	62%	62%	48%	62%	62%	64%

Table 1.10: Campus Climate, CSU Stanislaus Graduate Exit Survey (2006/07) Responses

Graduating Exit Survey Item	Male	Female	White	Hispanic	African American	Asian	Gay, Lesbian, Bisexual, Transgender	Disabled	International	Overall Average
Supportive Classroom Environment	68%	72%	64%	66%	62%	71%	53%	76%	71%	67%
Supportive Campus Climate	68%	79%	52%	70%	62%	68%	48%	63%	60%	63%

Table 1.11: Support to Succeed, National Survey of Student Engagement (NSSE) (2006) and Faculty Survey of Student Engagement (FSSE) (2007) Responses

NSSE/FSSE Item	First-Year Students		Seniors	
	Faculty Perception	Student Responses	Faculty Perception	Student Responses
Support to succeed academically (Quite a bit, Very Much)	71% (81%)	74% (76%)	73% (60%)	67% (72%)
Support for non-academic responsibilities (Quite a bit, Very Much)	23% (33%)	33% (35%)	22% (40%)	24% (26%)
Support to thrive socially (Quite a bit, Very Much)	21% (40%)	27% (44%)	20% (41%)	31% (34%)

Note: Parentheses () indicate responses at comparable Carnegie institutions for NSSE 2006 and FSSE 2007.

Table 1.12: Quality of Relationships, National Survey of Student Engagement (NSSE) (2006), Faculty Survey of Student Engagement (FSSE) (2007), Graduate NSSE (2007) and Graduate FSSE (2007) Responses

NSSE/FSSE Item	First-Year Students		Seniors		Graduate Students	
	Faculty Perception	Student Responses	Faculty Perception	Student Responses	Faculty Perception	Student Responses
Relationships with other students (Rating 5-7)	80% (80%)	82% (80%)	84% (86%)	88% (84%)	97%	93%
Relationships with faculty members (Rating 5-7)	86% (83%)	69% (76%)	85% (87%)	69% (60%)	94%	89%
Relationships with administrative and personnel offices (Rating 5-7)	44% (49%)	61% (57%)	35% (50%)	61% (83%)	73%	72%

Note: Rating scale of 1 (unhelpful, unfriendly) to 7 (helpful, friendly). Parentheses () indicate responses at comparable Carnegie institutions for NSSE 2006 and FSSE 2007. Graduate NSSE and FSSE (2007) administered locally; no cohort data available.

Table 1.13: Student Affairs Learning Outcomes Survey, Spring 2008

Survey Item	Percent Strongly Agree or Agree
I have had opportunities to interact with faculty outside of the classroom.	64%
As a result of my experiences at CSU Stanislaus, I have developed a greater awareness about individuals with disabilities.	50%
Through services provided on campus, I have learned the importance of recognizing and articulating personal values and beliefs.	57%
Through participation in activities of the Associated Students, Inc. or the University Student Union, I have learned to do the following (mark all that apply) (N=334):	Percent responding
Work collaboratively with other students	73%
Be inclusive in activities	49%
Through the experiences with the Faculty Mentors, I have learned about the following (mark all that apply) (N=292):	
Global Awareness	26%
Self-Awareness	56%

Table 1.14: Enriching Cultural Experiences, National Survey of Student Engagement (NSSE) (2006) and Faculty Survey of Student Engagement (FSSE) (2007) Responses

NSSE/FSSE Item	First-Year Students		Seniors	
	Faculty Perception	Student Responses	Faculty Perception	Student Responses
Practicum, internship, field experience, co-op experience, or clinical assignment (NSSE – <i>Plan to do, Done</i> ; FSSE – <i>Important, Very Important</i>)	54% (80%)	85% (79%)	75% (85%)	68% (76%)
Community service or volunteer work (NSSE – <i>Plan to do, Done</i> ; FSSE – <i>Important, Very Important</i>)	42% (64%)	81% (75%)	51% (63%)	57% (73%)
Foreign language coursework (NSSE – <i>Plan to do, Done</i> ; FSSE – <i>Important, Very Important</i>)	42% (58%)	64% (52%)	41% (54%)	27% (48%)
Study abroad (NSSE – <i>Plan to do, Done</i> ; FSSE – <i>Important, Very Important</i>)	33% (45%)	36% (40%)	39% (41%)	09% (23%)

Note: Parentheses () indicate responses at comparable Carnegie institutions for NSSE 2006 and FSSE 2007.

Table 1.15: CSU Stanislaus Graduating Senior Survey (2006/07) Responses

Graduating Senior Survey Item	Participated/Attended	“Satisfied” or “Very Satisfied”
Fraternity/Sorority	10%	70%
Intramural Sports	14%	76%
Cultural Programs	20%	0%
Athletic Events	24%	92%
Music Productions	43%	42%
Drama Productions	42%	41%
Art/gallery Exhibition	43%	41%

Table 1.16: Co-Curricular Activities and Community Based Projects, National Survey of Student Engagement (NSSE) (2006) and Faculty Survey of Student Engagement (FSSE) (2007) Responses

NSSE/FSSE Item	First-Year Students		Seniors	
	Faculty Perception	Student Responses	Faculty Perception	Student Responses
Participating in co-curricular activities (0 hours per week)	19% (07%)	57% (46%)	14% (08%)	71% (47%)
Participated in a community-based project (Often, Very Often)	10% (11%)	09% (11%)	17% (24%)	21% (18%)

Note: Parentheses () indicate responses at comparable Carnegie institutions for NSSE 2006 and FSSE 2007.

REFERENCED TABLES: THEMATIC ESSAY TWO

Table 2.1: Self-Ratings of Undergraduate Assessment Plan Components Using WASC Rubrics

CSU Stanislaus Assessment Plan Components	WASC Characteristics to Consider	Self-Rating (Initial – Highly Developed)
Learning Objectives	Objective/Outcome list reasonable, appropriate, and comprehensive	Developed
	Describes how students can demonstrate their learning	Developed
	Describes when and how each objective will be assessed	Emerging
	Where applicable, illustrates that national disciplinary standards have been considered	Developed
Assessment Methods	Includes multiple methods for assessing student work (incorporates and weighs both direct and indirect measures)	Highly Developed
	Establishes expected levels of student performance; faculty has agreed on explicit criteria statements (rubric) and identified examples of performance at varying levels for each student learning objective	Emerging
Curriculum Map	Matrix shows relationship between courses in the curriculum and the program's learning objectives.	Highly Developed
	Displays how each learning objective aligned with courses/ curriculum and indicates increasing levels of emphasis.	Developed
Collection, Review and Implementation	Explains method used for the plan to be routinely examined and revised, as needed	Emerging
	Describes how improvements based on findings will be implemented	Developed

Note: WASC Characteristics adapted from WASC *Standards* (2009), *Expectations for Two Reviews* (2009), *Rubric for Program Learning Outcomes* (2009), *Rubric for Program Review* (2009).

Table 2.2: Self-Ratings Using WASC Rubric for Evaluating General Education (GE) Assessment Process

WASC Criterion	Self-Rating (Initial – Highly Developed)
General Education Outcomes	<i>Developed</i> - . Established set of GE Learning Goals. Reviewed and refined student learning objectives. Levels of performance established for some objectives.
Curriculum Alignment with Outcomes	<i>Developed</i> . Sub-areas aligned with GE Learning Goals. Have identified areas of primary emphasis through curriculum mapping.
Assessment Planning	<i>Developed</i> . Timeline established for the next seven-year GE assessment cycle. The GE Subcommittee and appropriate campus governance committees review findings and make recommendations for improvement annually.
Assessment Implementation	<i>Emerging</i> . Formalized assessment collection and distribution processes. Rubrics/ explicit criteria established for some, but not all, learning outcomes.
Use of Results	<i>Emerging</i> +. Results are collected and analyzed. Findings used to modify curriculum and instruments. Formalized process for distribution, review, and feedback of General Education assessment data.

Table 2.3: Alignment of CSU Stanislaus Graduate Student Learning Goals and University-Wide Assessment Methods

Graduate Student Learning Goals	University-Wide Assessment Methods													
	Academic Program Review	*Accreditation	*Admission Examinations	*Culminating Experience: Thesis, Project, Comp Exam	*External Reviewers	Grade -Point Average	*Student Scholarship	Student Awards and Honors	Graduate School Exit Survey	Graduate Alumni Survey	IDEA Course Evaluations	Graduate National Survey of Student Engagement	Graduate Faculty Survey of Student Engagement	Program Approval Processes
1. Advanced knowledge, skills, values	X	X	X	X	X	X			X	X	X			X
2. Creative, analytical, critical thinking	X	X	X	X	X	X			X	X	X	X	X	X
3. Individual and collaborative scholarship	X	X		X	X	X	X	X	X	X	X			X
4. Global perspectives	X	X		X	X	X			X	X	X	X	X	X
5. Methods and technologies	X	X		X	X	X			X	X	X			X
6. Communication skills; source analysis	X	X	X	X	X	X	X	X	X	X	X	X	X	X

*Direct Method

Table 2.4: Self-Ratings of University-Wide and Individual Graduate Assessment Plan Components Using WASC Rubrics

CSU Stanislaus Assessment Plan Components	WASC Characteristics to Consider	Self-Rating (Initial – Highly Developed)
Learning Objectives	Objective/Outcome list reasonable, appropriate, and comprehensive	Developed
	Describes how students can demonstrate their learning	Developed
	Describes when and how each objective will be assessed	Emerging
	Where applicable, illustrates that national disciplinary standards have been considered	Highly Developed
Assessment Methods	Includes multiple methods for assessing student work (incorporates and weighs both direct and indirect measures)	Developed
	Establishes expected levels of student performance; faculty has agreed on explicit criteria statements (rubric) and identified examples of performance at varying levels for each student learning objective	Emerging
Curriculum Map	Matrix shows relationship between courses in the curriculum and the program's learning objectives.	Highly Developed
	Displays how each learning objective aligned with courses/ curriculum and indicates increasing levels of emphasis.	Developed
Collection, Review and Implementation	Explains method used for the plan to be routinely examined and revised, as needed	Developed
	Describes how improvements based on findings will be implemented	Developed

Note: WASC Characteristics adapted from WASC *Standards* (2009), *Expectations for Two Reviews* (2009), *Rubric for Program Learning Outcomes* (2009), *Rubric for Program Review* (2009).

Table 2.5 Alignment of CSU Stanislaus General Education Learning Goals and Co-Curricular Student Learning Outcomes

General Education Learning Goals (Source: General Education Goals, approved by Academic Senate , 2000)		Co-Curricular Outcomes (Source: Student Affairs Learning Outcomes 2008/09)
Subject Knowledge	To provide an educational experience that will enhance students' understanding of the disciplines' basic principles, methodologies, and perspectives.	Students will understand the professional standards in their field and demonstrate such by becoming employed successfully with high satisfaction of employer and self. (Practical Competence)
Communication	To provide an educational experience that will enhance the ability to communicate.	
Inquiry and Critical Thinking	To provide an educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long learning.	Students will engage in the culture of academic scholarship characterized by increased creativity, participation in research, and competence in critical thinking, resulting in lifelong learning. (Persistence and Academic Achievement)
Information Retrieval and Evaluation	To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.	
Interdisciplinary Relationships	To provide an educational experience that will enhance students' understanding of a discipline's interrelationships with other disciplines.	Students will learn how to develop and construct an individual academic plan that will help them persist to graduation. (Persistence and Academic Achievement)
Global or Multicultural Perspectives	To provide an educational experience that will enhance the ability to look at issues from multiple perspectives and/or that will describe the discipline's impact on or connection to global issues.	
Social Responsibility	To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or that will describe the discipline's impact on or connection to social and ethical issues.	Students will participate in the electoral process and demonstrate understanding of their responsibilities as citizens. (Civic Engagement) Students will demonstrate reflective, thoughtful choices to form a healthy lifestyle, positive relationships and a proactive life plan. (Practical Competence)

REFERENCED TABLES: THEMATIC ESSAY THREE

Table 3.1: Departmental Elaborations (2008/09) – Teaching Proficiency

Teaching Proficiency Measures	# of Departments Using Measure
Individual Development and Educational Assessment (IDEA course evaluations) or department-developed alternative	All
Demonstration of the currency, clarity, appropriateness, and/or professionalism of course-related activity (including the submission of a portfolio)	25
Development of alternate methods or creative approaches of instruction or demonstrating a variety of modes of instruction	24
Advising and supervision of projects, labs, performance, theses, student development toward further scholarly work (several include the demonstrated performance of students as an additional consideration)	23
Other Student Feedback (including interviews)	20
Development of new courses or programs	19
Peer Classroom Observation: department or external	14
Continuing professional development (conferences, workshops, etc.)	11
Number and diversity of course preparations or other inference that workload is a factor	9
Service to other departments (including Liberal Studies and General Education), interdisciplinary teaching, team teaching, and collaboration with other faculty members	4

Table 3.2: Student and Faculty Perceptions of Integrative Learning Activities, National Survey of Student Engagement (NSSE) (2006) and Faculty Survey of Student Engagement (FSSE) (2007) Responses

NSSE/FSSE Item	First-Year Students		Seniors	
	Faculty Perception	Student Responses	Faculty Perception	Student Responses
Integrating ideas or information from various sources (<i>Often, Very Often</i>)	34% (40%)	75% (76%)	62% (72%)	90% (87%)
Included diverse perspectives (<i>Often, Very Often</i>)	35% (34%)	65% (59%)	39% (48%)	70% (61%)
Put together ideas or concepts from different courses when completing assignments or during discussion (<i>Often, Very Often</i>)	10% (18%)	48% (51%)	50% (57%)	70% (69%)
Discussed ideas from readings or classes outside of class (<i>Often, Very Often</i>)	21% (16%)	67% (56%)	38% (33%)	72% (64%)
Synthesizing and organizing ideas, information or experiences (<i>Quite a bit, Very Much</i>)	37% (46%)	67% (65%)	59% (68%)	72% (73%)

Note: Integrative Learning categories taken from *Aligning Faculty Activities* (Kuh, 2004). Parentheses () indicate responses at comparable Carnegie institutions for NSSE 2006 and FSSE 2007.

Table 3.3: *Values and Practices Identified in CSU Stanislaus Teacher Scholar Narratives (2007)*

Strategies listed in RPT narratives (top ten strategies ranked by percentage of response)		Percentage
1.	Give students a detailed syllabus and discuss expectations at the beginning of each course.	100%
2.	Cite the importance of developing critical thinking skills as one of the main objectives.	100%
3.	Cite the importance of relating the material learned to the real world outside the classroom.	95%
4.	Use a variety of pedagogical approaches to appeal to a variety of learning styles.	80%
5.	Encourage student participation by using collaborative learning, group activities, and group discussion.	70%
6.	Require a research project (half of these practice a “process approach” to writing)	65%
7.	Use Individual Development and Education Assessment (IDEA) course evaluation as a major source of assessment of effective teaching and learning.	65%
8.	Use internet-based activities as a major course component.	65%
9.	Changed their pedagogical approach based on feedback from students.	60%
10.	Commit explicitly to the value of “engaging” students in learning.	60%

REFERENCED TABLES: THEMATIC ESSAY FOUR

Table 4.1: Student Participation in Internal Research, Scholarship, and Creative Activity (RSCA) Grant Funded Activities (2005/06 – 2008/09)

Academic Year	Total RSCA Applications	Percent that include student participation
2005/06	49	55%
2006/07	51	57%
2007/08	63	54%
2008/09	46	65%

Source: Office of Research and Sponsored Programs

Table 4.2: Benefits to Teaching Mission through Internal Research, Scholarship, and Creative Activity (RSCA) Grant Funding (2005/06 – 2008/09)

Category	2005/06	2006/07	2007/08	2008/09
Enhance curriculum; maintain currency	29%	25%	44%	48%
Student research opportunity	42%	31%	22%	20%
Teaching/Research agenda	21%	31%	21%	15%
New course or program design	8%	13%	13%	17%

Source: Office of Research and Sponsored Programs

Table 4.3: Use of Sabbaticals to Inform Teaching (2006/07 – 2009/10)

Academic Year	Funded sabbaticals	Percent that cited “inform teaching”
2006/07	9	78%
2007/08	13	54%
2008/09	18	67%
2009/10	12	75%

Source: Office of Faculty Affairs

Table 4.4: Student Institutional Review Board (IRB) Applications and Approvals (2006/07 – 2008/09)

Academic Year	Undergraduate	Graduate	Total
2006/07	10	88	98
2007/08	6	88	94
2008/09	10	166	176

Source: Campus Compliance Officer

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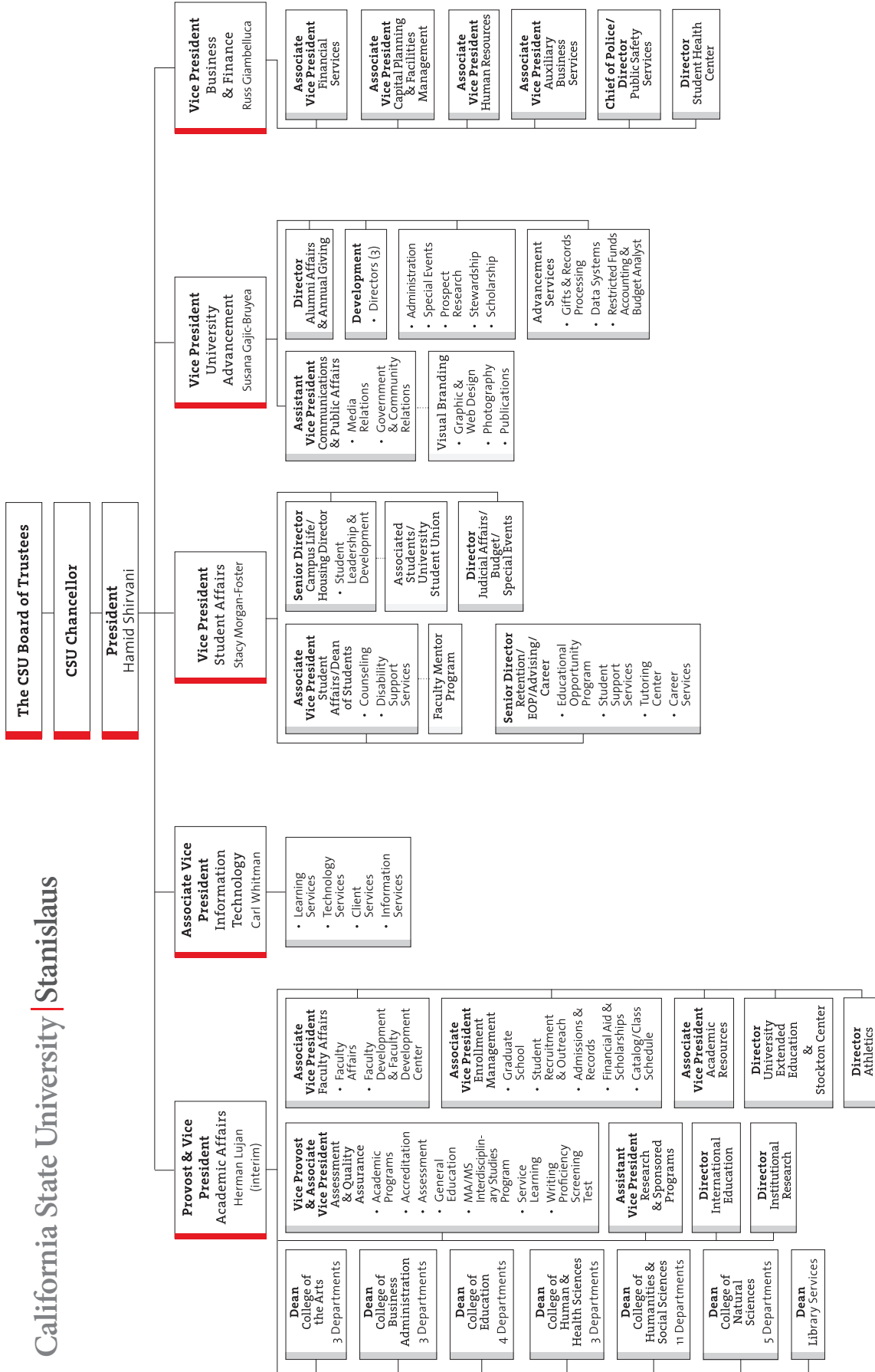
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KEY EXHIBIT I: EVALUATION OF PARTICIPATORY INQUIRY: A RESEARCH METHOD FOR CONDUCTING THE REACCREDITATION SELF STUDY

Participatory Inquiry is the method used at California State University, Stanislaus for conducting its inquiry for both the Capacity and Preparatory Review and the Educational Effectiveness Review. This research method is derived predominately from social sciences research, falling into the broad rubric of participatory action research with methodological elements derived from program evaluation and participant observer research. In simpler terms, we used a research method that allowed us to observe ourselves.

Participatory Inquiry best suited our concept of inquiry circles in that it places an emphasis on

- a. engaging in a reflective investigation with others who are simultaneously members of the University community and researchers for the self study;
- b. testing perceptions through analytical data complemented by participants' experiential understanding, often exposing multiple and sometimes contradictory, views;¹
- c. employing a recursive process that allows participants/researchers to investigate "reality" in order to affirm it, change it, re-investigate it, and re-change it;²
- d. evaluating campus findings within a broader context through selected relevant research literature and benchmarked information, where available, for each specific query, and
- e. structuring a research study that allowed us to establish a "learning community": that is, a social dimension in which members of the University work together to consider real campus issues related to our themes of communities for learning, infrastructure support, teaching, and scholarship.

The uniqueness of this inquiry method employed at California State University, Stanislaus was recognized in an article published in *Dean and Provost*, a national periodical that features innovative practices for university administration³ (Attachment A: *Engage campus in accreditation self-study*)

FORMATIVE ASSESSMENT: WHAT WORKED WELL?

How do we know this research method worked well? Throughout the inquiry research process, we collected information from Inquiry Circle members, governance committees, administrative groups, student leaders, and others engaged in the self study. Overall, the findings were overwhelmingly positive. Statements made by respondents validated the success of this *Participatory Inquiry* method in that their engagement in this self study led to the following benefits:

- increased their understanding of the University overall and knowledge of units and processes outside daily spheres of work,
- increased their appreciation for diverse perspectives,
- forged and strengthened long-lasting relationships with other campus members, especially those from other units/divisions,
- helped place campus accomplishments in a broader external context,
- increased awareness of the amount of institutional research data available for understanding educational effectiveness,
- increased interest in assessment and how it contributes to improvement,
- increased appreciation for participating in a learning community and attending meetings with a defined purpose and outcomes, and
- led to recommendations/actions for campus improvement.

1 O'Brien, Rory. "An Overview of the Methodological Approach of Action Research." 2002. English version printed in *Theory and Practice of Action Research*, ed. Roberto Richardson (João Pessoa, Brazil: Universidade Federal da Paraíba, 2002), www.web.net/robrien/papers/arfinal.html.

2 Kemmis, Stephen and Wilkinson, Jane in David W. Stinson. "Negotiating Sociocultural Discourses: The Counter-Storytelling of Academically (and Mathematically) Successful African-American Male Students." *American Educational Research Journal*, 45, no. 4 (December 2008): 999.

3 Demetrulias, D. M., Stryker, S. B., Davis, S. C., and Covino, W. A. "Engage Campus in Accreditation Self-Study." *Dean and Provost*, 10, no.6 (2009): 4-5.

IMPROVING THE PARTICIPATORY INQUIRY PROCESS

Suggestions for improving the process clustered in the following areas: duration and data, membership, meaningfulness, communications, and editing of self-study documents.

DURATION AND DATA

The length of the WASC review process, necessitating an elaborate, sustained focus in preparation for the site visit, was viewed as a challenge. The process took six years and involved three separate publications. The campus also noted that the participatory model, while desirable in many ways, is expensive in time and resources. Suggestions were made to streamline the processes without losing purpose. Also of concern was the amount of data for review, often viewed as unwieldy and needing greater structure for examination. Recommendations included providing data analysis tutorials, structuring process by establishing benchmarks of progress between meetings, and reducing redundancy of data review by the Inquiry Circles.

MEMBERSHIP

Related to issues of the length of the reaccreditation process is the membership turnover for Inquiry Circles and governance committees over a five-year period. A special challenge was providing sustainable and consistent student participation in the process. Recommendations included going beyond the formal student government representatives and including other student representatives, offering small honoraria for student participation, and providing students a more specific role in the evaluation/assessment projects.

MEANINGFULNESS

Participants suggested the importance of reminding Inquiry Circle members of the “big picture,” as at times groups tended to focus on specific issues thus losing sight of the linkage to broader, more fundamental elements of institutional quality. Concerns were raised about how to create vehicles to ensure consideration of governance issues and recommended actions identified in the process but not necessarily part of the self study in terms of WASC standards. Another issue was how the campus would recognize the enormous service commitment of Inquiry Circles.

COMMUNICATIONS

Recommendations for improvement included greater dissemination of the work of the Inquiry Circles, going by providing more frequent short oral presentations to various campus groups and greater opportunity for interaction among the four Inquiry Circles.

DOCUMENT EDITING

Concerns were raised about the pathway from the reports of the Inquiry Circles to the finished self-study report. Editing and distillation were sometimes viewed as not including all issues, especially “hard questions.” A key recommendation was to provide more frequent updates on the self-study draft as it evolved.

TAKING ACTION IN MOVING FROM CAPACITY AND PREPARATORY REVIEW TO EDUCATIONAL EFFECTIVENESS REVIEW

In response to this formative assessment, the Self-Study Team took actions to improve the process as we moved from the Capacity and Preparatory Review to the Educational Effectiveness Review. This was especially evident in increased communications within and among Inquiry Circles and governance groups. The Self-Study Team was especially sensitive to document-editing issues, working diligently to increase both participation of Inquiry Circles chairs and faculty leaders in the review of draft documents and understanding of the “two lenses” of the WASC reaffirmation process, which are more easily understood in concept than at the operational level of campus groups conducting the inquiry.

REFLECTIONS

Assessment of the *Participatory Inquiry* shows a consistently effective research method. As we had hypothesized, we experienced a reflective investigation that tested multiple perceptions against analytical data, research literature, and external benchmarks. We enjoyed lively debate and examined ways to improve our mission, values, goals, and commitments. We functioned as learning communities, growing in our individual and collective relationships while contributing significantly to improving our campus.

To achieve these positive outcomes, the process involved hundreds of individuals throughout the institution, which, for an organization the size of ours, represents an enormous commitment of time and labor. Sustaining this level of intensity for the six years required by the new reaccreditation process was increasingly difficult, even for those who thrive in challenging environments. In retrospect, it may have been more prudent to (a) use Participatory Inquiry in creating the *Institutional Proposal*; (b) approach the *Capacity and Preparatory Review* through an analytical but compliance-audit orientation (rather than taking the thematic approach); and (c) reserve our highest levels of Inquiry Circle effort – passion, enthusiasm, and intensity – for the analytically and thematically based *Educational Effectiveness Review*.

Unfortunately, unanticipated at the outset of the review process, the worst budget crisis in the history of the California State University struck, impacting the University's ability to attend forcefully to the demands of the self study. Not surprisingly, the University community relied on its own institutional processes, using widely consultative planning and consensus-building techniques, to maintain its momentum through the crisis and to produce a strong self study. This *Participatory Inquiry* approach has enabled the University to document and analyze its progress over the last decade and indicate directions for long-term strategic planning over the next decade remaining true to its mission, values, and goals.

Engage campus in accreditation self-study

By Diana A. Demetrulias, Stephen B. Stryker, Scott C. Davis and William A. Covino

Let's be truthful: an accreditation review, although of major importance to a university, is often dreaded and dreary.

At California State University, Stanislaus, we faced the same dilemma as other universities: how to move from ennui to excitement. We wanted our reaccreditation process to morph from a compliance audit to a genuine inquiry into meaningful topics of essential importance to the campus community. And we wanted our time to be intellectually stimulating.

Of course, we had to be pragmatic. We were preparing for a reaccreditation review by the Western Association of Schools and Colleges and understood the self-study process we established must meet standards. Consequently, we vetoed the idea of a single self-study "work group." Instead, we envisioned involvement of a broad variety of individuals from across campus engaged in reflection and debate. We wanted the process to involve more stimulating conversations than busy work. Inquiry Circles helped us accomplish our goal.

From quality circle to Inquiry Circle

Inquiry Circles superficially resemble "quality circles," a method traditionally used in corporate settings to increase quality. Employee groups meet to discuss ways for improving the organization's processes and profit. Inquiry Circles retain the focus on improving quality and processes, employee creativity and participation, and institutional accountability. However, to expand on the model, our Inquiry Circles:

- Shift the emphasis from business productivity as a measure of quality to an emphasis on evaluating the quality of teaching and learning.
- Employ an inquiry methodology based on research literature and assessment data to support assertions and give direction to improvement.
- Contribute to professional development of faculty, staff, students, and administrators through participation in learning communities that focus on improving our systems, processes, and outcomes.
- Capture the creativity and innovation of the university's workforce.
- Employ democratic principles of equality, inclusiveness, and collaboration.

Circle membership

Inquiry Circles rely on their members' differing perspectives for rich discussions concerning institutional improvement. The circles themselves become communities of learners.

➤ Each circle is composed of a cross-division team of faculty, students, staff and administrators — a diverse coalition that reflects the campus community. Each circle consists of 10 to 12 participants. A senior faculty member chairs each circle.

➤ Membership is determined by an open call to campus and recommendations and nominations by the campus Self-Study Team. The Self-Study Team is composed of four faculty, two staff members, one student, and three administrators. In addition, six faculty members serve as co-chairs of the circles. These two groups coordinate the activities of the circles by gathering data, collating the information, drafting and revising the essays, and sharing the drafts among the four circles.

➤ Membership of the circles reflects existing shared governance committees and includes administrators with leadership responsibilities for each circle's particular inquiry questions.

➤ Members are encouraged to provide reflection and honest appraisal, as well as creativity in recommendations for improvement.

➤ In addition to those actively involved in programs, policies or governance, volunteers passionate about the specific topic are welcomed to join.

➤ The work of the circles is disseminated widely, so people who are not members may respond to drafts and provide information.

Accomplishing the tasks

Inquiry Circles were designed to ensure documented outcomes within prescribed standards and timelines. A daunting task. This task was made even more challenging by the adoption of a theme-based approach to the self-study for both phases of the process (capacity and educational effectiveness).

Combining the themes with accreditation standards was accomplished by selecting four overriding inquiry questions, identified in the Institutional Proposal as 1) how we engage our students in learning; 2) how our infrastructure supports that learning; 3) how we prepare and support our faculty; and 4) how faculty research and scholarship promote student learning.

Each Inquiry Circle, using the accreditation guidelines, formulated a set of inquiry questions as an organizational framework to guide their investigations and draft their essays. For example, one Inquiry Circle addressed the broad question: "How effectively does the university engage a highly diverse student population in learning?"

Inquiry Circles invite diverse views

What is the difference between an Inquiry Circle and a work group, task force or accreditation committee?

Ten years ago, when California State University, Stanislaus went through our reaccreditation process, we formed a campus Reaccreditation Committee made up of more than 30 members — primarily deans, vice presidents and program directors. In general, the 1998 Report was “input-based” rather than “evidence-based.”

The current self-study is organized in a very different way. It is focused around the central themes of the campus as a community of learners and student engagement in learning. And the preparation of the report involved a broader campus constituency.

The formation of Inquiry Circles incorporated current research on faculty and staff professional development by creating learning communities. The members examine issues, participate in cross-disciplinary communication and collaboration, employ an evidentiary approach to evaluate and address critical issues and accreditation standards, and focus on student-learning results.

A “work group” or “focus group” usually is very specific in task and limited in scope. The Inquiry Circles are more expansive and open-ended. Furthermore, they consist of a highly diverse and heterogeneous group of individuals from core constituencies on campus — tenured faculty, lecturers, staff, midlevel administrators and students. Some may have considerable expertise in the topic of the inquiry; others may have little or none. Although vice presidents, associate vice presidents, or deans were not invited to participate

directly, their perspectives and knowledge inform the work of the circles through interviews, responses to drafts and discussions via governance structures.

The diverse makeup of the Inquiry Circles led to many conversations and discussions reflecting multiple perspectives. For example, a senior lecturer highlighted that lecturers’ teaching loads allow time and opportunities for tenure-track faculty to engage in research and publication.

In an Inquiry Circle consisting of a psychologist, a linguist, a mathematician, several professional advisors and program directors, and a handful of students, the variety of meanings of “student engagement” become quickly apparent. For example, after reading a report from the National Survey of Student Engagement, faculty members were nearly unanimous in calling for increased attention to “in-class” engagement.

But students accepted that some classes were both necessary and not very “engaging.” Much more important to them was personal attention outside of class and the knowledge that faculty members knew their name, and would stop and chat in the quad or at a game.

All Inquiry Circle members have commented on the prodigious collection of data that has been going on across campus — data that they did not even know existed. One example of this is the decade-long collection of aggregated data based on the course evaluations, which may help to draw a profile of successful (and less successful) approaches to student engagement in learning.

— Demetrulias, Stryker, Davis and Covino ■

The four essays produced by the Inquiry Circles were drafted in time to be distributed to the campus community a full semester before the final drafts were completed and published. Some Inquiry Circle members might think that we have had too much structure and too little time for more expansive and open-ended discussion — perhaps too little “fun” in the process. But overall, the Inquiry Circles operated as envisioned.

What is working (or not)?

A surprisingly large percentage of the approximately 40 faculty and staff members consistently participated in the monthly meetings over the last two years, and the majority opted to continue on the circles to the next level of review.

To ensure participation of faculty governance and key committees, representation from various committees was sought in each Inquiry Circle, or the chair or a member of the circle communicated with or visited the committee. Coordination of the self-study process with the campus strategic planning process was accom-

plished by overlapping membership of the Self-Study Team and Inquiry Circles in both ongoing processes.

One difficulty in preparing and writing the *Self Study Review* was reaching a broad understanding of the difference between the two stages of review (capacity and educational effectiveness reviews). Consequently, early drafts of the essays tended to jump immediately into evaluations and conclusions concerning “effectiveness.” Many meetings were held concerning the nature of the two separate reviews, with frequent reminders to hold back on judging the “effectiveness” until the next phase.

While student governance leadership promoted a high level of commitment to this effort, student participation on the circles was sporadic. This was a continuing source of disappointment. As we go into the next phase, we plan to invite selected students to serve a greater role in each circle, by involving them actively in the collection and evaluation of data and the site visits. We will also provide incentives through financial assistance such as contributing to the purchase of textbooks. ■

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW

KEY EXHIBIT II: PROGRESS SINCE THE CAPACITY AND PREPARATORY REVIEW

The WASC Commission raised three areas of expectation in its acknowledgement of the Capacity and Preparatory Review report submitted by California State University, Stanislaus in partial fulfillment of reaffirmation of accreditation:

- I. Continue to refine and implement assessment strategies related to the General Education curriculum, with a specific emphasis on the expanded use of direct measures for assessment of learning, and with specific attention to the inclusion of students at both the Stockton and the Turlock campuses.
- II. Continue with the development of support for graduate-level programs, including related library resources and development of stated learning outcomes and their aligned assessment.
- III. Continue to refine and implement definitions of research, scholarship, and creative activity as they relate to faculty workload and decisions concerning retention, promotion, and tenure.

In addition, the Site Visit Team identified the following eight areas of expectation for the Educational Effectiveness Review in its own Report:

1. Continue the review of General Education with the goal of addressing the following issues:
 - document substantial progress in the direct assessment of authentic student work,
 - communicate systematically and comprehensively to all constituencies the expectations for General Education for both transfer and first-year students, and
 - ensure that General Education is a vital and central part of the California State University, Stanislaus mission.
2. Continue the commitment to the assessment of learning and the development of a comprehensive infrastructure to support this commitment at all levels (especially focusing on academic and support unit program reviews), in particular ensuring:
 - direct assessment of student learning at the course, program, and General Education levels,
 - mechanisms to connect learning at the course and program levels with General Education and overall University learning goals—including co-curricular activities—through cumulative and integrated assessments, and
 - clear, simple benchmarks and measures of progress in meeting these priorities.
3. Move the discussion of a clear definition of scholarship and consensus about expectations for research toward resolution through the explicit, written departmental, college, and University policies stipulating the criteria by which faculty will be assessed with regard to retention, promotion, and tenure for all aspects of faculty work—teaching and service as well as research, scholarship, and creative activity.
4. Resolve issues concerning the extent to which the library can support a significant expansion of research, scholarship, and creative activity, in particular with regard to issues of sustainable high quality research and scholarship (and graduate education now inclusive of the Ed.D.).
5. Become more systematic in the overall production of standardized reports: in tracking their use in the disaggregation of data at the program and college levels, and in focusing these reports on key issues so as to continue institutional improvement, in particular attaining greater clarity and specificity in the statement of goals and in the measures to evaluate attainment.
6. Renew the consideration of advising and related services as they help achieve the goals for General Education and for student success, giving appropriate consideration to training of advisors and other student services staff, to performance indicators, and to staffing levels.
7. Consider thoughtfully centralizing some decision making to support the continued development of common, or shared, programs (e.g., General Education or First-Year Experience), values (e.g., engagement or diversity), and goals (e.g., supporting the development of its service region) by building on the current strategic planning and resource allocation processes.
8. Give equal consideration within technology applications to faculty and staff development and to planning so as to ensure that these capabilities are deployed effectively and purposefully to enhance the quality of learning and of support services.

These eight areas were expanded to enumerate the individual observations made within each area as well as the observations made within the body of the document that led to the recommendation. Campus response strategies and actions for each of these 66 items are addressed individually in the chart “Capacity and Preparatory Review Follow-up Items for the Educational Effectiveness Review” at the conclusion of this Key Exhibit. Many of these 66 items, as well as the major elements of the eight areas in the Site Report, are condensed in the Commission’s three areas of expectation: General Education; graduate education; retention, promotion, and tenure processes. This Key Exhibit addresses each of these three items individually, responding specifically to capacity issues. The campus response to effectiveness issues may be found in the body of the Educational Effectiveness Review report.

In addition, WASC standards of accreditation place special emphasis on student learning and its improvement. This key issue is addressed throughout the University’s thematic essays with selected evidentiary displays for curricular and co-curricular learning, and summary information is provided in WASC’s required exhibits 7.1, *Inventory of Educational Effectiveness Indicators*, and 8.1., *Inventory of Concurrent Accreditation and Key Performance Indicators*. The final section of this Key Exhibit includes a sample listing of assessment actions that have occurred since the last site visit.

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EDUCATIONAL EFFECTIVENESS REVIEW

KEY EXHIBIT II (A): GENERAL EDUCATION: PROGRESS SINCE THE CAPACITY AND PREPARATORY REVIEW

Continue to refine and implement assessment strategies related to the General Education curriculum, with a specific emphasis on the expanded use of direct measures for assessment of learning, and with specific attention to the inclusion of students at both the Stockton and the Turlock campuses.

The General Education Program supports the mission of the University by emphasizing an explicit commitment to a liberal arts education of high quality. Regardless of which approved courses are taken, the combination of the seven areas of General Education (A-G) with the major course of study cultivates the knowledge, skills, and values that are characteristic of an educated person. Neither subordinate to the major field of study nor independent of it, the General Education Program provides a common educational experience for students. The General Education Program supports this experience by establishing goals and objectives, certifying courses within areas, promoting curriculum, monitoring course offerings, and assuring continuing quality.

The Office of General Education has made significant progress since the WASC Site Team visit in October 2008. In just eight months an organizational structure with a director and a charter has been instituted. In addition, major policies and procedures have been reviewed, and plans for changes that have been proposed are being considered by the campus community. The following actions illustrate the Office of General Education's commitment to the quality of General Education. These actions respond to WASC standards (revised 2008), to recommendations resulting from the WASC CPR site visit (*WASC CPR Team Report*, October 2008), and to the WASC Commission Action Letter of March 2009.

ACADEMIC LEADERSHIP

1. The position of Faculty Director of General Education was established and the director has been working diligently to ensure that the General Education Program receives the attention and prominence it deserves at California State University, Stanislaus.

ACADEMIC PROGRAM REVIEW

2. The Academic Program Review of General Education and the Summit Program was completed and a draft approved by the General Education Subcommittee. The draft was posted to the General Education website for review and feedback from the campus community and specifically from the college deans. The General Education Subcommittee will review substantive changes to the draft [General Education Academic Program Review](#), including the implementation plan, when the review concludes in Fall 2009. The subcommittee plans to meet with the Provost and the Faculty Director of General Education at that time to discuss the implementation plan (Attachment B: *General Education Academic Program Review Draft without Appendices*).
3. Academic Program Review procedures were revised to include a review of all General Education courses offered by the program, including a paragraph for each area of General Education describing how the courses align with General Education goals and the results (not the data) of any assessment activities undertaken to make this determination. This revision will result in the recertification of General Education courses. The Academic Program Review procedures require a description of how the General Education Program aligns with and complements the program's student learning objectives by describing how the 51-unit General Education Program complements or supports the major program of study, including any assessment activities or discussion used to make this determination.
4. The General Education Program Charter requirements were revised to include specific outcomes of the review process: description of General Education program; General Education requirements, policies, and procedures; student learning goals by area; content requirements by area; assessment of student learning outcomes; faculty qualifications and responsibilities; organizational structure, governance, and program leadership.

ASSESSMENT

5. The *Ad Hoc* General Education Advisory Group, including the Faculty Coordinator for the Assessment of Student Learning, the General Education Subcommittee Chair, and a cross-section of faculty members, held two full-day workshops to review university-wide General Education assessment. Findings and recommendations were compiled for use in the General Education Academic Program Review.
6. The General Education Subcommittee administered a survey of primary General Education student learning goals by area to 250 faculty members in order to determine how learning goals were assessed in those areas.
7. Institutional Research analyzed General Education data and prepared a report to be considered by campus committees including the General Education Subcommittee and the Faculty Director of General Education.
8. A General Education writing prompt for evaluating diversity using the Writing Proficiency Screening Test was administered beginning Spring 2008. General Education data were extracted from the National Survey of Student Engagement, Faculty Survey of Student Engagement, Individual Development and Educational Assessment evaluations, and Graduating Senior surveys, plus data from two direct measures, the Collegiate Learning Assessment, and the Writing Proficiency Screening Test for consideration by the Faculty Director of General Education, General Education Subcommittee, Student Success Committee, Provost's Council of Deans, and an *Ad Hoc* General Education Advisory Group.
9. General Education Assessment workshops were led by the Faculty Director of General Education to facilitate work on assessment plans for areas of lower-division General Education. The former chair of the General Education Subcommittee and Program Assessment Coordinators from programs in General Education areas A1, A2, B3, and C1 drafted assessment plans for those areas. The Faculty Director of General Education and the Chair of the General Education Subcommittee developed a timeline for further development of the assessment plans for each remaining area of General Education.
10. The General Education Subcommittee discussed the addition of a General Education local code to the Individual Development and Educational Assessment student evaluation form to improve efficiency in extracting General Education-related data. The University Educational Policies Committee explored methods by which electronic technology might be employed to add efficiency and reduce workload in General Education assessment.
11. The Office of General Education began its work on the alignment of campus General Education learning goals with California State University system-wide student learning outcomes.
12. The Office of General Education began to refine a holistic assessment process of the General Education Program (Attachment C: *General Education Assessment Plan and Preliminary Report Draft*).

ADVISING

13. The General Education Faculty director met with the director of the Advising Resource Center to develop specific advising sheets for first-time freshmen and transfer students that are to be used at all new student orientations.

CENTRALITY AND IDENTITY OF GENERAL EDUCATION

14. The General Education Affinity Group (California State University System-wide) was created at the suggestion of the statewide senate and General Education Advisory Council as a support network for those who work on General Education in the shared context of California regulations and our General Education breadth executive order.
15. A California State University grant "Transforming Course Design" was awarded to California State University, Stanislaus to incorporate electronic technology and literacy in Summit cluster courses. As part of the Transforming Course Design grant process, one additional Summit cluster was added and two workshops were scheduled, to aid in faculty development and to increase participation in Summit clusters. Summit Program faculty met with the Faculty Director of General Education to discuss Summit enrollments and finalize criteria for Summit cluster courses.

16. The *Ad Hoc* General Education Advisory Group reviewed General Education Faculty data in order to formalize a set of recommendations for departments to observe when staffing their General Education courses.
17. General Education forums were held to discuss the new directives from the California State University system Chancellor's Office on General Education Breadth Requirements, [Executive Order 1033](#), including discussion of the process to recertify all lower-division General Education courses.
18. The Faculty Director of General Education and the General Education Subcommittee chair offered two successful workshops on Integrative Learning for Upper-Division General Education courses.
19. The Office of General Education continued its efforts to centralize scheduling of General Education classes.

FIRST YEAR AND TRANSFER STUDENTS

20. The First-Year Experience Advisory Group was convened and is considering various models of First- Year Experience programs to replace or reinvigorate the current program. Incoming students and department faculty are being surveyed about their expectations for a First-Year program.

CALIFORNIA STATE UNIVERSITY STANISLAUS

GENERAL EDUCATION ACADEMIC PROGRAM REVIEW 2007-08 DRAFT ATTACHMENT B

EXECUTIVE SUMMARY AND RECOMMENDATIONS

MAJOR FINDINGS

- The General Education Program is a traditional distributive model of general education that has been in place since the university began. Students choose from a menu of courses, and scheduling and planning is done at the department and college level.
- Faculty members and departments are free to propose any course in a GE sub-area as long as they “demonstrate how it will meet Goals 1-5 and either Goal 6, Goal 7, or both Goals 6 and 7” of the General Education Goals. There are currently over 300 courses in the program. Courses are certified by the General Education Subcommittee, but there is no recertification process at present.
- The distributive, discipline-specific model of GE creates curricular and administrative challenges for the program. Scheduling on a term-by-term basis and long-range assessment, planning, and direction are difficult.
- Alternative models of General Education (such as the Summit Program and First-Year Experience) have remained at the pilot level or just beyond it and have not been fully institutionalized or normalized. Furthermore, they are generally the first to be cut in a budget emergency.
- Indirect measures of assessment (surveys, IDEA) indicate that students rank many of their individual courses as successful in providing a broad General Education. Direct assessment of the program is ongoing; assessment of the specific GE areas is in the process of being established and implemented.
- The process of researching and composing the Academic Program Review for General Education has revealed connections between our findings and the language of Executive Order 1033 that can facilitate recommended improvements in the Program.
- Campus discussion needs to continue on several key issues:
 1. What skills and knowledge do students need for the 21st century?
 2. How can the mission of General Education support these goals?
 3. What on campus do we already do that is consistent with these goals?
 4. What further steps do we need to take?

The proposed Mission Statement in the Charter of the General Education Program reads:

The Program of General Education supports the Mission of the University by emphasizing an explicit commitment to a quality liberal arts education. Regardless of which approved courses are taken, the combination of the Program's seven areas (A-G) combined with the major course of study cultivates the knowledge, skills, and values that are characteristic of a learned person. Neither subordinate to the major field of study nor independent of it, the General Education Program provides a common educational experience for students. The Program of General Education supports this curriculum by establishing goals and objectives; certifying courses within areas; assuring continuing quality; promoting curriculum; and monitoring course offerings.

Implicit in this Mission Statement are the values of attaining a breadth of knowledge and skills that are integrated over the course of the baccalaureate program. General Education courses are a part of every college; the goals of a liberal education should not be separate from but an integral part of every student's education.

PRELIMINARY RECOMMENDATIONS

CURRICULUM

1. Review GE Goals and bring into alignment according to EO 1033.
2. Adopt student learning outcomes in all sub-areas according to EO 1033.
3. Formalize campus course certification and recertification processes.
4. Consider bringing Graduation Writing Assessment Requirement (GWAR) into GE structure, or revising baccalaureate goals so that GWAR is officially a part of them (e.g., baccalaureate consists of major field of study, general education, and writing proficiency within the discipline). Or consider incorporating GE goals and GWAR into Baccalaureate goals required of every student.
5. Consider revising area G (Multicultural): a) as upper-division only and/or b) according to ACE Global Learning for All recommendations.
6. Institute universal First-Year Experience Program, potentially with service learning component.
7. Move toward more integration within the general education program (EO 1033) including theme-related clusters or courses at the upper division level.

ORGANIZATION AND STRUCTURE

8. Clarify lines of communication and distinguish roles and responsibilities among GE Subcommittee, Faculty Director of General Education (FDGE), University Educational Policies Committee (UEPC), chairs/deans, Faculty Coordinator for the Assessment of Student Learning (FCASL), Assessment of Student Learning Subcommittee, and Vice Provost.
9. Formalize membership in "Faculty of General Education" to restrict by actual teaching participation in program and to allow effective representation of lecturers. Formalize a set of recommendations for departments to observe when staffing their GE courses. Update appointment process for GE Subcommittee and GE Advisory Group as appropriate.
10. Revise Academic Program Review Procedures to include GE review and assessment.
11. Either enhance GE Subcommittee with more members or create new committee structure that would have oversight of GE by areas. GE Subcommittee could possibly include a dean, a member from enrollment services, a member from advising, plus members by area/college. Consider longer terms for continuity.

UNIVERSITY SUPPORT

12. Provide faculty development for instructors of GE courses; also consider a University award for best innovations in teaching GE, and encourage department/college recognition at RPT level, particularly for taking on FYE, Summit, or new curricular challenges.
13. Consider removing FTES-WTUS from departments and pooling within a separate system for GE.

ASSESSMENT

14. Update GE Assessment Plan according to any changes made above. Move towards embedded assessment in courses or assessing in capstones—more direct rather than indirect measures.
15. Augment assessment support to include short term (maybe a full-time appointment for a year or two) plus long-term commitments. Continue fiscal support from the University for GE assessment.

SM/SD:rlc 3/26/09

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DESCRIPTION OF THE GENERAL EDUCATION PROGRAM**TRADITIONAL GENERAL EDUCATION PROGRAM**

The General Education Program at CSU Stanislaus is comprised of the traditional General Education Program and the Summit Program. The traditional program has been offered in its current overall design since the early 1970's, although the number of units and specific courses has changed over the decades. The only significant update was in 1996 with the addition of the Area G Multicultural requirement. Currently, the General Education Program requires students to complete 51 semester units—including 9 upper-division units—of selected courses within seven broad categories. The Summit Program was approved in May 2004, after three years of pilot. The Summit Program provides an alternative upper-division general education built around a cluster model.

CSU Stanislaus' General Education program is guided by the University's Mission, Vision, and Values Statement and is committed to developing in its students not only a broad understanding of many subjects, but also the ability to see the essential connections between them. The curriculum of general education is central to the mission of CSU Stanislaus and to the explicit commitment to a quality liberal arts education. The purpose of general education is to provide a common educational experience for students, regardless of their major field of study. The faculty is committed to ensuring that the general education program cultivates the knowledge, skills, and values characteristic of a learned person.

The General Education Program is organized into five subject areas: communication skills, natural sciences and mathematics, humanities, social sciences, and individual resources for modern living. A separate multicultural education requirement prescribes course work that addresses multicultural, ethnic studies, gender, or nonwestern cultures issues.

Lower-Division general education courses are foundation courses. Students learn fundamental principles, methodologies, and perspectives of a discipline. They learn essential skills and gain breadth of knowledge. There are currently 200 lower-division general education courses listed in the CSU Stanislaus University Catalog. Not all courses are offered every semester. (See *Appendix A*, 2008/09 Undergraduate Catalog, General Education Program)

Upper-Division general education courses provide breadth and depth to understanding and stress the inter-relationship among disciplines. Students at the upper-division level are expected to develop their communication and critical thinking skills. There are currently 150 upper-division courses offered in the CSU Stanislaus University Catalog. Not all courses are offered every semester. (See *Appendix A*, 2008/09 Undergraduate Catalog, General Education Program)

In addition, effective Fall 1994, courses that meet the requirements for General Education Area G, multicultural requirement, address multicultural issues, ethnic studies, gender issues, or non-western cultures. Area G comprises G-only courses, and courses which also fulfill lower- and upper-division GE areas.

SUMMIT PROGRAM

Students may join the Summit Program as an alternative way to fulfill six of their nine units of Upper-Division General Education requirements (Area F General Education requirements). Students select a cluster of two courses in one of the following combinations:

- One Mathematics/Science course (F1) and one Humanities course (F2); or
- One Mathematics/Science course (F1) and one Social Science course (F3); or
- One Humanities course (F2) and one Social Science course (F3)

All clusters also fulfill the multicultural requirement (Area G General Education requirements). For the curricular area not covered by the two-course cluster, students select an Upper-Division General Education course from the traditional menu (area F1, F2, or F3).

Each cluster includes two courses linked to an engaging topic. Faculty members integrate the courses so that what students learn in one course becomes the foundation to the learning in the next course. Students take the courses in the cluster with the same classmates, enabling them to get to know each other and interact in class discussions

and group projects. The faculty members in the cluster interact with students during both cluster courses, enabling students to develop personal relationships with their instructors.

The Summit Program currently offers five clusters in its alternative upper-division general education program. Not all clusters are offered every semester. (See *Appendix B*, 2008/09 Undergraduate Catalog, Summit Program)

FIRST-YEAR EXPERIENCE PROGRAM

The First-Year Experience (FYE) Program began in Fall 2004. The program offers first-time freshmen the opportunity to join a learning community. The classes in each learning community are integrated around an interesting theme and are linked to a seminar that prepares students for academic success and encourages involvement in campus activities. The seminars are co-taught by faculty and peer leaders (when available), successful CSU Stanislaus students who serve as mentors.

Beginning in Fall 2007, two of the learning communities were linked to ENGL 1000 classes, classes taught for the first time to allow students who did not test into General Education sub-area A2 to increase their writing skills while receiving university credit. These two learning communities are also linked to the Faculty Mentor Program with students in the communities all becoming involved in the Faculty Mentor Program. One other new learning community is dedicated to athletes.

The FYE Program offers two formats. One format, a three-course format, integrates two lower-division GE courses with the Seminar in FYE, which also fulfills a GE requirement (Area E1). The second format integrates one GE course with the Seminar in FYE, which also fulfills a GE requirement. This second format was designed to accommodate students in majors that require freshmen to take several courses in the major during the first semester and for students who are enrolled in developmental mathematics and English classes.

The FYE program grew successfully and steadily for four years, so that in 2007 there were 242 students served in 12 learning communities. However, in Fall 2008 because of budget constraints, FYE was reduced to two learning communities: one through the Faculty Mentor Program and one for student athletes, both supported by Student Affairs. In Fall 2008, Academic Affairs began an assessment to reconsider and possibly rebuild First-Year Experience.

POLICIES GOVERNING GENERAL EDUCATION

California Code of Education

Standards, Policies, & Procedures for Intersegmental General Education Transfer Curriculum,
Version 1.0 – April 30, 2008

EO 1033 CSU GE Breadth Requirements, 2008. (Prior to Fall 2008, Executive Order 595 governed GE Breadth Requirements for the CSU.)

Summit Program Proposal (2/AS/04/UEPC)

First-Year Experience Program (11/AS/03/UEPC)

Removal of Two-Course Cap for Upper-Division GE (7/AS/02/UEPC)

AAHE Summer Academy Report (2000)

GERTF Recommendations (1999)

GE Goals (10/AS/99/UEPC)

GE Pilot Program (11/AS/99/UEPC)

Writing Requirements for GE Area Courses in Written Communication and Critical Thinking (17/AS/88/EPC)

ORGANIZATIONAL STRUCTURE; GOVERNANCE; PROGRAM LEADERSHIP

The document *Leadership and Administrative Support of the General Education Program* (2008) displays the structure in support of general education, with duties for assessment specified for governance committees and administrative officers.

The roles and responsibilities of each person and committee are specified and illustrate the support provided by administration and faculty. The key elements are:

Office of the Vice Provost

Office of Institutional Research

College Deans

Department Chairs

Faculty Director of General Education

Faculty Coordinator for Assessment of Student Learning
General Education Subcommittee of the University Educational Policies Committee
Assessment of Student Learning Subcommittee of the University Educational Policies Committee

The description which follows delineates the current structure, governance, and leadership of the program.

OFFICE OF THE VICE PROVOST

The Vice Provost has delegated responsibility from the Provost for overseeing the development and support of undergraduate and graduate curricula, including general education.

- Serves as liaison for general education with the CSU Chancellor's Office.
- Works with faculty governance committees to ensure policy development for general education remains consistent with CSU system and Title 5 regulations.
- Facilitates the efforts of the University Educational Policies Committee for general education policy development and revision.
- Works with college deans, the Faculty Director of General Education, the University Educational Policies Committee, and the General Education Subcommittee to ensure quality and the delivery of general education in accordance with campus and CSU system policies and procedures.
- Assists with the development and implementation of the assessment program for general education.
- Works with the General Education Subcommittee to update general education information in university publications, including catalog and course schedule copy and the General Education website.

In addition, the Office of the Vice Provost provides part-time analyst and clerical support for the Faculty Director of General Education.

OFFICE OF INSTITUTIONAL RESEARCH

The Director of the Office of Institutional Research has responsibility to provide information necessary for the delivery and evaluation of the General Education Program.

- Provides data and analysis in support of the General Education Program (e.g., data about general education in surveys for seniors, alumni, and employers; student enrollments; faculty demographics; course offerings; course scheduling).

COLLEGE DEANS

The College Deans oversee daily operations of General Education courses.

- Work with faculty to promote knowledge and understanding of general education learning goals (e.g., incorporation into course syllabi, incorporation into new student orientation and new faculty orientation).
- Work in collaboration with university offices and programs to ensure that accurate information about the General Education Program is communicated to new and continuing students.
- In consultation with the Faculty Director of General Education, schedule and track course offerings including Stockton, day/evening, on instructional television, across disciplines, across time modules.

FACULTY DIRECTOR OF GENERAL EDUCATION

The Faculty Director of General Education (FDGE) works with the College Deans, General Education Subcommittee, and General Education Faculty to oversee university-level educational initiatives and programs related to the traditional General Education Program and Summit Program. The Faculty Director is responsible for leadership and day-to-day coordination and implementation of the General Education Policies and Processes.

- Provides students, faculty, departments, and colleges with information about the General Education program.
- Acts as a resource for colleges, departments, and faculty interested in developing courses for general education.
- Coordinates and analyzes general education course offerings and scheduling, including tracking course offerings in Stockton, and makes recommendations to the college deans and appropriate department chairs/program coordinators.
- Provides support for the articulation of general education courses with community colleges.
- Promotes wide knowledge and understanding of general education learning goals (e.g., incorporation into course syllabi, incorporation into new student orientation and new faculty orientation).
- Consults with the General Education Subcommittee to maintain and update the university's General Education website to ensure currency of information.

- Meets periodically with the Vice Provost to facilitate improvement of the General Education program and to monitor program implementation activities.
- Works with faculty governance committees and the Vice Provost to ensure policy development for general education remains consistent with CSU System and Title 5 regulations.
- Facilitates the efforts of the General Education Subcommittee for policy recommendations (development and revision) to the University Educational Policies Committee.
- Attends General Education Subcommittee meetings and Assessment of Student Learning Subcommittee meetings as an *ex officio* (non-voting) member.

The FDGE also works with Summit Faculty to coordinate the Summit Program and has responsibility for the First-Year Experience Program.

In Spring 2008, the Faculty Director of General Education organized an *Ad Hoc* General Education Advisory Group. The members of the group include the Chair of the General Education Subcommittee, the Faculty Coordinator for Assessment of Student Learning, a member of the library faculty, and four faculty members interested in General Education. Together with the FDGE, the group provides a community of scholars and teachers familiar with the challenges of General Education. Their meetings serve as forums for issues related to General Education.

FACULTY COORDINATOR FOR ASSESSMENT OF STUDENT LEARNING

The role of the coordinator is to enhance student learning, classroom teaching innovation, research investigations, and formal and informal assessment that demonstrates student academic achievement. Additionally, the coordinator encourages professional development through participation in the Faculty Center's programs. The coordinator provides leadership for the faculty-driven assessment of student learning outcomes.

- Prepares and disseminates materials to assist faculty and departments in the development of effective, meaningful, and manageable strategies for the assessment of student learning.
- Works with faculty to create an understanding of how assessment informs instruction and guides classroom teaching.
- Assists Program Assessment Coordinators and department faculty in developing effective and manageable assessment of student learning activities.
- Convenes the Assessment Council (AC) which is comprised of the Program Assessment Coordinators (PACs).
- Assists departments undertaking academic program reviews by providing strategies and processes for assessment of student learning.
- Establishes annual priorities after consultation with the Director of the Faculty Center for the Excellence in Teaching and Learning Development Center, Program Assessment Coordinators, Assessment of Student Learning Subcommittee, and the Associate Vice President for Assessment and Quality Assurance.
- Communicates regularly with the Associate Vice President for Assessment and Quality Assurance in support of academic assessment.
- Works with the Institutional Research Office to facilitate support of faculty in assessment of student learning.
- Works with the Director of the Faculty Center for Excellence in Teaching and Learning to provide workshops or related activities to disseminate information about effective instructional practices and/or assessment practices as related to improving student learning.
- Serves as a liaison from the Faculty Center for Excellence in Teaching and Learning with the University Educational Policies Committee's Assessment of Student Learning Subcommittee, Assessment Leadership Team (ALT), and other appropriate governance committees.
- Works with the Faculty Director of General Education, faculty groups, and the Director of FCTEL to further define the integration and assessment of the general education goals in classroom instruction.
- Works with the Graduate Assessment Project Director and Graduate Council in the implementation of academic assessment.
- Keeps campus community abreast of pertinent assessment news by working with the Office of Assessment and Quality Assurance.
- Ensures alignment of campus assessment initiatives with the WASC reaccreditation standards and their emphasis on assessment of student learning.
- Serves as the campus representative for system-sponsored and national faculty development activities in support of assessment of student learning.

GENERAL EDUCATION SUBCOMMITTEE

The General Education Subcommittee of the University Educational Policies Committee (on behalf of the General Faculty) assumes collective responsibility for the design, delivery, assessment, and evaluation of the General Education program. It is responsible for approval of new and modified courses for inclusion in the program and for policy and procedure development and recommendations. (See *Appendix C*, Membership and Charge of the General Education Subcommittee.)

ASSESSMENT OF STUDENT LEARNING SUBCOMMITTEE

The Assessment of Student Learning Subcommittee provides guidance on the extent and type of academic assessment initiatives. It is responsible for the development and recommendation of policies and procedures related to assessment of student learning, to consult with Program Assessment Coordinators regarding the mission and scope of assessment plans to promote and improve student learning, and to advise the Coordinator for Assessment of Student Learning of any identified programmatic or resource needs.

SELECTION PROCESS FOR LEADERSHIP

The Academic Senate Committee on Committees appoints members of the GE Subcommittee to staggered two-year terms. Normally, no more than one member from any single college may be appointed, and a majority of members are tenured faculty. The FDGE is appointed to a three-year term through a process that includes preparation of a slate of candidates by COC, review of candidates by UEPC and GE Sub, and a final interview by the chairs of UEPC and GE Sub with the Vice Provost. The Vice Provost approves the director, subject to input from the chairs and members of UEPC and GE Sub.

REPORTING STRUCTURE

The FDGE reports to the Vice Provost, who has delegated authority from the Provost for the General Education Program. The FDGE also maintains communication between the GE and ASL Subcommittees, and reports to UEPC as appropriate. The GE Subcommittee reports to UEPC, a standing committee of the Academic Senate. Individual faculty members report to their respective chairpersons, who report to their respective deans.

The organizational structure for support of the GE Program has changed since Spring 2008 with the introduction of the Faculty Director who functions as a liaison between the GE Subcommittee, UEPC, and the administration. Ways to work together are explored as the FDGE duties become defined. The lines of communication need to be clarified as well as the roles and responsibilities defined among those participating in the organizational structure. The charge of the General Education Subcommittee should be reconsidered to allow it to perform a true oversight role in ensuring program quality: overseeing curriculum by reviewing courses, participating in assessment, and performing other duties that departmental committees do for their programs. The committee would need more members, possibly with longer terms, especially the chair. There are many organizational models that could generate campus dialogue about this important aspect of GE administration, including those general education programs at other campuses of the California State University, such as Sacramento, San Jose, San Francisco, and San Luis Obispo.

ENROLLMENT TRENDS

COURSE PLANNING AND SCHEDULING

Efforts are underway to centralize coordination of GE scheduling of classes. In consultation with their college deans, faculty members and department chairs are responsible for scheduling general education courses. Courses are offered in many formats, from lecture/discussion to laboratory sections.

SUMMIT PROGRAM AND FIRST-YEAR EXPERIENCE

Planning for and scheduling Summit Clusters and First-Year Experience seminars and courses has become increasingly difficult in times of budget constraints. Some deans and chairs have made a good faith effort to release faculty from other teaching expectations in order to allow Summit Clusters to be scheduled; however, uncertain enrollments have caused several clusters to be closed this academic year. The two sections of FYE for Fall 2008 were supported through Student Affairs and the Faculty Mentor Program. Clearly, special attention needs to be paid to keep these two innovative modes of GE delivery viable.

COURSE OFFERINGS AND ENROLLMENT

Excluding laboratory sections, the total number of General Education courses offered at the university has been as follows:

2004-2005: 763
2005-2006: 853
2006-2007: 933
2007-2008: 983

As might be expected, the great majority of General Education courses are offered on the Turlock campus on a variety of days and timeslots and during daytime hours. (See *Appendix D*, Distribution of GE Courses 2005-06 to 2007-08.)

In 2008-2009 (Fall/Winter/Spring) a total of 11 GE courses were offered online, a modest increase from the previous year's 8 courses. Clearly, when we discuss the General Education Program we are referring to a program primarily based on the home campus, offered during traditional daytime hours.

ENROLLMENT

For the most part, the number of courses offered in the various sub-areas of general education has remained consistent with university enrollment growth for the past five years, keeping pace with enrollment in courses in the academic majors.

Data on headcount and average class size for the sub-areas have been tabulated by semesters from Fall 2004 to Spring 2008. Most enrollments occur, and GE courses are offered, in fall and spring semesters. Understandably, by comparison, winter and summer term enrollments are much smaller in scale. Though smaller in scale, winter term reveals large enrollments in sub-areas E1, F1, F2, and F3 courses. For instance, in Winter 2008, 313 students were enrolled in E1 courses, 364 in F1 courses, 387 in F2 courses and 217 in F3 courses. Although in Fall the numbers are much larger, (925 in E1, 1422 in F1, 881 in F2, and 1443 in F3) winter term still enrolls a substantial number of students in general education, indicating that many students satisfy GE requirements during the winter term. Summer term, meanwhile, shows smaller enrollments than winter with 2007 enrollments in E1 at 90, F1 at 184, F2 at 251, and F3 at 152. Summer also seems to offer an opportunity to offer online courses, with 5 courses offered in both summer 2007 and 2008. (See *Appendix D*, GE Enrollment Data.)

AVERAGE CLASS SIZE

Data on headcount and average class size for the sub-areas have been tabulated by semesters from Fall 2004 to Spring 2008. Comparing average class size by semester shows, in general, that fall semester has larger class sizes for GE courses than spring semester. For instance, aggregate averages for semesters 04-07 show that the average class size for A1 courses is 28.8 in fall and 26.7 for spring; for B3 courses the average is 36.0 in fall and 35.1 in spring; for D1B courses 79.3 in fall and 20.0 in spring; and for F2 classes 33.0 for fall and 27.9 for spring. Since fall enrollments exceed spring, this is to be expected. (See *Appendix E*, GE Enrollment Data.)

It is noteworthy to point out the very large class sizes throughout the course sections in Social, Economic, and Political Institutions and Human Behavior. A broad-brush look shows the class size in Social, Economic, and Political Institutions and Human Behavior (Area D1B) to be two-times larger than for any other GE subgroup; for example, the average class size of winter D1B is 120. In every instance in lower-division and upper-division courses, winter term reveals the largest average class sizes of every GE subgroup. The data suggest a significant number of students satisfy GE requirements during the winter term as evidenced by the very large class sizes. This data should be considered during any discussions about the possible viability of winter term.

REMOVAL OF TWO-COURSE PER DEPARTMENT DISCIPLINE CAP

One notable change in policy in 2002 was the removal of two-course per discipline cap for upper-division general education courses, (7/AS/02/UEPC). Since then, the number of upper-division courses offered in General Education has increased dramatically. For instance, in the 2001 catalog there were only 25 courses listed in sub-area F3; in 2008, there are 46 area F3 courses available (not all are offered each academic year). Similarly, in 2001 there were 28 area G courses available and in 2008 there were 55 area G courses. There are currently 15 courses that count as both areas F3 and G.

The rationale for lifting the cap on course offerings by department included greater flexibility for departments for purposes of faculty creativity and to help fund enrollment targets with increased enrollment of these added GE courses. Removing the cap has undoubtedly served this purpose. In addition, it seems to have caused some enrollment management and scheduling issues in at least one college. Although offering a large number of courses to students and flexibility to departments can be positive, colleges need to schedule and plan carefully to avoid splitting enrollments and proliferating courses. Campus discussion should continue regarding implementation of the removal of the two-course per department cap to ensure efficient planning for the general education program.

COMMITMENT TO STUDENT LEARNING

GOALS FOR GENERAL EDUCATION

Effective Fall 2000, as approved by the Academic Senate and the President, each approved GE course must demonstrate how it will meet Goals 1-5 and either Goal 6, Goal 7, or both Goals 6 and 7.

1. *Subject knowledge.* To provide an educational experience that will enhance students' understanding of the discipline's basic principles, methodologies, and perspectives.
2. *Communication.* To provide an educational experience that will enhance the ability to communicate.
3. *Inquiry and Critical Thinking.* To provide an educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long learning.
4. *Information Retrieval and Evaluation.* To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.
5. *Interdisciplinary Relationships.* To provide an educational experience that will enhance students' understanding of a discipline's interrelationships with other disciplines.
6. *Global or Multicultural Perspectives.* To provide an educational experience that will enhance the ability to look at issues from multiple perspectives and/or that will describe the discipline's impact on or connection to global issues, AND/OR
7. *Social Responsibility.* To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or that will describe the discipline's impact on or connection to social and ethical issues.

In addition, since Fall 1994, as approved by the Academic Senate and the President, courses that meet the requirements for General Education Area G, Multicultural requirement, are those classes of 3 or more units that address multicultural issues, ethnic studies, gender issues, or non-western cultures as follows:

- Multicultural courses should discuss more than one culture but include the study of one culture in some depth.
- Multicultural courses should show that there are differences between cultures, show ways to study such differences, and stimulate students to do additional studies.

The General Education Program Goals should be brought into alignment with CSU Executive Order (EO) 1033 and the Liberal Education and American Promise (LEAP) campaign as soon as is practicable (can be accessed at <http://www.calstate.edu/eo/EO-1033.pdf>). The seven current goals need to be refined and updated to reflect current practice in general education and assessment. Our current program goals privilege subject knowledge, by establishing it as the number one goal, and control the way courses are proposed and accepted into the General Education Program. The goals are responsible, in large part, for the diffuse nature of the program.

Excerpted from General Education Breadth Requirements — Executive Order No. 1033
3.2 CSU Student Learning Outcomes

LEAP ESSENTIAL LEARNING OUTCOMES FRAMEWORK

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Within the LEAP Essential Learning Outcomes framework, campuses may identify more specific outcomes, such as students' ability to:

- think clearly and logically;
- demonstrate information competency—finding and examining information critically;
- carry out effective oral communication;
- write effectively;
- apply quantitative reasoning concepts and skills to solve problems;
- make informed, ethical decisions;
- understand and apply the scientific method;
- apply learning from study abroad experiences to general education areas;
- utilize technology in pursuit of intellectual growth and efficacious human interaction;
- demonstrate understanding of human beings as physiological and psychological organisms;
- demonstrate understanding of the physical world in which they live and the life forms with which they share the global environment;
- demonstrate knowledge of cultural endeavors and legacies of world civilizations;
- demonstrate understanding of how human societies have developed and now function;
- apply socially responsive knowledge and skills to issues confronting local or global communities;
- demonstrate life skills such as financial literacy;
- understand and apply the principles, methodologies, value systems, ethics, and thought processes employed in human inquiry;
- engage in lifelong learning and self-development; and
- integrate and apply the insights gained from general education courses.

In addition, the General Education program should “integrate clearly Global Learning and environmental sustainability principles into General Education Learning Goals,” as written in the CSU Stanislaus Strategic Plan approved by the Academic Senate 4/24/07 and the President 5/22/07:

GLOBAL LEARNING GOALS

1. Multiple Perspectives: Students demonstrate recognition that one's view of the world is not universally shared and that others may have profoundly different perceptions.
2. Interdependence: Students demonstrate understanding of how the world's systems are interdependent and how local economic and social patterns have global impact beyond their effects on individual lives.
3. Social Justice: Students demonstrate understanding of how the behavior of individuals, groups, and nations affects others, in terms of human rights and economic well being, both in the U.S. and in the world outside the U.S.
4. Sustainability: Students demonstrate understanding of the cost of individual and national actions to the physical and social environment both in the U.S. and in the world outside the U.S. (e.g., population growth, resource use, health issues).

AREA SPECIFIC

Specific learning objectives are implied by each of the 17 sub-areas. The sub-areas are as follows:

Lower-Division Requirements:

- A. Communication Skills (9 units)
 1. Oral Communication
 2. Written Communication
 3. Critical Thinking (not really named in catalog)
- B. Natural Sciences and Mathematics (9 units)
(Must include a lab course in either sub-area 1 or 2)
 1. Physical Sciences
 2. Biological Sciences
 3. Mathematics
- C. Humanities Requirement (9 units)
 1. Arts
 2. Literature/Philosophy
 3. Foreign Language
- D. Social, Economic and Political Institutions and Human Behavior (12 units)
 1. United States History and Constitution/California State and Local Government
 - (a) United States History

- (b) American Government
- 2. A minimum of one course from each of the following:
 - (a) Human Institutions: Structures and Processes
 - (b) Society and Culture
- E. Individual Resources for Modern Living (3 units)
 - (a) One course from a list including Business, Computer, and Health options (2 units)
 - (b) One course in Physical Education (1 unit)
- F. Upper-Division Requirements (9 units)
 - 1. Natural Science and Mathematics (3 units)
 - 2. Humanities (3 units)
 - 3. Social, Economic, and Political Institutions and Human Behavior (3 units)
- G. Multicultural Requirement (3 units)

Within General Education selections, students must complete at least 3 units of coursework that addresses multicultural, ethnic studies, gender, or nonwestern cultural issues. Certain courses fulfill both the multicultural and another General Education requirement and are cross-referenced in the catalog.

Formal student learning objectives are currently being developed by faculty in the area-appropriate disciplines. Faculty-led workshops in the sub-areas of general education have been working on assessment plans that clearly articulate the student learning objectives of each area. These need to be completed and brought into alignment with revised Program Goals for General Education.

ASSESSMENT OF STUDENT LEARNING

Appendix F, *Assessment of General Education* (2009) provides a chronological overview since 1999 of the growth in the number and maturity of the assessment measures undertaken to demonstrate the quality of the General Education Program and student learning. For the most part, significant assessment in general education has taken place at the course level. With the introduction of EO 1033 in 2008, efforts have shifted to assessment at the program level. In the below Table 1, the methods of assessment and findings are shown.

Table 1: General Education Assessment Methods and Findings

Method	Findings
General Education Goal 1: Subject Knowledge	
Course-embedded assessment	Criteria could be developed to link scores to specific goals and report in the aggregate.
Graduating Senior Survey	73% (2004-2005) and 79% (2006-2007) felt GE experience enhanced Goal #1. The degree of agreement that GE enhanced Goal #1 was high-neutral/low agree (both time periods).
IDEA Student Evaluations	Generally students rate having made substantial progress on “gaining factual knowledge” and “learning fundamental principles” from GE courses (4.1-4.2 both years) which aligns with faculty reporting on emphasis
General Education Goal 2: Oral and Written Communication	
Collegiate Learning Assessment	Overall CLA scores (both time periods) freshman and senior rated At, Above or Well Above expected level.
Writing Proficiency Screening Test	Critical thinking not assessed. There are significant age, race, ethnicity, income differences that need to be addressed. Number of students passing WPST increased from 2004 to 2007, however standards may have changed as well. Generally 81-87% of students pass WPST on first attempt.
Course-embedded assessment	Area A course grades reflect student achievement on this goal. At this point, grades are not specifically linked to goals and they include other indicators, such as attendance and effort.

Table 1: General Education Assessment Methods and Findings

Method	Findings
General Education Goal 2: Oral and Written Communication	
Graduating Senior Survey	64% (2004-2005) and 69% (2006-2007) of student respondents felt that the GE experience enhanced Goal #2. The degree of agreement that GE enhanced Goal #2 was medium- to high-neutral/low agree (3.54 & 3.72 (2004-2005), 3.74 & 3.83 (2006-2007)). However, agreement that GE experience enhanced ability to communicate rated lower than degree of personal gain in writing and speaking effectively (4.02-4.17 (2004-2005) & 4.09-4.29 (2006-2007) from attendance at CSU Stanislaus.
IDEA Student Evaluations	It was noted that communication received the lowest rating of all IDEA objectives; generally students rate having made moderate progress on “oral/written communication” from GE courses (3.3 both years).
National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE)	It was noted that these measures are better for university-wide assessment.
General Education Goal 3: Critical Thinking	
Collegiate Learning Assessment	If it is run regularly and the sample size is large and diverse enough to be statistically relevant it would seem to be a good assessment of Goal 3.
Course-embedded Assessment	It was noted that course-embedded assessments are going to be critical to the assessment of GE Goal 3: Critical Thinking in the long term. It was noted that this type of measure gives the best direct data to display how students are performing on this goal. These will have to be carefully selected and designed embedded assignments in courses within GE that strongly address developing critical thinking and inquiry.
Graduating Senior Survey	A step that shows if the GE program is being implemented.
IDEA Student Evaluations	Students rated high achievement on this goal – almost “substantial progress.”
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	In the NSSE/FSSE – hard-pressed to find linkages, but is a first step to show if the GE program is being implemented.
General Education Goal 4: Information Retrieval and Evaluation	
Collegiate Learning Assessment	The CLA does measure information evaluation, but does not look at retrieval
Course-embedded Assessment	Information literacy needs to be tied to a GE Area.
iSkills	Information Literacy (also called Information Competency) as defined by the Association of College Research Libraries (ACRL) is a range of skills that span library research, evaluating sources, and using sources to create new knowledge, including with communication technologies. The iSkills test deals mostly with information literacy, though more heavily on the communication technology aspects. Students work through several scenarios, each highlighting a different skill set, and answer multiple-choice questions. The iSkills test has only been piloted on campus, so there are no findings available.
Graduating Senior Survey	GE skills are targeted in the GSS. Perceptions seem to reflect success, but trends seem problematic.
IDEA Student Evaluations	In 2004-2005, 35% of faculty felt that it was at least important for their courses (2005-2006 37%). Considering that many courses do not include a research project, this is promising. Still, students rated their progress as “fair” (3.6 out of 5) in both 2004-2005 and 2005-2006. These scores were higher in courses in which faculty felt information literacy was an essential skill.

Table 1: General Education Assessment Methods and Findings

Method	Findings
General Education Goal 4: Information Retrieval and Evaluation	
National Survey of Student Engagement (NSSE)/Faculty Survey of Student Engagement (FSSE)	52% of faculty said students work on papers and projects that integrate ideas and information from various sources often or very often. Also, faculty thought that this knowledge/skill contributed to students' personal development; 61% of students use computing and information technology.
General Education Goal 5: Interdisciplinary Relationships	
Course-embedded Assessment	<p>The "high relevance" of this goal to areas C2 and C3, and "pass with C or higher" marks regularly exceeding 83% suggest a weak indicator for student accomplishment in this goal. Currently, data from course proposals and sample syllabi are on file that might provide more compelling evidence of actual assignments or indicators that could produce a benchmark ideal for performance; however, there is nothing mechanized or coded.</p> <p>FYE and Summit</p> <p>In FYE, Learning Objectives for the Seminar include the following "1. Explain how key ideas in one course relate to content of the second course," and "3. Demonstrate understanding of the relationship between the linked classes and general education goals." These objectives were met through weekly assignments, group presentations, and a portfolio, one key element of which is "e. What have you learned about the way your classes this semester are linked to the goals of general education?" Passing the cluster hence is a reliable and valid measure of meeting the introduction of this goal. Portfolios, gathered in a random sample and assessed through a common rubric for the "e" category above, should accomplish assessment of actual student performance in this area for all students enrolled in clusters. The assessment of the pilot Summit program (2003) reveals the same intensity of interest in this goal. In addition, outcomes assessment performed on summative end-of-cluster projects ("capstone projects, service learning projects, written portfolios, and oral presentations") indicates satisfactory achievement of this goal for those students enrolled in those clusters.</p>
Graduating Senior Survey	Between 11 and 26% of graduating seniors reporting; avg. 68% improved understanding of interdisciplinary relationships.
General Education Goal 5: Interdisciplinary Relationships	
National Survey of Student Engagement (NSSE)/Faculty Survey of Student Engagement (FSSE)	Approximately 80% of students reported "acquiring a broad general education" (statistically even with peers). Students reported "quite a bit" of coursework synthesized ideas and projects required integration of knowledge (both statistically even with peers). About half of students reported having to solve complex real world problems (statistically even with peers). Despite low reliability, goal appears to be met according to this measure.
General Education Goals 6 and 7: Global Perspectives and Social Responsibility	
Course-embedded Assessment	The "high relevance" of this goal to areas C2 and 3, and "pass with C or higher" marks regularly exceeding 83% suggest a weak indicator for student accomplishment in this goal. Currently, data from course proposals and sample syllabi are on file that might provide more compelling evidence of actual assignments or indicators that could produce
Writing Proficiency Screening Test	The WPST could potentially be used as a direct measure of GE Goals 6 and 7.

Table 1: General Education Assessment Methods and Findings

Method	Findings
General Education Goals 6 and 7: Global Perspectives and Social Responsibility	
Graduating Senior Survey	Between 11 and 26% of graduating seniors reporting; approx 69% improved social responsibility on the Graduating Senior Survey. It would take several years worth of data and careful evaluation to determine what would be target goals for responses and when a review at the course-level would be triggered.
IDEA Student Evaluations	While there is a connection to GE Goal 7 here, it is tangential; moreover, only 30% of faculty rated this objective as “important” or “essential” (i.e., 70% rated it as “not important” at all). Student information, however, suggests that students view this objective as more important at the upper-division than the lower-division level, and their overall mean rating of progress was 3.4-3.5. These data do support the findings of the Faculty Interviews.
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	Approximately 80% of students reported “acquiring a broad general education” (statistically even with peers). Students reported that “quite a bit” of coursework required making value judgments. However, when asked if they “developed a personal code of values or ethics,” or “contributed to the welfare of their community” only approximately 40% could admit to it, and scored much lower than peer institutions in both categories.

Refer to the Appendix G, *General Education Assessment Plan*, with Attachment 1: *Alignment of CSU Stanislaus General Education Learning Goals, General Education Areas and Sub-Areas with EO 1033 Student Learning Criteria*; Attachment 2, *Assessment of General Education: Core Indicators*; and Attachment 3: *General Education Advisory Group Findings, Concerns, and Recommendations by Method and GE Goal* for information on the campus history and plans for assessment of General Education.

CURRICULUM AND INSTRUCTION

BREADTH REQUIREMENTS FOR GENERAL EDUCATION

The University’s General Education requirements are prescribed by the California Code of Regulations. It consists of a minimum of 51 semester units as described below, including at least 9 upper-division units. At least 9 of these 51 semester units shall be earned at the University. Credit earned in fulfillment of the upper-division writing competency graduation requirement is in addition to this 51-unit General Education program. The University accepts certification of General Education- Breadth Requirements by a California Community College or a CSU campus, according to CSU regulations. Upon request, the University will report completion of these requirements to another CSU campus. CSU General Education-Breadth Requirements are designed so that, taken with the major depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming truly educated persons. (See *Appendix A*, 2008/09 Undergraduate Catalog, General Education Program.)

COURSE APPROVAL CRITERIA AND PROCESS

TRADITIONAL GENERAL EDUCATION COURSES

Courses in the General Education Program are approved by review of the General Education Subcommittee in the course of the regular curricular review process. Typically, a new GE course is reviewed and approved by (in order) the department curriculum committee, department chair, college curriculum committee, college dean, General Education Subcommittee, and Academic Affairs. The subcommittee reviews course materials, including a statement of how the course participates in meeting the seven GE Goals and methods of the assessment of student learning in pursuit of these goals. The subcommittee advises the department and individual instructor(s) of these courses prior to approval. Once approved, a course is reviewed for continuation by the subcommittee only in the event of a substantial revision to course material through the regular curricular review process.

SUMMIT PROGRAM CLUSTERS AND COURSES

Summit courses are approved as individual courses and as part of a cluster within the Summit Program. The courses must meet approval on their own merit through the regular curricular review process, and are accepted as part of a cluster through the procedure outlined in the Summit Program approval, (2/AS/04).

FIRST-YEAR EXPERIENCE CLUSTERS AND COURSES

FYE clusters were approved by Marge Jaasma, former Coordinator of the First-Year Experience Program. Currently there is no formal process for approving FYE clusters.

ADVISING STRUCTURE AND RESPONSIBILITY

The *Policy on Undergraduate Academic Advising* (2008) defines the shared responsibilities of students, academic departments, and support units. Advising responsibilities are shared between the Advising Resource Center and the department housing the major field of study pursued by the student. Students are encouraged to seek early advising, and are required to be advised after attaining 45 units. In addition, departments have their own requirements for advising, and departments assume responsibility for GE advising of students within their major fields of study. The Advising Resource Center assumes responsibility for advising undeclared students and has responsibility for advising students within their major fields of study on GE matters.

Indirect assessment measures indicate that only half of students feel that they are properly advised regarding the requirements of the GE program. The Graduating Senior Survey, for instance, shows that between 2003-2006 students felt like they were properly advised 49-60% of the time. Additionally, in the 2007-2008 Faculty Interviews regarding general education, 9% of faculty surveyed explicitly recommended improving communication about the GE Program (advising) to students. Clearly, for advising to be effective, the Advising Center, departmental faculty, and the Office of General Education need to work together to provide a clear and comprehensive advising experience for students.

FISCAL SUPPORT

FTES from GE are allocated to the colleges that offer the courses; funding of GE enrollments is included in the fiscal allocations to the colleges. The Faculty Director of General Education is funded at 15 units of released time, and allocations made by the Provost and Vice Provost support travel, operations, a small library of books and other materials on GE and assessment, and staffing. Funding for this position was initiated in 2000 by a half-time associate dean's position in the former College of Arts, Letters, and Sciences. A portion of the workload of the Faculty Coordinator for the Assessment of Student Learning is dedicated to GE.

In addition, the University has made investments in initiatives in support of the General Education Program, such as campus forums, stipends for GE Assessment, ad hoc committees, and teams sent to various conferences and workshops.

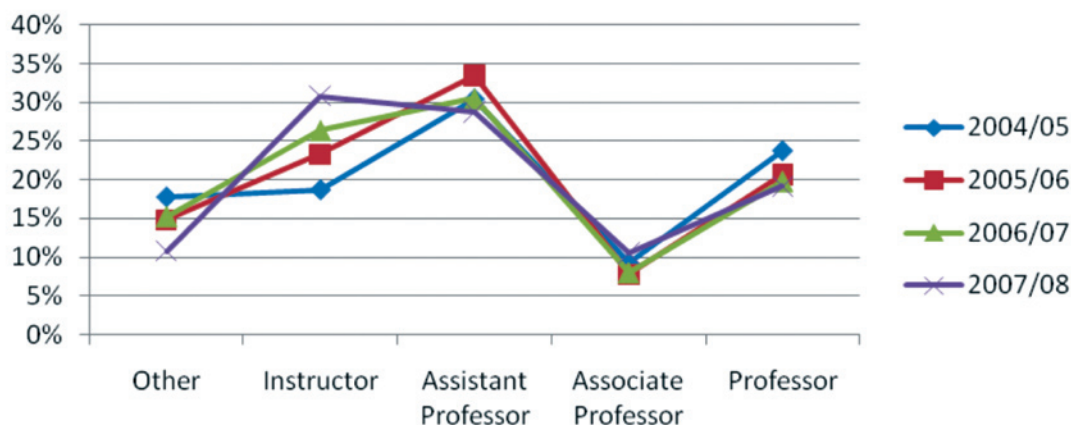
FACULTY QUALIFICATIONS AND RESPONSIBILITIES

PROGRAM FACULTY

Teaching assignments for courses in the General Education Program are the responsibility of the individual departments from which the course was developed. Departments select the faculty to teach GE courses and arrange for their scheduling. Rights and responsibilities for individual course delivery accrue to the individual faculty member of the department offering the course, including course design, delivery method, and assessment of individual student learning.

Distribution of course assignments occurs across all levels of faculty rank, ranging from graduate assistant to professor. As can be seen in the summary graph below of data collected between 2004 and 2008, the distribution is relatively consistent across years with the greatest variability at the Instructor rank (ranging from a low of around 18% in 2004-2005 to a high of a little over 30% in 2007-2008). On the average, Assistant Professors teach the highest percentage of GE courses (ranging from a low of around 29% in 2007-2008 to a high of around 33% in 2005-2006). Associate professors teach the fewest GE courses on the average (around 10% or less) and Professors teach about a fifth of the GE courses (ranging from a high of around 24% in 2004-2005 to a gradual but steady decrease to a little over 19% in 2007-2008).

**Instructor Rank In All GE Courses
Taught From 2004-2008**



An analysis of each area of the GE program revealed that Areas A1, A2, A3, C3, & E2 consistently had a higher percentage of courses taught at the Instructor rank. These areas will be most vulnerable during lean budget years when non-tenure track positions are often the first to be reduced. Classes taught at the Assistant Professor rank are most common in Areas B1, B2, B3 (including Biology Labs), C3, F2 and G. Areas C1 and F3 have classes most often taught by full Professors. It is also interesting to note that instruction in the Other category (Assistant, Graduate Assistant, Administrator, Teaching Assistant and Unknown) has been steadily decreasing from a high of around 18% in 2004-2005 to a low of just under 10% in 2007-2008. (*Appendix H: Faculty Data by Area and Rank.*)

PROCESS FOR AFFILIATION

Any member of the General Faculty, or any adjunct faculty member hired to teach a course in the program, is a member of the faculty of general education. The department and college offering a given course assumes the responsibility of judging the qualifications of any individual faculty member teaching a specific course in that discipline. It is possible that some part-time, temporary faculty (or even some tenured or permanent faculty) are uncertain about how to best incorporate the GE goals and student learning objectives into their courses. Clearer guidelines for course proposals and syllabi would follow a proposed re-alignment of program and sub-area goals discussed above. Faculty development opportunities and a system of awards and/or rewards for excellence in GE teaching would be a way to encourage innovation and distinction in the GE program. Departments utilizing faculty below the rank of instructor should assign an experienced master teacher to mentor instructors new to teaching in the general education program.

IMPLEMENTATION PLAN

PRELIMINARY RECOMMENDATIONS FOR ASSESSMENT

1. Update GE Assessment Plan according to any changes made in the program. Move toward embedded assessment in courses or assessing in capstones—more direct rather than indirect measures.
2. Augment assessment support to include short-term (possibly a full-time appointment for a year or two) plus long-term commitments. Continue fiscal support from the University for GE assessment.

PRELIMINARY RECOMMENDATIONS FOR THE GENERAL EDUCATION PROGRAM

CURRICULUM

1. Review GE Goals to align with Executive Order 1033.
2. Adopt student learning outcomes in all sub-areas according to Executive Order 1033.
3. Formalize campus course certification and recertification processes.
4. Consider bringing Graduation Writing Assessment Requirement (GWAR) into GE structure, or revising baccalaureate goals so that GWAR is officially a part of them (e.g., baccalaureate consists of major field of study, general education, and writing proficiency within the discipline). Or consider incorporating GE goals and GWAR into Baccalaureate goals required of every student.

5. Consider revising area G (Multicultural): a) as upper-division only and/or b) according to ACE Global Learning for All recommendations.
6. Institute universal First-Year Experience Program, potentially with service learning component.
7. Move toward more integration within the general education program (EO 1033) including theme-related clusters or courses at the upper-division level.

ORGANIZATION AND STRUCTURE

8. Clarify lines of communication and distinguish roles and responsibilities among GE Subcommittee, Faculty Director of General Education (FDGE), University Educational Policies Committee (UEPC), chairs/deans, Faculty Coordinator for Assessment of Student Learning (FCASL), Assessment of Student Learning Subcommittee, and Vice Provost.
9. Formalize membership in "Faculty of General Education" to restrict by actual teaching participation in program and to allow effective representation of lecturers. Formalize a set of recommendations for departments to observe when staffing their GE courses. Update appointment process for GE subcommittee and GE Advisory Group as appropriate.
10. Revise Academic Program Review Procedures to include GE review and assessment.
11. Either enhance GE Subcommittee with more members or create new committee structure that would have oversight of GE by areas. GE Subcommittee could possibly include a dean, a member from enrollment services, a member from advising, plus members by area/college. Consider longer terms for continuity.

UNIVERSITY SUPPORT

12. Provide faculty development for instructors of GE courses; also consider a University award for best innovations in teaching GE, and encourage department/college recognition at RPT level, particularly for taking on FYE, Summit, or new curricular challenges.
13. Move funding for GE out of FTES-based system to avoid territoriality and problems inherent in this competitive system.

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List of Appendices

Appendix A

2008/09 Undergraduate Catalog, General Education Program

Appendix B

2008/09 Undergraduate Catalog, General Education Summit Program

Appendix C

General Education Subcommittee Membership and Charge

Appendix D

Distribution of GE Courses by College for 2004/05

Distribution of GE Courses by College for 2005/06

Distribution of GE Courses by College for 2006/07

Distribution of GE Courses by College for 2007/08

Appendix E

Total Enrollments by GE Subgroup Fall 2004-2007

Total Enrollments by GE Subgroup Winter 2005-2008

Total Enrollments by GE Subgroup Spring 2005-2008

Total Enrollments by GE Subgroup Summer 2005-2007

Student Faculty Ratios by GE Subgroup Fall 2004 through Spring 2008

Average Class Size by GE Subgroup by Semester and Year Fall 2004 through Spring 2008

Appendix F

Assessment of General Education (2009)

Appendix G

General Education Assessment Plan

Attachment 1: Alignment of CSU Stanislaus General Education Learning Goals,
General Education Areas and Sub-Areas with EO 1033 Student Learning Criteria

Attachment 2: Assessment of General Education: Core Indicators

Attachment 3: Sample General Education Sub-Area Assessment Plan

Attachment 3: General Education Advisory Group Findings, Concerns, and
Recommendations by Methods and GE Goal

Appendix H

Faculty by GE Area and Academic Rank (2004/05 – 2007/08)

Appendix I

General Education Program Charter

CALIFORNIA STATE UNIVERSITY STANISLAUS

GENERAL EDUCATION PROGRAM ASSESSMENT PLAN AND PRELIMINARY REPORT DRAFT ATTACHMENT C

INTRODUCTION/BACKGROUND

The document *Leadership and Administrative Support of the General Education Program* (2008) displays the structure in support of General Education, with duties for assessment specified for governance committees and administrative officers. *Assessment of General Education* (2009) provides a chronological overview since 1999 of the growth in number and the maturity of the assessment measures undertaken to demonstrate the quality of the General Education Program and student learning.

GOALS OF THE ASSESSMENT PLAN

1. The plan shall assess the General Education program as a whole and in particular its success in addressing the goals of the GE program.
2. The plan shall be minimally intrusive to ensure instructor control and decision-making in his/her class(es).
3. Assessment of an individual course shall be the prerogative of the instructor and the relevant department. Departments will report on their assessment of their courses as part of the normal five-year review. However, the review will need to be extended to include lower-division GE courses in addition to the upper-division courses which are currently reviewed.
4. No part of this assessment process shall form part of the RPT or post tenure review of any faculty member, unless requested by that faculty member.
5. The assessment plan shall include a mechanism by which weaknesses in the GE program can be overcome by the development of new courses or the modification of existing courses.
6. GE program assessment will work in concert with the campuses' *Principles for Assessment of Student Learning*.

This plan outlines the General Education learning goals and student learning objectives, identifies and aligns assessment methods with goals, displays curricular alignment between General Education areas and learning goals, includes a description and timeline for assessment activities, describes recommendations and modifications made based on assessment results; and provides a plan/timeline for future assessment activities.

GENERAL EDUCATION LEARNING GOALS

The following program goals for General Education were approved by the Academic Senate and University President for implementation effective fall 2000. It is the responsibility of each department to demonstrate how it meets Goals 1-5 and either Goal 6, Goal 7, or both Goals 6 and 7.

1. *Subject knowledge.* To provide an educational experience that will enhance students' understanding of the disciplines' basic principles, methodologies, and perspectives.
2. *Communication.* To provide an educational experience that will enhance the ability to communicate.
3. *Inquiry and Critical Thinking.* To provide an educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long learning.
4. *Information Retrieval and Evaluation.* To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.
5. *Interdisciplinary Relationships.* To provide an educational experience that will enhance students' understanding of a discipline's interrelationships with other disciplines.
6. *Global or Multicultural Perspectives.* To provide an educational experience that will enhance the ability to look at issues from multiple perspectives and/or that will describe the discipline's impact on or connection to global issues, AND/OR
7. *Social Responsibility.* To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or that will describe the discipline's impact on or connection to social and ethical issues.

GENERAL EDUCATION STUDENT LEARNING OBJECTIVES

General Education student learning objectives are currently developed and assessed at the course level and reviewed via the course proposal and review processes.

Each CSU campus is asked to define its General Education student learning objectives/outcomes to fit within the framework of the four “essential learning outcomes” drawn from the Liberal Education and American Promise (LEAP) campaign, an initiative of the Association of American Colleges and Universities. Campus efforts to refine and develop assessable GE student learning objectives that align with the CSU outcomes (Executive Order 1033) are underway and will continue to improve the ability to integrate assessment strategies at the GE course, program, area, and university levels. See Attachment 1: *Alignment of CSU Stanislaus General Education Learning Goals with Proposed Executive Order 1033 Student Learning Criteria*.

CURRICULAR ALIGNMENT

A survey was administered Spring 2008 allowing for mapping of General Education learning goals to General Education areas and sub-areas. Personal interviews were conducted with faculty members teaching GE courses during the Spring 2008 semester. Faculty members were asked to rank importance/relevance of each of the seven General Education goals on a scale of 1-6 (6-high relevance to 1-low relevance). Mean scores were used to determine relevance and to complete the matrix below. Out of the 303 faculty members teaching GE courses in AY 2007-08, 119 were reached for interview, a 39% response rate. Only faculty teaching lower-division GE courses were surveyed during this administration. Area assessment plans were drafted based on these findings beginning in Summer 2008, and will be used by the programs in their review cycle as well in the collection of subarea data for university-wide review. Table 1 displays summary findings from this review.

These data show the repeated emphases of GE learning goals across the lower-division curriculum. No area assumes unreasonable responsibility for every area, and every goal is given repeated emphasis in more than a single area.

Table 1: Spring 2008 General Education Faculty Survey: Summary of Findings

GE Area	General Education Learning Goals						
KEY H = High importance/relevance (5-6) M= Moderate importance/relevance (3-4.9) L= Low importance/relevance (1-2.9)	Subject Knowledge	Communication	Inquiry and Critical Thinking	Information Retrieval and Evaluation	Interdisciplinary Relationships	Global or Multicultural Perspectives	Social Responsibility
Area A: COMMUNICATION							
A1: Oral Communication	H	H	H	H	M	H	M
A2: Written Communication	M	M	M	M	M	M	M
A3: Critical Thinking	M	H	H	H	M	M	M
Area B: NATURAL SCIENCES AND MATHEMATICS							
B1: Physical Sciences	M	M	M	M	L	L	L
B2: Biological Sciences	H	M	M	M	M	M	M
B3: Mathematics	H	M	H	L	M	L	L
Area C: HUMANITIES							
C1: Arts	M	M	M	M	M	M	M

Table 1: Spring 2008 General Education Faculty Survey: Summary of Findings

GE Area	General Education Learning Goals						
Area C: HUMANITIES							
C2: Literature/ Philosophy	M	H	H	H	H	H	H
C3: Foreign Language	H	H	M	H	H	H	H
Area D: SOCIAL, ECONOMIC, AND POLITICAL INSTITUTIONS AND HUMAN BEHAVIOR							
D1: United States History and Constitution/ California State and Local Government	H	M	M	H	M	H	M
D2: Human Institutions/ Culture & Society	H	M	M	M	M	M	M
Area E. INDIVIDUAL RESOURCES FOR MODERN LIVING							
E1: Individual Resources for Modern Living	M	M	M	M	M	M	M
E2: Physical Education Activities	L	H	L	M	M	L	M
Area F: UPPER –DIVISION GENERAL EDUCATION REQUIREMENTS							
F1: Natural Sciences and Mathematics							
F2: Humanities							
F3: Social, Economic, and Political Institutions and Human Behavior							
Area G: MULITICULTURAL REQUIREMENT							
G: Multicultural Requirement							

ASSESSMENT METHODS

GENERAL EDUCATION: UNIVERSITY-WIDE ASSESSMENT

CSU Stanislaus presents its assessment methods and data through the schema of “core indicators” of educational quality. For the purposes of assessing the General Education Program’s overall quality, findings from the core indicator measures are extracted and distributed by the Office of Institutional Research.

See Attachment 2: *Assessment of General Education Program Quality: Core Indicators* for an alignment of core indicator measures with extracted General Education data.

General Education data are collected and systematically distributed to the appropriate bodies (both academic and support units). Alignment between University-Wide Assessment Methods and General Education Learning Goals is displayed in Table 2 below.

Table 2: *University-Wide Assessment Methods and General Education Learning Goals*

University-Wide Assessment Methods	California State University, Stanislaus General Education Learning Goals						
	Goal 1: Subject Knowledge	Goal 2: Communication	Goal 3: Inquiry and Critical Thinking	Goal 4: Information Retrieval and Evaluation	Goal 5: Interdisciplinary Relationships	Goal 6: Global and Multicultural Perspectives	Goal 7: Social Responsibility
Direct Methods							
Collegiate Learning Assessment		x	x	x			
Writing Proficiency Screening Test		x				x	
Course-embedded assessment	x	x	x	x	x	x	x
iSkills				x			
Indirect Methods							
Graduating Senior Survey	x	x	x	x	x	x	x
Individual Development and Educational Development: Aggregate Data	x	x	x	x			x
National Survey of Student Engagement		x	x	x	x	x	x
Faculty Survey of Student Engagement		x	x	x	x	x	x

These data reveal multiple measures of direct and indirect assessment for every goal. Three goals rely exclusively on course-embedded direct assessment, showing the strategic importance of area-based assessment practices.

GENERAL EDUCATION: AREA AND PROGRAM ASSESSMENT

For the most part, assessment in General Education has taken place at the course level. With the introduction of Executive Order 1033 in 2008, efforts have now shifted to assessment at the program and area levels. Faculty teaching in General Education sub-areas will continue to meet with the Faculty Director of General Education and the Faculty Coordinator for the Assessment of Student Learning to refine their assessment plans. See Attachment 3: *Sample General Education Sub-Area Assessment Plan*.

Assessment at the program level is overseen in tandem by the Faculty Director of General Education and the General Education Subcommittee. While academic program reviews, area assessment reports, course embedded assessment, and curricular development are completed directly by departmental and college faculty, the other assessment activities described in this document are conducted by the university's various administrative support offices and resulting reports are distributed to the Faculty Director of General Education and General Education subcommittee for review and posted on University websites (Institutional ePortfolio, Office of Assessment and Quality Assurance, General Education).

ASSESSMENT METHODS, MEASURES, AND DATA SOURCES USED AT THE UNIVERSITY-WIDE, AREA, AND PROGRAM LEVELS

For each of the following assessment methods, measures, and data sources, a brief statement of purpose and methodology follows, accompanied by the office or persons responsible for gathering, analyzing, summarizing, and presenting information. See Table 3 below.

Table 3: Methods, Measures, and Data Sources Used at the University-Wide, Area, and Program Levels

Methods, Measures, and Data Sources	Frequency	Responsibility
Academic Program Review [Revised language from the APR on GE]	Program APRs and General Education APR— maximum every seven years	Departmental and College Faculty, College Dean, Office Institutional Research
Area Assessment Reports	Program APRs – maximum every seven years; university-wide projects	GE Area Faculty, Faculty Director of General Education
Collegiate Learning Assessment* The performance-based test is designed to assess critical thinking, analytical reasoning, problem solving, and written communication. The results are normalized using SAT or ACT scores of the participants. We have two administrations of the test – 2006/07 and 2007/08 to freshmen and seniors. The Office of Institutional Research has completed executive summaries based on findings and distributed to the General Education subcommittee as well as the Student Success Committee for review. CSU Stanislaus uses benchmark data provided by CLA to compare student ratings of achievement to peer group rankings.	Annually (or as administered)	Office of Institutional Research
Course Embedded Assessment* Each year, the General Education subcommittee will select one GE area and summarize the course embedded assessment data that were collected for courses in those areas. Using these data the committee will evaluate the effectiveness of courses in these areas for meeting the GE learning objectives. Findings and recommendations for action will be distributed to the University Educational Policies Committee, the Assessment of Student Learning subcommittee, and the academic administration for review and recommendations. Findings and recommendations/actions will be sent to the Office of Assessment and Quality Assurance for tracking and archiving purposes.	One area assessed annually	GE Area Faculty, GE Subcommittee

Table 3: Methods, Measures, and Data Sources Used at the University-Wide, Area, and Program Levels

Methods, Measures, and Data Sources	Frequency	Responsibility
Course Approval Processes Courses in the General Education Program are approved by review of the General Education Subcommittee in the course of the regular curricular review process. The subcommittee reviews course materials, including a statement of how the course meets the seven GE goals and methods of the assessment of student learning in pursuit of these goals. The subcommittee advises the department and individual instructor(s) of these courses prior to approval. Once approved, a course is reviewed for continuation by the subcommittee only in the event of a substantial revision to course material through the regular curricular review process. To ensure alignment between course student learning goals and GE learning goals, an analysis of course syllabi in will occur in Summer 2009.	Varies	Department Curriculum Committee, Department Chair, College Curriculum Committee, College Dean, GE subcommittee, University Educational Policies Committee, Academic Affairs
Class Size Data on headcount and average class size for the sub-areas are tabulated by semester.	Annually	Office of Institutional Research
Faculty Demographics Analysis of faculty by GE area and rank.	Annually	Office of Institutional Research
Graduating Senior Survey The Graduating Senior Survey measures baccalaureate students' perception of various aspects of their overall education at CSU Stanislaus, including a section on General Education experiences. Utilizing a 5-point scale (1=strongly disagree to 5=strongly agree), students are asked to rate their achievement of General Education goals. The Office of Institutional Research annually disseminates aggregate reports to campus committees and units for review. Data are also disaggregated by program and disseminated to college deans and department chairs for review within their areas.	Annually	Office of Institutional Research
Individual Development and Educational Assessment Aggregate data extracted from IDEA student evaluations are used as a means to assess student achievement of General Education learning goals as well as explore patterns in general education courses among faculty and students. Five of the CSU Stanislaus General Education learning goals (1, 2, 3, 4, and 7) are currently addressed on the IDEA short form. CSU Stanislaus uses benchmark data provided by IDEA to compare student ratings of achievement on General Education goals to national rankings.	Annually	Office of Institutional Research
iSkills* Published by Educational Testing Services, this instrument is designed to measure students' abilities to use digital technology and communication tools. The instrument includes tasks used to assess students' understanding of ethical/legal issues of access and use of information. Beginning in 2009, the test will be administered to a sample of undergraduate and graduate students.	To be determined	Office of Institutional Research, Office of Information Technology
National Survey of Student Engagement and Faculty Survey of Student Engagement CSU Stanislaus has aligned its General Education learning goals with NSSE Survey items. Similarly, the Faculty Survey of Student Engagement parallels the NSSE and results allow for a comparison of student and faculty perceptions of achievement. CSU Stanislaus uses benchmark data provided by NSSE to compare student ratings of achievement on GE skills with ratings from peer institutions.	Every three years (or as administered)	Office of Institutional Research
Writing Proficiency Screening Test* The Office of Institutional Research disseminates WPST reports annually that are disaggregated by demographic characteristics that include ethnicity, gender, age, ESL status, and parents' education. Beginning in 2009, analyses include native vs. transfer student performance. This information is used to evaluate the efficiency of first-year competency courses as well as inform discussion with regional community college on written communication goals and student achievement. WPST reports are disseminated to the college deans and department chairs as well as to appropriate governance and campus committees to explore trends in student achievement.	Annually	WPST Office, Office of Institutional Research

*Direct Assessment Method

PRELIMINARY REPORT OF ASSESSMENT RESULTS: DISCUSSIONS AND FINDINGS

The General Education Advisory Group reviewed assessment data and made recommendations based on the findings. Table 4 below provides a summary of findings on student achievement based on an overall review of assessment results.

Table 4: Student Achievement of CSU Stanislaus General Education Learning Goals (2008-09)

GE Goal	Student Achievement
Goal One: Subject Knowledge	This goal is assessed primarily through student work on assignments and grades in courses across 31 programs offering GE courses. Overall grades at C or above (84.2 %*) indicate students are meeting this goal. Indirect evidence agrees with this observation. 73% (GSS 2004/05) and 79% (GSS 2006/07) of graduating seniors felt the GE experience enhanced Goal One. In the IDEA evaluations, students report making substantial progress of “gaining factual knowledge” and “learning fundamental principles” from GE courses (4.1-4.2 on a 5-point scale, both years), which aligns with faculty reporting their own emphases in the course.
Goal Two: Written and Oral Communication	Areas A1 and A2 (Oral and Written Communication) course grades reflect student achievement of this goal: Oral Communication 90.6%* with C or better and Written Communication 84.8%* with C or better. In university-wide measures for written communication, the percentage of students passing the WPST on their first attempt is high and rising (to 87% in 2008). Reported CLA scores for both first-years and seniors were “At,” “Above,” or “Well Above” the expected level for both time periods. Indirect evidence, however, is mixed. In the GSS, 64% and 69% agreed that the GE experience enhanced Goal Two, a rating lower than the degree of personal gain in writing and speaking effectively reported in IDEA evaluations (4.02-4.17 in 2004/05 and 4.09-4.29 in 2006/07). Communication (oral and written) received the lowest rating of progress of all IDEA learning objectives: in the Moderate range (3.3, both years). The confidence of student performance in this learning goal is not as strong as it might be. As a result, analysis of course-embedded assessment data from Area A1: Oral Communication will be prioritized in the next phase of GE assessment.
Goal Three: Critical Thinking	Area A3 (Critical Thinking) course marks (87% C or better*) reflect student attainment of this goal, supported by CLA scores (as reported above). Moreover, students rate “substantial progress” of this goal in IDEA reports.

Table 4: Student Achievement of CSU Stanislaus General Education Learning Goals (2008-09)

GE Goal	Student Achievement
Goal Four: Information Retrieval and Evaluation	<p>This goal is the least satisfying in terms of the degree of reliability and validity of assessment findings. The CLA measures information evaluation, but not retrieval; there is no GE Area formally linked to the goal to allow course grades to be an indicator, and the <i>iSkills</i> test (measuring information literacy) has been piloted but not officially administered. Over a third of faculty rank this outcome as the least important in IDEA, and students rate their progress merely as “fair.” However, 52% of faculty report in FSSE that students work on papers or projects that integrate ideas and information from various sources “often” or “very often,” and agreed that this skill contributes to student personal development. 61% of students report using computing and information technology in coursework.</p> <p>The pilot ICTL (precursor to <i>iSkills</i>) had a very low sample rate; however, the limited findings suggest a preliminary indication of basic word processing and higher-order cognitive skills such as retrieving and evaluating information resources and ethical uses of information. Overall findings indicate that 44% of students scored in the highest of three groupings, 37% in middle, and 19% lowest. Subgroup analysis indicates that students were fairly consistent in distribution among high, middle, and low performance groups as related to categories of Define/Access, Manage/Integrate, and Evaluate; about 43-45% students in the high group, 35-39% middle, and 18-21% low. Slightly lower scores were found for the category of Create/Communicate: 38% high, 35% middle, and 27% low.</p> <p>Lastly, the range of skills implied by the goal suggests it be broken down into component parts (information literacy, use of technology) and tied to dedicated parts of the GE curriculum.</p>
Goal Five: Interdisciplinary Relationships	<p>The “high relevance” of this goal to Areas C2 (Humanities) and C3 (Foreign Languages) combined with C or higher grades exceeding 83% and 93% respectively* indicate student achievement of this goal. Indirect data support this conclusion. In the GSS, 68% report improved understanding of interdisciplinary relationships. Students in NSSE report “quite a bit/very much” of coursework synthesizes ideas (frosh 67%, senior 76%) and completed projects require integration of knowledge “often/very often” (frosh 70%, seniors 90%). Both data are consistent with cohort peers.</p>
Goals Six and Seven: Global Perspectives and Social Responsibility	<p>Courses in the GE program focus on one of these two goals; they are thus described in the aggregate. The “high relevance” of this goal to Areas C2 (Humanities) and C3 (Foreign Languages) combined with C or higher grades exceeding 83% and 93% respectively* indicate student achievement of this goal (as above). However, indirect data suggest ambivalent support for this conclusion. IDEA objectives suggest only a tenuous relation to goal seven; only 30% of faculty rate the objective as “important” or “essential.” Student evaluation suggests they view this objective more importantly at the upper-division level, which accords with information derived from faculty interviews in the goal matrix project. However, students report in NSSE that “quite a bit/very much” of coursework required making personal judgments (frosh 58%, seniors 76%), that they developed a personal code of ethics (frosh 46%, seniors 58%), and that they contributed to the welfare of their community (frosh 24%, seniors 22%).</p>
Area G: Multicultural	<p>Courses satisfying the Area G (Multicultural) requirement pay enhanced attention to Goals Six and Seven: students must engage with diversity issues, knowledge, and learning, and address multicultural, ethnic studies, gender, and/or non-western cultural issues. Since Area G courses most often satisfy another Area (F3 upper-division Institutions and Human Behavior, for example), it is currently not possible to disaggregate data specific to this area that would reveal a more reliable record of student accomplishment. An American Council on Education initiative, <i>Global Learning Across the Disciplines</i>, seeks to equip students with knowledge of the diverse peoples, governments, histories, and natural systems that comprise the world as well as understand the forces that shape them. The implementation of this initiative is currently under consideration</p>

Table 5 displays the General Education Advisory Group's recommendations based on the review of overall assessment findings. See Attachment 4: *General Education Advisory Group Findings, Concerns, and Recommendations by Methods and GE Goal* for a complete list of findings and recommendations organized by assessment measure and General Education learning goal. The recommendations are included in the General Education Academic Program Review and will be forwarded to the General Education subcommittee for review and action.

Table 5: *General Recommendations for the Assessment of General Education Program: General Education Advisory Group, January, 2009*

Topic	Recommendations
General Education Assessment Methods	
Indirect Assessment	<ul style="list-style-type: none"> ▪ Add questions about General Education on the IDEA course evaluation. ▪ Develop GE questions on the Graduating Senior Survey that are more concrete. ▪ Add GE questions to the Alumni Survey. ▪ Familiarize students with the IDEA objectives they are being asked to measure. ▪ Conduct an analysis of GE syllabi to see if goals suggested as being of "H" on faculty interviews are represented in syllabi – especially at the lower-division level. ▪ Conduct GE analysis in Fall 2009 via doctoral students enrolled in Applied Research course.
Direct Assessment	<ul style="list-style-type: none"> ▪ Use grades as a direct assessment measure by randomly selecting faculty to develop an assessment to measure a specific GE goal (possibly based on a CLA performance task). ▪ Assessment of selected capstone course projects. ▪ Administration of <i>iSkills</i>.
Academic Program Review	<ul style="list-style-type: none"> ▪ Clarify General Education Assessment language in the APR; specify/clarify General Education language. ▪ Reemphasize the need to consider General Education as part of the program in APRs.
General Education Goals and Objectives	
Alignment of Goals and Objectives	<ul style="list-style-type: none"> ▪ Align GE goals and objectives to meet those outlined in Executive Order 1033. ▪ Align GE certification and recertification with General Education goals. Using Executive Order 1033 as a guide, tie aligned objectives into the recertification process. ▪ Complete General Education area self studies to improve alignment of course and area student learning objectives.
Other	
General Education Structure	<ul style="list-style-type: none"> ▪ Extract General Education FTES from department FTES targets; put in a pool rather than at the department level.

DRAFT GENERAL EDUCATION ASSESSMENT TIMELINE

Table 6 displays a draft timeline for General Education assessment. This timeline and activities will continue to be refined as discussions continue amongst the Faculty Director of General Education, the Faculty Coordinator for the Assessment of Student Learning, and faculty teaching General Education courses. This timeline includes activities that will occur in addition to systematic annual processes such as area assessment reporting and the dissemination and review of university-wide assessment data.

Table 6: Draft General Education Timeline for Academic Program Review Cycle

Cycle Year	Assessment Objective	Assessment Activity	Responsible Office/Committee
Year One: 2009-10	Continue alignment between General Education Learning Goals and Executive Order 1033.	Continued refinement of learning objectives and assessment strategies.	Faculty Director of General Education, Area GE Faculty, Faculty Coordinator for Assessment of Student Learning, GE subcommittee
	GE Goal Assessment	General Education Goal 2: Communication (A1: Oral Communication)	Faculty Director of General Education, GE Taskforce, Area GE Faculty, GE subcommittee
	External Review	Invite External Reviewer to assess General Education Assessment Plan	Faculty Director of General Education, GE subcommittee
Year Two: 2010-11	GE Goal Assessment	General Education Goal 5: Interdisciplinary Relationships	Faculty Director of General Education, GE Taskforce, Area GE Faculty, GE subcommittee
Year Three: 2011-12	GE Goal Assessment	General Education Goal 4: Information Retrieval and Evaluation	Faculty Director of General Education, GE Taskforce, Area GE Faculty, GE subcommittee
Year Four: 2012-13	GE Goal Assessment	General Education Goal 3: Critical Thinking	Faculty Director of General Education, GE Taskforce, Area GE Faculty, GE subcommittee
Year Five: 2013-14	GE Goal Assessment	General Education Goal 2: Communication (A2: Written Communication)	Faculty Director of General Education, GE Taskforce, Area GE Faculty, GE subcommittee
Year Six: 2014-15		Write Academic Program Review	Faculty Director of General Education, GE subcommittee
	GE Goal Assessment	General Education Goal 1: Subject Knowledge	Faculty Director of General Education, GE Taskforce, Area GE Faculty, GE subcommittee
Year Seven: 2015-16		Submit Academic Program Review	Faculty Director of General Education, GE subcommittee

Preliminary Draft SM&SD:epl 03/26/09; 081209; 10/14/09

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW

KEY EXHIBIT II (B): GRADUATE STUDIES: PROGRESS SINCE THE CAPACITY AND PREPARATORY REVIEW

Continue with the development of support for graduate-level programs, including related library resources and development of stated learning outcomes and their aligned assessment.

Abundant evidence attests to the importance of graduate education at California State University, Stanislaus. Graduate programs are essential to the University's mission of academic excellence, lifelong learning, and scholarly achievement for its students and faculty. Building upon its commitment to excellence of teaching and learning in its baccalaureate programs, the University invests in its graduate programs rigorous academic study, especially the primary responsibility for the advancement of scholarly research. Scholarly interactions and rich intellectual exchanges between faculty and graduate students are essential components of the California State University, Stanislaus commitment to a learning-centered university. Graduate programs at California State University, Stanislaus are primarily master's level, but complemented by selected doctoral programs (currently, Doctor of Education in Educational Leadership).

The Graduate School, a valued organizational unit of the University and an administrative support office that complements the six colleges' central and essential role in the delivery of quality graduate programs, supports these aspirations. The Graduate School is economically and administratively efficient and effective. It provides a comprehensive and integrative approach toward the support of all graduate programs, faculty, and students, and serves as a central unit of advocacy for high quality in graduate education.

Central to achieving the goals of exemplary graduate programs at California State University, Stanislaus is the Graduate Council, a governance body dedicated to the promotion and support of graduate education. For decades, the Graduate Council has demonstrated dynamic leadership and continues to advance graduate education by examining operational and fiscal issues as well as grappling with more complex strategic directions as outlined in the University's strategic plan. To this end, the Graduate Council has revisited its 1990s planning documents and is examining strategies for achieving the University's current strategic plan's commitment to graduate education. In progress is the *Graduate Council Action Plan for Graduate Education*, a highly focused document that addresses three priorities for action: a centralized, supportive organizational structure for graduate education, increased support for graduate students (graduate fellowships, research assistantships, and graduate fee waivers), and increased library resources for graduate studies.

Currently, key issues surround the very uncertain budgetary support for graduate education, given the severe fiscal constraints facing the State of California and its state universities. Despite this climate, the Graduate Council is continuing its plans to develop methods and a timeline for securing resources to support strategic planning for to graduate education, including increasing internal and external funding sources. Planning during times of fiscal decline is viewed as an imperative enabling for readiness for action when the budgetary climate improves.

The WASC Capacity and Preparatory Review Visiting Team asked the University to pay particular attention to the review of graduate program quality. A report by Mary Allen, external consultant (*Assessing Assessment at California State University, Stanislaus*, 2007) recommended improvements for graduate education related to increased sophistication of academic program reviews, refinement of the graduate assessment plan for reporting student accomplishment of the six graduate learning goals, and increased support for direct assessment via faculty development. The Graduate Council has taken the following actions in response to recommendations resulting from the WASC CPR site visit (*WASC CPR Team Report*, October 2008), and to the WASC Commission Action Letter of March 2009. Several items also respond to recommendations made by Allen.

GRADUATE ACADEMIC CULTURE

1. Refined the document summarizing the Graduate Council's ongoing discussions of graduate culture and possible actions to enhance graduate student engagement at university, college, and program levels. Discussions are slated to continue in Fall 2009, particularly concerning graduate culture from the perspectives of the diversity of graduate students and enhanced student engagement (Attachment D: *Graduate-Level Academic Culture*).
2. Recommended revised language in the academic program review criteria to require assessment of graduate culture. Revision was approved and is now implemented.

ACADEMIC PROGRAM REVIEW OF GRADUATE PROGRAMS

3. Adopted a process and guidelines for the review of graduate academic program reviews by Graduate Council and the colleges (Attachment E: *Guidelines for the Graduate Council's Evaluation of Academic Program Reviews for Master's Degree Programs*).
4. Debated the desirability of requiring external reviewers for graduate program reviews. Conducted a [survey of current and planned use of external reviewers by graduate programs](#). Recommended (but not required) the use of external reviewers within and outside the academic program review process.

LIBRARY

5. Expanded the Library's affinity with the Office of Information Technology, leading to the availability of more workstations for students and the addition of laptops for checkout. A scanner has been purchased and is being used during Fall 2009 to pilot electronic reserve access.
6. Implemented direct, unmediated borrowing for printed books to supplement physical collections and expand library services in support of high quality research and scholarly activity, especially important for graduate education and a priority item in the Graduate Council's action plans. Examples include LINK+, a consortium of 50 libraries in California and Nevada that allows users of participant libraries direct access to books from any LINK+ library and provides turnaround times of approximately 3 days (compared to normal interlibrary loan of 5-8 days). More examples are *Get-It@Calstate*, a CSU pilot that provides a similar service (direct online access to full-text articles) for journals not owned by the Library, scheduled to include Stanislaus beginning October 2009, initially focused on sciences and nursing-related titles; and MERLOT (Multimedia Educational Resource for Learning and Online Teaching, an online community service which provides a searchable collection of peer-reviewed and selected higher-education online learning materials contributed by its member institutions, for ease of incorporation into faculty designed graduate courses.
7. Began the pilot of *Stanislaus Scholar Works*, a digital institutional repository of original scholarly materials produced by students and faculty. While this repository currently contains only retrospective graduate theses, the Graduate Council and the library have begun discussions of the supporting technological systems and associated collection development and policy decisions for electronically submitting, evaluating, processing, and archiving graduate theses/projects. Most CSU libraries are pursuing a low-cost strategy based on open source software to design, implement, and sustain electronic collections of scholarly works created by the students and faculty at all CSU campuses.
8. Expanded database offerings in support of graduate programs include ProQuest Dissertations and Theses, which includes abstracts of over one million dissertations and theses written for humanities and social science degrees as well as the full-text of most of these written since 1997.
9. Established a Library Advisory Council to include a graduate student and faculty among its membership. Its purpose includes the provision of a more systematic forum for identifying and responding to student and faculty requests for enhancement of library resources, especially those in support of graduate education.

GRADUATE ASSESSMENT PLAN/REPORTS

10. Updated and implemented the Graduate Assessment Plan. Reviewed graduate core indicators of quality for completeness and relevance. Where appropriate and available, established benchmarks for evaluating progress (Attachment F: *Updated Graduate Assessment Plan: Assessment of Graduate Studies at California State University, Stanislaus*).
11. Updated individual graduate programs' assessment plans and annual reports to increase use of direct methods and include a method and timeline for assessment of each student learning outcome. Ensured that evidence from direct methods is reflected in academic program reviews and alignment between individual graduate program goals and student learning objectives is apparent. Included assessment of six graduate student learning goals as applied to the discipline (Attachment G: *Graduate Assessment Report, Analysis of Assessment Data for Graduate Studies, Master's Degrees, 2000/01 – 2007/08*).
12. Reviewed assessment data specific to graduate programs as provided by the Office of Institutional Research. Provided feedback to Institutional Research as to the usefulness of measurements for graduate programs, recommendations for improvement of data displays, and examples of how data are used for affirming and/or improving graduate programs overall. Discussed the critical role of deans and provost in reviews of findings resulting from graduate assessment and their leadership for improving graduate programs.
13. Refined the graduate assessment section on the Graduate School's website by creating an online repository for graduate assessment plans and annual reports and graduate assessment resources (e.g., course review checklist, portfolios, rubrics for culminating experiences, external reviewer process).
14. Created enhanced faculty development support for graduate assessment in consultation with the Faculty Coordinator for Assessment of Student Learning and the Director of Faculty Development.
15. Discussed strategies for increasing student involvement and awareness of assessment activities and outcomes at the graduate level.

PLANNING AND STRATEGIC DIRECTIONS FOR GRADUATE EDUCATION

16. Held extensive discussions to update the Graduate Council's Action Plan consistent with the University's strategic planning priority for graduate programs and identified areas for increased fiscal support (Attachment H: *Graduate Council's Action Plan for Graduate Education*).

QUALITY ASSURANCE PROCESSES

17. Updated the [Graduate Curriculum Policies and Procedures](#) document as a comprehensive resource for faculty in program development and revision, as well as illustration of quality assurance processes.

DOCTORAL EDUCATION

18. Assessed California State University system policy, accreditation standards, and current California State University, Stanislaus policy and procedures for graduate education from the perspective of doctoral education. Began discussions of the role and organizational structure of the Graduate Council in executing its responsibility for doctoral education. Established a work group to draft policy and procedures documents for doctoral education.

CALIFORNIA STATE UNIVERSITY STANISLAUS

GRADUATE-LEVEL ACADEMIC CULTURE ATTACHMENT D

WASC STANDARDS-GRADUATE ACADEMIC CULTURE

The Graduate Council reviewed the WASC Standards, Criteria for Review, and Guidelines, specifically 2.2b, related to a graduate academic culture: “*Institutions offering graduate-level programs employ at least one full-time faculty member for each graduate program offered and demonstrate sufficient resources and structures to sustain these programs and create a graduate-level academic culture.*”

The following are questions related to a graduate-level academic culture and the responses by the Graduate Council.

1. What is our definition of a graduate-level academic culture?

The dictionary definition of culture includes ... “the action of developing the intellectual and moral faculties through education ... enlightenment and excellence acquired by intellectual and aesthetic training... pattern of human behavior that transmits knowledge to succeeding generations; the set of shared values and practices that characterizes an institution...” (Merriam-Webster, 2008).

The research literature defines graduate-level academic culture generally as a unique and distinct environment that differs from undergraduate education. The graduate environment is introduced and reinforced through rituals, traditions, norms, structures, mores, and symbols. At CSU Stanislaus, the Graduate Council discussed the characteristics of a graduate-level academic culture as defined in the literature and explored the extent to which we promote and inculcate the achievement of this culture:

- Communicates clear expectations for high academic achievement as conveyed to prospective and current students.
- Sets high expectations for all students to aspire and stretch for higher levels of cognitive development.
- Focuses on research and scholarly contributions to the discipline; plans and structures ongoing opportunities for faculty and student collaboration on research and scholarly endeavors.
- Insists that students take an active role in learning and assume a large share of the responsibility for their learning.
- Expects students to explore diverse ideas and think critically about their own values and perspectives.
- Champions infusion of diversity experiences, cross-cultural elements, and diverse perspectives into the graduate curriculum.
- Displays an egalitarian, not authoritarian, approach toward instruction.
- Expects intellectual passion from faculty and students.
- Builds a community of scholars searching for new knowledge and quest for higher learning.
- Exemplifies and transmits a core value system for the responsible conduct of research -- honesty, accuracy, efficiency, and objectivity. (Council of Graduate Schools, *Best Practices in Graduate Education for the Responsible Conduct of Research*, 2008.)

The challenge for CSU Stanislaus in promoting and sustaining a graduate culture is to do so within the context of a regional campus in which most students are part-time, commuting, and working adults.

2. Is our definition of a graduate-level academic culture evident in campus publications at the university and individual program levels?

Graduate-level academic culture is reflected in various university publications and those of individual graduate programs. For example, in the *Graduate Catalog*, the graduate School’s mission statement and learning goals reflect the emphasis on scholarly achievement:

Mission: “The Graduate School is committed to the development of scholarly leaders through outstanding graduate and postbaccalaureate programs that require students to demonstrate critical

thinking and analysis, the ability to integrate theory and practice, and creativity in scholarly endeavors. Students emerge equipped to face real-life challenges and contribute to the body of knowledge in their fields of study. The Graduate School develops plans, assesses, improves, and administers the policies and procedures established by the Graduate Council, the chief governance body for graduate and postbaccalaureate programs.” (University Graduate Catalog, 2008/09)

Graduate Learning Goals: In 2002, the Graduate Council established six student learning goals for graduate students, each of which conveys expectations for high intellectual achievement commensurate with graduate education. Graduate students are expected to demonstrate:

- Advanced knowledge, skills, and values appropriate to their discipline.
- Ability to be creative, analytical, and critical thinkers.
- Ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
- Relevant knowledge of the global perspectives appropriate to their discipline.
- Knowledge of new and various methods and technologies as appropriate to their discipline.
- Advanced oral and written communication skills, complemented as appropriate to the discipline, by the ability to access and analyze information from a myriad of primary, print, and technological sources.

The Graduate Council continually assesses the achievement of these goals (University Graduate Catalog, 2008/09).

3. What are examples of the specific ways in which graduate program faculty currently promote and sustain a graduate-level academic culture?

Graduate program faculty promote and sustain a graduate-level academic culture in many ways:

- Orientation programs for new graduate students with an emphasis placed on the unique and distinct culture from that of undergraduate education.
- Engagement of students by building strong student/student interactions and strong faculty/student interactions – in and outside of classroom through planned group work, social activities, collaborative learning opportunities, thesis support.
- Cohort model for building learning community.
- Rigorous academic standards are expected, communicated, and achieved -- readings, assignments, writing, research, and grading -- requiring high cognitive performance (analysis, synthesis, evaluation).
- Student learning goals are established and evaluated, with emphasis on critical, analytical, and creative thinking.
- Research, scholarship, and creative activity permeate course work.
- Co-creation of knowledge with students through collaborative research.
- Opportunities provided for students to participate in professional/disciplinary organizations.
- Mentoring students.
- Culminating activity (thesis, project, comprehensive examination) paramount for demonstrating academic achievement.
- Awards for outstanding student achievement in each graduate program.

4. What institutional structures do we have for supporting a graduate-level academic culture?

Institutional structures that have been put in place to support a graduate-level academic culture are the Graduate Council and the Graduate School. The Graduate Council as a formal governance committee of the Academic Senate provides essential leadership and advocacy for graduate education; establishes and evaluates graduate curriculum policies and procedures; and applies standards for course rigor/academic quality of course syllabi, program proposals, and academic program reviews. The structure of the Graduate Council allows for a coherence of effort and builds strong alliances among the graduate programs for a common good. It communicates – symbolically and operationally – to the external community the role of graduate studies in the university’s mission.

Likewise, the Graduate School is a comprehensive, integrative infrastructure in operational support for graduate education. At the heart of the Graduate School is a formal display (symbol) of the centrality of

graduate education, giving visibility to the contributions of graduate students and supporting the faculty in its core value of rigorous advanced academic study. The Graduate School has a designated room for formal and informal meetings and special functions in support of graduate students and faculty.

Further institutional structures to promote high intellectual engagement of graduate students include the following: graduate-level library resources, subscriptions to research databases, graduate student research funds, graduate student orientations, department graduation celebrations, graduate student awards, recognition at commencement ceremonies, scholastic honor societies, and increases in financial support systems.

Other key offices for supporting graduate culture include the Offices of the Deans of the six colleges and of Library Services, the Office of Research and Sponsored Programs, the Faculty Center for Excellence in Teaching and Learning, the Office of Assessment and Quality Assurance, and the Office of Institutional Research.

5. What methods do we use to evaluate/assess a graduate-level academic culture?

In 1997 the Graduate Council began to evaluate graduate education by developing and implementing a graduate assessment plan. This plan complemented the assessment conducted by each of the graduate programs, taking a holistic view of graduate education at CSU Stanislaus. This plan was updated in 2002 and again in 2008. Various methods are used, some of which contain elements that provide evaluative information about graduate-level academic culture. These methods and overall findings related to graduate culture are discussed by the Graduate Council and reported in the annual *Graduate Assessment Report*.

6. What are additional ideas for enhancing a graduate-level academic culture at the program and/or institutional levels?

Fee Waivers and Graduate Assistantships

- Increase the number of fully funded fee waivers.
- Increase internal and extra-mural funding for paid graduate assistantships.

Diversity

- Explore strategies for promoting a more inclusive graduate community (e.g., possibly a grant proposal to the Council of Graduate Schools).

Services

- Increase the number of services in evenings (especially food services).

Library Collections and Facilities

- Increase funding for library collections; add private study carrels in library for graduate students.

Recognition/Awards

- Conduct graduate hooding ceremony as part of graduation ceremonies or commencement celebrations.
- Establish awards for outstanding theses, project, and comprehensive examinations for each program (and overall).

7. What barriers do we put up that prevent a graduate-level academic culture?

Fiscal constraints and student profile (primarily part-time graduate students/working professionals) are the primary elements that require increased creativity for creating and sustaining a graduate culture.

For Continued Discussion by the Graduate Council

8. How much of the responsibility for creating/sustaining a graduate culture is descended to a particular program or the Graduate School as a whole?
9. What are effective strategies for the active involvement of graduate students in departmental governance structures and the assessment of program quality?
10. Do the methods used to sustain a graduate culture within the individual graduate programs include consideration of demographic characteristics of students (especially those historically underrepresented by higher education) that may impact student success?
11. Do sub-populations of graduate students experience and benefit from graduate-level academic culture in the same way?
12. Does the research environment place a demonstrated value on the responsible and ethical conduct of research? How is this evidenced in the university's communications, policies, procedures, and response to any deviations?
13. **What applications does the National Survey for Student Engagement (NSSE) have for graduate education?**

NSSE's conceptual framework captures important student behaviors and institutional factors related to collegiate student achievement. While designed for baccalaureate education, NSSE's five cluster categories/benchmarks of effective educational practice may be helpful for graduate education. Quotes below are extracted from NSSE, 2009:

- *Academic Challenge* – “Challenging intellectual and creative work is central to student learning and collegiate quality... emphasizing the importance of academic achievement and setting high expectations for student performance.”
- *Active and Collaborative Learning* – “Students learn more when they are intensely involved in their education and are asked to think about and apply... learning in different settings. Collaboration with others in solving problems or mastering difficult materials...”
- *Student-faculty Interaction* – “Students see first-hand how experts think about and solve ... problems by interacting with faculty... inside and outside classroom... teachers become role models, mentors, and guides...”
- *Enriching Educational Experiences* – “Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.”
- *Supportive Campus Environment* – “Complementary learning opportunities inside and outside classroom augment the academic program. Experiencing diversity teaches students about themselves and other cultures...technology facilitates learning and promotes collaboration... internships, community service...provide students with opportunities to synthesize, integrate, and apply their knowledge...”

Revised Draft 4/21/09 DD

Updated after each discussion by the Graduate Council

CALIFORNIA STATE UNIVERSITY STANISLAUS

GUIDELINES FOR THE GRADUATE COUNCIL'S EVALUATION OF ACADEMIC PROGRAM REVIEWS FOR MASTER'S DEGREE PROGRAMS ATTACHMENT E

This document was designed by the Graduate Council to guide its evaluation of the quality of master's degree programs at CSU Stanislaus as reflected in the Academic Program Review process. Salient issues important to graduate education provide a structure to ensure a comprehensive and consistent evaluation of program quality among graduate programs. The review is conducted in accordance with *Principles for Assessment of Student Learning* for the purpose of program improvement.

After having read the academic program review documents and after a brief presentation by the graduate director/coordinator, the Graduate Council discusses the academic program review. The Graduate Council's review concludes with a report that provides a summary of its evaluation of program quality; commendations; recommendations for program improvement beyond those identified by the program, if any; and an overall recommendation for either program continuance, continuance with specified conditions, or discontinuance. The chair of the Graduate Council forwards the report to the graduate director/coordinator, department chair, and college dean for response (if any) and then forwards its recommendation to the provost for consideration.

QUALITY OF THE ACADEMIC PROGRAM REVIEW SELF STUDY

1. Quality – Overall, to what extent is the APR self study for the graduate program comprehensive? Analytical? Focused on improvement of student learning? Future-oriented?

PROGRAM IMPROVEMENT FROM LAST ACADEMIC PROGRAM REVIEW

2. Program Improvement – Is there evidence of faculty making program changes to enhance the program's currency and quality from the last academic program review?
3. Implementation Plan – Have faculty accomplished each of the actions identified in the previous review and done so at a high level of achievement? If actions/goals were not reached, have the faculty described the constraints and articulated future plans for these or other goals?

ENROLLMENT TRENDS

4. Student Characteristics/Profile – To what extent has faculty reflected upon the appropriateness of its student characteristics and taken appropriate actions to ensure student success across each sub-population of students? Include numbers (headcount and FTES); diversity (gender; ethnicity; full-time/part-time, other); student/faculty ratio.
5. Enrollment Targets – Based on institutional research data, do faculty evidence success in meeting enrollment targets, offering a program at a sustainable level, and drawing conclusions for future enrollments?
6. Graduation – Are faculty successful in serving students as evidenced by retention and graduation rates and time-to-degree? Do faculty provide a thoughtful analysis of and recommendations for improving student success?

COMMITMENT TO STUDENT LEARNING

7. Program Goals – Do the program's goals reflect high expectations for program quality commensurate with graduate education?
8. Student Learning Objectives – Do the student learning objectives reflect high expectations for student performance? Is there evidence that students are achieving these student learning outcomes at a high level of academic rigor (besides evidence derived from assessment methods, measures may also include student awards and honors, employment success, doctoral education)?

9. Curriculum Map – Does the curriculum map illustrate the alignment between student learning objectives, graduate learning goals, required courses, instructional emphasis, and primary assessment methods?
10. Graduate Student Learning Goals and Program Learning Objectives – Does the evidence demonstrate that students overall have achieved the program's student learning objectives as linked to the six overall graduate learning goals?
11. Assessment Plan and Implementation – Is the assessment plan for assessing student learning effective and comprehensive, including direct and indirect methods for collecting and using data that are meaningful, measurable, and manageable?
12. Use of Assessment Results – Have faculty used results effectively from their assessment efforts to both affirm and improve program quality, instruction, student learning, and other program elements?

CURRICULUM AND INSTRUCTION

13. Delivery of Instructional Program – Is the instructional program scheduled effectively so that students may graduate within a planned timeframe (as appropriate, in Turlock, Stockton, off-campus, and via distance education)?
14. Library and Technology – What is the adequacy of the library and technological resources for instructional quality?
15. Student Advising – Is there evidence that faculty provide effective student advising and mentoring?
16. Graduate Culture – Have faculty successfully sustained a graduate-level culture and do they have specific plans to continue its enhancement? What is the extent and quality of students' research, scholarship, and creative activity within the classroom, in collaboration with faculty, and in external public venues? Have faculty designed rigorous standards of written, research, and scholarly proficiency for the culminating experience? Does the evidence illustrate high levels of student performance on thesis, project, and/or comprehensive examinations?
17. Written Communication Skills – Does the evidence indicate that students have achieved writing commensurate with graduate academic rigor?
18. Teaching/Quality of Instruction – Does the evidence indicate that faculty encourage, use, evaluate, and reward effective teaching methods that promote student learning? Do these methods result in enhanced teaching proficiency?
19. Curricular Plans and Alignment – Are the curricular plans for future program development aligned with the college and university's mission and strategic plan and contribute to the distinctiveness and strengths of the graduate program? Is the number of required units appropriate to achieve program goals?

FACULTY

20. Faculty Characteristics, Expertise, and Deployment – Are the numbers and qualifications of faculty adequate and appropriate for delivering the graduate program? What is the adequacy of the proportion of tenured/tenure track, full-time lecturers, and part-time faculty? Is there an adequacy of support for the program director/coordinator? Include numbers (faculty headcount/FTEs) for graduate program; number of tenured, tenure track, lecturer, and part-time; demographic characteristics (gender; ethnicity, other).
21. Faculty Research, Scholarship, and Creative Activity – Overall, to what extent do faculty evidence currency, continuing productivity, and quality of scholarly work commensurate with graduate education (as defined by program elaborations)? What is the extent of faculty collaborative research with students?
22. Faculty Development – How effective are faculty development opportunities for supporting faculty in the achievement of their professional goals: Orienting and mentoring new and non-tenured faculty to the culture of the graduate program? Ensuring faculty advancement through the ranks? Continuing improvement of teaching effectiveness and scholarship?

IMPLEMENTATION PLAN

23. External Review/Accreditation (if applicable) – What do the findings of an external reviewers/ accreditation team suggest for the quality of the current program? Are external reviewers' recommendations for program improvement in the implementation plan, where appropriate?
24. Recommendations – Have the faculty identified important recommendations for improving program quality and for developing new programs? Do they show the use of evidence in reaching these conclusions/recommendations? Are there others that should be considered?
25. Implementation Plan – Have faculty described appropriate and achievable action steps in response to their key recommendations? Have the faculty included appropriate human, physical, and fiscal resources needed to implement its plan and possible methods for securing these resources?

IMPROVING THE ACADEMIC PROGRAM REVIEW PROCESS

26. What recommendations do program faculty have for improving the Academic Program Review process as related to graduate programs?

DMD:rl 4/30/09

CALIFORNIA STATE UNIVERSITY STANISLAUS

UPDATED GRADUATE ASSESSMENT PLAN: ASSESSMENT OF GRADUATE STUDIES AT CALIFORNIA STATE UNIVERSITY STANISLAUS ATTACHMENT F

This 2009 document is an update of the Graduate Assessment Plan (1997; updated 2000). Over a decade ago, the Graduate Council was a leader in creating an assessment approach centered on student learning goals for graduate education and continues its commitment, as a collective governance body, to promoting and evaluating graduate program quality. The Graduate Council created university-wide graduate student learning goals that link to the major discipline-specific program goals and student learning objectives unique to each graduate program (drafted 1999; approved in 2000). Since that time, the Graduate School has employed various assessment methods for collecting information that has assisted the Graduate Council in its consideration of the quality of graduate programs. These methods collectively contribute to answering the important question of the degree to which our graduate programs achieve their shared goal of educating graduates. The university-wide assessment methods described in this document are aligned with and complement the assessment methods used by individual graduate programs. Most importantly, the assessment strategies adhere to the university's *Principles for the Assessment of Student Learning* (2004).

The Graduate Council recognizes the complexity of assessment and the significance of designing methods that are multidimensional, meaningful, and oriented toward program improvement and enhanced student learning. Further, the Graduate Council subscribes to the philosophical conviction that the quality of teaching is inextricably connected to the quality of student learning. Thus, while recognizing the importance of student learning outcomes as an important component of program assessment, the Graduate Council avoids reliance on this measure alone as it engages in a critical, comprehensive analysis of the quality of our graduate programs and our graduate students' academic achievement.

Except for academic program reviews, accreditation reviews, and curricular documents that are completed directly by program faculty, the other assessment activities described in this plan are implemented by the university's various administrative support offices and resulting reports distributed to the Graduate Council for its review.

The Graduate Council is comprised of faculty directors/coordinators representing Business Administration, Criminal Justice, Ecology and Sustainability, Education, English, Genetic Counseling, History, Interdisciplinary Studies, Marine Sciences, Nursing, Psychology, Public Administration, and Social Work.

GRADUATE STUDENT LEARNING GOALS

The six overall graduate student learning goals follow. Students will demonstrate...

1. advanced knowledge, skills, and values appropriate to the discipline.
2. ability to be creative, analytical, and critical thinkers.
3. ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
4. relevant knowledge of the global perspectives appropriate to the discipline.
5. knowledge of new and various methods and technologies as appropriate to the discipline.
6. advanced oral and written communication skills, complemented, as appropriate to the discipline, by the ability to access and analyze information from a myriad of primary, print, and technological sources.

Table 1 displays the alignment between the graduate student learning goals and methods of assessment (both direct and indirect methods).

Table 1. *Alignment of Graduate Student Learning Goals and University-Wide Assessment Methods*

Graduate Student Learning Goals	Assessment Methods													
	Academic Program Review	Accreditation	*Admission Examinations	*Culminating Experience: Thesis, Project, Comp Exam	External Reviewers	Grade Point Average	*Student Scholarship	Student Awards and Honors	Graduate School Exit Survey	Graduate Alumni Survey	IDEA Course Evaluations	Graduate National Survey of Student Engagement	Graduate Faculty Survey of Student Engagement	Program Approval Processes
1. Advanced knowledge, skills, values	X	X	X	X	X	X			X	X	X			X
2. Creative, analytical, critical thinking	X	X	X	X	X	X			X	X	X	X	X	X
3. Individual and collaborative scholarship	X	X		X	X	X	X	X	X	X	X			X
4. Global perspectives	X	X		X	X	X			X	X	X	X	X	X
5. Methods and technologies	X	X		X	X	X			X	X	X			X
6. Communication skills; source analysis	X	X	X	X	X	X	X	X	X	X	X	X	X	X

*Direct methods

USING THE DATA: ASSESSMENT METHODS AND DATA SOURCES

CSU Stanislaus presents its assessment methods and data through the schema of “core indicators” of educational quality. For the purposes of assessing the graduate program’s overall quality, findings from the core indicator measures are extracted and distributed to the Graduate Council by the Office of Institutional Research. See Appendix A: *Assessment of Graduate Program Quality: Core Indicators* for an alignment of core indicator measures with extracted graduate data.

For each of the following assessment methods and measures, a brief statement of purpose and methodology follows, accompanied by the office or persons responsible for gathering, analyzing, summarizing, and presenting information to the Graduate Council.

<p>■ Academic Program Reviews</p> <p>CSU system policy requires periodic review of all academic programs. The purpose of the university’s Academic Program Review is to review and enhance the quality of graduate academic programs. To achieve this goal, academic program review procedures require an evidentiary self-study, critical reflection, and future planning for program improvement. The essential element is the identification and evaluation of student learning goals as a key indicator of program effectiveness. Conducted every seven years, the comprehensive review provides an evaluation of program goals, student learning objectives, enrollment trends, curriculum (curriculum map of course alignment with program goals and student learning outcomes), instruction, faculty, students, and program resources. In addition, the Graduate Council considers the structures and resources to sustain a graduate-level academic culture, defined as emphasis on high scholarly achievement and building a community of graduate scholars. The Graduate Council reviews its traditions, rituals, symbols, publications, and co-curricular activities to support strong graduate culture. An external review of graduate programs is encouraged as part of the Academic Program Review and is fiscally supported by the Office of Assessment and Quality Assurance. The academic program review concludes with an implementation plan to guide program improvement.</p> <p>In addition to reviewing the Academic Program Review of each graduate program, the Graduate Council also evaluates the effectiveness of the university’s Academic Program Review procedures from the perspective of graduate education and makes recommendation for improvement.</p> <p><i>Using criteria for guiding its deliberations, the Graduate Council reviews graduate Academic Program Reviews and makes its recommendation for program continuance to the Provost via the University Educational Policies Committee. The Graduate Council also reviews its procedures for conducting Academic Program Reviews.</i></p>	Departmental and College Faculty, College Dean, Institutional Research
<p>■ Accreditation Reviews</p> <p>For those graduate programs in which program-based accreditation is available, CSU system policy requires the campus to seek such accreditation for the purpose of demonstrating and improving program quality. Such accreditation processes are extensive, requiring reflective self-study and institutional review of the quality of graduate programs. Accreditation for various programs is prepared by faculty and reviewed by external, independent accrediting agencies on a schedule unique to each accredited program. Accreditation documents meet the university’s requirements for Academic Program Review and follow the university’s policy for Academic Program Review. All CSU Stanislaus graduate programs eligible for national accreditation have achieved accreditation. These include Business Administration, Education, Genetic Counseling, Nursing, Psychology (Behavioral Analysis), Public Administration, and Social Work.</p> <p><i>The Graduate Council reviews findings from external accreditation reviews and makes recommendations for program continuance to the provost.</i></p>	Departmental and College Faculty, College Dean, Institutional Research

USING THE DATA: ASSESSMENT METHODS AND DATA SOURCES

<p>▪ Admission Examinations</p> <p>The purpose is to assess the degree of preparation for graduate studies as evidenced by scores on nationally-recognized qualifying examinations for program admission: the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), and the Graduate Management Admissions Test (GMAT).</p> <p><i>As part of its review of new or revised graduate programs, the Graduate Council approves the admission examination and standards proposed by the program. The Graduate Council also periodically reviews overall findings from admission examinations when necessary to make informed decisions about student admission issues.</i></p>	<p>Graduate School, Institutional Research</p>
<p>▪ Culminating Experiences</p> <p>The CSU system policy requires all graduate programs to require a culminating experience in the form of a thesis, project, and/or comprehensive examination. CSU policy specifies that each is to be equivalent in academic stature and expected rigor. This culminating experience is the primary direct method for assessing the achievement of the six graduate learning goals and the quality of overall student learning. An oral defense is required for all theses, and most projects. The Graduate Council has developed sample rubrics for evaluating theses, projects, and oral defenses which may be used or modified, at the program's discretion, to evaluate students' work. All theses and projects are bound in accordance with university regulations and become part of the library collection for access by other scholars.</p> <p>The CSU system requirements for comprehensive examination procedures address issues such as communication to students, prerequisites for taking the examination, methods for preparing and evaluating examination questions, and procedures for reexamination. Comprehensive examinations records are maintained in the program offices; program procedures are updated periodically and filed in the Graduate School.</p> <p>Another element of quality is to ensure students understand the importance of and expectations for culminating experiences. As such, the Graduate School offers a variety of online resources to help students successfully create exceptional theses and projects. The document "Thesis/ Project Preparation Guidelines," updated and approved by the Graduate Council in 2005, is used to guide students and chairs of thesis/project committees in ensuring that the high standards set forth in the document are met. The 2008/2009 Graduate Catalog also includes a description and criteria for thesis and project, which are consistent with Title 5 of the California Code of Regulations.</p> <p><i>As part of its review of new and revised graduate programs, the Graduate Council approves the culminating experiences as proposed by the program, based upon the program's academic rationale. The Graduate Council periodically reviews overall academic rigor of theses/projects through reports provided by readers and the library dean and reviews/refines the efficiency and effectiveness of university processes in support of theses, projects, and culminating examinations. The Graduate Council also reviews and updates documents for students to ensure clarity and quality.</i></p>	<p>Library Dean</p>

USING THE DATA: ASSESSMENT METHODS AND DATA SOURCES

<p>■ External Review</p> <p>The purpose of the use of external reviewers is to provide independent, external meta-analysis of random stratified sample of one or more components of the graduate assessment program, such as culminating experiences (thesis, project, and comprehensive examination), course syllabi, overall graduate assessment, faculty scholarship, and other elements as determined by the Graduate Council.</p> <p><i>The Graduate Council periodically employs external reviewers when deemed appropriate to provide an overall assessment of quality graduate education.</i></p>	Graduate School
<p>■ Faculty Demographics</p> <p>The purpose of reviewing faculty characteristics is to ensure those who teach graduate courses meet system and campus requirements. Data analyses include faculty rank, number of faculty delivering graduate education, number of faculty who have earned terminal degrees, variety of institutions from which degrees were earned, diversity (gender and ethnicity), and other variables related to faculty preparation and experience.</p> <p><i>The Graduate Council reviews faculty data to address any issues that may arise with regard to delivery of graduate programs.</i></p>	Faculty Affairs, Institutional Research
<p>■ Faculty Scholarly Productivity</p> <p>The purpose of reviewing faculty scholarship (overall, not individual faculty) is to provide evidence of faculty productivity in research, scholarship, and creative activity commensurate with graduate education and regional accreditation standards. The currency and depth of faculty knowledge directly impacts the quality of a student's educational experience and greatly influences the quality of student learning.</p> <p><i>The Graduate Council reviews the Research Compendia and other sources of faculty scholarship such as those contained in Academic Program Reviews.</i></p>	Office of Research and Sponsored Programs, Institutional Research
<p>■ Grade Point Average Data</p> <p>The purpose of tracking and reviewing graduate grade point averages is to assess the academic performance of students overall (not individual programs). The required overall GPA (consisting of undergraduate and postbaccalaureate coursework) for graduate students at time of entry into the university is a minimum of 2.5; most programs require a 3.0. All programs require graduate students to maintain a minimum 3.0 GPA as they progress through their coursework toward graduation. Periodically, GPA studies have been conducted to determine correlations between graduate students' overall GPA at program entry and exit.</p> <p><i>The Graduate Council reviews overall GPA data and encourages programs to reviews GPA analyses by discipline and other variables (on-site, Stockton, ITV) as part of its program's assessment.</i></p>	Institutional Research, Graduate School
<p>■ Student Profile and Enrollments.</p> <p>The purpose of reviewing student profile and enrollments is to assess graduate programs' success in retaining and graduating high quality graduate students. Data analyses are conducted overall and disaggregated by program and student characteristics, including full-time/part-time student headcount and FTES, diversity (ethnic and gender), geographic origin (region, state, international), student persistence and graduation rates, and time to degree completion.</p> <p><i>The Graduate Council annually reviews student characteristics, enrollments, and program completion and as part of each program's Academic Program Reviews/accreditation reports.</i></p>	Institutional Research, Graduate School

USING THE DATA: ASSESSMENT METHODS AND DATA SOURCES

<p>▪ Student Scholarship. The purpose of reviewing student scholarship is to gauge the strength of graduate student scholarship in various venues. The Office of Research and Sponsored Programs reports the annual research, scholarship, and creative activity of students. Since 2006/07, master's theses and projects have been published in the annual <i>Research Compendium</i> along with faculty scholarship. The CSU conducts an annual Student Research Competition to promote excellence in undergraduate and graduate scholarly research and creative activity by recognizing outstanding student accomplishments.</p> <p><i>The Graduate Council reviews the Research Compendia, the results of the Student Research Competition, and other sources of student scholarship as reported by individual graduate programs.</i></p>	Office of Research and Sponsored Programs
<p>▪ Student Awards and Honors. The purpose of reviewing student awards and honors is to assess the highest levels of student academic performance. Analysis includes, among others, the number of graduates awarded honors or distinction at commencement, graduate students receiving awards/honors from external venues, and graduate students who qualify for membership in disciplinary honors societies and the interdisciplinary National Honor Society of Phi Kappa Phi.</p> <p><i>The Graduate Council reviews student awards/honors as evidence of student academic performance.</i></p>	Institutional Research, Enrollment Services, Graduate School
<p>▪ Graduate School Exit Survey (University-Wide). The purpose of the exit survey is to assess students' perceptions of the quality of graduate student learning and program effectiveness. The survey includes questions on students' satisfaction in five categories: Achievement, Experience, Classroom and Campus Social Climate, Educational Plans, and Career. This survey is administered annually to graduate students who have earned their master's degrees during the previous academic year. Commencing in 2009, the survey began to be administered with the Graduate School letter of graduation clearance as a means to increase the return rate. This survey was administered in print from 1995-2004, and electronically 2005 and thereafter.</p> <p><i>The Graduate Council reviews the exit survey results overall; graduate directors receive their individual program results for review and action.</i></p>	Institutional Research, Enrollment Services, Graduate School
<p>▪ Graduate Alumni Survey (University-Wide). The purpose of the alumni survey is to assess alumni's perceptions of the quality of student learning and institutional effectiveness. The survey includes questions on students' satisfaction and experiences in five categories: Educational Experience, Graduate Student Learning Goals, Overall Program Effectiveness, Employment, and Advanced Education. This survey is administered annually and tracks students at the 3rd, 10th, and 25th year after graduation. In 2005, this survey was revised and administered electronically through the university website.</p> <p><i>The Graduate Council reviews the alumni survey results overall; graduate directors receive their individual program results for review and action.</i></p>	Institutional Research

<p>■ National Survey of Student Engagement – Graduate (NSSE). The purpose of NSSE is to evaluate the degree of graduate student engagement in college activities that correlate to student learning and personal development. Although NSSE provides normative data for undergraduate students, NSSE allowed CSU Stanislaus to conduct a special administration for graduate students on both NSSE and FSSE. Information consists of 84 questions clustered in 11 topical areas: Educational Tasks, Mental Activities, Reading and Writing, Homework and Exams, Personal Enrichment Activities, Out-of-Class Learning Experiences, On-Campus Relationships, Time Use, Emphasis of Post Baccalaureate Programs, Educational Outcomes, and Evaluation of the University.</p> <p><i>The Graduate Council reviews aggregated NSSE results and compares to faculty responses on FSSE. The review relates especially to an evaluation of graduate culture throughout the curriculum and out-of class environment.</i></p>	<p>Institutional Research</p>
<p>■ Faculty Survey of Student Engagement – Graduate (FSSE). The purpose of FSSE is to review faculty expectations for graduate student engagement in educational practices as well as provide comparative data on NSSE with regard to the importance faculty place on various areas of learning and development, the nature and frequency of faculty-student interactions and faculty organization of class time. Survey consists of 120 questions clustered in 15 topical areas; the first 11 are identical to the NSSE. The additional four topics are Faculty Time/Use, Instructional Strategies, Teaching Improvement Activities, and Teaching Improvement Needs.</p> <p><i>The Graduate Council reviews aggregated FSSE results and compares to NSSE responses.</i></p>	<p>Institutional Research</p>
<p>■ Program Approval Processes. The purpose of program approval processes is to ensure from the outset the overall academic rigor of graduate programs and the intellectual challenge for graduate students. The Graduate Council has established a comprehensive review process for the development of new and revised courses and graduate programs.</p> <p><i>The Graduate Council review/approves graduate programs guided by criteria for graduate education and also reviews its program approval processes continually, refining them for greater clarity and effectiveness.</i></p>	<p>Departmental Faculty, College Curriculum Committee, College Dean</p>

GRADUATE COUNCIL: REVIEWING AND REPORTING ON GRADUATE ASSESSMENT RESULTS

In accordance with this assessment plan, the Graduate School prepares an annual *Graduate Assessment Report* for consideration by the Graduate Council. The report, comprised of data from the previous academic year, compares assessment findings from subsequent years and provides longitudinal data/findings for areas that show significant changes. Where available and applicable, the assessment report provides comparisons of findings to peer institutions. Examples of sources for benchmarking include the CSU system's annual *Statistical Abstract* and *CSU Accountability Report* that contain current and longitudinal data on student characteristics, retention and graduation rates, among others. National assessment measures include benchmarked information as a routine reporting element (such as NSSE). Other sources used for benchmarked graduate enrollment data are provided by the Council of Graduate Schools, College Results On-line, *Hispanic Outlook in Higher Education*, and the Education Trust. When including benchmarked data in the graduate assessment reports, the Graduate School includes benchmarked data from peer institutions most similar in mission, values, student profile, size, and other relevant characteristics.

The Graduate Council discusses the implications of assessment results, takes action it deems appropriate within the scope of its authority in order to improve graduate programs, and makes recommendations to the Academic Senate for any policy changes. Administrative review of the Graduate Assessment Report occurs through the Council of the Deans and the President's Administrative Group. The Office of Assessment and Quality Assurance archives assessment findings and actions. The Graduate Council also considers ways to improve its assessment methods. It considers if each assessment method and the form of data presentation continues to be helpful for improving student learning and program quality. If not, it makes recommendations for improvement to the Office of Institutional Research and the Graduate School.

SOURCES OF INFORMATION FOR ASSESSMENT OF GRADUATE PROGRAMS

Information regarding graduate assessment plans, reports, and resources can be found at the following university websites:

Graduate School: http://www.csustan.edu/Grad/Graduate_Assessment.html
Graduate assessment plan, report, and other resources.

Office of Assessment of Student Learning: www.csustan.edu/asl
Individual graduate programs' assessment plans and reports

Office of Assessment and Quality Assurance: www.csustan.edu/oaqa
Bibliography of assessment books housed in the library, templates for external reviewers, assessment grant information and application forms, summary of campus actions resulting from review of assessment, and other resources.

Office of Institutional Research: <http://www.csustan.edu/ir/Pages/eportfolio.html>
The Institutional ePortfolio includes executive summaries of all university-wide assessment methods, core indicators measures and data sources, and benchmarking/peer institutions information.

Appendix A: *Assessment of Graduate Program Quality: Core Indicators*

DMD:epl 03/09/09

Appendix A: Assessment of Graduate Program Quality: Core Indicators

The table below displays graduate data extracted from the Core Indicators. To see a full list of Core Indicators measures and data see <http://www.csustan.edu/ir/Pages/CoreIndicators.html>

Core Indicator 1: Quality of Programs

Measure	Data Collection and Evidence
Number and overall findings on Academic Program Reviews	Graduate Annual Report
Number of programs accredited and reaccruited	Specialized Accreditation Programs Inventory of Concurrent Accreditation
Ratings by students on exit surveys	Graduate Student Exit Survey
Ratings by students on alumni surveys	Graduate Alumni Survey
Ratings by students on national surveys and performance-based assessments	Graduate National Survey of Student Engagement
National ranking publications	American Association of State Colleges and Universities Peterson's Graduate Schools and Programs Diverse Issues in Higher Education Hispanic Outlook Princeton Review US News and World Report
Achievement of Graduate Learning Goals	Graduate Exit Survey Graduate Alumni Survey IDEA Course Evaluations Graduate NSSE Graduate FSSE
Findings from External Reviews	Mary Allen Report – Graduate Findings
Findings from Academic Program Review Processes	Program Review Report
Number of degrees awarded	Fact Book
Time to Degree	Fact Book

Core Indicator 2: Quality of Teaching

Measure	Data Collection and Evidence
<i>Faculty Information</i>	
Faculty selection of the 12 IDEA learning objectives	Graduate IDEA Summary of Findings
Faculty selection of 10 IDEA primary approaches to teaching	Graduate IDEA Summary of Findings
Faculty selection of 7 course requirements	Graduate IDEA Summary of Findings
Faculty ratings of 9 circumstances that impact learning	Graduate IDEA Summary of Findings
<i>Student Information</i>	
Student rating of their progress on 12 IDEA learning objectives	Graduate IDEA Summary of Findings
Student ratings of the instructor	Graduate IDEA Summary of Findings
Student rating of the course	Graduate IDEA Summary of Findings
<i>Linked Data: Student and Faculty Information</i>	
Student ratings on 12 learning objectives identified as “essential” by faculty	Graduate IDEA Summary of Findings
Student ratings on 12 learning objectives linked to primary teaching approach	Graduate IDEA Summary of Findings
Relationship of faculty selection of primary teaching approaches linked to faculty selection of “essential” learning objectives	Graduate IDEA Summary of Findings

Core Indicator 3: Quality of Faculty Development

Measure	Data Collection and Evidence
Percentage of faculty participating in faculty development	Graduate Faculty Survey of Student Engagement

Core Indicator 4: Quality of RSCA

Measure	Data Collection and Evidence
Amount and rigor of scholarly work (publication/public venue presentations of faculty)	Annual College Research, Scholarship, and Creative Activities Summary Tables Faculty Research, Scholarship, and Creative Activity Summary Report 2005-2006 (Hard copy available in the Office of Institutional Research) Research Compendium 2006-2007
Amount of student participation in RSCA	Research Compendium 2006-2007
Applications of faculty scholarship to courses/teaching	Campus Faculty Survey RSCA Grants through Leaves and Awards Committee
Number of sponsored programs through grants and contracts	Office of Research and Sponsored Programs (ORSP) Grant Activity ORSP Activity Support Unit Review Research Compendium

Core Indicator 5: Quality of Engaging Students in Learning

Measure	Data Collection and Evidence
Level of academic challenge/rigor	Graduate Faculty Survey of Student Engagement Graduate National Survey of Student Engagement Graduate Course Syllabi
Amount of student scholarly work (publication/ venue presentations of students; research competitions; service learning projects; honor society membership; and awards)	Thesis Completions Graduate Projects Comprehensive Examinations Student Research Competition Research Compendium
Amount of student/faculty interaction outside of the classroom	Graduate National Survey of Student Engagement
Level of supportive campus environment	Graduate Exit Survey Graduate Faculty Survey of Student Engagement Graduate National Survey of Student Engagement
Recognition and affirmation of group differences and affiliations	Graduate Faculty Survey of Student Engagement Graduate National Survey of Student Engagement

Core Indicator 6: Quality of Students

Measure	Data Collection and Evidence
At Matriculation	
Student scores on GRE/MAT/GMAT for entry into graduate programs	Preparation/Selection Levels of Entering Students
At Graduation	
Student pass rates on certification and licensure examinations	Inventory of Concurrent Accreditation and Key Performance Indicators
Number of students who are employed in their chosen fields/profession	Graduate Alumni Survey
Number and institution of students entering doctoral programs	Graduate Alumni Survey

Core Indicator 7: Quality of Support for Learning

Measure	Data Collection and Evidence
Hiring patterns sufficient to support instruction and learning	CSU Academic Human Resources
Diversity of faculty, staff, and administration	Faculty Composition Staff by Gender/Race/Ethnicity
Level of funding (library in support of instruction, research, and learning; fee waivers; graduate assistantships/teaching associates; RSCA grants with student participation)	University Library Support Unit Review Research, Scholarship, and Creativity Grants Graduate School Fiscal Records Human Resources Faculty Affairs
Instructional technology support focused on instructional technology for learning	Instructional Technology Workshops 2003-2007 Technology Presentations, Workshops and Forums 2003-2007

Core Indicator 8: Quality of Achieving Equity and Diversity

Student Access and Success

Measure	Data Collection and Evidence
Diversity of undergraduate and graduate population; comparison to the region/nation	Admissions by Gender Admissions by Race/Ethnicity Diversity Rankings Council of Graduate Schools' Graduate Student Profiles
Student success and achievement (including GPA, honors, and performance)	Graduate GPA Graduate Student Honors/Awards
Students pursuing advanced degrees	Graduate Alumni survey
Student employment; employed in their chosen field	Graduate Alumni Survey

Campus and Classroom Climate

Measure	Data Collection and Evidence
Student/Faculty/Staff perceptions of campus climate	Graduate Exit Survey
Student engagement in the classroom	Graduate National Survey of Student Engagement
Student engagement in campus events	Graduate National Survey of Student Engagement
Students/faculty/staff perceptions of co-curricular/academic support services	Graduate Exit Survey Graduate National Survey of Student Engagement

Diversity in the Classroom/Curricula

Measure	Data Collection and Evidence
Degree to which diversity is included in the curriculum	Graduate Learning Goals Program Curriculum Maps Course Syllabi Research Compendium Research, Scholarship, and Creativity Grants
Level of student involvement/exposure to diversity courses	Service Learning Course Data

Institutional Commitment to Diversity

Measure	Data Collection and Evidence
Diversity of faculty/staff compared regionally and nationally	Faculty Composition
Scholarly diversity of faculty	Diversity-related Research, Scholarship, and Creative Activities

DMD:epl 4/29/09

CALIFORNIA STATE UNIVERSITY STANISLAUS

GRADUATE ASSESSMENT REPORT: ANALYSIS OF ASSESSMENT DATA FOR GRADUATE STUDIES (MASTER'S DEGREES) 2000/01 - 2007/08 ATTACHMENT G

This report summarizes assessment results for graduate studies as outlined in the assessment plan, *Assessment of Graduate Studies at California State University, Stanislaus* (updated 4/29/09). Data are provided primarily for academic years 2000/01 through 2007/08, with some data reported for 2008/09 if available at the time of the development of this report.

Individual master's programs' assessment plans and reports are updated annually and located on the website of the Graduate School. Beginning with the 2009/10 academic year, the University's only doctoral program, initiated in 2008/09, will begin its submission of an annual assessment report, and the Graduate Council's assessment processes will include an evaluation of this doctoral program.

ACADEMIC PROGRAM REVIEWS

All graduate programs have completed self-studies and received university approval during their most recent seven-year cycle. Program review in the California State University originates from Trustee policy as found in the Chancellor's Memorandum AP 71-32. The earliest campus academic reviews for graduate programs at CSU Stanislaus date back to early 1980s, illustrating a long systematic commitment to maintaining and improving high quality academic programs.

Academic Program Review procedures are viewed as dynamic, subject to continual examination and refinement. The two most recent formal internal evaluations occurred in 2000 and 2008, and an external review in 2007 by Dr. Mary Allen. Mary Allen, a nationally recognized assessment expert, conducted three days of in-depth interviews and evaluated CSU Stanislaus on three dimensions: institutionalization of assessment, common understanding by faculty and administrators regarding shared responsibility for assessment, and effective implementation of assessment. Allen concluded that CSU Stanislaus overall has made substantial progress toward institutionalization, has invested in a complex infrastructure to support assessment, has achieved common understanding of roles and responsibilities through a collaborative process between faculty and administration, and is implementing assessment effectively. With regard to graduate programs, she observes that while graduate programs have developed assessment plans specific to their program goals, the six graduate student learning goals were not always evident. She also recommended continued improvement including increased use of external reviewers (especially those disciplinary experts with assessment expertise), training of university and college review committees for increased expertise in giving effective feedback on assessment, and increased sophistication in learning outcomes assessment by setting levels of expected achievement. The Allen Report concludes that "Much is being done and is being done well, but there is room for improvement." The Graduate Council concurred and is taking actions for improving graduate assessment and review processes.

In addition, a review by WASC as part of the university's Capacity and Preparatory Review resulted in recommendations for improving graduate academic program reviews. WASC's recommendations were similar to Allen's, citing specifically the need for strengthening the graduate academic program review process. In response, the Graduate Council took several actions in 2008/09, as follows:

ACADEMIC PROGRAM REVIEW

1. Reviewed the WASC rubric for specific ways in which to integrate more fully student learning assessment into the Academic Program Review process.
2. Edited the language in the Academic Program Review process related to graduate education, including clearer expectations for responding to issues related to graduate culture, external reviewers (encouraged, with funding), and increased evaluation of institutional research data unique for graduate programs.

3. Refined its internal review process by adopting a document to guide its evaluation of graduate program quality via review criteria. Salient issues important to graduate education were identified to ensure a comprehensive and consistent evaluation of program quality among graduate programs.
4. Structured more clearly the process for addressing the self study. The Graduate Council's review concludes with a more detailed report that provides a summary of its evaluation of program quality; commendations; recommendations for program improvement beyond those identified by the program, if any; and an overall recommendation for either program continuance, continuance with specified conditions, or discontinuance.
5. Began conversations and a process for the development of a separate Academic Program Review process for doctoral programs.

ASSESSMENT PLAN/REPORTS

1. Reviewed assessment data specific to graduate programs as provided by the Office of Institutional Research.
2. Provided feedback to Institutional Research as to the usefulness of measurements for graduate programs, recommendations for improvement of data displays, and examples of how data are used for affirming and/or improving graduate programs overall.
3. Discussed strategies and took action for increasing student involvement and awareness of assessment activities and outcomes at the graduate level.
4. Updated and implemented the graduate assessment plan. Reviewed the Core Indicators of Educational Quality related to graduate education for completeness and relevance. Where appropriate and available, established benchmarks for evaluating progress.
5. Updated individual graduate programs' assessment plans and annual reports. Encouraged the increased use of direct methods; included method and timeline for assessment of each student learning outcome. Developed a new template for curriculum maps that align the six graduate learning goals, individual graduate program goals, program student learning objectives, instructional emphasis primary assessment methods, and core courses.
6. Refined the graduate assessment section on the Graduate School's website. Established an online repository for graduate assessment plans and annual reports on university assessment websites. Posted graduate assessment resources on website, e.g., course review checklist, portfolios, rubrics for culminating experiences, external reviewer process.

ACCREDITATION

Affirming graduate program quality, we have secured full accreditation and/or reaccreditation for each graduate program for which national, professional/disciplinary accreditation is available: Business Administration (Spring 2003), Education (Fall 2001; scheduled again in 2010), Psychology (Spring 2008), Public Administration (Fall 2003; scheduled again in 2010), and the Social Work program (Spring 2002; scheduled again in 2010). Nursing (request for preliminary approval in 2009; baccalaureate in 2007/next visit 2016) and Genetic Counseling (Fall 2007—3-year provisional accreditation; apply for full accreditation in 2011) programs undergo professional accreditation for the first time after graduating its inaugural cohort.

ADMISSION EXAMINATION SCORES

An analysis of scores on the Graduate Record Examination at the time of program entry indicates that, for the past five years, the mean score for graduate students is 549 verbal (national mean 465), 435 quantitative (national mean 584), and 4.0 analytical (national mean 4.1). The mean score for graduate students on the Miller Analogies Test (Education) is 414.7; the mean score for Graduate Management Admissions Test (Business Administration) is 498. It should be noted that data reflect all students who identified CSU Stanislaus as a score recipient, not only those who enrolled. Beginning 2008, campus tracking systems were able to record graduate admission examination scores only for those matriculated students so future reporting will be more accurate.

COURSE SYLLABI

For 2007/08, the Graduate Council's audit of course syllabi indicates high level of compliance with graduate standards. From among 41 submissions of new or modified courses, only 19% were not approved upon first submission and returned to the program for revision. In addition, the audit included an examination of the rigor of master's degree programs as evidenced by pedagogy, the variety and sophistication of the faculty's teaching methods, and course assignments. Results indicate a rich array of pedagogical approaches, such as:

1. Examinations: Midterm and Final (all essay)
2. Research papers (range 5-30 pages)
3. Research projects: individual and group
4. Research prepared for publication in refereed journals and grant proposal submissions
5. Research studies such as ethnographical and participatory research studies, policy studies
6. Applied research/scholarly projects such as oral history projects handbooks, instructional units, presentations to external community and agency groups, flowcharts, policy development, scientific field studies, children's books, poetry, social work and business case studies, structured interviews with practitioners
7. Annotated bibliographies, book reviews, scientific journal findings through meta-analyses
8. Creative and critical thought processes such as creative problem-solving, writing activities, jurisprudential argument simulation, role playing, scenario responses
9. Fieldwork projects, job shadowing, reflective practice
10. Laboratory projects: statistical/research
11. On-line: course sessions, on-line threaded discussions with embedded assignments and/or reflective essays
12. Oral presentations and seminar presentations: individual and group
13. Service learning projects
14. Self-reflection essays related to student learning objectives
15. Culminating activity: thesis, project, and/or comprehensive examinations

CULMINATING EXPERIENCE AND ORAL DEFENSE

Annually, an average of 132 theses and projects were submitted and judged to have met the quality standards for graduation. A university review using a three-category rubric for evaluation in 2008/09 led to the following assessment: Approximately 60% are judged to be of the highest quality, 35% good/competent, and 5% or fewer returned for improvement in order to meet graduation standards. Since 2006-07, theses and projects are listed in the annual *Research Compendium* which allows for a display of the richness of investigative topics and creative projects, as well as a reflection of the extent to which student scholarship reflects a diversity of topics. As required, theses/projects provided conclusive evidence of advanced written and oral communication. As a result of its review of the processes in support of theses/projects, in Spring 2009, the Graduate Council made improvements. These include refining procedures for review of research with human subjects; reinstating periodic review of reader performance; hosting annual reader orientation and training programs; developing a more refined template for projects (as distinct from theses); and reviewing areas for special attention such as brevity and objectivity of writing style, and researcher-designed surveys (reliability and validity procedures). Initial conversations were also begun related to electronic archiving, and possible submission, of theses/projects. Seven graduate programs also offer comprehensive examinations, either optional or mandatory. Each program updated its processes for comprehensive examinations for consistency with system regulations. Next year, the Graduate Council will continue discussion of possible methods and possible sample rubrics for the evaluation of culminating experiences. A meta-review of a sample of culminating experiences by an external reviewer is currently under consideration, for possible implementation in 2009.

EXTERNAL REVIEWERS

Except for graduate programs that are accredited, most graduate programs over the past few years have not employed external reviewers as part of their Academic Program Review process or for program evaluation as part of their assessment activities. As noted earlier, the Graduate Council encourages the use of external reviewers. It conducted a review about the desirability of requiring external reviewers for graduate programs and surveyed departments about their past and future use of external reviewers. Overall, this survey illustrates that most graduate programs at CSU Stanislaus employ an external review process as one important method for evaluating the quality of the graduate programs. These external reviews occur as a result of disciplinary accreditation, as part

of the formal Academic Program Review process, and/or as one method included in the program's assessment activities. Findings indicate the following:

RESPONSE RATES

The overall response rate was 22 of 28 (79%) representing graduate programs, including those with multiple degrees and concentrations:

- 17 of the 28 graduate programs (61%) are subject to external review as part of an accreditation process.
- 11 of the 28 graduate programs (39%) are not subject to accreditation: 5 responded (18%); 6 did not respond (21%).

PAST USE OF EXTERNAL REVIEWERS

- 17 programs (77%) employed external reviewers as part of a disciplinary/professional accreditation process.
- One program (5%) for which accreditation is not available used external reviewers in the past three years via focus groups with external constituencies.
- Four programs (18%) did not use external reviewers in the past three years.

FUTURE USE OF EXTERNAL REVIEWERS

- 17 programs (77%) will continue to employ external reviewers as part of a disciplinary/professional accreditation process.
- One program (5%) for which accreditation is not available plans to use external reviewers in the future coincident with the Academic Program Review process as well as part of its assessment plan.
- Four programs (18%) for which accreditation is not available are considering the possibility of using external reviewers in the future either with the next Academic Program Review or as part of assessment initiatives (with funding provided by the Office of Assessment and Quality Assurance).

FACULTY DEMOGRAPHICS

Data from 2007/08 indicate that 88% (153 of 174) of all instructors of graduate-level courses hold terminal degrees. Demographic analysis reveals a mixture of senior faculty and those with many years of experience hired in the last decade (10% were hired in the 1970s or prior; 13% in the 1980s; 37% in the 1990s; and 40% in the 2000s). About 45% of those who teach graduate-level courses are tenured professors, 20% are tenured associate professors, 22% are assistant professors, and 13% are lecturers with expertise in the field.

Faculty diversity in terms of the variety of institutions and the region of their degree indicates a wide dispersal, though heavily weighted towards the West: 42% received their higher degree from the Pacific West (34% overall from California and over one third of those from the University of California), 9% from the Mountain States, 20% from the Midwest, 24% from east of the Mississippi, and 3% from foreign universities. Graduate faculty is evenly split by gender. In terms of ethnic diversity, 74% identify themselves as White/Caucasian, 13% as Asian/Pacific Islander, 5% Hispanic, 3% African American, and 5% chose not to specify.

FACULTY RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

The Office of Research and Sponsored Programs reports the annual research, scholarship, and creative activity of faculty members in a *Research Compendium*, with about 60% overall faculty response in AY 2005/06 (169 of 289 reporting), AY 2006/07 (177 of 281 reporting), and AY 2007/08 (155 of 273 reporting). Results from these years indicated that 39% of faculty who taught at least one graduate course (67 of 174) reported publication of a refereed scholarly work, while 33% reported an externally-funded grant. These data under-represent faculty scholarly activity given limitations response rates. Only recently has the *Compendium* included student theses/projects and faculty-student collaborative research. The Graduate Council plans to review the *Research Compendium* to examine these additional categories of research accomplishments.

GRADE POINT AVERAGES

The mean overall GPA at program completion for AY 2006/07 was 3.756, with a total of 209 students graduating between Fall 2006 and Summer 2007. In AY 2005/06, the mean GPA was 3.712 for 219 graduates. In AY 2004/05, the mean GPA was 3.731 for 199 graduates.

STUDENT DEMOGRAPHICS

The strategic and enrollment planning processes project a desired ratio of 80% baccalaureate to 20% headcount graduate (postbaccalaureate and master's) students and 16% graduate FTES.

The graduate student profile for 2008/09 follows:

Table I: Graduate Student Profile 2008/09

Total Number of Graduate Students	1,787
Master's	55% (988)
Doctorate	02% (29)
Postbaccalaureate	43% (770)

The size of graduate degree programs ranges from 6 (MSBA) to 289 (Masters in Education) headcount and FTES 7.0 to 144.0

Longitudinal growth of graduate enrollments indicates overall growth, particularly in undeclared postbaccalaureate (58%); and College of Humanities and Social Sciences (32%) with growth in English graduate programs (47%) and Master of Public Administration (31%). 83% admitted; of those admitted, 58% enroll.

The number of students who applied, admitted, and enrolled follow in Table II:

Table II: Number of students who applied, admitted, and enrolled, Fall 2008

Degree Program	Applied	Admitted	Enrolled
Business Administration	150	134	66
Criminal Justice	26	23	16
Ecology and Sustainability	10	10	8
Education	133	128	40
Educational Leadership – CSU EdD-CC	19	13	13
Educational Leadership - CSU EdD-P-12	17	16	16
English	24	23	13
History	8	8	7
Interdisciplinary Studies	15	15	10
Psychology	44	43	22
Public Administration	42	35	25
Social Work	117	64	49
Business Administration – International Finance (MSBA)	10	9	6
Executive MBA (EMBA)	25	25	24
Genetic Counseling	33	10	10
Total	673	556	325

Demographic distribution of ethnicity is displayed in Table III below:

Table III: Ethnic distribution of Graduate Students, Fall 2008

All Graduate Students	Total	Percentage
Nonresident Alien	12	1%
Black, non-Hispanic	72	4%
American Indian/Alaska Native	19	1%
Asian/Pacific Islander	148	8%
Hispanic	381	21%
White, non-Hispanic	807	45%
Race and ethnicity unknown	348	19%
Total	1,787	100%

Gender distribution indicates for all graduate student 31% male (551); 69% female (1,236)

Age distribution indicates that more than half of all graduate students are under the age of 30 (51%), with 32% falling in the 25-29 age bracket. 26% are in their 30s, 16% in their 40s and 9% 50 or older.

As displayed in Table IV, the top 10 feeder institutions for graduate students as a percent of total graduate enrollment are CSU Stanislaus, CSU Fresno, University of the Pacific, UC Davis, CSU Sacramento, California Polytechnic State University, CSU Chico, San Jose State University, CSU East Bay, and Chapman University.

Table IV: Graduate Student Institution of Origin

Institution Name	Valid Percent
California State University, Stanislaus	63.5%
California State University, Fresno	3.7%
University of the Pacific	2.8%
University of California, Davis	2.3%
California State University, Sacramento	2.3%
California Polytechnic State University	1.6%
California State University, Chico	1.2%
San Jose State University	1.2%
California State University, East Bay	1.0%
Chapman University	1.0%
University of California, Berkeley	1.0%
University of California, Santa Cruz	0.9%
Other In-State	10.0%
Other Out-of-State	6.6%
Other Out-of-Country	0.9%
Total Valid	100.0%
Unknown	
Total	

STUDENT SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY

Notable scholarly accomplishments by students include the following indicators:

In support of student scholarship, research, and creative activity, CSU Stanislaus promotes student participation in scholarly activities such as conferences and competitions. For example, in 2008, CSU Stanislaus held its 22nd Annual Student Research Competition, featuring research presentations by 25 students, an opportunity to highlight and celebrate the academic accomplishments of our diverse student population. From the 2008 Student Research Competition, the 3 undergraduate winners, 3 graduate winners, plus 4 more entrants qualified to advance to the statewide CSU Student Research Competition. At this event, students from all 23 CSU campuses submit written papers and make oral presentations before juries of professional experts from major corporations, foundations, public agencies, and universities in California. One undergraduate and one graduate student came home with first-place prizes from the system-wide competition held at CSU East Bay in Hayward. In the 2007 statewide competition at CSU Dominguez Hills, 3 graduate students qualified to advance to the statewide competition, and 1 of those received awards at the statewide level.

Also, in 2008, seven history students (six graduate, one undergraduate) presented their research papers at the Northern California Phi Alpha Theta Regional Conference at CSU Chico. This conference included students from the CSU system Northern California campuses, UC Berkeley, UC Davis, Santa Clara University, the University of the Pacific, and a number of other private universities and colleges. Three of the seven CSU Stanislaus students who participated in the Phi Alpha Theta conference swept the top three awards in the Graduate Student category of the essay competition. The first-place graduate student presents the winning paper at the annual conference of the Pacific Coast Branch of the American Historical Association in August 2008 in Pasadena, CA. A graduate student from CSU Stanislaus also won this top honor in 2007.

Mini-grants are awarded to graduate students from continuing enrollment funds, departmental and dean allocation, RSCA grants, and the Student Research Council, among others.

STUDENT AWARDS AND HONORS

Seventy-six students, approximately 36% of the graduating class, were awarded honors or distinction at commencement in 2007, and 42% [90 awarded] in 2008 which means they earned at least a 3.9 grade point average and were recommended by their department for distinction. Percentages vary slightly among years but generally average about 30% a year. For example, AY 2005/06, 63 students (28.77%) received honors or distinction. In AY 2004/05, 72 students (36.18%) received this recognition upon graduation.

Phi Kappa Phi Honors Society. The criteria for graduate student membership in Phi Kappa Phi are rigorous—students must rank in the top 10% of the class for their major, achieve a minimum cumulative graduate GPA of 3.85 at end of the fall semester, and achieve a minimum undergraduate cumulative GPA of 3.6. Students must be approved by faculty in the student's major, based on scholarly endeavors and/or commitment to research as indicated by student performance in that department, and good character, defined as being compatible with departmental Statement of Professional Ethics and/or the ethical standards expressed in the current California State University, Stanislaus catalog and Student Handbook. Finally, candidates must receive a two-thirds affirmative vote of active members. Furthermore, not all students who meet these requirements are inducted in this prestigious interdisciplinary honors society. In AY 2007/08, 52 graduate students met these rigorous eligibility criteria, and 9 students were inducted in the spring ceremony. In 2006/07, 32 graduate students were eligible for membership in Phi Kappa Phi, and 10 were inducted. In 2005/06, 41 were eligible, 7 were inducted. In 2004/05, 40 graduate students met the eligibility requirements, though only 4 were inducted.

GRADUATE SCHOOL EXIT SURVEY

The Graduate School Exit Survey was most recently administered in Spring 2006, 2007, and 2008. Results from the 05/06 and 06/07 surveys were combined for analysis due to a low response rate: 49 students from the class of 2005/06 (23.3% of total) and 22 students from the class of 2006/07 (10.4% of total). On a 4-point Likert scale, 93% of the class of 2005/06 and 87% of the class of 2006/07 rated the overall quality of their program as *excellent* or *good*. For the six Graduate School Student Learning Goals, more than 90% of students indicated *good* or *excellent* achievement for four of the six learning goals, while “relevant knowledge of the global perspectives” and “knowledge of new and various methods and technologies” were ranked *good* or *excellent* by 77% to 83% of students.

In the category of educational experiences, the highest ratings (*excellent/good*) were given by the class of 2005/06 as follows: 100% for education and grading practices in program courses, 98% for overall qualifications of the graduate faculty, 96% for faculty guidance for culminating experience, and 94% for faculty academic assistance received. For the class of 2006/07, rankings of *excellent/good* were given by 91% of students for the overall teaching effectiveness of the graduate faculty, 86% for the usefulness of program for employment possibilities, overall qualifications of the graduate faculty, and faculty guidance for culminating experience. Items in which the excellent/good quality ratings were lowest included quality of career information received (58% for 2005/06, 50% for 2006/07) and the availability of courses (61% for 2005/06, 59% for 2006/07). Most students also agreed that the classroom social climate is supportive and not discriminatory to students of all backgrounds.

Half of the respondents reported they plan to continue their education. 94% of the class of 2005/06 and 68% of the class of 2006/07 either agreed or strongly agreed that they were competitive with graduate students from other universities to secure admission in another graduate program. 57% of and 31% respectively indicated they received a new job or promotion as a result of obtaining a master's degree, and 91% and 69% indicated that their job is related specifically or highly to their master's degree. 96% and 94% either agreed or strongly agreed that their program helped them begin or advance their career.

Graduate students were asked to identify one improvement they would make to CSU Stanislaus. 24% of students indicated they would increase the variety of programs, 11% would increase/improve faculty hiring, 8% suggested improved food services, 8% would improve parking and transportation, and 8% suggested developing a graduate/professional network.

GRADUATE ALUMNI SURVEY

The most recent Alumni Survey was administered in Spring 2007, and 29 former students from the class of 2002/03 and 54 from 2003/04 completed the questionnaire. Respondents ranked the two most desirable aspects of California State University, Stanislaus, as "availability of classes, class size, access to courses" (22.1%), and "faculty: supportive, knowledgeable, available to students" (20.5%).

The majority of respondents (57.8%) said if they had the opportunity to begin their degree over again, they would enroll at CSU Stanislaus. When asked to evaluate their program's effectiveness in helping them attain the graduate school student learning goals, 92.8% of respondents rated "advanced knowledge, skills, and values" either *good* or *excellent*. The lowest rating, given to "global perspectives," was still rated as *good* or *excellent* by 86.8% of respondents.

Employment of alumni

Most alumni (93.3%) said graduate program preparation for their current jobs was either *good* or *excellent*. On a 5-point Likert scale, the mean score for "usefulness of graduate study completed to employment possibilities" was 4.0. 78.3% of alumni reported they were employed full-time; all said they were either *satisfied* or *very satisfied* with their jobs. In terms of additional education, more than half (67.6%) hope to eventually earn a terminal degree, and 26.4% of respondents had already begun their graduate work in the three years after graduation.

The most common occupations of alumni respondents were teacher (25.6%), and social worker (25.3%). Almost half of the sample reported working for a public school or college (41.3%), primarily in the 6-county region served by CSU Stanislaus (83.2%). The majority of students listed the type of business they were in as either education (35.1%) or community and social services (25.7%). No ethnicity differences were evident, but a disproportionately high number of women (29.2% compared to 19.2% of men) said they were working in social services.

Based on available, but limited, data, the survey indicated that 4 of the 83 respondents had received their doctoral degree between 2005 and 2008 with a 5th to complete a doctoral program in 2010 from the following universities: Texas Tech, Liberty University, University of South Alabama, CSU Fresno - EdD.

INDIVIDUAL DEVELOPMENT AND EDUCATIONAL ASSESSMENT (IDEA) SURVEYS

The analysis of IDEA scores for 137 graduate courses and 1157 undergraduate courses taught during AY 2005/2006 indicates that students overall felt they made substantial progress in achieving the 12 course learning objectives, a mean of 3.4 to 4.4 on a 5-point scale. The highest overall mean scores, exceeding 4.2, for student progress on the learning objectives were found for the following: gaining factual knowledge, learning fundamental

principles, learning to apply course materials, and developing specific skills/competencies/points of view. Approximately 80% of the students rated their progress on these objectives as either *exceptional* or *substantial*.

In comparison to undergraduate students, graduate students reported a significantly higher rating for *exceptional/substantial* progress on oral/written communication skills (58% for undergraduate and 74% for graduate). For graduate courses, the highest overall student ratings on progress (*substantial and exceptional*) toward learning objectives were reported in courses using multimedia as the primary teaching approach (mean of 4.0), followed by skills and seminar. The lowest overall student ratings on progress toward overall learning objectives were in courses using fieldwork as the primary teaching approach (mean of 3.4).

For the quality of graduate courses, 54% of students replied *definitely true* and 82% replied *definitely true or more true than false* for course excellence. Three percent rated course quality in the lowest two categories. The mean rating was 4.3. Regarding instructor excellence in graduate courses, 64% replied *definitely true* and 86% replied *definitely true or more true than false*. Six percent rated instructor quality in the lowest two categories. The mean rating was 4.4.

On the IDEA forms, faculty members are asked to identify the key student learning course objectives for their graduate courses. An analysis of their responses indicates that overall faculty identified three learning objectives as *essential/important* by 73% or more: gaining factual knowledge, learning fundamental principles, and learning to apply course materials. Faculty teaching graduate courses selected developing personal values as *essential/important* at almost twice the rate of undergraduate faculty. Developing skill in oral and written expression was identified as *essential/important* for 48% of undergraduate and 64% of graduate courses. Faculty indicated the highest percentages for three course requirements for graduate courses: critical thinking (65%), oral communication (59%), and writing (49%).

For both graduate and undergraduate courses, the teaching approaches identified by the faculty overall as *primary* with the highest percentages are lecture (55%), other (13%), seminar (12%), and discussion/recitation (10.4%). These percentages were followed by skill/activity (10%), laboratory (4%), studio (2%), practicum (2%), field experience (.84%), and multi-media (.75%). A comparison of *primary* teaching approaches for undergraduate and graduate programs indicate the following differences for graduate education: significantly less lecture, more discussion/recitation. The largest difference was in use of multi-media approaches (67% graduate compared to 10% undergraduate). This clearly reflects positively on the earlier student ratings of progress toward course objectives, which ranked multimedia approaches as most successful.

For graduate courses, the seminar (65%) was the predominant *primary* teaching approach linked to *essential* objectives. A comparison of undergraduate and graduate courses indicated significant difference between faculty selection of primary teaching approaches and faculty selection of essential learning objectives. For graduate courses, faculty had greater variability in the selection of teaching approaches with regard to four objectives: written communication skills, analytical/critical evaluation, intellectual/cultural appreciation, and developing personal values. Graduate faculty showed greater selection of seminars, discussion, field experience, and practicum to achieve essential objectives. Thus our graduate faculty clearly demonstrates variety and sophistication in teaching methods, with a rich display of pedagogical approaches.

NSSE (GRADUATE NATIONAL SURVEY OF STUDENT ENGAGEMENT)

The NSSE survey was administered with NSSE approval for use with graduate students for the first time in Fall 2007 and planned again for 2010. Results must be viewed with caution due to a very low response rate of only 92 graduate students.

Many graduate students at CSU Stanislaus are working parents who are tightly scheduled. The majority work for pay off campus, many of them full-time (59.7%). Almost half spend substantial time caring for dependents (46.2%), and less than one third spend more than 10 hours a week on relaxation (28.3%). Most students do not engage in personal enrichment efforts through arts events, physical exercising, or spiritual activities.

Overall, students expressed satisfaction with experiences at CSU Stanislaus. On a 4-point Likert scale, respondents rated the overall quality of the university as good (3.05). Approximately one third of the sample rated their educational experience at CSU Stanislaus as excellent. Academic advising received moderate ratings from this sample, with a mean score of 2.65, falling in the *fair to good* range. Even so, one fifth of the sample rated their advising experience as *excellent*. Most described their relationships with faculty, staff/administrators, and other students as *helpful and supportive*.

More than half of the sample stated they would choose CSU Stanislaus if starting again. The mean for this question was 3.4, indicating *probably to definitely*. The strongest statistical predictor of reenrollment was the quality of campus relationships, emphasizing the importance of personal contact between faculty-student contact and student networks. Students overwhelmingly indicated positive relationships with other students (93.4%), faculty (89.2%), and administrative personnel and staff (72.3%). High ratings on mental activities and educational outcomes also predicted reenrollment. Surprisingly, low engagement in out-of class learning activities correlated with desired reenrollment, perhaps reflecting the time-starved experience of CSU Stanislaus graduate students.

Traditionally, graduate education has been an intensive process involving rigorous assignments and collaboration with faculty outside the classroom. However, more than one half of the present sample reported that they did not write a paper of 20 pages or more in the past year. Although the length of papers vary considerably by discipline, many faculty report that applied classroom assignments and research investigations in graduate seminars tend to be more frequent in number but shorter in length and should not be viewed as a deficiency.

Only 9.8% indicated that they worked with faculty outside the classroom. It also appears that the amount of time spent preparing for class is less than desired. The mean score for the entire sample (2.57) translated to 6-10 hours per week of work outside class. Full-time students spent more time (mean score 2.93 full-time, versus 1.87 part-time), giving responses in the 11-15 hours per week range. There was no difference in the self-reported grades of students who studied more vs. less time.

There is ample evidence of the overall quality of CSU Stanislaus graduate programs. Students were asked how often they completed tasks such as analyzing and/or synthesizing ideas, judging the value of information, and applying theories. These activities were endorsed by approximately 40% of the student sample. Most students had done, or planned to do, practica/internships (90.6%) and capstone experiences such as theses and projects (78.8%). Many reported participating in class discussion (50%), working on an integrative paper (54.3%), using electronic media to work on a project (46.7%), making a class presentation (44.6%), and including diverse perspectives in assignments (42.4%). They also described examinations as challenging.

Students also said they gained positive outcomes from their education experiences. They reported the most gains in areas of job education (51.1%). Respondents also noted gains in critical thinking (43.5%) and working with others (41.3%).

FSSE (GRADUATE FACULTY SURVEY OF STUDENT ENGAGEMENT)

Nineteen percent of faculty members who teach graduate courses (33 of 174) completed this survey instrument in Fall 2007. The viewpoints of this group may or may not represent all faculty teaching graduate classes at CSU Stanislaus. Still, the sample is composed of experienced faculty members from a variety of disciplines, and thus gives some insight into educational practices.

Survey respondents utilize the teacher-scholar model effectively, spending about the same amount of time in scholarship activities and graduate classroom teaching, approximately 5-8 hours per week. In addition, they spend substantial amounts of time on class preparation and grading, and many faculty members noted that they also spend time teaching undergraduate courses. Faculty respondents also reported a high level of involvement in improving instruction. In the past year, most attended workshops (71%) and met with colleagues to discuss teaching (81.2%); the majority also attended conference sessions (69.7%) and campus-wide forums (56.2%).

Faculty respondents acknowledged the time constraints experienced by their students. Most saw their students as highly involved in family and work responsibilities, leaving little time for other activities. However, they described students as building strong, supportive, and helpful relationships with both faculty and students on campus. These data likely reflect the small campus atmosphere at CSU Stanislaus and efforts of graduate programs to respond to student needs and foster group learning.

Approximately one third of faculty respondents rated the quality of educational experience of graduate students at CSU Stanislaus as excellent, and the mean for the sample fell in the *good* range (mean 3.13). Academic advising was seen just as positively by faculty respondents, even though students gave tepid ratings (mean 3.19 compared to 2.65). One must consider first that faculty and students were drawn from different programs. However, another plausible interpretation is that students and faculty have different views of what constitutes good advising.

Looking at the benefits of their programs, the majority of faculty respondents reported gains in job-related knowledge and skills, reflecting the nature of many CSU Stanislaus programs. Most faculty respondents also said students gain the ability to think critically and analyze issues (51.5%). Outcomes related to clear writing, independent learning, and contributing to the community were cited by more than one third of faculty respondents.

Traditionally, graduate education has been an intensive process involving rigorous assignments and collaborations with faculty outside of class; however, fewer than 40% of faculty said their students spend more than 10 hours per week on class preparation. On an 8-point scale, the mean estimate translated to 6-10 hours per week of class preparation. Also, most faculty did not assign papers 20 or more pages in length during the semester, instead focusing on short, report-style papers. These data are remarkably similar to student reports.

When asked about the emphases of CSU Stanislaus graduate programs, more faculty members mentioned computer use (39.4%) and encouraging student contact across demographic boundaries (25%) than other entries. Surprisingly, they did not see the university as emphasizing significant amounts of studying with a focus on academic work (18.2% agreed). Perhaps high involvement of students in work and family life has led academic programs to lower their expectations for how fully engaged graduate students should be in academic work.

Despite these restrictions, the quality of graduate instruction at CSU Stanislaus is high. Most faculty members utilized a variety of active-learning activities. The majority reported using small group activities, seminar discussion, and teacher-led discussion in their graduate classes, and about one third used lecture and student presentations. Faculty said their students engage in class discussion, work on integrative papers, use email to communicate with the instructor, and receive prompt feedback from the instructor. Graduate-level assignments were said to involve students in a variety of high-level mental activities, especially application of theory and synthesis of ideas.

The student engagement surveys, NSSE and FSSE, also allow direct comparison of student and faculty opinions regarding student achievement of the six Graduate School Student Learning Goals. For instance, 43.5% of students reported their program contributed to their development in thinking critically and analytically (Goal 2), compared with 51.5% of faculty. 54.3% of students reported completing assignments which integrated ideas or information from various sources (Goal 5), compared with 42.4% of faculty.

COMPARISON OF NSSE AND FSSE

Given the low response rate, the Graduate Council did not compare NSSE and FSSE responses; such will be conducted in the future.

PROGRAM APPROVAL PROCESS

Approved by the Graduate Council in November 2007 and updated in February 2008, the document “Graduate Curriculum Policies and Procedures” identifies criteria for developing and evaluating graduate programs in general and criteria for specific types of graduate courses (seminars, laboratories, fieldwork and other clinical practice courses, culminating experience, etcetera). The university-wide learning goals are integrated into curriculum and course criteria (items 11-28). Course syllabi must include course goals and learning objectives (item 27). Program criteria also include requirements for student learning assessment (items 45-51). Faculty has access to the criteria while preparing proposals, and proposals are uniformly evaluated and approved only when the Graduate Council is satisfied that criteria are met.

The CSU Stanislaus Graduate Council has recently approved three new graduate programs using this rigorous process. The Genetic Counseling graduate program and the Education Doctoral program began in Fall 2008. The CSU system praised these proposals as exemplary, to be used as models for other campuses. The Nursing program was approved for implementation Fall 2009.

DD 05/07/09; updated DD: epl 08/03/09

CALIFORNIA STATE UNIVERSITY STANISLAUS

GRADUATE COUNCIL ACTION PLAN PROPOSAL FOR GRADUATE EDUCATION AT CALIFORNIA STATE UNIVERSITY STANISLAUS ATTACHMENT H

A primary role of the Graduate Council is to promote and support graduate education within the University and community. Reflective of this important responsibility, the Council proposes an action plan for consideration in planning for the support of graduate education at CSU Stanislaus. Three documents served as a guide for the development of this plan, including the current *University Strategic Plan*, as well as two documents previously developed by the Graduate Council, the *Graduate Studies: Proposal to Master Academic Planning Committee* (1998) (Attachment #0809-25) and the *Planning Assumptions for the Recruitment and Retention of Graduate Students* (1995) (Attachment #0809-26). These early documents contain recommendations previously articulated by the Council for the development and support of graduate education at CSU Stanislaus. This current document reflects the extensive deliberation of faculty coordinators/directors of graduate programs at CSU Stanislaus over several years. The Council recognizes the fiscal challenges the University currently faces, and proposes the following goals and related activities for consideration as the budget climate improves.

GOAL ONE:

ACHIEVE A CENTRALIZED, SUPPORTIVE, ORGANIZATIONAL STRUCTURE FOR GRADUATE EDUCATION.

ACTIVITIES

1. Reinstate a Dean of the Graduate School.

PURPOSE

The Dean of the Graduate School would facilitate strategic planning for graduate education, advocate for and represent graduate education in budget and resource discussions, facilitate and support marketing and recruitment for the various graduate programs, facilitate and support assessment of graduate education, and help foster campus-wide graduate culture.

RATIONALE

Administrative oversight of graduate education has changed several times over the course of history at CSU Stanislaus. During the 60's and 70's, graduate education was under the purview of the Assistant Vice President. From 1978-1981, responsibility shifted from the Assistant Vice President to the Dean for Credential and Graduate Programs, then to the Associate Vice President in 1982. From 1983-2002, graduate education fell under the administrative care of the Associate Vice President for Academic Affairs and Dean of Graduate Studies and Research, which were renamed during this period to Associate Vice Provost of Academic Affairs and Dean of Graduate School. From 2003-2005, administrative responsibility for graduate education went to the Director of Graduate School and Acting Dean of Graduate School. Then in 2005, the dean position was eliminated and has not since been replaced. This decentralized model has left graduate education with no singular position responsible for support of and advocacy for graduate education. Responsibilities are currently distributed across several individuals, including the Vice Provost, Library Dean, Dean of Admissions, and Associate Vice President of Enrollment Management. With this decentralized model, the Council especially emphasizes the importance of the role of the College Deans as advocates for both graduate and undergraduate education.

GOAL TWO:

INCREASE SUPPORT FOR AND ENGAGEMENT OF GRADUATE STUDENTS.

ACTIVITIES

1. Increase Graduate Assistant (GA) and Teaching Associate (TA) funding.

PURPOSE

Graduate Assistant positions include assignments such as serving as a research assistant, teaching assistant, or some other meaningful discipline-related work on a project or activity. Teaching Associate positions include teaching assignments where the graduate student is the instructor of record for selected undergraduate courses.

GA and TA opportunities serve the following multifold purpose: 1) they are a recruiting tool, 2) the opportunities they afford provide graduate students with meaningful and important experiences that make them more adept and marketable, 3) the work that a GA/TA does often provides valuable research/teaching support to the overseeing faculty member(s) that enables pursuit of perhaps otherwise unfeasible projects, and 4) the interactions that emerge from these GA/TA positions (between graduate and undergraduate students, amongst graduate students, and between graduate students and faculty) provide a cornerstone for the development of our graduate culture.

RATIONALE

Currently, \$39,500 from private resources supports GA/TA employment across 18 master's programs. Each program receives at least \$1,000 per year for GA/TA funding. The Council recognizes this as part of an excellent foundation from which a graduate culture has been developed. A fundraising effort to increase resources for GA/TA positions for all graduate education programs would increase engagement of students and further foster a graduate culture of research, scholarship, and creative activities across all programs.

GOAL THREE:

ENHANCE SUPPORT FOR THE UNIVERSITY LIBRARY AS THE ACADEMIC CENTER THAT FACILITATES THE HIGHEST LEVEL OF QUALITY FOR GRADUATE TEACHING, LEARNING, RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY.

ACTIVITIES

1. Increase state support for library collections and electronic resources to meet the increasing needs of graduate programs on campus.
2. Diversify and secure funding to supplement state allocations through advancement (alumni and other donor gifts) and grants.
3. Increase collaboration with the CSU library network and other shared electronic resources.
4. Increase physical space for graduate students and faculty as a planned part of the planned library facility expansion and renovation project.

PURPOSE

The University Library is a critically important service and instructional unit in support of the university's students and faculty, especially so for graduate education given the increased expectations for high quality research/scholarship commensurate with graduate studies and the university's mission commitment to lifelong learning.

RATIONALE

Unequivocally, on each internal and external assessment method, the library's level of service, professionalism, and staff responsiveness is praised by students and faculty. Primarily, it is the adequacy of resources in support of the library that has been the focus of strategic planning within the library and university-wide. The total allocated budget for the library grew for 10 years (from \$2.0 million to 2.7 million, approximately 3.2% of the total university budget). During this time, 33% of the library's funding has been allocated annually for physical and virtual collections with the remaining for staffing and other operational expenses. In 2008, this number declined given the continuing severe budget climate, increased costs for information resources (books and subscriptions, both print and electronic), and the increased need for technological equipment. This level of allocation places the Stanislaus library at the middle of its six peer institutions (in size and FTE). While perhaps adequate for basic operations, increased funding will be required to meet future expansion and emerging needs. The Library's affinity with the Office of Information Technology has also expanded, resulting in the availability of more workstations for students and the addition of laptops for checkout; a pilot initiative for electronic reserves; and a second pilot to bring to fruition a digital institutional repository for original scholarly and creative materials produced by students and faculty.

While not able to differentiate allocations for undergraduate and graduate programs, some indicators provide limited insight into the perceived adequacy of the library's budget for graduate education. For example, when the 2005 and 2007 LibQUAL +TM survey results were disaggregated for graduate students, the mean ratings for graduate students related to information control (the degree to which library users are satisfied with the availability of resources and the tools to find them) indicate a lower level of service than their minimum acceptable level. Graduate students also responded with perceived levels of service lower than the minimum acceptable level for the library's physical environment and service hours. Although less pronounced, faculty responses showed a gap between availability of library collections, both electronic and print, to support their work. The Library has

taken a number of steps to intensify its outreach efforts to students by increasing the number of multi-function computer workstations in the Library, renovating and enhancing study spaces, hosting and sponsoring academic events, reviewing and reshaping library physical and virtual collections, and increasing its role in assuring quality of master's theses and projects. In addition, the Library has revised its feasibility study to guide the proposed library facility expansion and renovation project to meet the needs of the University and community. This is an opportunity for designing specialized space unique the needs of graduate students and faculty engaged in master's and doctoral education.

GOAL FOUR:

INCREASE GRADUATE STUDENT ENROLLMENT IN RESPONSE TO COMMUNITY NEED.

ACTIVITIES

1. Assess community needs and interests on an ongoing basis. Graduate instructors and directors, in all Colleges and Departments, continue to pursue interaction with members of the community that are leaders in their respective professional fields, with the goal of: (a) enhancing or expanding current graduate programs, and (b) developing new graduate programs in areas where sufficient need and interest are evident. Persons in leadership roles in the community, and University alumni in particular, should be surveyed periodically on their interests in graduate work, including possible doctoral work.
2. Recruit graduate students for enrollment in current programs in order to meet the student, educational, and professional demand for qualified graduate students in different graduate programs. Colleges and departments, working in concert with Student Outreach, should develop program-based plans aimed at publicizing their programs in the five-county region, and building enrollments in line with the growth in overall university enrollments.
3. Develop new graduate programs in response to community and workforce needs, as determined in activity #1 above.
4. Streamline the admission process for graduate students.
5. Increase financial and scholarly support for persons enrolled in graduate programs.

PURPOSE

To increase master's degree-seeking student enrollment (on the Turlock site as well as on satellite campuses) to 20% of total student enrollment (head count) would help meet regional workforce demand, both by increasing enrollment in currently existing programs and by increasing the number of programs offered. The Council emphasizes that enrollment and/or program increase should reflect and be modified to meet regional demand, the University enrollment management plan, and available resources.

RATIONALE

A strong graduate program is a keystone of an advanced-learning institution. Graduate education teaches students how to think critically thus preparing them to deal with and find solutions to real-world problems in the future. It can serve as a catalyst for people who have initiative, drive, and talent to become successful and contribute to the public good. In turn, people enrolled in graduate programs enhance the reputation and function of a university. Graduate students involved in advanced learning, research, and creative activity tend to have a positive effect on the lives of all members of a university community.

Numerous sources concur with the CGS Graduate Education and the Public Good report that "In the world that looms before us, a bachelor's degree alone will no longer suffice, and more jobs than ever will require both advanced degrees and advanced credentials.... According to the Bureau of Labor Statistics, one-sixth of the fastest growing occupations for 2006-2016 require a master's or doctoral degree." While people are "increasingly savvy" about private benefits (often financial) associated with having a master's degree (or doctorate), the public good associated with increased levels of education is often either overlooked or taken for granted because it may be intangible or difficult to measure. That said, it is often the master degree students, in a given region who have the greatest impact on the social and economic viability of that region.

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW

KEY EXHIBIT II (C): RETENTION, PROMOTION, AND TENURE (RPT) PROCEDURES: PROGRESS SINCE THE CAPACITY AND PREPARATORY REVIEW

Continue to refine and implement definitions of research, scholarship, and creative activity as they relate to faculty workload and decisions about promotion.

DEFINING RSCA WITHIN THE TEACHING MISSION

Consistent with its mission, California State University, Stanislaus has developed a culture that recognizes the primacy of teaching while encouraging faculty members to engage in appropriate scholarly activities as defined by faculty within each discipline, and promoting academic excellence in teaching and scholarly activities. Creating clear definitions of the terms “research, scholarship, and creative activity” (RSCA) has been an evolving process, addressed by faculty and administrators for at least three decades. The persistent question has been how RSCA fits into an institution that places a clear priority on teaching in terms of both workload and expectations for retention, promotion, and tenure.

A policy (18/AS/00/RSCAPC) passed by the Academic Senate and approved by the president in 2000 reaffirmed the centrality of excellence in teaching and most notably that “the research and creative activities of its faculty are important scholarly components of the teaching and learning process.” This policy also reaffirmed the role of the departments in “elaborating, interpreting, and reinforcing RSCA,” noting that “the prevailing methodologies of research, scholarship, and creative activity are specific to each faculty member’s discipline or interdisciplinary collaboration, which may be enumerated in departmental elaborations.”

In response to the recommendations from the WASC visiting team in Spring 2009, another key policy was approved that requires all departments to elaborate all four areas for promotion and tenure: teaching, RSCA, professional preparation, and service.

DEPARTMENT ELABORATIONS

Responsibility for development and interpretation of the elaborations falls to the departmental personnel committees working in consultation with departmental faculty. The University Retention, Promotion, and Tenure Committee then approves those elaborations. [Departmental elaborations](#) guide personnel decisions made by each level of subsequent review: the dean, the University Retention, Promotion, and Tenure Committee (URPTC), the provost, and the president. All levels of review are expected to honor departmental elaborations.

To date, all 31 programs have elaborated research criteria. While not previously required, 27 programs had established elaborated teaching criteria, 25 elaborated service criteria, and 25 elaborated professional preparation. Since the Capacity and Preparatory Review, all programs are now mandated to establish elaborated criteria for teaching, research, service, and professional preparation.

An examination of the current elaborations for RSCA shows that 88 percent link scholarly elaborations to teaching effectiveness; often the two overlap, reflecting the mission link between scholarship and instruction. Elaborations of RSCA across the disciplines generally reflect the traditions of the academy: publications and public exhibitions, performances, grants, presentations of professional papers, and discipline-related workshops. Increasingly, many elaborations illustrate advances in scholarship in emerging fields of inquiry such as academic technology, service learning, innovative pedagogy, global and international learning, cross-cultural diversity, and interdisciplinary and multidisciplinary research.

Departmental elaborations cover a wide range of activities valued by different disciplines for consideration in reviewing candidates for tenure and promotion. Analysis of the current (Spring 2009) elaborations has found that programs use some combination of the following:

- preface the elaborations with statements recognizing that the elaborations are aligned with the University’s mission and with program values,
- specify teaching as the program’s top priority,
- clarify that faculty are not expected to respond to all listed items within a criterion,

- outline methods of evaluation (e.g., external peer review),
- accept that work can take place on local, regional, national, and international levels,
- allow for particular initiatives, such as graduate or global education,
- make distinctions for performance related to promotion to associate and full professor, and
- note the program RPT committee may consider activities additional to those listed.

Elaborations range from a minimum of several lines to five pages of single-spaced text, and vary in terms of specificity and variety of “acceptable” criteria. Different departments value a wide range of activities. The use of multiple criteria is perceived by departments to offer maximum flexibility in evaluating the specific accomplishments of individual faculty members under review.

CLARIFYING CRITERIA AND EXPECTATIONS

The need to address the clarity of criteria and expectations in departmental elaborations has been a continuing effort. The University Retention, Promotion, and Tenure Committee (URPTC), made up of seven senior faculty members from across the disciplines, has been especially proactive in the last few years in urging departments to revise and update their RSCA elaborations. For example, in Spring 2007, the committee requested departments to review their elaborations, emphasizing the importance of addressing RSCA opportunities that currently might be overlooked, such as efforts toward making the curriculum more global, acknowledging publications related to accreditation, and service learning.

The ambiguity of elaborations in Teaching Proficiency has been a topic for ongoing discussions. Having some ambiguity is seen by many departments as useful to avoid constant updating of elaborations to keep up with changes in techniques and approaches and to allow for flexibility within peer review. Furthermore, while most departments list activities that will satisfy a given criterion (such as Teaching Proficiency), very few commit to explicit *expectations for performance*, for much the same reason. URPTC has encouraged all departments to address expectations in teaching with as much detail as for research, scholarship and creative activity. In addition to the required scores on the mandated IDEA course-evaluation form, faculty are expected to submit other materials such as syllabi, written student comments, and other material attesting to proficiency in teaching. As part of their RPT portfolios, faculty members must provide a narrative exposition of these artifacts; many faculty members use this narrative as an opportunity to reflect on their commitment to the successful engagement of students and continual improvement of student learning. These (redacted) statements are being collected (with permission) by the URPTC for campus dissemination and faculty will be encouraged to develop such statements in their portfolios.

PERCEPTUAL DISAGREEMENT AND ACTUAL PRACTICE

The RPT process has been in place at California State University, Stanislaus for 32 years and has undergone thirteen constitutional revisions over the years to refine process and increase clarity of expectations for faculty advancement. While these changes have been successfully implemented in the aggregate, the complex nature of definitions (elaborations) and of qualitative expectations for demonstrating proficiency remains a challenge that the campus structures continue facing in their quest for improvement. Elaborations enable faculty and administrators to understand diverse perspectives on scholarship within and across disciplines. Reaching a consensus between faculty and administrators has in recent years centered on the definitions and performance expectations for RSCA.

From comments made during the October 2008 site visit and the WASC Site Visit Team’s report, one might assume a vast disparity between faculty review recommendations and administrative decisions. However, longitudinal data in Faculty Affairs shows remarkable congruity at all levels of review, and only in rare cases has there been disagreement among the four levels. Over the last five years, there has been unanimous concurrence at all review levels 88 percent of the time, with the provost in concurrence with the URPTC 91 percent of the time. That disagreement among the four levels of review has been exceedingly rare attests to the successful process overall.

CONCLUSIONS AND ACTIONS TAKEN SINCE THE CAPACITY AND PREPARATORY REVIEW

Valuing teaching as its primary mission is reflected in all policies and publications of the University, in its self studies and in its strategic planning; however, this primacy could be more clearly stated in the departmental elaborations that guide the retention, promotion, and tenure process. Teaching has long been taken for granted as the principal criterion, yet not all departments state this explicitly and have clear and unambiguous criteria for a high level of teaching proficiency. The WASC Site Visit Team in 2008 reported that some departments had minimal criteria for “excellence in teaching” and two had no teaching criteria at all, which, they observed, seemed ironic in an institution that places a clear priority on its teaching and learning mission.

However, the WASC CPR team commended the campus for its sustained discussions and urged it to move them toward resolution through established governance mechanisms. The University is doing so with the greatest dedication. Activities have been undertaken within the relatively short time period between the CPR and EER by faculty governance and administration to address these issues. Activities began even before the 2008 CPR site visit by WASC, and since then a number of important steps addressed the above concerns.

COMMITMENT TO THE PRIMARY TEACHING MISSION

1. In October 2008, President Shirvani distributed an open letter to the University expressing his “full commitment to the mission of the University as a teaching institution,” and given the wide range of definitions of RSCA, stated his belief “that departments have to develop their own definitions of the range of activities considered under RSCA, and that they should also have their own criteria for the evaluation of teaching and learning as well as service through their department elaborations.” In November 2008 the Senate Executive Committee (SEC), in a response to the president, commended him for embracing teaching as our primary mission and for recognizing the centrality of program-level definitions and criteria for peer review. The SEC also commended the president for reiterating a central tenet of peer review: that standards and criteria are the purview of the faculty.

AFFIRMATION OF DEPARTMENTAL PRIMACY

2. In November 2008, a “sense-of-the-senate” resolution (20/AS/08/SEC) addressed the primacy of departmental elaborations in the RPT process, urging all levels of review in the RPT process to exercise great care to ensure that deliberations and comments in evaluative documents adhere to approved elaborations, iterating the department’s ultimate expertise for constructing and offering insight related to the interpretation of the elaboration and renewing the University’s commitment to established campus procedures for policy change.

CAMPUS CONVERSATIONS AND CONSENSUS BUILDING

3. To build campus consensus through open and shared conversations via mechanisms for shared governance at the program, college, and university levels, three key faculty governance leaders conducted a series of meetings across campus. During Spring 2009, the group met with the Provost’s Council of Deans and continued discussions in a series of follow-ups. The group met individually with the deans and department chairs of the six colleges and library to discuss a prospective resolution that would require each department to revisit its RPT elaborations and revise them to include all four areas and to provide clear criteria and expectations to evaluate the RPT candidates. Two meetings with self-study team members provided additional perspectives. Notes from these meetings indicate a series of lively conversations regarding possible criteria, especially for teaching and service. A summary of discussions of the Provost’s Council of Deans indicates that conversations included a review of the WASC CPR Site Visit Report, discussion of the consultation process on campus, a review of current RPT policies, and discussion of possible ways in which the University RPT policy might be strengthened (Attachment I: *Retention, Promotion, and Tenure Campus Consensus Building*).

In March 2009, the three faculty leaders held two open forums to discuss broadly the observations and recommendations of the WASC report to campus regarding RPT and elaborations (Attachment I: *Retention, Promotion, and Tenure Campus Consensus Building*). The discussions centered primarily on possible criteria for teaching and service and on the appropriateness of university-wide criteria vis-à-vis department criteria. There was considerable discussion concerning the tension between specificity and flexibility when formulating criteria, especially university-wide criteria. The two major functions of the RPT process – evaluation of faculty and development of faculty – were also important topics of discussion. General consensus concluded that: 1) teaching and learning constitute the primary mission of California State University, Stanislaus and should be reflected in the elaborations; 2) the primary responsibility for authoring and reviewing elaborations resides in the departments rather than in the colleges or in the University administration; 3) existing

elaborations in many departments could/should be improved to be more helpful to candidates in terms of more concrete expectations for levels of performance; and 4) reviewers at each level of review should/must be responsive to the criteria set by the elaborations, not establish new criteria or expectations.

COLLABORATION OF PROVOST AND UNIVERSITY REVIEW COMMITTEE

4. In April 2009, the president approved amendments to the *Principles, Criteria and Procedures for Retention, Promotion and Tenure Review* (21/AS/08/FAC) that directed URPTC and the provost to: 1) seek to achieve consensus regarding their intended recommendations regarding each candidate; 2) exchange their tentative recommendations; and 3) submit final comments for each of the four criteria and their summary recommendations to the president. Additional revisions brought the text up to date to align with provisions of the collective bargaining agreement (Attachment J: *Principles, Criteria, and Procedures for Retention, Promotion, and Tenure Review with 2009 Amendments*).

TEACHING PRIMACY AND ELABORATIONS FOR ALL REVIEW CRITERIA

5. In May 2009 two policies were approved, resulting from the work of URPTC and FAC during the spring meetings and forums. The first (8/AS/09/FAC/URPTC) declares unequivocally that teaching proficiency is the primary criteria for RPT consideration and directs all departments to prepare elaborations for all four criteria in RPT procedures.

The second (9/AS/09/FAC) urges all departments to review their elaborations during the Summer and Fall semesters of 2009 and “consider the clarity of their criteria *and expectations* in the areas of teaching proficiency, scholarship or equivalent creative activity, extent and appropriateness of professional preparation, and participation in University affairs.” Furthermore, each department is to discuss and submit written responses to the following questions regarding expectations for teaching, scholarship, creative activity, and service.

The results of these discussions will inform further action related to RPT constitutional revisions (Attachment K: *University Retention, Promotion, and Tenure Committee 2008-09 Annual Report*).

6. In early September 2009, the URPTC initiated the fall RPT review process. Two letters were provided to the general faculty. The first provided procedural information and deadlines governing the RPT process for 2009-10, specifying that departments *must* develop elaborations for *all four* criteria.

The second required departments to specify teaching proficiency as the primary qualification for retention, promotion, and tenure. It also urged departments to review the clarity of both their review criteria and their expectations during the fall semester, restated the questions contained in the May 2009 Senate Resolution, requested departmental responses to these questions, and established a December 11, 2009 submission date (Attachment L: *University Retention, Promotion, and Tenure Memoranda*).

7. In October 2009, the URPTC developed a draft of guidelines for the conduct of its review and approval of departmental elaborations. This committee is working with governance committees and consulting with departments to ensure that its review components and process reflect university consensus. The URPTC began to review revised departmental elaborations in the context of qualitative (assessment of effectiveness) components for expectations in response to the WASC’s CPR review.
8. The URPTC, in collaboration with the Faculty Center for Excellence in Teaching and Learning, began its planning to initiate campus-wide discussions of possible approaches for revision of elaborations.

ACTIONS PLANNED

In January 2010, the URPTC will review results from departmental and college responses to RPT questions and use these to inform further action related to RPT constitutional revisions.

CALIFORNIA STATE UNIVERSITY STANISLAUS

RETENTION, PROMOTION, AND TENURE CAMPUS CONSENSUS BUILDING ATTACHMENT I

RETENTION, PROMOTION, AND TENURE OPEN FORUM AGENDA 3/18-3/19/2009

I. PREFACE

The WASC team felt that we do not have a clear definition of RSCA, teaching, and service. Currently our RPT procedures have mandated elaborations on RSCA but not on teaching and service. To begin work towards the recommendation, the FAC and URPTC thought it is best to start a dialog with faculty members on the areas of **teaching and service**. What should the faculty be expected to meet in their departments and programs? How is RSCA connected to their teaching and/or service?

II. PRIMARY MISSION – COMMITMENT TO TEACHING AND LEARNING

III. ADDING TEACHING AND SERVICE TO OUR MANDATED ELABORATIONS?

A. Teaching

1. Consideration of quality teaching – departmental criteria – examples:
 - a. Classroom responsibility
 - b. Currency of materials
 - c. Innovation in methods
 - d. Advising
 - e. Consulting
 - f. And more...
2. How RSCA is connected to the teaching mission of the department/program?
3. Should expectations be linked to workload and support?
4. Adjust workload to fit varied emphases – primarily teaching, service, or research
5. Possible problems with mandating elaboration in teaching?
6. RPT procedure – focus on department-level criteria and expectation

B. Service

1. Consideration of quality service – examples:
 - a. Participation in governance of department, college, and university
 - b. Outreach to community
 - c. Participation in professional organizations
 - d. And more...
2. Problems with mandating elaboration in service?

**SUMMARY OF DISCUSSION OF WASC's RPT RECOMMENDATIONS
PROVOST'S COUNCIL OF DEANS, WINTER/SPRING 2009**

The following issues related to WASC recommendations for RPT were discussed as a means for considering the deans' multiple perspectives as they continued to explore issues at the university level and with faculty within their respective colleges.

- Reviewed WASC CPR report and Commission letter with regard to RPT.
- Reviewed understanding of FAC's anticipated process for addressing RPT, including open forums and college meetings (dean and chairs) with April, Flora, and Mark – to be scheduled in March. Affirmed the importance of the COD meeting with April, Flora, and Mark and/or FAC.
- Reviewed current RPT policy with regard to clarity of meaning of “adherence to departmental guidelines and university wide academic standards.”
- Considered possible ways in which the university RPT policy might be strengthened.
 - Departments to establish RPT elaborations for all categories and to define standards used to judge/evaluate the level of performance (expectations) for each category (teaching, RSCA, service) in ways appropriate to their disciplines.
 - Departments to indicate relative weight of teaching, RSCA, and service for all RPT decisions.
 - Candidates and review levels to describe the quality and significance of the faculty's accomplishments.
 - University to identify possible common terminology that all levels of review could use to describe their overall recommendation/evaluations, e.g., “meets/exceeds/does not meet expectations.” Examples from other campuses include various scaled descriptors, such as “outstanding, commendable, adequate, and inadequate.” Perhaps departments to provide greater specificity for expected standards of performance for each scaled descriptor.
 - Colleges to identify overall expectations for performance consistent with the colleges' missions for RPT decisions. Might be general statements of policy, not specific discipline-based expectations, for types of decisions such as retention, early tenure, assistant to associate, associate to professor, joint appointments. Example: the college might state that “To be considered for early tenure, the candidate must illustrate academic accomplishments commensurate with those expected for tenure” and then the departmental elaborations would describe the specific expectations for tenure.
 - University or colleges to establish format requirements such as length of document, format, types of common/minimum exhibits for all departments.
 - Include professional development plans as part of RPT process.
- Discussed need for discussions within colleges and at the university level for the roles of colleges and deans in the RPT review process.
- Discussed need for continued discussions about the process for approval for elaborations or other procedural elements at the departmental, college, and university levels.

CALIFORNIA STATE UNIVERSITY STANISLAUS

PRINCIPLES, CRITERIA, AND PROCEDURES FOR RETENTION, PROMOTION, AND TENURE REVIEW (WITH 2009 AMENDMENTS) ATTACHMENT J

Adopted January 18, 1978
Amended October 16, 1981
Amended October 14, 1982
Amended December 16, 1983
Amended October 14, 1985
Amended October 30, 1986
Amended October 21, 1987
Amended March 4, 1993
Amended April 6, 1994
Amended March 23, 1999
January 12, 2004
April 17, 2009
May 28, 2009

I. PRINCIPLES

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based on the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exist for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail. (From AAUP Guidelines.)

II. REVIEW CRITERIA

The following four criteria apply to the faculty as a whole, and all criteria must be considered in the review process. Academic departments* must formulate written elaborations of the four criteria (A, B, C, D) listed below. All elaborations and amendments to them must be approved by the URPTC prior to their first use in a review process. Once approved, departmental elaborations remain in effect for all subsequent reviews until amended or replaced by the Department. Any such changes must be approved by the URPTC. Each RPT file must contain copy of the current as well as any applicable prior elaborations. A faculty member has the right to be evaluated according to elaborations in effect when he or she was hired or to which the faculty member subsequently has agreed.

*The terms "department" and "departmental" refer to the faculty of a department within a college, the faculty of a division within a college, and the faculty of equivalent units.

- A. Teaching proficiency, including preparation, classroom presentation, student advising, and adherence to departmental guidelines and university wide academic standards. Teaching proficiency is the primary qualification for retention, promotion, and tenure.
- B. Scholarship or other equivalent creative activities.
- C. Extent and appropriateness of professional preparation, normally including the doctorate or equivalent attainment (California Administrative Code, Title 5, Section 42711).
- D. Participation in university affairs.

No criteria other than those in the section above may be used in retention, promotion or tenure considerations.

III. ELIGIBILITY

These procedures shall apply to tenure track faculty appointed to the rank of Assistant Professor, Associate Professor, Professor, or equivalent Librarian or Counselor rank. The Chair of the University Retention Promotion and Tenure Committee will obtain from the Faculty Affairs Specialist a list of all faculty who require mandatory review according to the collective bargaining agreement currently in effect and according to these RPT procedures. A faculty member may apply for promotion or tenure at any time during his/her professional career by following the University's RPT procedures. By the same token, a faculty member may, through the departmental RPTC, waive consideration for promotion at any time before or during the RPT review process by written statement to the URPTC.

2007-2010 Collective bargaining agreement--see articles:

13.3: "The normal period of probation shall be a total of six (6) years of full-time probationary service and credited service, if any. Any deviation from the normal six (6) year probationary period shall be the decision of the President following his/her consideration of recommendations from the department or equivalent unit and appropriate administrator(s)."

13.4: "The President, upon recommendation by the affected department or equivalent unit, may grant to a faculty unit employee at the time of initial appointment to probationary status up to two (2) years service credit for probation based on previous service at a postsecondary education institution, previous full-time CSU employment, or comparable experience."

14.2: "A probationary faculty unit employee shall not normally be promoted during probation. However, a faculty unit employee in the rank of instructor or librarian equivalent may be considered for promotion after completing one (1) year of service in rank. Probationary faculty unit employees shall not be promoted beyond the rank of Associate. A probationary faculty unit employee shall normally be considered for promotion at the same time he/she is considered for tenure." And

14.3: "The promotion of a tenured faculty unit employee shall normally be effective the beginning of the sixth (6th) year after appointment to his/her current academic rank/classification. In such cases, the performance review for promotion shall take place during the year preceding the effective date of the promotion. This provision shall not apply if the faculty unit employee requests in writing that s/he not be considered."

A. Review Levels, Types of Review, and Times of Review

1. Levels of Review
Department (RPT Committee and Chair), College Dean (or equivalent), University RPT Committee, Provost/Vice President for Academic Affairs (or equivalent), President
2. Types of Review
 - a. Partial Review: does not include URPTC.
 - b. Full Review: includes URPTC.
3. Times of Review
 - a. First review: Fall semester of the second year
 - b. All other reviews: Spring semester

B. Probationary Faculty

1. Appointment and Promotion of Probationary Faculty
 - a. Initial appointment may be made at any rank depending upon experience, qualifications, and departmental recommendation.
 - b. The normal probationary period is 6 years of credited full-time higher education experience.
 - c. A probationary faculty member normally shall be considered for both tenure and promotion at the end of the probationary period.
 - d. A probationary faculty member shall not be promoted beyond the rank of Associate Professor without having been granted tenure.
 - e. An Assistant Professor will not be promoted to the rank of Full Professor without having first served as Associate Professor.

2. Review of Probationary Faculty
 - a. Partial Review will be conducted in the fall semester of the second year after employment begins and during the spring semesters of the fourth and fifth years. The departmental RPT Committee and the Department Chair will provide information to candidates on their strengths and weaknesses with regard to the four criteria, in preparation for the full, more formal reviews described below. Recommendations to retain will be submitted to the Dean (or equivalent) and forwarded to the Provost/Vice President for Academic Affairs (or equivalent) and the President. Recommendations to terminate will result in a full review by all levels.
 - b. Full Review will be conducted in the following instances:
 - i. when there is a negative review for retention at any level;
 - ii. in the third and the sixth years after teaching begins;
 - iii. ordinarily for promotion and tenure during the sixth year;
 - iv. upon application for promotion or tenure

C. Review of Eligible Tenured Faculty

Promotion of a tenured faculty member normally will be considered when the faculty member has reached the status recognized for promotion in the collective bargaining agreement currently in force. This will be a full review.

IV. DEPARTMENTAL COMMITTEE STRUCTURE

Each Department or equivalent unit shall elect a departmental RPT Committee. All committee members shall be fulltime tenured faculty members elected by all full-time probationary and tenured faculty members of the Department.

- A. Composition.** The departmental committee shall be comprised of three, or, if larger, an odd number of, members of the departmental faculty.
- B. Eligibility.** All Committee members shall have a higher rank/classification than those being considered for promotion. Members of the University Retention, Promotion and Tenure Committee shall be ineligible to serve. Faculty members under review shall be ineligible to serve. The Departmental Chairperson may be elected to serve on the Committee.
- C. Election Procedures.** It shall be the responsibility of the chair of the Department to oversee the election of each years' committee. The election shall be conducted by secret ballot and shall be held each fall prior to the initiation of the fall RPT review. Candidates elected shall normally serve one full year and must receive a majority of votes cast. An eligible faculty member may withdraw his/her name from candidacy. If there are three or less eligible faculty members willing to serve, then those faculty members are automatically members of the Departmental RPT Committee. Additional candidates for membership on the Departmental Committee shall be nominated from the eligible faculty in related disciplines whenever less than three Departmental members are eligible to serve. When the Department Chair is under review, and it is necessary to add related discipline faculty, the URPTC shall meet with the department in order to initiate nomination procedures. If before the initiation of the Fall or Spring reviews, any member of the committee cannot continue to serve on the committee, an election shall be held to fill the vacant position as soon as possible.

The Departmental RPT Committee shall elect its own Chair.

- D. It shall be the responsibility** of the Chair of the Departmental Committee to verify that the Departmental Committee has been selected according to the foregoing procedures and to inform the University Retention, Promotion and Tenure Committee of the Departmental Committee's membership.

V. UNIVERSITY RETENTION, PROMOTION, AND TENURE COMMITTEE

- A. The University Retention, Promotion and Tenure Committee** shall be comprised of seven (7) full-time tenured voting faculty members at the rank of full professor, librarian, or counselor,

at least one member coming from each college. Elections shall be conducted by the Committee on Committees according to the procedures in the General Faculty Constitution, Article VI, Section 3.2

- B. Departmental Chairs and faculty members** serving in administrative positions shall be ineligible to serve on the University Retention, Promotion and Tenure Committee. Faculty Handbook - Appendix C - Page 4
- C. The Chair of the University Retention, Promotion and Tenure Committee** shall be elected by the Committee.

VI. REVIEW PRINCIPLES AND PROCEDURES

- A. Membership.** No one may serve at more than one level of review in the entire review process. No faculty unit employee being reviewed for retention, promotion and/or tenure may serve at any level of review. An eligible faculty member may serve on more than one committee, but not on more than one level of review.
- B. As part of the peer review process,** the departmental committee shall attempt to consult with all full-time members of the department.
- C. Sources of Information for review purposes** shall also include students and any other appropriate source (Title 5, Section 42701). Each of these sources shall have the right to submit written, signed comments to the committee for inclusion in the candidate's file. Only input in written form and signed by the source of the input is admissible.
- D. Additional Information.** The candidate's Working Personnel Action File (WPAF) must be complete before the departmental evaluation is inserted. If there are omissions of documentation, information or recommendations from the materials submitted for review, amplifications may be requested from the candidate and/or from the earlier levels of review. Such amplifications shall be provided in a timely manner. When any committee or individual reviewer writes a summary, judgment, recommendation, or decision statement for use by a higher level of review, such statements including the reasons thereto, shall be placed in the candidate's WPAF. The candidate shall be provided with a copy of any additional material at least five (5) calendar days prior to such placement in his/her WPAF. The faculty unit employee may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the recommendation within ten (10) calendar days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the Working Personnel Action File and also be sent to all previous levels of review. This section shall not require that evaluation timelines be extended.
- E. Review Steps.** All candidates for Retention, Promotion or Tenure shall be reviewed according to the following steps: Departmental Committee; College Dean (or equivalent), Provost/Vice President for Academic Affairs AND University Retention, Promotion and Tenure Committee; Conference Committee*; President.
- F. Initiation of Procedures.** RPT review shall be initiated by the Departmental RPT Committee Chair. It shall be the responsibility of the Departmental RPT Committee Chair and the candidate to gather information pertinent to the RPT review, including student evaluation of teaching data and

*The Conference Committee is formed when the URPTC and Provost/Vice President for Academic Affairs tentative recommendations do not agree or if the President disagrees with the URPTC or Provost/Vice President for Academic Affairs tentative recommendation. The Conference Committee will consist of the Provost/Vice President for Academic Affairs and all members of the University Retention, Promotion and Tenure Committee. The University RPT Committee shall supply the Departmental RPT Committee and the candidate with copies of the RPT PROCEDURAL CHECK LIST, DATA SHEETS, and instructional materials to be used by the candidate in preparing the vita for his/her file. A specific deadline before the recommendation is made by the Departmental RPT Committee shall be established by the University RPT Committee at which time the Personnel Action File is declared complete with respect to documentation of performance for the purpose of evaluation. This date shall be announced in the RPT Calendar. Insertion of material after the date of this declaration must have the approval of the University RPTC and shall be limited to items that became accessible after this declaration. Material inserted in this fashion shall be returned to the Departmental RPTC for the review, evaluation and comment before consideration at subsequent levels of review. If, during the review process, the absence of required evaluation documents is discovered, the Working Personnel Action File shall be returned to the level at which the requisite documentation should have been provided. Such materials shall be provided in a timely manner.

a current vita. All these materials become a part of the WPAF when placed in the candidate's file and are confidential within the review process. In the event that the review has not been initiated by the Departmental RPT Committee Chair on the calendar date specified by the University RPT Committee, the candidate shall be given five working days to initiate the review on his or her behalf.

- G. The Departmental RPT Committee** shall be responsible for providing detailed description and evaluation of the candidate's performance for each of the stated criteria. The purpose shall be to communicate all pertinent information about the candidate to subsequent levels of review. Therefore, the Departmental Committee's description and evaluations of the candidate's performance shall be addressed to faculty and administration presumed to be outside the candidate's discipline. The Departmental RPT Committee shall discuss its recommendation with the candidate, who shall sign a statement indicating that he/she has seen the recommendation and has discussed the recommendation with the Departmental RPT Committee.

The Departmental Chair, if not a member of the Departmental RPT Committee, may make separate recommendations. Such recommendations shall be forwarded along with the department's recommendation. The Chair's recommendation, when placed in the candidate's WPAF, is subject to conditions outlined in Section VI. C. The Chair's statement is restricted to the four criteria and a summary recommendation.

- H. The Dean** (or equivalent) shall make an independent review of each candidate and provide written comments for each of the four (4) criteria and a summary recommendation. The Dean (or equivalent) shall discuss his/her recommendation with the candidate, who shall sign a statement indicating that he/she has seen the recommendation. Timelines for submission of information and/or recommendation shall follow the specifications outlined in VI. C. The Dean's recommendation shall be forwarded simultaneously to the University RPT Committee and the Vice President for Academic Affairs as specified in the University RPT Calendar.
- I. RPT candidates files** shall be made available simultaneously to the Provost/Vice President for Academic Affairs and to the University RPT Committee. The Provost/Vice President for Academic Affairs and the University RPT Committee shall each conduct an independent review. For each candidate, the Provost/Vice President for Academic Affairs and the University RPT Committee shall provide written comments for each of the four criteria and summary recommendation. Although each shall conduct an independent review, the University RPT Committee and the Provost/Vice President for Academic Affairs shall share with each other any new information each requests of and receives from a candidate and shall share their tentative recommendations with each other regarding the candidate.
- J. The Conference Committee** is formed when the URPTC and Provost/Vice President for Academic Affairs tentative recommendations do not agree or if the President disagrees with the URPTC or Provost/Vice President for Academic Affairs tentative recommendation. The Conference Committee shall consist of the Provost/Vice President for Academic Affairs and the members of the University Retention, Promotion and Tenure Committee. They shall seek to achieve consensus regarding their intended recommendations. For each candidate, the URPTC and the Provost/Vice President for Academic Affairs shall submit their final comments for each of the four criteria and their summary recommendations to the President on or before the date set forth in the RPT calendar. When the President's impending decision differs from the recommendation of the URPTC or the Provost/Vice President for Academic Affairs, the President shall consult with the Conference Committee before the decision is final.
- K.** In deciding upon retention, promotion or tenure recommendations, the availability of funding shall not be a consideration.
- L. The candidate for any review** shall be informed of any tentative recommendation or minority report. Such a recommendation or report shall identify the criteria on which it is based and shall state the reasons for it. The candidate shall be given ten (10) calendar days to forward a written response supporting his/her case before the recommendation or minority report is forwarded to the next level. The candidate shall be informed of the review level's final decision. Such a decision shall

identify the criteria on which it is based and shall state the reasons for it. The candidate shall also be given ten (10) calendar days to submit a written response in support of his/her case before the President's final decision is officially communicated to the candidate. The candidate's response shall become part of his/her WPAF.

M. Confidentiality. The WPAF is confidential within the review process and all judgments, recommendations, and decisions shall remain in the WPAF and shall be confidential within the Review Process. The WPAF shall be retained by the President after the candidate has been notified of the final decision and shall then be available for inspection and photo-duplication by the candidate.

N. Other Consultation. Nothing in these procedures shall be construed to exclude later levels of review from consulting previous levels of review.

VII. ANNUAL CALENDAR

Each Spring semester preceding the next academic year, the URPTC shall publish (with the approval of the President of the University) an Annual Review Calendar which shall consist of dates for the transmittal of documents pertaining to evaluations of and recommendations on candidates for retention, promotion and tenure. The Committee shall distribute the approved calendars to the faculty and send to each individual eligible for review and to the individual's Departmental RPT Committee Chair the materials and instructions necessary for conducting the review. Such instructions shall include reference to Article VI. Section C. of this document and the current Agreement between The Board of Trustees of the California State University and the California Faculty Association regarding restrictions on placing new materials and recommendations in the candidate's WPAF. In cases of two year appointments, modified calendars may be established. (Title 5, Section 43561) Deviations from the calendar, for compelling reasons, may be requested. Such deviations must be approved by the University RPT Committee. All reviews shall be conducted and completed within the period of time specified by the University RPT Committee and approved by the President. If any stage of a Performance Review has not been completed within the period of time specified by the calendar, the review shall be automatically transferred to the next level, and the candidate shall be so notified.

CALIFORNIA STATE UNIVERSITY STANISLAUS

UNIVERSITY RETENTION, PROMOTION, AND TENURE COMMITTEE 2008-09 ANNUAL REPORT ATTACHMENT K

May 14, 2009

Members of the Committee: Bret Carroll (History), Cathy Watkins (Advanced Studies in Education), Jerome O'Donnell (Theatre), Randy Harris (Management, Operations & Marketing), Pam Marques (Social Work), Priscilla Peters (Library) and Flora Watson, Chair (Biological Sciences).

The Academic Senate with the approval of the President (on 5/22/08) approved a new evaluation policy and procedure for temporary faculty. This revised policy calls for a calendar to be established annually by the University Retention, Promotion, and Tenure Committee. On September 16, 2008, the URPTC provided calendar/ timelines for full-time and part-time temporary faculty as mandated by this policy.

The URPTC met with the WASC team chair, Dr. Plater, on October 2 at the Naraghi Hall of Science 124, from 4:15 to 4:45 p.m. Issues related to criteria for research, scholarship, and creative activities (RSCA) and teaching were discussed.

During fall semester, several organizational meetings were held in an effort to inform new members of the tasks and processes of the committee. The traditional request to departments for elaborations and/or any related revisions to those elaborations occurred in early September. The committee reviewed the elaborations submitted and approved modifications and changes made by those departments requesting changes. The fall review cycle, commencing on September 8, 2008, involved 23 faculty members in a partial review. The fall cycle concluded on February 9, 2009.

The spring review cycle officially began on Nov. 14, 2008, with the initiation of the review process announced by the Department chairs. The spring review cycle involved 54 faculty members who submitted their Working Personnel Action Files (WPAFs). Of the 54 files submitted, the University RPT Committee reviewed 42 as part of the full-review process, while the remaining 12 were submitted for partial review and reviewed by the Provost and President. It is important to note that files involved in partial review are seen by the URPTC only if there is a negative decision at any stage in the process. The spring review cycle is still in process and formally ends on May 29, 2009.

The conference committee, consisting of the Provost and the URPTC members, met and discussed intended recommendations of candidates on April 20, 2009. As of today, no meeting with the President has occurred during this stage of the final review process, as per existing protocols and procedures. The URPTC is available to meet with President Shirvani regarding any differing recommendations.

Three RPT workshops, one in April and two in May, were presented at the Faculty Center for Excellence in Teaching and Learning.

The URPTC chair, FAC chair, April Hejka-Ekins, and Speaker of Academic Senate, Mark Thompson, held two fora and met with colleges of Business, Education, Human and Health Sciences, Humanities and Social Science, Natural Sciences, Library, Arts, and the Council of Deans. The objective of the fora was to gather input from faculty on WASC concerns regarding lack of clear definition of RPT elaborations. Other discussions included the importance of department primacy in their elaborations and the revision of RPT elaborations that would mandate inclusion of teaching and service in addition to RSCA.

In response to feedback received from the two fora and the department chairs, the URPTC will develop a document to provide information and guidelines for both candidates and URPTC members on procedures and

deadlines governing the RPT process for 2009-2010. The URPTC also will develop guidelines for reviewing and approving departmental elaborations.

Pending Senate action on resolutions relating to RPT, a memo will be sent to Department chairs from the URPTC. The memo will urge departments to review and revise their elaborations. In order to guide both candidates and higher levels of review, elaborations should clearly state expectations for the areas of teaching, scholarly and creative activities, service, and for tenure and/or promotion. The priority of teaching proficiency should be stated clearly as the primary criterion for retention and promotion.

The proposed spring calendar for 2009-2010 has been modified to allow for additional days for student input to Dept. RPTC and more time for the candidates to prepare their RPT file without infringing on their winter break. The URPTC discussed this issue and modified the date for 'Initiation of review by Dept. RPTC Chair' to October 14, 2009, and the file completion date to January 5, 2010. A cover letter from the newly elected URPTC Chairperson for 2009-2010 will be attached to the calendar distributed in the late spring notifying departments and faculty of this adjustment in dates. In accordance with the charges given to this committee, it will be their responsibility to establish the annual fall and spring RPT calendars.

Sincere appreciation is extended to Ms. Wendy Miller and Ms. Diane Harris in the Office of Faculty Affairs for their help, assistance, and support in getting candidate letters processed and ready for distribution.

Respectfully submitted,

Flora Watson
URPTC

ADDENDUM: WASC CPR FOLLOW-UP ITEMS RELATING TO RPT AND TEACHING EFFECTIVENESS

WASC # 41: Continue campus discussions to arrive at clearer campus-wide and department-wide definitions of RSCA (page 24). In view of increased teaching loads that have resulted from the state's budget crisis, the need for this discussion to continue is likely to increase.

WASC # 42: Develop consensus for/reach resolution through open shared discussions...stipulating explicit written expectations and criteria for teach, RSCA, and service at program, college, and university levels (page 22, 33).

8/AS/09/FAC-URPTC Amendment to Principles, Criteria and Procedures for Retention, Promotion and Tenure Review and 9/AS/09/FAC-CSU Stanislaus Academic Senate Statement on Process for Review of Elaborations on the Retention, Promotion and Tenure Criteria were approved by faculty and await action by the President. Assuming approval by the President, a memo jointly written by the 2008-09 and 2009-10 URPTC chairs will remind departments of the need to have elaborations for all four criteria, and urging that, during the departmental review of elaborations, the following questions be considered:

- a. What are your expectations in the areas of teaching, scholarship/creative activity, and service?
- b. How is the primacy of teaching addressed in your elaborations?
- c. How do your elaborations address your department's expectations in each of these areas?
- d. How do your elaborations address issues of faculty workload vis-à-vis expectations?
- e. What can your department do to support faculty in their career development as they proceed towards tenure and promotion?
- f. What additional support will your faculty need from the university to match workload to expectations?
- g. What additional resources outside the department can help your conversation (other department's elaborations, support from the Faculty Development Center)?
- h. What role do you envision regarding your college and your college dean?

WASC # 43: Develop guidelines for approval of elaborations, clarify types of methods used to evaluate teaching effectiveness. The 2009-2010 URPTC plans to draft guidelines during academic 2009-2010.

WASC # 49: Examine faculty teaching and service loads to enhance RSCA (page 26). The 2008-09 URPTC took no action on this issue.



CALIFORNIA STATE UNIVERSITY, STANISLAUS

MEMORANDUM

DATE: September 4, 2009

TO: General Faculty

FROM: Chuck Floyd and Priscilla Peters, Co-Chairs
The University Retention, Promotion and Tenure Committee

SUBJECT: RPT Elaborations

The URPTC wishes to remind all faculty of two important deadlines for fall semester 2009:

- Sept. 11, 2009 for departments to submit elaborations of RPT criteria for use during the 2009-10 RPT cycle.
- Dec. 11, 2009 for departments to complete a review of their RPT elaborations as urged by 9/AS/09/FAC, and to submit the results of that review to the URPTC.

Details and background information follow.

In accordance with the CSUS Principles, Criteria and Procedures for Retention, Promotion and Tenure Review (Appendix "C" in the Faculty Handbook, Section II), all departments are required to submit elaborations of the RPT criteria to the URPTC. Please note that 8/AS/09/FAC/URPTC (copy attached), which was passed by the Academic Senate in spring 2009 and approved by the President on June 1, 2009, added the sentence "Teaching proficiency is the primary qualification for retention, promotion, and tenure" to criterion A and changed the requirement of written elaborations to include all four criteria--teaching proficiency, scholarship or other equivalent creative activity, extent and appropriateness of professional preparation, and participation in university affairs.

Although many departments have already developed elaborations for all four criteria, URPTC recognizes that passage of this resolution so late in the academic year may not leave sufficient time for those departments needing to make additions or changes to their existing elaborations to complete that work by the Sept. 11, 2009 deadline. Departments finding themselves in this situation may want to address the changes called for by 8/AS/09/FAC/URPTC while addressing their response to 9/AS/09/FAC, which is discussed below. Bottom line: all departments should ensure that their elaborations reflect the changes enacted by 8/AS/09/FAC/URPTC at the earliest possible date. The deadline for submission of RPT elaborations for academic year 2009-10 is Friday, September 11, 2009. Revised elaborations can be forwarded to the URPTC in care of Wendy Miller (MSR 366 or e-mail WDMiller@csustan.edu). Previously submitted elaborations will remain in effect until amended or replaced by the department.

During spring 2009, the Academic Senate also passed **9/AS/09/FAC** (copy attached) as part of the faculty-driven effort to respond to the WASC reaccreditation recommendations concerning RPT and elaborations. While affirming departmental autonomy to determine RPT elaborations for their respective faculty, the resolution urges departments to review their elaborations during fall semester 2009 for clarity of both criteria and expectations. The resolution included the following questions for departments to consider when conducting their reviews:

1. What are your expectations in the areas of teaching, scholarship/creative activity, and service?
2. How is the primacy of teaching addressed in your elaborations?
3. How do your elaborations address your department's expectations in each of these areas?
4. How do your elaborations address issues of faculty workload vis-à-vis expectations?
5. What can your department do to support faculty in their career development as they proceed towards tenure and promotion?
6. What additional support will your faculty need from the university to match workload to expectations?
7. What additional resources outside the department can help your conversation (other departments' elaborations, support from the Faculty Development Center)?
8. What role do you envision regarding your college and your college dean?

Written comments resulting from these reviews are needed by **Friday, Dec. 11, 2009**, and can be forwarded to the URPTC in care of Wendy Miller (MSR 366 or e-mail WDMiller@csustan.edu). The results of these departmental discussions, together with comments received during the spring 2009 RPT forums, will be used to inform further action related to RPT constitutional revisions.



CALIFORNIA STATE UNIVERSITY, STANISLAUS

MEMORANDUM

DATE: September 4, 2009

REVISED

TO: General Faculty

FROM: Chuck Floyd and Priscilla Peters, Co-Chairs
The University Retention, Promotion and Tenure Committee

SUBJECT: Initiation of Fall RPT Review

The Fall review process begins September 11th. The process is to be initiated by the Department RPTC Chair. It is the responsibility of the Department RPTC Chair and the Candidate to gather information pertinent to this review.

The entire RPT review process is conducted in accordance with CSUS Principles, Criteria and Procedures for Retention, Promotion and Tenure Review (Appendix C in the current Faculty Handbook) and CFA-CSU Agreement. The RPT calendars for this year were distributed to the General Faculty by this Committee on May 28th and are included again with this memorandum. **The due dates and time lines specified in the calendar reflect contractual obligations and must be followed precisely. Any proposed deviations from this calendar must be approved by URPTC.**

During the Fall RPT cycle, probationary faculty members serving in their second year of probation will be reviewed. During the Spring cycle, probationary faculty members serving more than two years of probation will be reviewed. Reviews for tenure and promotion also take place during the Spring cycle.

Recommendations to retain second year faculty members originate in the department and proceed through the College/School Dean/Director, and the Provost/VPAA/VPFA to the President for decision. Recommendations for non-retention, originating at any level, will proceed in similar fashion but will also entail review by the URPTC prior to submission to the President.

REVIEW CRITERIA

The established review criteria are Teaching Proficiency, Scholarship or other Creative activities, Professional Preparation, and Participation in University Affairs. **Departments MUST develop elaborations for all four criteria.** All elaborations and amendments to them must be approved by the URPTC prior to their first use in a review process. (Please remember that elaborations must be consistent with the approved review criteria.) These elaborations are to be considered by succeeding levels of review as part of the review process. A copy of the elaborations is to be included in the file of each candidate. No criteria other than these may be used in retention, promotion or tenure considerations.

All persons involved in the review process are reminded that the RPT file becomes a part of the Candidate's Personnel Action File (PAF). To facilitate the review process, the RPT file, officially designated the Working Personnel Action File (WPAF), and incorporating all information, materials, recommendations, responses and rebuttals, is compiled. By reference, this becomes part of the candidates PAF. All retention, promotion, tenure, or termination decisions are based on the PAF.

Candidates eligible for review and their Department RPTC Chairs are being provided with the necessary materials and instructions for initiating the review.

Should you have any questions about RPT please feel free to contact any member of this committee - - Ed Erickson, Chuck Floyd, Co-Chair; Randy Harris (spring 2010), Ed Hernandez (fall 2009), Mira Mayer, Priscilla Peters, Co-Chair; David Olivant and Koni Stone. Please send correspondence to the URPTC, c/o Wendy Miller (MSR366).

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW

KEY EXHIBIT II (D): ASSESSMENT OF STUDENT LEARNING: PROGRESS SINCE THE CAPACITY AND PREPARATORY REVIEW

The WASC visiting team and the WASC Commission commended CSU Stanislaus for significant progress in building the infrastructure for the assessment of learning at the program level. Suggestions for continued progress focused on refining this infrastructure, aligning assessment across the University, and using assessment results consistently (by faculty) for improvement of program and student learning.

This key issue of student learning, including its assessment, and its improvement, is addressed throughout the University's thematic essays with evidentiary displays as appropriate for curricular and co-curricular learning. Extensive evidence is provided that the program faculty, governance committees, dedicated assessment groups, and administration have continued to focus attention on assessment since the last team visit. Significant progress toward fulfilling the aspirations of the assessment action plan has been achieved.

The following actions do not list those assessment accomplishments related to the General Education programs and graduate programs. Those assessment action items are included in this Key Exhibit II in the appropriate sections on General Education and graduate education.

The University Community has done the following:

OVERALL ASSESSMENT ACTIONS

1. Continued to address actions displayed in the Assessment Actions Matrix (Attachment M: *Action Plan-Assessment with Allen Action Items*).
2. Continued work on assessment-related items for WASC reaccreditation. Discussed WASC expectations for review with campus governance groups and completed a self-assessment based on campus-wide review using WASC Educational Effectiveness rubric.

ACADEMIC PROGRAM REVIEW AND SUPPORT UNIT REVIEW

3. Completed an evaluation of the revised Academic Program Review procedures. Approved and implemented revised procedures; revisions included a renewed emphasis on the centrality of the establishment, evaluation, and assessment of student learning goals.
4. Aligned the program review and the program assessment reporting processes. Revised/clarified assessment of student learning language for undergraduate and graduate programs in the Academic Program Review procedures. Revised the assessment plan and update reporting templates to correspond to the review cycle (Attachment N: *Templates for Program Assessment Plans and Updates*).
5. Adopted clear college-level structures for evaluating program quality which include methods and sample templates used to align planning and budgetary processes/decisions with the outcomes of the academic program reviews.
6. Increased collaboration and communication between [Institutional Research](#) and programs to determine data needs.
7. Completed an [Evaluation of the Support Unit Review process](#). Revised the Support Unit Review working manual to provide greater clarity for units. Revised timelines and clarified responsibilities for participants at each stage of review. Revisions emphasize contributions of the unit to student learning and success.

BUDGET/SUPPORT FOR ASSESSMENT

8. Made minor revisions to the description of Faculty Coordinator for Assessment of Student Learning; approved a recommendation to increase release time from 9 to 12 units as soon as the budget allows, thus providing increased support for undergraduate (major and General Education) and graduate programs.

9. Created an alternate-year model to continue to support assessment at the program level in spite of budget challenges. The alternate year model was aligned with the APR review cycle.
10. Continued to provide funding for assessment initiatives and resources, focusing on activities involving direct assessment of student learning.

Co-Curricular Assessment

11. Completed an [assessment of co-curricular learning objectives](#) in accordance with national standards. Completed a support unit review under revised procedures, with emphasis on achievement of student learning outcomes. Used data to adapt programs and meet stated objectives.
12. Completed mapping of co-curricular outcomes to the University mission and to General Education learning outcomes. Continued to align curricular and co-curricular matters to further integrate student learning.
13. Refined the [Service Learning Assessment Plan](#) Spring 2009; with an assessment plan implementation for Fall 2009. Developed a rubric to assess Service Learning Goals; implementing rubric in 2009-10.

Faculty Development

14. Continued to offer assessment-related faculty development activities, including faculty-led workshops/webinars. Expanded [online assessment training opportunities](#) and information resources for faculty, including part-time faculty. Utilized budget-conscious options including webinars and podcasts to offer additional opportunities for assessment workshops and conferences.
15. Provided modest assessment funding for program assessment coordinators to attend General Education and discipline-specific assessment workshops, with emphasis placed on the use of direct assessment methods.

Faculty Leadership

16. Appointed two new faculty leaders, the Faculty Coordinator for the Assessment of Student Learning and the Director of the Faculty Center for Excellence in Teaching and Learning. These faculty leaders bring expertise and new perspectives. They have strengthened connections to faculty development, and worked with faculty to identify methods for refining multiyear assessment plans and annual reporting.

Institutional Research – Communication and Dissemination

17. Developed a university-wide assessment distribution and feedback process, implemented in 2008. Revised the process on the basis of [feedback from the 2008-09 review of university-wide assessment](#) by the campus community. Continued to track recommendations and actions made as a result of review (Attachment O: *Assessment Methods Distribution and Feedback Process*).
18. Refined Core Indicators of Educational Quality on the basis of from the 2008-09 campus review. Compiled a report summarizing and condensing assessment results. Transitioned to the dissemination of synthesis reports, organizing findings through the lens of the eight core indicators of educational quality.
19. Completed a document of external benchmarking/peer institutions. Developed a list of peer institutions. Continued to work to improve the display of data and analysis in context of external benchmarks (Attachment P: *Technical Report: Summary of Peer Group Selection*).
20. Completed an audit of aggregated and [disaggregated data sets](#) to deep analyses of student success.
21. Established a master calendar management tool for deliverables, refined systems for comparative benchmark data, increased support of academic program data needs, and adopted a client-centered approach for delivering information and research services. Increased use of institutional research services and greater focus on data-driven decision making has resulted.
22. Increased the navigability and ease of use of assessment forms and websites. Increased the communication of assessment results to external audiences through participation in the Voluntary System of Accountability/[College Portrait](#).

23. Developed *Analysis Briefs*, a bi-monthly brief that provides periodic analyses of focused, key issues related to student success and institutional effectiveness, some with trends over time. Examples include *Facts about First-time Freshmen and Changing Demographics, 1997-2008*.
24. Developed a *crosswalk document* linking Core Indicators of Educational Quality, Strategic Planning priorities, and the Reaccreditation Sustainability Plan.

ORGANIZATION

25. Updated the assessment organizational flowchart based on recommendations from the Faculty Coordinator for Assessment of Student Learning, the Assessment of Student Learning Subcommittee, and the Assessment Leadership Team. Flowchart revisions reflect the emphasis on student learning and the connection between curricular and co-curricular assessment (Attachment Q: *Integrated Infrastructure for the Assessment of Institutional Effectiveness*).
26. Revised the charge to campus leadership groups for greater efficiency and effectiveness in campus-wide assessment. The Assessment Leadership Team revised its charge to take a more holistic view of assessment activities, acknowledging that the Student Success Committee would take the primary role in evaluating data on student achievement/engagement and reporting back to the campus community. Considered revisions for the Assessment of Student Learning Subcommittee charge to take an enhanced role in campus assessment processes; these discussions continue through AY 2009-10.

PROGRAM-LEVEL ASSESSMENT

27. Developed a resource document for the evaluation program of assessment plans based on WASC criteria to work toward increasing sophistication of assessment plans, reporting, and use of results. Completed a self-assessment and an audit of program assessment plans using WASC criteria (Attachment R: *Summary of WASC Expectations for Program Assessment Plans*).
28. Continued efforts to institutionalize implementation of direct methods for assessment of student learning outcomes across all disciplines. Emphasis was placed on the use of direct methods in assessment reporting at course, program, and institution levels.

Summary information for assessment of student learning at the program level is provided also in WASC's required exhibits (Attachment S: 7.1, *Inventory of Educational Effectiveness Indicators* and Attachment T: 8.1., *Inventory of Concurrent Accreditation and Key Performance Indicators*).

CALIFORNIA STATE UNIVERSITY STANISLAUS

ACTION PLAN: ASSESSMENT WITH MARY ALLEN ACTION ITEMS (UPDATED FALL 2009) ATTACHMENT M

Key: Black: CSU Stanislaus Action Items Red: Mary Allen Action Items					Academic Program Review			
Action Item	Action Needed	Responsibility	Action (s) Taken	Status	Complete	Topic		
1	Conduct Academic Program Review workshops	Vice Provost and Deans	Conducted; possibly at college-level only.	Began Spring 2005	Annually			
2	Implement and assess the effectiveness of the newly revised Academic Program Review process.	Vice Provost	Scheduled for assessment three years after implementation - full report scheduled 2009/10.	Report to be completed 2008/09 - Evaluation of the Academic Program Review process by the University Educational Policies committee	✓			
3	Refine graduating senior surveys, alumni surveys, and graduate student (master's) surveys.	Associate Vice President for Assessment and Quality Assurance, Institutional Research	Discussions/planning to increase response rate in 2008/09	Completed Fall 2005	✓			
4	Work toward a greater alignment of the Academic Program Review and the Student Learning Assessment processes and reporting.	Assessment of Student Learning subcommittee, Associate Vice President for Assessment and Quality Assurance, Faculty Coordinator for the Assessment of Student Learning	Revised Annual Assessment Update and Report forms for undergraduate and graduate programs to align with Academic Program Review timeline.	Spring 2008; Spring 2009 revisions made to Academic Program Review procedures.	Ongoing			
5	Work with programs to include periodic external reviews as part of the Academic Program Review.	Deans	Discussed with the Council of Deans and affirmed desirability in Fall 2008. Discussion underway by University Educational Policies Committee and Graduate Council.	Fall 2008	Ongoing			

CALIFORNIA STATE UNIVERSITY STANISLAUS

ACTION PLAN: ASSESSMENT WITH MARY ALLEN ACTION ITEMS (UPDATED FALL 2009) ATTACHMENT M

Key: Black: CSU Stanislaus Action Items Red: Mary Allen Action Items									
Action Item	Action Needed	Responsibility	Action (s) Taken	Status	Complete	Topic	Budget		Co-Curricular
6	Evaluate effectiveness of budget allocations to support assessment activities.	Provost	Completed Fall 2005; reaffirmed Spring 2008	Continue to monitor, as needed	Ongoing				Student Affairs self studies complete; Service Learning assessment ongoing
7	Evaluate effectiveness of budget infrastructure and allocation processes.	Provost, Vice President for Business and Finance	Completed Fall 2005	Second review Spring 2008 as part of Support Unit Review	✓				
8	Evaluate extent to which assessment evidence presented by academic units affects budgetary allocations.	Provost			Ongoing				
9	Evaluate sufficiency, renewal, and deployment of finances in support of teaching and learning.	Provost, Vice President for Business and Finance			Ongoing				
10	Review permanent fiscal investment in assigned time for Program Assessment Coordinators and Faculty Coordinator for the Assessment of Student Learning.	Provost	Provost approved 3 WTU's of release time per academic year; Fall 2009 Program Assessment Coordinator budget adjusted due to budget	Spring 2008; continue discussion	Ongoing				
11	Evaluate effectiveness of student services co-curricular programs in accordance with national standards and take appropriate actions for improvement.	Director of International Education, Director of Service Learning, Vice President for Student Affairs	Council for the Advancement of Standards (CAS) self study completed Spring 2003; completed self study in Fall 2009; Service Learning developed assessment plan 2008/09	Student Affairs Self study complete 2009; Service Learning to implement assessment plan Fall 2009.					

CALIFORNIA STATE UNIVERSITY STANISLAUS

ACTION PLAN: ASSESSMENT WITH MARY ALLEN ACTION ITEMS (UPDATED FALL 2009) ATTACHMENT M

Key: Black: CSU Stanislaus Action Items Red: Mary Allen Action Items						
Action Item	Action Needed	Responsibility	Action (s) Taken	Status	Complete	Topic
12	Formulate and implement a communication plan to disseminate information related to assessment efforts (within the University and external community).	Vice Presidents, Vice Provost	Websites established 2006	Dissemination process began Fall 2008; Websites updated annually with assessment data	Ongoing	Communication and Disseminations
13	Implement and evaluate methods for encouraging and accomplishing a culture of evidence.	President's Cabinet		Began Fall 2005	Ongoing	
14	Increase support of assessment efforts by enlisting governance groups in action phases of the assessment process.	Assessment of Student Learning subcommittee, Director of Faculty Center for Excellence in Teaching and Learning, Faculty Coordinator for the Assessment of Student Learning, General Education subcommittee, Graduate Council, Senate Executive Committee, University Educational Policies Committee	Developed formal assessment distribution and feedback process	Began Fall 2005; formal distribution process initiated Fall 2008	Ongoing	
15	Identify critical core indicators of quality that transcend annual goals and priorities, monitor progress, and take appropriate actions for quality improvement.	Council of Deans, President's Cabinet, Provost with President	Core Indicators of Educational Quality developed Spring 2006	Updated Summer 2007; continued to refine based on feedback from 2008/09 review	Ongoing	Core Quality Indicators
16	Create a glossary of assessment terms for CSU Stanislaus.	Faculty Coordinator for the Assessment of Student Learning	Completed Spring 2005	Updated Spring 2007	✓	Definitions and goals for assessment
17	Define goals of assessment program at CSU Stanislaus.	Associate Vice President for Assessment and Quality Assurance	Completed Fall 2004	To be reviewed in next Support Unit Review cycle	✓	

CALIFORNIA STATE UNIVERSITY STANISLAUS

ACTION PLAN: ASSESSMENT WITH MARY ALLEN ACTION ITEMS (UPDATED FALL 2009) ATTACHMENT M

Key: Black: CSU Stanislaus Action Items Red: Mary Allen Action Items		Action Item	Action Needed	Responsibility	Action (s) Taken	Status	Complete	Topic	
18	Evaluate sufficiency of process and outcomes of development/fundraising in support of teaching and learning.	Provost, Vice President of University Advancement	Completed Spring 2005				Ongoing	Development/ Fundraising	
19	Evaluate success in attaining the University's commitment to diversity.	Associate Vice President for Enrollment Management, Associate Vice President for Faculty Affairs, Deans, Director of Human Resources, Faculty Governance, President, Provost, Student Leadership	Faculty Recruitment Handbook and position announcements updated; Diversity website developed in 2008; Ad Hoc Diversity Committee formed 2006; Provost's forums on Diversity 2007/08; Data analysis disaggregated by demographic characteristics				Ongoing	Diversity	
20	Collect information on students' academic progress and basic college readiness skills	Associate Vice President for Enrollment Management					Ongoing	Enrollment Services	
21	Evaluate effectiveness of enrollment management.	Associate Vice President for Enrollment Management				Support Unit Review 2010/11	Ongoing		
22	Evaluate quality, sufficiency, renewal, and deployment of facilities in support of teaching and learning.	Vice President for Business and Finance				Support Unit Review 2007/08	✓	Facilities	

CALIFORNIA STATE UNIVERSITY STANISLAUS

ACTION PLAN: ASSESSMENT WITH MARY ALLEN ACTION ITEMS (UPDATED FALL 2009) ATTACHMENT M

Key: Black: CSU Stanislaus Action Items Red: Mary Allen Action Items				Action Item	Action Needed	Responsibility	Action (s) Taken	Status	Complete	Topic
23	Develop assessment-related faculty development and learning opportunities.	Director of the Faculty Center for Excellence in Teaching and Learning, Faculty Coordinator for Assessment of Student Learning	Faculty Coordinator for Assessment of Student Learning, Program Assessment Coordinators, and other knowledgeable faculty members and guest speakers conducted assessment workshops	Fall 2005	Ongoing					
24	Engage faculty in discussions of “culture of evidence” and learning-centered university, and increase understanding and support.	Faculty Coordinator for the Assessment of Student Learning	Faculty Coordinator meets with Program Assessment Coordinators through the Assessment Council; meets with deans and department chairs.	Began Fall 2004	Ongoing					
25	Increase participation by a broad range of faculty in assessment development opportunities.	Director of the Faculty Center for Excellence in Teaching and Learning, Faculty Coordinator for the Assessment of Teaching and Learning.	Introduced Faculty Center for Excellence in Teaching and Learning blog in Fall 2009	Began Winter 2006; updates Fall 2009	Ongoing					
26	Integrate assessment as an important service component into the recognition and personnel review processes.	Deans, Director of the Faculty Center for Excellence in Teaching and Learning, University Retention, Promotion, and Tenure Committee	Director of the Faculty Center for Excellence in Teaching and Learning and the University Retention, Promotion, and Tenure Committee sent a letter encouraging departments to consider the scholarship of assessment in Retention, Promotion, and Tenure elaborations	Spring 2008	✓					
27	Provide resources for faculty to attend assessment workshops	Deans, Office of Assessment and Quality Assurance Unit	Assessment grants for faculty to attend WASC workshops; Faculty Coordinator for Assessment of Student Learning attended WASC workshop	Summer/Fall 2008; Spring 2009; Fall 2009	Ongoing					
28	Recognize faculty members’ assessment accomplishments.	Deans, Director of the Faculty Center for Excellence in Teaching and Learning, Faculty Coordinator for the Assessment of Student Learning, President, Provost		Began Spring 2007	Ongoing					

CALIFORNIA STATE UNIVERSITY STANISLAUS

ACTION PLAN: ASSESSMENT WITH MARY ALLEN ACTION ITEMS (UPDATED FALL 2009) ATTACHMENT M

Key: Black: CSU Stanislaus Action Items Red: Mary Allen Action Items								
Action Item	Action Needed	Responsibility	Action (s) Taken	Status	Complete	Topic		
29	Develop and implement assessment plans for each General Education learning goal.	Faculty Coordinator for the Assessment of Student Learning, Faculty Director for General Education, General Education Subcommittee Chair	Faculty Director of General Education, Former Chair of the General Education subcommittee, and Program Assessment Coordinators from lower-division areas drafted assessment plans; Faculty Director for General Education and General Education Subcommittee Chair developed a timeline for further development; led assessment workshops for all lower-division General areas.	Summer/Fall 2007- Spring 2009; ongoing	Ongoing	General Education		
30	Document accomplishments for assessment of General Education learning goals.	Faculty Coordinator for the Assessment of Student Learning, Faculty Director of General Education, General Education Subcommittee Chair, Vice Provost	General Education Academic Program Review, Campus Forums, Summit grant, and other General Education activities underway 2008/09	Began Fall 1999; General Education Academic Program Review completed 2008/09	Ongoing			
31	Enhance quality of assessment methods to evaluate student learning in both traditional and Summit General Education.	Faculty Coordinator for the Assessment of Student Learning, Faculty Director of General Education, General Education Subcommittee Chair, Vice Provost	Alignment of General Education Learning goals and university-wide Assessment Methods Spring 2009	Continued focus on direct assessment of General Education; focus on course-embedded assessment	Ongoing			
32	Document accomplishments for assessment of graduate (master's) learning goals.	Deans, Department Chairs, Faculty Coordinator for Assessment of Student Learning, Graduate Council, Graduate School	Graduate Council reviewing updated assessment plan and report, Fall 2008	Analysis completed in Spring 2009	✓	Graduate Programs		
33	Revise the university-wide Graduate Assessment Plan (1997) by updating assessment methods and including timelines and action plan for each method to be presented to the Graduate Council in September 2008.	Deans, Faculty Coordinator for the Assessment of Student Learning, Graduate Council, Graduate School	Conducted interviews with the graduate Program Coordinators. The information was gathered to update the Graduate Assessment Plan including timelines and implementation plans and review of current assessment findings	Spring 2008; Graduate Assessment Plan was revised in Spring 2009; Annual assessment process and timeline developed; alignment of program-level student learning objectives and 6 graduate learning goals.	✓			

CALIFORNIA STATE UNIVERSITY STANISLAUS

ACTION PLAN: ASSESSMENT WITH MARY ALLEN ACTION ITEMS (UPDATED FALL 2009) ATTACHMENT M

Action Item	Action Needed	Responsibility	Action (s) Taken	Status	Complete	Topic
	Key: Black: CSU Stanislaus Action Items Red: Mary Allen Action Items					
34	Develop and implement assessment of the quality of information technology in support of teaching and learning.	Associate Vice President for Information Technology	Support Unit Review completed 2007/08	Continued discussed by the Technology and Learning subcommittee	Ongoing	Information Technology
35	Document accomplishments of learning goals in university-wide programs overall.	Faculty Coordinator for the Assessment of Student Learning	Faculty Coordinator for the Assessment of Student Learning completed audit/summary of program level assessment	Summer 2009	Ongoing	Interdisciplinary
36	Document accomplishments of learning goals in university-wide programs such as Honors.	Director of Honors Program		Honors Academic Program Review 2006/07	✓	
37	Document accomplishments of learning goals in university-wide programs such as international education.	Director of International Education		International Education Support Unit Review 2008/09		
38	Document accomplishments of learning goals in university-wide programs such as Service Learning.	Director of Service Learning	Refined Service Learning Assessment Plan Spring 2009	Service Learning Support Unit Review 2010/11	Ongoing	
39	Develop and implement assessment of the quality of the Library in support of student learning.	Interim Dean, Library	Support Unit Review completed 2007/08		✓	Library
40	Identify and secure books and newsletters related to assessment for use by campus community.	Faculty Coordinator for the Assessment of Student Learning	Occurred in Spring 2005 and Fall 2005; occurred Spring 2009	Continue to collect relevant online and hardcopy resources, Director of the Faculty Center for Excellence in Teaching and Learning developed an online newsletter Fall 2009	Ongoing	

CALIFORNIA STATE UNIVERSITY STANISLAUS

ACTION PLAN: ASSESSMENT WITH MARY ALLEN ACTION ITEMS (UPDATED FALL 2009) ATTACHMENT M

Key: Black: CSU Stanislaus Action Items Red: Mary Allen Action Items				Action Item	Action Needed	Responsibility	Action (s) Taken	Status	Complete	Topic
41		Create leadership groups for assessment.	Associate Vice President for Assessment and Quality Assurance	Created Assessment Leadership Team Winter 2006	Revised Charge of the Assessment Leadership Team in Spring 2009; Continued discussions on the role of the Assessment of Student Learning subcommittee	✓				
42		Develop and document organizational infrastructure and roles and responsibilities for university-wide assessment.	Associate Vice President for Assessment and Quality Assurance, Faculty Coordinator for the Assessment of Student Learning	Completed Fall 2005	Updated 2008	✓				
43		Place assessment on agenda of Council of Deans, incorporate assessment leadership achievements into administrative evaluation processes.	Provost	Began 2007	AY 2008/09 Initiated assessment distribution process; Assessment reports reviewed by the Council of Deans as well as Student Success Committee, subcommittees of the University Educational Policies Committee, and others.	Ongoing				
44		Conduct an inventory, document assessment accomplishments, and initiate actions for assessment goals not yet realized.	Associate Vice President for Assessment and Quality Assurance	Began 2005	Updated annually	Ongoing				
45		Develop and implement a coherent action plan for assessment/quality assurance Unit related to institutional effectiveness.	Associate Vice President for Assessment and Quality Assurance	Completed Spring 2005	Updated annually	Ongoing				

CALIFORNIA STATE UNIVERSITY STANISLAUS

ACTION PLAN: ASSESSMENT WITH MARY ALLEN ACTION ITEMS (UPDATED FALL 2009) ATTACHMENT M

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Action Item	Action Needed	Responsibility	Action (s) Taken	Status	Complete	Topic
46	Align curriculum with student learning objectives.	Deans, Faculty Coordinator for the Assessment of Student Learning, Graduate Council, Graduate School	Fall 2005; graduate programs completed curriculum mapping 2008-09		Ongoing	Program-level assessment
47	Develop multi-year program-level assessment plans that cycle through outcomes over a 4-5 year period.	Deans, Faculty Coordinator for the Assessment of Student Learning	Assessment plan revised to include timeline aligned with Academic Program Review	Spring 2008	Ongoing	
48	Enhance quality of direct assessment methods to evaluate student learning and competence in major field.	Faculty Coordinator for Assessment of Student Learning	Fall 2005; ongoing	Continued focus placed on direct assessment in program assessment.	Ongoing	
49	Increase leadership role of Deans and Department Chairs for ensuring on-going program assessment support.	Deans	Provost, Vice Provost and Associate Vice President for Assessment and Quality Assurance and Faculty Coordinator for Assessment and Quality Assurance met with deans to discuss organizational structure of assessment in Academic Affairs	Began Spring 2008; Fall 2008	Ongoing	
50	Increase participation by a broad range of staff and administrators in assessment development opportunities.	Vice Presidents		Began Winter 2006	Ongoing	Staff Development
51	Promote training on assessment for administrators and staff.	Vice Presidents		Began Fall 2005	Ongoing	
52	Promote leadership and participation of students in the assessment of student learning and institutional effectiveness.	Faculty Coordinator for Assessment of Student Learning, Vice President for Student Affairs	Student Body President and Executive Director of Associated Students, Inc. accepted invitations to participate as members of the Assessment Leadership Team.	Began Fall 2005; Assessment Leadership Team continued discussion on the role of students in assessment 2007/08 and 2008/09	Ongoing	Student Development

CALIFORNIA STATE UNIVERSITY STANISLAUS

ACTION PLAN: ASSESSMENT WITH MARY ALLEN ACTION ITEMS (UPDATED FALL 2009) ATTACHMENT M

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Action Item	Action Needed	Responsibility	Action (s) Taken	Status	Complete	Topic	
53	Evaluate effectiveness of Support Unit Review process.	Assessment Leadership Team, Associate Vice President for Assessment and Quality Assurance, Provost		Began Spring 2008; evaluation completed 2009 and further evaluation of the process throughout 2009/10.	review to be completed 2009/10; new process initiated 2010/11	Support Unit Reviews	
54	Identify and enhance specialized assessment initiatives within each division.	Vice Presidents			Ongoing		
55	Implement process for evaluating effectiveness of administrative units – Support Unit Review.	Provost		Preliminary review completed 2007/08; completed revisions and evaluation Spring 2009.	completed 2006		
56	Incorporate student learning assessment more visibly into the Support Unit Review process.	Provost	Provost added student-centered requirements into the Support Unit Review	Began Spring 2006	Ongoing		

CALIFORNIA STATE UNIVERSITY STANISLAUS

ACTION PLAN: ASSESSMENT WITH MARY ALLEN ACTION ITEMS (UPDATED FALL 2009) ATTACHMENT M

Key: Black: CSU Stanislaus Action Items Red: Mary Allen Action Items								
Action Item	Action Needed	Responsibility	Action (s) Taken	Status	Complete	Topic		
57	Document use of assessment and actions taken to improve instructional quality within the divisions.	Office of Assessment and Quality Assurance and Office of Institutional Research	Completed annually	Summer 2008; Summer 2009	Ongoing	University-Wide Assessment		
58	Ensure CSU Accountability Report contains descriptions of student learning goals and their assessment as per system requirements.	Associate Vice President for Assessment and Quality Assurance, Director of Institutional Research		Fall 2005	✓			
59	Evaluate effectiveness of university-wide assessment methods	Campus wide	Completed 2008/09 review of university-wide methods through formal distribution process.	Spring 2006; Feedback collected by Institutional Research 2008/09	Ongoing			
60	Increase statements of support for assessment achievements by senior administration.	President, Provost	Assessment on the Council of Deans agenda; incorporated assessment findings into College budgetary proposals; reception for Program Assessment Coordinators, deans, department chairs, and other faculty providing leadership in assessment; President and Provost to host the Third Assessment Summit in Spring 2009 (postponed due to budget).	Spring 2009; Assessment Summit postponed due to budget	Ongoing			
61	Increased use of institutional research data by faculty and governance groups for assessment purposes; includes making data findings more available to faculty, establishing schedules for distribution of data for discussion and track resulting actions.	Director of Institutional Research	Director of Institutional Research created matrix for distribution of research data; implementation underway	Began Spring 2008	Ongoing			
	Evaluate the effectiveness of IDEA evaluations as a university-wide assessment method.	Assessment Leadership Team, Associate Vice President for Assessment and Quality Assurance, campus wide discussions	Assessment Leadership Team initiated discussions on the effectiveness of IDEA evaluations.	Fall 2009	Ongoing			
62	Secure approval of Principles of Assessment of Student Learning		Senate and President approved		✓			

CALIFORNIA STATE UNIVERSITY STANISLAUS

ACTION PLAN: ASSESSMENT WITH MARY ALLEN ACTION ITEMS (UPDATED FALL 2009) ATTACHMENT M

Key: Black: CSU Stanislaus Action Items Red: Mary Allen Action Items			Responsibility	Action (s) Taken	Status	Complete	Topic
	Action Item	Action Needed					
63		Continue actions to address WASC recommendations received in 1999 and 2008 as related to assessment.	Provost	Action items forwarded and discussed with applicable groups.	Underway 2000	Ongoing	WASC
64		Develop and update electronic Data Portfolio/institutional presentation consistent with WASC standards	Institutional Research	Updated; revised to include increased sources of benchmark data	Summer 2005; Summer 2009	Ongoing	
65		Promote understanding of WASC standards as related to assessment and educational effectiveness.	Associate Vice President for Assessment and Quality Assurance, Vice Presidents	Discussed revised standards with campus governance groups and individuals	Completed Fall 2004; throughout 2008/09 discussed revised WASC standards	Ongoing	
66		Develop and maintain website for General Education.	Faculty Director of General Education	Updated; added General Education Assessment webpage	Completed Spring 2006; updated Fall 2008	Ongoing	Websites
67		Develop and maintain website for the Office of Assessment and Quality Assurance	Associate Vice President for Assessment and Quality Assurance	Updated; added Assessment Grants page	Completed Spring 2006; Spring 2009	Ongoing	
68		Develop and maintain website for the Office of Assessment for Student Learning.	Faculty Coordinator for the Assessment of Student Learning	Updated; revised program assessment report pages	Completed Spring 2006; updated Spring 2009	Ongoing	
69		Develop website for Office of Academic Programs, including Academic Program Review policy and procedures	Vice Provost	Updated; revised implementation plans display and added college-level resources	Completed Spring 2006	Ongoing	

epi: 11/03/09

CALIFORNIA STATE UNIVERSITY STANISLAUS

TEMPLATES FOR PROGRAM ASSESSMENT PLANS AND UPDATES ATTACHMENT N

UNDERGRADUATE PROGRAM ASSESSMENT PLAN

1. Program Name:
2. Academic Year:
3. Provisional Action Plan:
4. Learning Objective/Outcome or Other Focus of Student Learning (explain):
5. Method or Approach to Assessing above Student Learning (explain):
 - a. Indirect Methods:
 - b. Direct Methods:
 - c. Resources Needed:
6. Process, Timeline, Responsible Parties, and Resources Needed for Implementation and Completion of Plan:

Things to Consider (not required):

- Who will be involved in developing the plan and when?
- What resources will be necessary to help implement the plan?
- Who will develop/identify the assessment measure and when?
- Who will coordinate the collection of assessment data and when?
- Who will participate in data collection and when?
- Who will participate in the interpreting/analyzing the data and when?
- Who will be involved in discussing the assessment date and when?
- Who will participate in deciding what changes, if any, will be made as a result of the findings and when?
- Who will take the necessary steps to implement those changes (if applicable) and when?

Timeline	Task	Responsible Person	Resources Needed

Coordinated Timeline for Program Assessment and Academic Program Review

Year of Academic Program Review (APR)	Program Assessment Activities
1 year prior to the APR	
2 years prior to the APR	
3 years prior to the APR	
4 years prior to the APR	
5 years prior to the APR	
6 years prior to the APR	

UNDERGRADUATE PROGRAM ASSESSMENT ANNUAL UPDATE

Program Name:

Academic Year:

Plan Overview:

When did the faculty meet to discuss the findings? What was the process? How did the faculty use the data collected?

What changes for improving student learning were made as a result of the findings? If no changes were necessary, what was confirmed?

If changes for improving student learning were recommended, what resources will be needed to effectively implement those changes?

What challenges, if any, will impact the program's ability to effectively implement those changes?

GRADUATE PROGRAM ASSESSMENT PLAN

MISSION, GOALS, OBJECTIVE

For items 1-5, please indicate any changes made during AY 20XX-XX. If no changes were made, please continue on to the assessment report and plan.

1. Mission
2. Six Graduate Learning Goals
 - a. Advanced knowledge, skills, and values appropriate to the discipline.
 - b. Ability to be creative, analytical, critical thinkers.
 - c. Ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
 - d. Relevant knowledge of the global perspectives appropriate to the discipline.
 - e. Knowledge of new and various methods and technologies as appropriate to the discipline.
 - f. Advanced oral and written communication skills, complemented, as appropriate to the discipline, by the ability to access and analyze the information from a myriad of primary, print, and technological sources.
3. Program Goals
4. Program Student Learning Objectives
5. Curriculum Map (Alignment of Program Core Courses, Graduate Learning Goals, Program Student Learning Objectives, Assessment Methods, Instructional Emphasis, and Primary Assessment Methods)

Describe the program assessment plan including its design and implementation.

- Identify the program student learning objectives that will be assessed in the current plan and the rationale for assessing those objectives.
- Identify and describe the indirect measures (e.g., assessments that are based on perceptions of student learning - surveys, interviews, focus groups, course or program student evaluations) and direct measures (e.g., assessments of actual student learning - tests, essays, thesis, and presentations) that will be used to assess the program student learning objectives.
- Identify how and when these measures will be implemented and the parties responsible for collecting and analyzing the data.
- Identify any other assessment activities that will be carried out to assess the program student learning objectives (e.g., meetings, workshops, consultation, funding requests).

GRADUATE PROGRAM ASSESSMENT ANNUAL UPDATE

Updates made to previous year's report and submitted to Graduate School by May 20, 20XX

As noted in the Academic Program Review procedures, each graduate program is required to provide an assessment of student learning. Annual assessment reports will be submitted with the seven-year Academic Program Review.

What measures were used this year to determine that graduates have achieved the stated program learning objectives?

- Identify evaluators (e.g., Accreditation, External Reviewers).
- Identify direct measures of student learning (e.g., assessments that are based on actual student work - tests, essays, thesis, and presentations).
- Identify indirect measures of student learning (e.g., assessments that are based on perceptions of student learning - surveys, interviews, focus groups, and course or program student evaluations).

How did the program interpret the evidence found from each of the measures listed above? What was the process for interpreting the evidence?

- Discuss when, how, and through what process program faculty analyzed the data collected.
- Describe the process for discussion and use of findings. What efforts were used during the past year to involve faculty and constituencies in assessment processes?

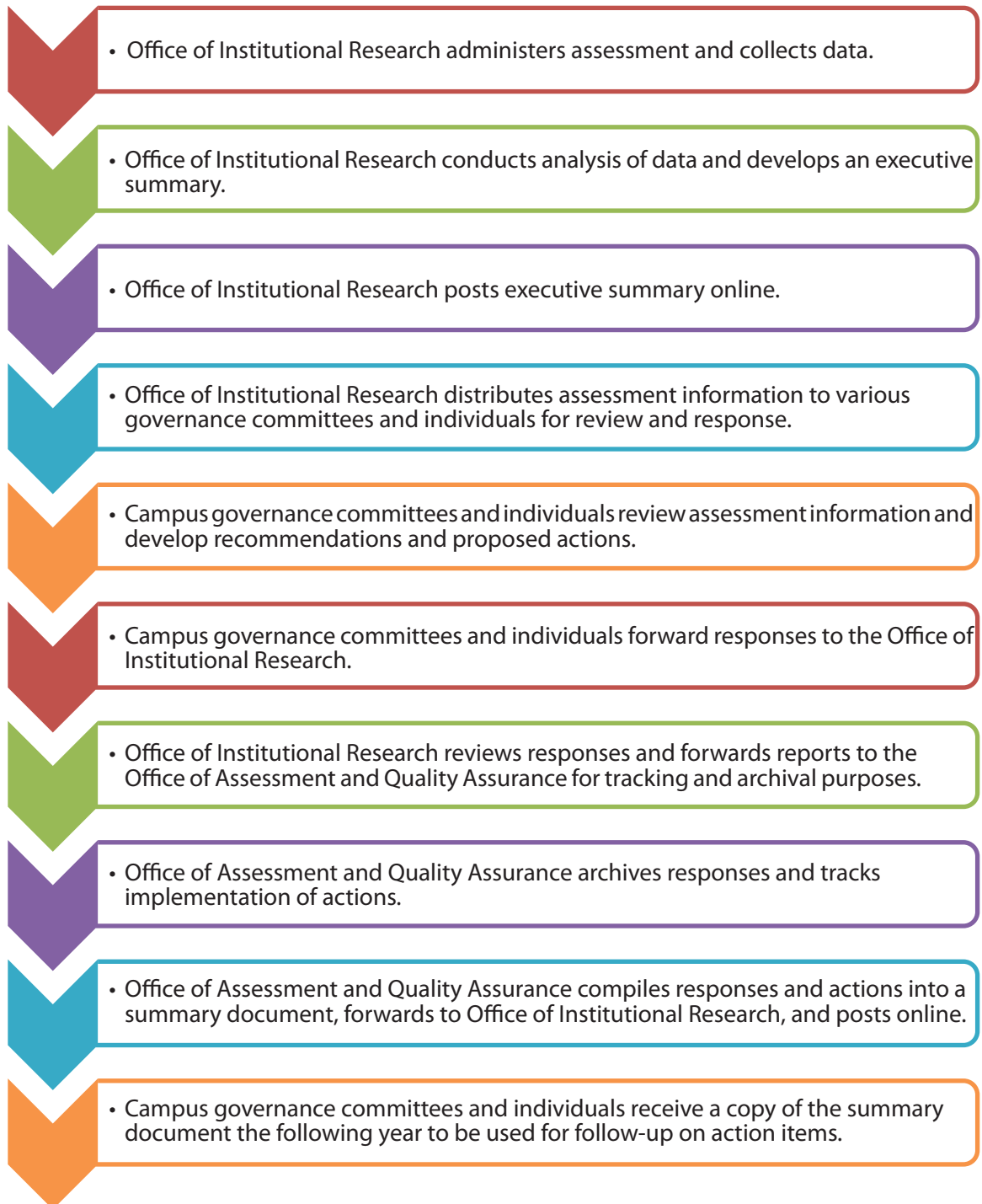
Describe successful outcomes and any changes the program faculty have made or plan to make for improving student learning, curriculum, instruction delivery, and other elements of program effectiveness.

If changes for improving the program or student learning were recommended, what resources will be needed to implement those changes effectively? What other challenges, if any, will impact the program's ability to effectively implement those changes?

DD, SY, RR: epl 071409

CALIFORNIA STATE UNIVERSITY STANISLAUS

ASSESSMENT METHODS DISTRIBUTION AND FEEDBACK PROCESS ATTACHMENT O



DD & AS: epl 09/18/09

CALIFORNIA STATE UNIVERSITY STANISLAUS

TECHNICAL REPORT: SUMMARY OF PEER GROUP SELECTION, AUGUST 2009 ATTACHMENT P

THE BACKDROP

CSU STANISLAUS MISSION STATEMENT

The faculty, staff, administrators, and students of California State University, Stanislaus are committed to creating a learning environment which encourages all members of the campus community to expand their intellectual, creative and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for lifelong learning. To facilitate this mission, we promote academic excellence in the teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region.¹

California State University, Stanislaus (CSU Stanislaus) performs remarkable work and activity in the area of institutional assessment, strategic planning, and university-wide surveys of students and faculty. These efforts, and other information feedback processes, are important in informing leadership and stakeholders about the execution of the University mission. The results from projects, such as the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), the Collegiate Learning Assessment (CLA), Graduating Senior Survey, Graduate School Exit Survey, Undergraduate and Graduate Alumni Surveys, and other college or department assessment efforts, all serve in combination to evaluate institutional outcomes, performance, and progress that inform the planning, decision-making, and policy-making processes of the University.

Together with analyses of student data from the university Enrollment Reporting System (ERS), the assessments and survey results provide a robust and compelling story about where we have been and where we are today. The Office of the President, University Leadership, and governance committees, including the Academic Senate, then perform the challenging work of navigating where we – the University – should go.

FEEDBACK PROCESS VITAL

Assessment and planning are essential components in the University's information feedback loop, and vital to maintaining a vigorous and healthy university-wide environment. With the addition of meaningful inputs, the process is improved. Such would be the case with the addition of comparative benchmarking. Through periodic engagement in comparative analysis, the process lends itself to further understanding university performances compared to other like or similar peer institutions. This is the basic theory underpinning comparative benchmarking.

Often, the question of "How are we doing?" arises in regards to a particular feature of the University, milestone or policy, and inevitably the question begs further to know, how we, in relation to other institutions, are doing. Yet, due to the lack of a benchmark comparison group (or groups), the answers are limited. This report seeks to complete the analysis and selection of peer institutions for benchmark comparison purposes. From this position, likely questions as to how we may compare to other institutions on a particular education parameter may then be answerable.

DEFAULT COMPARISON GROUPS

Largely because of its membership in various external organizations and projects such as the Carnegie Foundation Classification System, the NSSE/FSSE, the Voluntary System of Accountability/College Portrait, and the Consortium for Student Retention Data Exchange (CSRDE), CSU Stanislaus is provided with numerous peer comparison options. Each of these organizations and projects are interested in the correlates or factors that lead to college success, and in most cases, such as the NSSE/FSSE and CSRDE, the project allows the University the option of selecting its own comparison group for benchmarking. If there is no selection, the project may – as in the case of NSSE – provide a default comparison group.

¹ (California State University, Stanislaus 2007-2008 Fact Book, 2008; see also California State University, Stanislaus Strategic Plan, 2010; California State University, Stanislaus Academic Senate Approval of Vision and University Values, 2005; <http://www.csustan.edu/StrategicPlanning/Pages/StrategyPlan2010/MissionVisionCoreValues.html>)

While these projects may provide default comparison institutions for benchmarking, a concern lays in the comparison group measurements, in that they could be grossly inaccurate. There are institutions in the comparison groups, for example, that may not be at all similar to the CSU Stanislaus mission, the students, the faculty, or the University's resource characteristics. In fact, arguably the default comparison institutions may not represent any aspirational group – or reference group – CSU Stanislaus would like to belong to.

DETERMINING PEER INSTITUTIONS

It is important to note first there is no established methodology for determining peer institutions. The approach of most American universities has ranged from entirely subjective criteria-based selections, to qualitative analysis, to highly quantitative data-driven approaches, and/or a combination of these. Moreover, a fair amount of subjective or administrative judgment, too, plays a role in deciding the comparison institutions.

Second, a common reason for determining peers is for comparative assessment, in that, a focus institution may see how well it is performing on certain indicators as compared to similar institutions. Key questions may be posed such as, are enrollment goals being met? Are outreach and student diversity goals being met? What about goals in faculty and staff hiring? What about student services and student satisfaction, and/or student performance?

Third, and logically, given the wide array of institutional or education parameters of interest, there may be a need for more than one set of peer groups.

To summarize, there are at least two kinds of peer groups CSU Stanislaus is concerned with:

- Comparison Group: A selection of similar institutions based on institution type (public, four-years, Carnegie Classification) and enrollment profile characteristics (Ward, 2006).
- Aspirational Group: Institutions with similar institutional characteristics, and yet significantly different on several key performance indicators, such as significantly higher graduation rates, retention rates, or endowments as described in *Identifying Peer Institutions: Utilizing The New Carnegie Classifications and Other Web Resources* (Ward, 2006).

This report focuses on the former. The latter is recommended for future analysis, and is likely to call for intuitive knowledge and judgment to weigh-in. Aspirational peer analysis tends to be a highly subjective process thus considered more art than science.

PREVIOUS CSU STANISLAUS REPORTS

In Summer 2004, the Office of Faculty Affairs and the Office of Institutional Research, in consultation with the Provost and Deans Council, performed analyses to identify peer institutions for benchmarking CSU Stanislaus on various performance indicators. The results of previous work were presented in the summary report, *Summary of Peer Group Selection*. (California State University, Stanislaus [CSUS], Office of Institutional Research, 2004). The analysis used two main sources of data to generate institutional profiles for comparison: the Integrated Postsecondary Education Data System (IPEDS) and US News & World Report.

In Fall 2005, the subject of peer institutions was revisited and the results were reported in *Peer Institutions as an External Source of Institutional Quality* (California State University, Stanislaus [CSUS], Office of Assessment and Quality Assurance, 2006). The Office of Assessment and Quality Assurance worked in collaboration with the Office of Institutional Research and the Office of Faculty Affairs to analyze and identify potential peer institutions as a means for placing institutional data in a context that allows for comparisons of similar universities.

The analytical process used a combination of quantitative and qualitative judgments to arrive at a reasonable set of peer institutions for comparison. Some of the major parameters were presented in the previous reports (CSUS, 2004; CSUS, 2006). The IPEDS Feedback Report displayed a comparison group of 64 institutions. The characteristics included the 2005 Basic Carnegie Classification for Master's Colleges and Universities (medium programs), and public institutions. However, many of these were larger, urban or metropolitan-based institutions. In subsequent analyses, the 64 institutions were pared down to 33 institutions. The list was finally reduced to a narrower comparison group comprised of 14 institutions.

CATEGORICAL VARIABLES OF INTEREST

There is no attempt to reanalyze previous data or to challenge the previous selection of peers. Rather, the attempt is to revisit the selection of 14 institutions, affirm these as the starting point, and to explore whether or not a narrower group or subset of these provides added value as another comparison group.

The Executive Peer Tool (ExPT) of NCES IPEDS (<http://nces.ed.gov/ipeds/expt/>) was used in the current analysis to further narrow a qualifying set of institutions. The most current institutional data (Fall 2007) were downloaded from the NCES IPEDS Feedback Report and imported into SPSS for subsequent descriptive analyses of the selected colleges and universities. The ExPT allows comparisons between a focus institution and peer institutions using data available in the printed IPEDS Data Feedback Report (DFR) and the additional variables from the latest collection year. In all, 15 categorical descriptions accounting for 73 variables were used in profiling the institutional characteristics of interest. The variables of interest were selected in the ExPT to generate selected group facts and statistics that may be compared with CSU Stanislaus (the focus institution). The variables used for comparative analysis are displayed in Appendix A.

ANALYSIS

There is no exact fit between selected comparison institutions and CSU Stanislaus. The variations in such factors as headcount enrollment, number of faculty, organizational complexity, costs and resources, and demographic makeup, are wide-ranging in variance. However, a *reasonable similarity* profile may be produced that provides relevant or meaningful comparison groups.

Two sets of comparison institutions are proposed for benchmarking. The first set was identified in the previous reports, as the group comprised of 14 institutions (CSUS, 2006). Table 1 displays the comparison group of 14 institutions (*Comparison group-14*). The second group is a subset of the 14 institutions. These are indicated in the shaded area of Table 1 (*Comparison group-6*) and represent a selection based on student diversity characteristics – a key interest of CSU Stanislaus as a Hispanic-Serving Institution (HSI).

Table 1: National Center for Education Statistics, IPEDS Data Feedback Report 2008, Selected Institutions for Comparative Benchmarking with CSU Stanislaus

Institution Name	City	State	Unit ID	Headcount Fall 2007	HSI (✓)
Bloomsburg University of Pennsylvania	Bloomsburg	PA	211158	8,745	
California State University-Bakersfield	Bakersfield	CA	110486	7,700	(✓)
Eastern Washington University	Cheney	WA	235097	10,686	
Millersville University of Pennsylvania	Millersville	PA	214041	8,306	
New Jersey City University	Jersey City	NJ	185129	8,437	(✓)
Rowan University	Glassboro	NJ	184782	10,091	
Sonoma State University	Rohnert Park	CA	123572	8,770	
The University of Texas at Brownsville*	Brownsville	TX	227377	11,376	(✓)
The University of West Florida	Pensacola	FL	138354	10,358	
University of Massachusetts-Dartmouth	North Dartmouth	MA	167987	9,080	
University of Michigan-Dearborn	Dearborn	MI	171137	8,336	
University of Minnesota-Duluth	Duluth	MN	174233	11,184	
University of North Carolina-Wilmington	Wilmington	NC	199218	12,180	
Winona State University	Winona	MN	175272	8,334	

(✓) HSI: Hispanic-Serving Institution. *Excludes headcount enrollment of 5,839 H.S. dual enrolled students as reported in IPEDS.
Note: Shaded area identifies Comparison Group of 6 institutions.

Among the 14 institutions, three are Hispanic-Serving Institutions (HSI)—one of the major parameters for CSU Stanislaus when measuring issues related to student diversity. Focusing on Comparison group-6, however, the enrollments range within 7,000 to 11,000 full-time and part-time students. Other noteworthy similarities: all are suburban or medium-size cities; all are diverse in student makeup; all are state-supported and in the Carnegie

Classification of Masters Institutions. They are within reasonable size, FTES and headcount; they are similar in U.S. News and World Report ranking of Best Colleges (as identified in CSUS, 2006); they are similar in the proportion of first-time, full-time undergraduates; all are similar in costs and tuition; similar in finance; similar in faculty size and makeup; and similar in accreditations.

The statistical characteristics and variables for both Comparison group-14 and Comparison group-6 are displayed in Table 2. For additional detail, each institution is displayed in Appendix B.

Table 2: Detailed Comparison Group Data, National Center for Education Statistics, IPEDS Data Feedback Report 2008, Comparison Group-14 and Comparison Group-6 Institutions

Variable Name	Focus: CSU Stanislaus	Comparison Group-14 Institutions (Median)	Comparison Group-6 Institutions (Median)
1) Unduplicated 12-month headcount of all students and of undergraduate students, total FTE enrollment (academic year 2006-07), and full- and part-time fall enrollment (Fall 2007)			
Unduplicated headcount - total	9,735	10,320	9,884
Unduplicated headcount - undergraduates	7,536	8,309	7,768
Total FTE enrollment	7,048	7,924	8,032
Full-time fall enrollment	5,741	6,982	6,237
Part-time fall enrollment	3,095	1,794	2,484
2) Enrollment by student level: Fall 2007			
Total	8,836	8,758	9,564
First-time, degree/certificate-seeking undergraduate	987	1,340	1,184
Transfer-in, degree/certificate-seeking undergraduate	979	602	885
Continuing, degree/certificate-seeking undergraduate	5,122	5,292	5,425
Graduate	1,748	1,120	1,415
3) Percent of all undergraduate students enrolled, by race/ethnicity, and percent who are women: Fall 2007			
White, non-Hispanic	40%	74%	49%
Black, non-Hispanic	4%	7%	6%
Hispanic	30%	5%	23%
Asian or Pacific Islander	12%	3%	5%
American Indian or Alaska Native	1%	1%	1%
Race/ethnicity unknown	11%	9%	12%
Nonresident alien	1%	1%	2%
Women	65%	58%	61%
4) Percent of all graduate students enrolled, by race/ethnicity, and percent who are women: Fall 2007			
White, non-Hispanic	45%	71%	57%
Black, non-Hispanic	3%	2%	4%
Hispanic	20%	3%	11%
Asian or Pacific Islander	7%	2%	3%
American Indian or Alaska Native	1%	0%	1%
Race/ethnicity unknown	23%	9%	12%
Nonresident alien	1%	3%	3%
Women	71%	71%	70%

Table 2: Detailed Comparison Group Data, National Center for Education Statistics, IPEDS Data Feedback Report 2008, Comparison Group-14 and Comparison Group-6 Institutions

Variable Name	Focus: CSU Stanislaus	Comparison Group-14 Institutions (Median)	Comparison Group-6 Institutions (Median)
5) Percentile SAT scores of first-time, degree/certificate-seeking undergraduate students: Fall 2007			
25th percentile Critical Reading	400	460	430
75th percentile Critical Reading	530	560	550
25th percentile Math	420	475	440
75th percentile Math	540	565	550
6) Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2005-06–2007-08			
2007-08	\$3,330	\$6,974	\$3,879
7) Percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving financial aid, by type of aid: 2006-07			
Federal grants	39%	22%	39%
State and local grants	46%	38%	41%
Institutional grants	42%	34%	28%
Loans	30%	50%	31%
8) Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2001 cohort			
Graduation rate, overall, degree/certificate-seekers	52%	52%	44%
White, non-Hispanic	55%	53%	48%
Black, non-Hispanic	19%	36%	28%
Hispanic	47%	42%	41%
Asian or Pacific Islander	57%	49%	41%
American Indian or Alaska Native	0%	43%	36%
Race/ethnicity unknown	57%	43%	42%
Nonresident alien	50%	53%	44%
9) Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2007); graduation rate and transfer-out rate (2001 cohort); and retention rates (Fall 2007)			
Graduation rate, overall, degree/certificate-seekers	52%	52%	44%
Full-time retention rate	81%	74%	73%
Part-time retention rate	65%	58%	52%
10) Number of degrees awarded, by level: Academic year 2006-07			
Doctor's degrees	0	0	0
Master's degrees	212	284	363
Bachelor's degrees	1,459	1,371	1,468
11) Percent distribution of core revenues, by source: Fiscal year 2007			
Tuition and fees	11%	37%	20%
State appropriations	58%	36%	42%
Local appropriations	0%	0%	0%
Government grants and contracts	19%	17%	22%
Other core revenues	12%	10%	11%
12) Core revenues per FTE enrollment, by source: Fiscal year 2007			
Tuition and fees	\$1,614	\$5,674	\$3,295

Table 2: Detailed Comparison Group Data, National Center for Education Statistics, IPEDS Data Feedback Report 2008, Comparison Group-14 and Comparison Group-6 Institutions

Variable Name	Focus: CSU Stanislaus	Comparison Group-14 Institutions (Median)	Comparison Group-6 Institutions (Median)
13) Core expenses per FTE enrollment, by function: Fiscal year 2007			
Instruction	\$6,007	\$5,656	\$5,168
Research	\$219	\$255	\$319
Public service	\$234	\$242	\$476
Academic support	\$1,633	\$1,423	\$1,324
Institutional support	\$1,555	\$1,907	\$1,579
Student services	\$1,633	\$1,162	\$1,312
Other core expenses	\$2,653	\$4,034	\$3,988
14) Full-time equivalent staff by assigned position: Fall 2007			
Instruction, research, and public service	379	382	355
Executive, administrative, and managerial	34	44	40
Other professional	217	191	237
Non-professional	261	348	322
15) Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2007-08			
All ranks	\$71,756	\$72,651	\$67,554
Professor	\$90,533	\$90,865	\$89,608
Associate Professor	\$67,519	\$71,198	\$67,985
Assistant Professor	\$62,063	\$58,494	\$59,826
Instructor	N/A	\$45,271	\$49,517
Lecturer	\$52,525	\$54,163	\$51,663
No academic rank	N/A	\$41,803	\$41,800

SIMILARITY SCORES

To understand further the selected institutions and how these compare with CSU Stanislaus today, a descriptive scale of similarity-dissimilarity was constructed.

Using the IPEDS ExPT, information was computed and downloaded for all institutions, including CSU Stanislaus. For each variable, CSU Stanislaus' values were subtracted from the peer institutions' values. All values are standardized to display the percentage point difference from CSU Stanislaus' values. In describing differences arithmetically, the directionality (\pm) is not important. Important is the distance peer values are from the focus institution (CSU Stanislaus) values. Appendix C shows the raw difference scores for all variables. Next, for purposes of summarizing differences, a simple arithmetic approach was used to create an index of similarity based on an incremental scale of 1 to 10, with 1 representing very similar and 10 very dissimilar. Each point on the incremental scale represents up to ± 10 percentage points of difference on a given indicator. For example, a score of 1 represents a ± 0 to 10 percentage point difference; a score of 2 represents a ± 10.1 to 20 percent difference; a score of 3 represents a ± 20.1 to 30 percent difference, and so forth, up to a score of 10 that represents a ± 90.1 to 100 percent or more difference with CSU Stanislaus.

A score less than 3.0 is considered to have reasonable similarity, whereas a score greater than or equal to 3.0 is considered dissimilar to very dissimilar. Appendix D displays all institutions' scores, including the comparison group means and standard deviations for each variable. Also displayed is the summary score for each category.

RESULTS

The total summary score for all categories and variables shows a similarity score of 3.3 for Comparison group-14 and a similarity score of 2.9 for Comparison group-6, suggesting overall, a slightly closer fit for Comparison group-6. The categories yielding the most similarity for either Comparison group-14 or Comparison group-6 are categories 3, 4, 5, 7, 8, 9, 11, and 15. Within these categories, however, Comparison group-14 is slightly closer to the focus institution in categories 8, 9 and 15, whereas Comparison group-6 is slightly closer in categories 3, 4, 5, 7, and 11.

CONCLUSION

The findings show the Comparison group-6 institutions to be generally as meaningful or relevant as the Comparison group-14 institutions. Moreover, the results suggest that using Comparison group-6 or Comparison group-14 institutions to be variable- or category-dependent.

Comparison group-6 appears to provide a better fit when comparisons are based on undergraduate diversity factors. Comparison group-14 appears to provide a better fit when comparisons are based on graduation, retention rates, and on average faculty salaries by rank. Thus, based on these results, it is recommended to proceed testing comparative benchmarking using the NSSE and FSSE results and to examine where appropriate, whether or not the comparisons are meaningful for CSU Stanislaus.

Finally, when determining aspirational peers, it is recommended the University convene and involve selected members of administrators, faculty, staff, and students to judge and determine – in light of the CSU Stanislaus mission and vision – which institutions are the best or likely representations of the University's aspirations.

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AAS: 8/28/2009

Revised by KP: 9/9/09

NATIONAL CENTER FOR EDUCATION STATISTICS, IPEDS DATA FEEDBACK REPORT 2008

Focus institution = California State University, Stanislaus

1. Unduplicated 12-month headcount of all students and of undergraduate students, total FTE enrollment (academic year 2006-07), and full- and part-time fall enrollment (Fall 2007)
 - a. Unduplicated headcount - total
 - b. Unduplicated headcount - undergraduates
 - c. Total FTE enrollment
 - d. Full-time fall enrollment
 - e. Part-time fall enrollment
2. Enrollment by student level: Fall 2007
 - a. Total
 - b. First-time, degree/certificate-seeking undergraduate
 - c. Transfer-in, degree/certificate-seeking undergraduate
 - d. Continuing, degree/certificate-seeking undergraduate
 - e. Graduate
3. Percent of all undergraduate students enrolled, by race/ethnicity, and percent who are women: Fall 2007
 - a. White, non-Hispanic
 - b. Black, non-Hispanic
 - c. Hispanic
 - d. Asian or Pacific Islander
 - e. American Indian or Alaska Native
 - f. Race/ethnicity unknown
 - g. Nonresident alien
 - h. Women
4. Percent of all graduate students enrolled, by race/ethnicity, and percent who are women: Fall 2007
 - a. White, non-Hispanic
 - b. Black, non-Hispanic
 - c. Hispanic
 - d. Asian or Pacific Islander
 - e. American Indian or Alaska Native
 - f. Race/ethnicity unknown
 - g. Nonresident alien
 - h. Women
5. Percentile SAT scores of first-time, degree/certificate-seeking undergraduate students: Fall 2007
 - a. 25th percentile Critical Reading
 - b. 75th percentile Critical Reading
 - c. 25th percentile Math
 - d. 75th percentile Math
6. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2005-06-2007-08
 - a. 2007-08
7. Percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving financial aid, by type of aid: 2006-07
 - a. Federal grants
 - b. State and local grants
 - c. Institutional grants
 - d. Loans
8. Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2001 cohort
 - a. Graduation rate, overall, degree/certificate-seekers
 - b. White, non-Hispanic
 - c. Black, non-Hispanic
 - d. Hispanic
 - e. Asian or Pacific Islander
 - f. American Indian or Alaska Native
 - g. Race/ethnicity unknown
 - h. Nonresident alien
9. Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2007); graduation rate and transfer-out rate (2001 cohort); and retention rates (Fall 2007)
 - a. Graduation rate, overall, degree/certificate-seekers
 - b. Full-time retention rate
 - c. Part-time retention rate
10. Number of degrees awarded, by level: Academic year 2006-07
 - a. Doctor's degrees
 - b. Master's degrees
 - c. Bachelor's degrees
11. Percent distribution of core revenues, by source: Fiscal year 2007
 - a. Tuition and fees
 - b. State appropriations
 - c. Local appropriations
 - d. Government grants and contracts
 - e. Other core revenues
12. Core revenues per FTE enrollment, by source: Fiscal year 2007
 - a. Tuition and fees
13. Core expenses per FTE enrollment, by function: Fiscal year 2007
 - a. Instruction
 - b. Research
 - c. Public service
 - d. Academic support
 - e. Institutional support
 - f. Student services
 - g. Other core expenses
14. Full-time equivalent staff by assigned position: Fall 2007
 - a. Instruction, research, and public service
 - b. Executive, administrative, and managerial
 - c. Other professional
 - d. Non-professional
15. Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2007-08
 - a. All ranks
 - b. Professor
 - c. Associate professor
 - d. Assistant professor
 - e. Instructor
 - f. Lecturer
 - g. No academic rank

APPENDIX B

DETAILED INSTITUTIONAL DATA
NATIONAL CENTER FOR EDUCATIONAL STATISTICS, IPEDS DATA FEEDBACK REPORT 2008
Focus institution = **California State University, Stanislaus**

Variable Name	CSU Stanislaus Focus Institution	Bloomsburg University of Pennsylvania	California State University - Bakersfield (Group 6)	Eastern Washington University (Group 6)	Millersville University of Pennsylvania	New Jersey City University (Group 6)	Rowan University	Sonoma State University (Group 6)
1) Unduplicated 12-month headcount of all students and of undergraduate students, total FTE enrollment (academic year 2006-07), and full- and part-time fall enrollment (Fall 2007)								
Unduplicated headcount - total	9,735	10237	9338	14756	11765	10430	11385	9181
Unduplicated headcount - undergraduates	7,536	8901	7139	12899	8475	7683	9857	7853
Total FTE enrollment	7,048	8439	7915	9955	7933	5637	8549	8161
Full-time fall enrollment	5,741	7718	5915	8883	6824	4537	7924	7266
Part-time fall enrollment	3,095	1027	1785	1803	1482	3900	2167	1504
2) Enrollment by student level: Fall 2007								
Total	8,836	8745	7700	10686	8306	8437	10091	8770
First-time, degree/certificate-seeking undergraduate	987	1685	869	1335	1345	804	1246	1706
Transfer-in, degree/certificate-seeking undergraduate	979	422	726	1082	523	809	897	961
Continuing, degree/certificate-seeking undergraduate	5,122	5561	4515	7030	5296	4629	6356	5016
Graduate	1,748	807	1590	1239	1047	2152	1179	1087
3) Percent of all undergraduate students enrolled, by race/ethnicity, and percent who are women: Fall 2007								
White, non-Hispanic	40%	81	33	64	78	27	78	67
Black, non-Hispanic	4%	7	8	4	7	19	8	2
Hispanic	30%	2	38	8	4	35	7	11
Asian or Pacific Islander	12%	1	7	4	2	7	3	5
American Indian or Alaska Native	1%	0	1	2	0	0	0	1
Race/ethnicity unknown	11%	8	11	17	9	12	3	13
Nonresident alien	1%	1	2	2	0	1	1	1
Women	65%	59	66	57	56	62	53	62
4) Percent of all graduate students enrolled, by race/ethnicity, and percent who are women: Fall 2007								

DETAILED INSTITUTIONAL DATA
NATIONAL CENTER FOR EDUCATIONAL STATISTICS, IPEDS DATA FEEDBACK REPORT 2008
 Focus institution=California State University, Stanislaus

Variable Name	CSU Stanislaus <i>Focus Institution</i>	Bloomsburg University of Pennsylvania	California State University -Bakersfield (Group 6)	Eastern Washington University (Group 6)	Millersville University of Pennsylvania	New Jersey City University (Group 6)	Rowan University	Sonoma State University (Group 6)
White, non-Hispanic	45%	90	48	73	80	43	78	66
Black, non-Hispanic	3%	2	6	2	3	7	9	2
Hispanic	20%	1	28	6	1	14	3	7
Asian or Pacific Islander	7%	1	4	2	1	3	3	3
American Indian or Alaska Native	1%	0	1	2	0	0	0	1
Race/ethnicity unknown	23%	3	11	12	15	28	6	20
Nonresident alien	1%	4	2	3	0	4	1	1
Women	71%	70	72	69	73	71	73	74
5) Percentile SAT scores of first-time, degree/certificate-seeking undergraduate students: Fall 2007								
25th percentile Critical Reading	400	450	400	430	470	430	490	460
75th percentile Critical Reading	530	540	510	550	570	460	590	560
25th percentile Math	420	470	410	430	480	440	510	460
75th percentile Math	540	560	540	550	580	510	620	560
6) Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2005-06-2007-08								
2007-08	\$3,330	6623	3714	4905	6624	8155	10068	3946
7) Percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving financial aid, by type of aid: 2006-07								
Federal grants	39%	25	50	28	19	54	21	16
State and local grants	46%	35	43	38	34	55	28	22
Institutional grants	42%	22	60	19	20	6	20	21
Loans	30%	61	22	48	66	29	64	30
8) Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2001 cohort								
Graduation rate, overall, degree/certificate-seekers	52%	62	40	47	67	31	64	56

APPENDIX B

DETAILED INSTITUTIONAL DATA
NATIONAL CENTER FOR EDUCATIONAL STATISTICS, IPEDS DATA FEEDBACK REPORT 2008
 Focus institution=**California State University, Stanislaus**

Variable Name	CSU Stanislaus <i>Focus Institution</i>	Bloomsburg University of Pennsylvania	California State University -Bakersfield (Group 6)	Eastern Washington University (Group 6)	Millersville University of Pennsylvania	New Jersey City University (Group 6)	Rowan University	Sonoma State University (Group 6)
White, non-Hispanic	55%	63	46	50	71	35	68	58
Black, non-Hispanic	19%	48	14	21	28	28	47	50
Hispanic	47%	35	39	45	38	25	42	49
Asian or Pacific Islander	57%	60	33	31	65	41	57	49
American Indian or Alaska Native	0%	67	50	22	50	0	75	50
Race/ethnicity unknown	57%		51	40		40	60	51
Nonresident alien	50%	67	0	50	100	67	55	0
9) Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2007); graduation rate and transfer-out rate (2001 cohort); and retention rates (Fall 2007)								
Graduation rate, overall, degree/certificate-seekers	52%	62	40	47	67	31	64	56
Full-time retention rate	81%	81	73	73	83	73	86	74
Part-time retention rate	65%	77	25	55	45	55	60	29
10) Number of degrees awarded, by level: Academic year 2006-07								
Doctor's degrees	0	0	0	32	0	0	1	0
Master's degrees	212	322	333	528	234	479	323	228
Bachelor's degrees	1,459	1516	1291	1845	1361	970	1822	1688
11) Percent distribution of core revenues, by source: Fiscal year 2007								
Tuition and fees	11%	44	19	31	40	34	39	20
State appropriations	58%	34	54	31	36	41	37	42
Local appropriations	0%	0	0	0	0	0	0	0
Government grants and contracts	19%	15	20	23	14	18	14	26
Other core revenues	12%	7	7	15	11	6	9	12
12) Core revenues per FTE enrollment, by source: Fiscal year 2007								
Tuition and fees	\$1,614	5674	2577	5241	5651	7257	7521	3566

DETAILED INSTITUTIONAL DATA
NATIONAL CENTER FOR EDUCATIONAL STATISTICS, IPEDS DATA FEEDBACK REPORT 2008
 Focus institution = **California State University, Stanislaus**

Variable Name	CSU Stanislaus Focus Institution	Bloomsburg University of Pennsylvania	California State University -Bakersfield (Group 6)	Eastern Washington University (Group 6)	Millersville University of Pennsylvania	New Jersey City University (Group 6)	Rowan University	Sonoma State University (Group 6)
13) Core expenses per FTE enrollment, by function: Fiscal year 2007								
Instruction	\$6,007	5656	4811	6133	5752	8340	7669	5071
Research	\$219	34	1089	214	68	0	255	0
Public service	\$234	242	16	334	653	0	228	4331
Academic support	\$1,633	1210	1423	1030	1240	2061	1840	1203
Institutional support	\$1,555	2133	1299	1391	2106	3360	2972	1766
Student services	\$1,633	1100	1341	1282	1162	2084	1624	1468
Other core expenses	\$2,653	2583	3111	3942	2682	4810	5066	3728
14) Full-time equivalent staff by assigned position: Fall 2007								
Instruction, research, and public service	379	409	337	495	362	393	570	370
Executive, administrative, and managerial	34	33	30	143	48	42	102	83
Other professional	217	168	208	266	176	170	157	304
Non-professional	261	358	245	471	354	347	564	297
15) Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2007-08								
All ranks	\$71,756	73404	71898	55166	74325	84631	80974	74454
Professor	\$90,533	94029	92068	69244	94479	104267	104948	89827
Associate Professor	\$67,519	74683	72675	60625	74868	82092	81662	68707
Assistant Professor	\$62,063	58175	63073	50607	58813	67837	63125	63021
Instructor	N/A	47394			45271	49517	55392	
Lecturer	\$52,525		56178				54163	59888
No academic rank	N/A			40268				

APPENDIX C

RAW SCORE DIFFERENCES

Focus institution = **California State University, Stanislaus**

Variable Name	CSU Stanislaus <i>Focus Institution</i>	Bloomsburg University of Pennsylvania	California State University- Bakersfield (Group 6)	Eastern Washington University (Group 6)	Millersville University of Pennsylvania	New Jersey City University (Group 6)	Rowan University	Sonoma State University (Group 6)	The University of Texas at Brownsville (Group 6)	The University of West Florida (Group 6)	University of Massachusetts- Dartmouth	University of Michigan- Dearborn	University of Minnesota- Duluth	University of North Carolina- Wilmington	Winona State University
Unduplicated 12-month headcount of all students and of undergraduate students, total FTE enrollment (academic year 2006-07), and full- and part-time fall enrollment (Fall 2007)															
Unduplicated headcount - total	9,735	5.2	-4.1	51.6	20.9	7.1	16.9	-5.7	-42.4	15.3	-1.9	6.9	28.3	34.2	-4.0
Unduplicated headcount - undergraduates	7,536	18.1	-5.3	71.2	12.5	2.0	30.8	4.2	-30.2	25.5	8.7	2.6	47.1	56.5	11.8
Total FTE enrollment	7,048	19.7	12.3	41.2	12.6	-20.0	21.3	15.8	-61.6	15.6	10.3	-11.2	40.6	52.0	11.4
Full-time fall enrollment	5,741	34.4	3.0	54.7	18.9	-21.0	38.0	26.6	-71.2	14.2	25.4	-22.2	65.0	81.0	24.4
Part-time fall enrollment	3,095	-66.8	-42.3	-41.7	-52.1	26.0	-30.0	-51.4	2.2	22.7	-39.2	25.0	-44.8	-42.2	-61.4
Enrollment by student level: Fall 2007															
Total	8,836	-1.0	-12.9	20.9	-6.0	-4.5	14.2	-0.7	94.8	17.2	2.8	-5.7	26.6	37.8	-5.7
First-time, degree/certificate-seeking undergraduate	987	70.7	-12.0	35.3	36.3	-18.5	26.2	72.8	68.4	4.7	95.2	-9.5	127.0	94.5	73.6
Transfer-in, degree/certificate-seeking undergraduate	979	-56.9	-25.8	10.5	-46.6	-17.4	-8.4	-1.8	-56.4	49.8	-51.2	-30.5	-54.4	32.2	-49.4
Continuing, degree/certificate-seeking undergraduate	5,122	8.6	-11.9	37.3	3.4	-9.6	24.1	-2.1	65.0	13.9	1.4	-9.4	26.9	46.3	3.2
Graduate	1,748	-53.8	-9.0	-29.1	-40.1	23.1	-32.6	-37.8	-52.1	-5.1	-34.0	8.1	-56.1	-34.0	-62.9
Percent of all undergraduate students enrolled, by race/ethnicity, and percent who are women: Fall 2007															
White, non-Hispanic	40%	41%	7%	24%	38%	-13%	38%	27%	-36%	37%	39%	25%	49%	45%	47%
Black, non-Hispanic	4%	3%	4%	0%	3%	15%	4%	-2%	--	6%	3%	6%	-3%	1%	-3%
Hispanic	30%	-28%	8%	-22%	-26%	5%	-23%	-19%	61%	-25%	-27%	-27%	-29%	-27%	-29%
Asian or Pacific Islander	12%	-11%	-5%	-8%	-10%	-5%	-9%	-7%	--	-7%	-9%	-6%	-9%	-10%	-10%
American Indian or Alaska Native	1%	--	0%	1%	--	--	--	0%	--	0%	0%	0%	0%	0%	--
Race/ethnicity unknown	11%	-3%	0%	6%	-2%	1%	-8%	2%	-10%	--	-3%	3%	-7%	-7%	-6%
Nonresident alien	1%	0%	1%	1%	--	0%	0%	0%	3%	1%	--	0%	0%	--	3%
Women	65%	-6%	1%	-8%	-9%	-3%	-12%	-3%	-6%	-5%	-16%	-13%	-17%	-6%	-4%
Percent of all graduate students enrolled, by race/ethnicity, and percent who are women: Fall 2007															
White, non-Hispanic	45%	45%	3%	28%	35%	-2%	33%	21%	-26%	31%	18%	20%	27%	39%	25%
Black, non-Hispanic	3%	-1%	3%	-1%	0%	4%	6%	-1%	-2%	9%	-1%	2%	-2%	2%	-2%

RAW SCORE DIFFERENCES Focus institution=**California State University, Stanislaus**

Variable Name	CSU Stanislaus <i>Focus Institution</i>	Bloomsburg University of Pennsylvania	California State University-Bakersfield (Group 6)	Eastern Washington University (Group 6)	Millersville University of Pennsylvania	New Jersey City University (Group 6)	Rowan University	Sonoma State University (Group 6)	The University of Texas at Brownsville (Group 6)	The University of West Florida (Group 6)	University of Massachusetts-Dartmouth	University of Michigan-Dearborn	University of Minnesota-Duluth	University of North Carolina-Wilmington	Winona State University
Hispanic	20%	-19%	8%	-14%	-19%	-6%	-17%	-13%	54%	-16%	-18%	-17%	--	-18%	--
Asian or Pacific Islander	7%	-6%	-3%	-5%	-6%	-4%	-4%	-4%	-6%	-4%	-5%	0%	-5%	-6%	-5%
American Indian or Alaska Native	1%	--	0%	1%	--	--	--	0%	--	0%	--	--	3%	--	--
Race/ethnicity unknown	23%	-20%	-12%	-11%	-8%	5%	-17%	-3%	-22%	--	-14%	-15%	-14%	-17%	0%
Nonresident alien	1%	3%	1%	2%	--	3%	0%	0%	3%	2%	22%	10%	10%	1%	2%
Women	71%	-1%	1%	-2%	2%	0%	2%	3%	-7%	-6%	-16%	-26%	-12%	-6%	1%
Percentile SAT scores of first-time, degree/certificate-seeking undergraduate students: Fall 2007															
25th percentile Critical Reading	400	12.5	0.0	7.5	17.5	7.5	22.5	15.0	--	20.0	17.5	--	25.0	30.0	--
75th percentile Critical Reading	530	1.9	-3.8	3.8	7.5	-13.2	11.3	5.7	--	11.3	5.7	--	13.2	15.1	--
25th percentile Math	420	11.9	-2.4	2.4	14.3	4.8	21.4	9.5	--	14.3	16.7	27.4	26.2	28.6	--
75th percentile Math	540	3.7	0.0	1.9	7.4	-5.6	14.8	3.7	--	5.6	7.4	18.5	18.5	16.7	--
Academic year tuition and required fees for full-time, degree/certificate-seeking undergraduates: 2005-06-2007-08															
2007-08	\$3,330	98.9	11.5	47.3	98.9	144.9	202.3	18.5	14.4	-14.1	158.0	125.8	173.1	32.1	119.9
Percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving financial aid, by type of aid: 2006-07															
Federal grants	39%	-14%	11%	-11%	-20%	15%	-18%	-23%	35%	-17%	-18%	-19%	-24%	-25%	-24%
State and local grants	46%	-11%	-3%	-8%	-12%	9%	-18%	-24%	-9%	29%	3%	27%	-19%	-16%	-29%
Institutional grants	42%	-20%	18%	-23%	-22%	-36%	-22%	-21%	-8%	-6%	-8%	14%	9%	-23%	3%
Loans	30%	31%	-8%	18%	36%	-1%	34%	0%	1%	12%	22%	5%	29%	16%	31%
Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2001 cohort															
Graduation rate, overall, degree/certificate-seekers	52%	10%	-12%	-5%	15%	-21%	12%	4%	-34%	-4%	-5%	1%	-2%	13%	3%
White, non-Hispanic	55%	8%	-9%	-5%	16%	-20%	13%	3%	-47%	-6%	-8%	0%	-5%	10%	13%
Black, non-Hispanic	19%	29%	-5%	2%	9%	9%	28%	31%	--	32%	19%	21%	17%	37%	10%
Hispanic	47%	-12%	-8%	-2%	-9%	-22%	-5%	2%	-30%	-5%	9%	9%	-19%	22%	6%
Asian or Pacific Islander	57%	3%	-24%	-26%	8%	-16%	0%	-8%	--	-2%	-19%	-1%	4%	13%	-12%
American Indian or Alaska Native	0%	67%	50%	22%	50%	--	75%	50%	--	36%	13%	--	11%	50%	83%
Race/ethnicity unknown	57%	--	-6%	-17%	--	-17%	3%	-6%	--	-13%	-4%	-17%	-16%	-1%	-21%

APPENDIX C

RAW SCORE DIFFERENCES Focus institution=California State University, Stanislaus

Variable Name	CSU Stanislaus <i>Focus Institution</i>	Bloomsburg University of Pennsylvania	California State University- Bakersfield (Group 6)	Eastern Washington University (Group 6)	Millersville University of Pennsylvania	New Jersey City University (Group 6)	Rowan University	Sonoma State University (Group 6)	The University of Texas at Brownsville (Group 6)	The University of West Florida (Group 6)	University of Massachusetts- Dartmouth	University of Michigan- Dearborn	University of Minnesota- Duluth	University of North Carolina- Wilmington	Winona State University
Nonresident alien	50%	17%	--	0%	50%	17%	5%	--	-8%	-5%	--	17%	20%	-21%	23%
Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2007); graduation rate and transfer-out rate (2001 cohort); and retention rates (Fall 2007)															
Graduation rate, overall, degree/ certificate-seekers	52%	10%	-12%	-5%	15%	-21%	12%	4%	-34%	-4%	-5%	1%	-2%	13%	3%
Full-time retention rate	81%	0%	-8%	-8%	2%	-8%	5%	-7%	-13%	-8%	-5%	0%	-6%	4%	-10%
Part-time retention rate	65%	12%	-40%	-10%	-20%	-10%	-5%	-36%	-17%	1%	-5%	3%	-5%	-32%	-32%
Number of degrees awarded, by level: Academic year 2006-07															
Doctor's degrees	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Master's degrees	212	51.9	57.1	149.1	10.4	125.9	52.4	7.5	-13.7	85.4	15.6	188.7	0.9	64.2	-45.8
Bachelor's degrees	1,459	3.9	-11.5	26.5	-6.7	-33.5	24.9	15.7	-37.0	12.7	-20.7	-16.8	5.9	55.4	-5.3
Percent distribution of core revenues, by source: Fiscal year 2007															
Tuition and fees	11%	33%	8%	20%	29%	23%	28%	9%	-1%	5%	26%	40%	28%	13%	35%
State appropriations	58%	-24%	-4%	-27%	-22%	-17%	-21%	-16%	-40%	-11%	-21%	-37%	-34%	-22%	-24%
Local appropriations	0%	--	--	--	--	--	--	--	9%	--	--	--	--	--	--
Government grants and contracts	19%	-4%	1%	4%	-5%	-1%	-5%	7%	35%	2%	-2%	-9%	-6%	-10%	-10%
Other core revenues	12%	-5%	-5%	3%	-1%	-6%	-3%	0%	-3%	5%	-3%	6%	12%	19%	-2%
Core revenues per FTE enrollment, by source: Fiscal year 2007															
Tuition and fees	\$1,614	251.5	59.7	224.7	250.1	349.6	366.0	120.9	-1.1	87.3	367.1	441.1	367.7	263.0	255.2
Core expenses per FTE enrollment, by function: Fiscal year 2007															
Instruction	\$6,007	-5.8	-19.9	2.1	-4.2	38.8	27.7	-15.6	-36.6	-12.4	20.6	8.6	-15.5	12.5	-23.5
Research	\$219	-84.5	397.3	-2.3	-68.9	--	16.4	--	93.2	246.1	944.3	109.1	595.4	485.8	-16.9
Public service	\$234	3.4	-93.2	42.7	179.1	--	-2.6	1750.9	164.1	290.6	-38.0	-23.1	79.1	15.0	-81.6
Academic support	\$1,633	-25.9	-12.9	-36.9	-24.1	26.2	12.7	-26.3	-25.0	18.9	76.4	11.8	-7.7	-16.1	-24.7
Institutional support	\$1,555	37.2	-16.5	-10.5	35.4	116.1	91.1	13.6	-16.1	68.1	51.1	22.6	-29.8	21.5	-17.8
Student services	\$1,633	-32.6	-17.9	-21.5	-28.8	27.6	-0.6	-10.1	-38.1	-38.2	-37.8	-33.9	-53.6	-52.0	-22.7
Other core expenses	\$2,653	-2.6	17.3	48.6	1.1	81.3	91.0	40.5	132.2	52.1	162.8	64.6	109.0	63.9	-19.9

RAW SCORE DIFFERENCES
Focus institution = **California State University, Stanislaus**

Variable Name	CSU Stanislaus <i>Focus Institution</i>	Bloomsburg University of Pennsylvania	California State University-Bakersfield (Group 6)	Eastern Washington University (Group 6)	Millersville University of Pennsylvania	New Jersey City University (Group 6)	Rowan University	Sonoma State University (Group 6)	The University of Texas at Brownsville (Group 6)	The University of West Florida (Group 6)	University of Massachusetts-Dartmouth	University of Michigan-Dearborn	University of Minnesota-Duluth	University of North Carolina-Wilmington	Winona State University
Full-time equivalent staff by assigned position: Fall 2007															
Instruction, research, and public service	379	7.9	-11.1	30.6	-4.5	3.7	50.4	-2.4	-63.6	-10.3	17.9	-6.3	34.3	46.7	6.9
Executive, administrative, and managerial	34	-2.9	-11.8	320.6	41.2	23.5	200.0	144.1	8.8	-20.6	32.4	144.1	338.2	120.6	-55.3
Other professional	217	-22.6	-4.1	22.6	-18.9	-21.7	-27.6	40.1	-77.9	88.0	51.6	-16.6	8.8	92.6	-7.8
Non-professional	261	37.2	-6.1	80.5	35.6	33.0	116.1	13.8	-33.0	38.3	33.3	-44.4	80.8	182.4	-23.4
Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2007-08															
All ranks	\$71,756	2.3	0.2	-23.1	3.6	17.9	12.8	3.8	-22.6	-11.9	12.9	3.2	-11.4	-2.6	-13.5
Professor	\$90,533	3.9	1.7	-23.5	4.4	15.2	15.9	-0.8	-19.4	-1.3	10.6	1.5	-3.8	0.6	-15.6
Associate professor	\$67,519	10.6	7.6	-10.2	10.9	21.6	20.9	1.8	-8.1	-0.4	15.5	12.2	3.3	7.6	-13.0
Assistant professor	\$62,063	-6.3	1.6	-18.5	-5.2	9.3	1.7	1.5	-11.8	-8.8	7.9	8.0	-11.2	-2.5	-16.7
Instructor	N/A	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Lecturer	\$52,525	--	7.0	--	--	--	3.1	14.0	-20.8	-10.2	7.8	-12.8	--	-15.3	--
No academic rank	N/A	--	--	--	--	--	--	--	--	--	--	--	--	--	--

APPENDIX D

INSTITUTIONAL SIMILARITY/DISSIMILARITY SCORES

Category and Variable Name	Bloomsburg University of Pennsylvania (Group 6)	California State University-Bakersfield (Group 6)	Eastern Washington University (Group 6)	Millersville University of Pennsylvania (Group 6)	New Jersey City University (Group 6)	Rowan University (Group 6)	Sonoma State University (Group 6)	The University of Texas at Brownsville (Group 6)	The University of West Florida (Group 6)	University of Massachusetts-Dartmouth (Group 6)	University of Michigan-Dearborn	University of Minnesota-Duluth	University of North Carolina-Wilmington	Winona State University	Group 4 Mean	Group 6 Mean	Group 14 SD	Group 6 SD
1) Unduplicated 12-month headcount of all students and of undergraduate students, total FTE enrollment (academic year 2006-07), and full- and part-time fall enrollment (Fall 2007)																		
Unduplicated headcount - total	1.0	1.0	6.0	2.0	1.0	2.0	1.0	5.0	2.0	1.0	1.0	3.0	4.0	1.0	2.2	2.7	1.7	2.3
Unduplicated headcount - undergraduates	2.0	1.0	8.0	2.0	1.0	4.0	1.0	4.0	3.0	1.0	1.0	5.0	6.0	2.0	2.9	3.0	2.2	2.8
Total FTE enrollment	2.0	2.0	5.0	2.0	2.0	3.0	2.0	7.0	2.0	2.0	2.0	5.0	6.0	2.0	3.1	3.3	1.8	2.2
Full-time fall enrollment	4.0	1.0	6.0	2.0	3.0	4.0	3.0	8.0	2.0	3.0	3.0	7.0	9.0	3.0	4.1	3.8	2.4	2.6
Part-time fall enrollment	7.0	5.0	5.0	6.0	3.0	3.0	6.0	1.0	3.0	4.0	3.0	5.0	5.0	7.0	4.5	3.8	1.7	1.8
Category: Similarity/Dissimilarity Score	3.2	2.0	6.0	2.8	2.0	3.2	2.6	5.0	2.4	2.2	2.0	5.0	6.0	3.0	3.4	3.3	1.5	1.7
2) Enrollment by student level: Fall 2007																		
Total	1.0	2.0	3.0	1.0	1.0	2.0	1.0	10.0	2.0	1.0	1.0	3.0	4.0	1.0	2.4	3.2	2.4	3.4
First-time, degree/certificate-seeking undergraduate	8.0	2.0	4.0	4.0	2.0	3.0	8.0	7.0	1.0	10.0	1.0	10.0	10.0	8.0	5.6	4.0	3.5	2.9
Transfer-in, degree/certificate-seeking undergraduate	6.0	3.0	2.0	5.0	2.0	1.0	1.0	6.0	5.0	6.0	4.0	6.0	4.0	5.0	4.0	3.2	1.9	1.9
Continuing, degree/certificate-seeking undergraduate	1.0	2.0	4.0	1.0	1.0	3.0	1.0	7.0	2.0	1.0	1.0	3.0	5.0	1.0	2.4	2.8	1.9	2.3
Graduate	6.0	1.0	3.0	5.0	3.0	4.0	4.0	6.0	1.0	4.0	1.0	6.0	4.0	7.0	3.9	3.0	2.0	1.9
Category: Similarity/Dissimilarity Score	4.4	2.0	3.2	3.2	1.8	2.6	3.0	7.2	2.2	4.4	1.6	5.6	5.4	4.4	3.6	3.2	1.7	2.0
3) Percent of all undergraduate students enrolled, by race/ethnicity, and percent who are women: Fall 2007																		
White, non-Hispanic	5.0	1.0	3.0	4.0	2.0	4.0	3.0	4.0	4.0	4.0	3.0	5.0	5.0	5.0	3.7	2.8	1.2	1.2
Black, non-Hispanic	1.0	1.0	1.0	1.0	2.0	1.0	1.0	--	1.0	1.0	1.0	1.0	1.0	1.0	1.1	1.2	0.3	0.4
Hispanic	3.0	1.0	3.0	3.0	1.0	3.0	2.0	7.0	3.0	3.0	3.0	3.0	1.0	3.0	2.8	2.8	1.5	2.2
Asian or Pacific Islander	2.0	1.0	1.0	1.0	1.0	1.0	1.0	--	1.0	1.0	1.0	1.0	1.0	1.0	1.1	1.0	0.3	0.0
American Indian or Alaska Native	--	1.0	1.0	--	--	--	1.0	--	1.0	1.0	1.0	1.0	1.0	--	--	--	--	--
Race/ethnicity unknown	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	--	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0
Nonresident alien	1.0	1.0	1.0	--	1.0	1.0	1.0	1.0	1.0	--	1.0	1.0	--	1.0	1.0	1.0	0.0	0.0
Women	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	1.3	1.0	0.5	0.0

INSTITUTIONAL SIMILARITY/DISSIMILARITY SCORES

Category and Variable Name	Bloomsburg University of Pennsylvania (Group 6)	California State University-Bakersfield (Group 6)	Eastern Washington University (Group 6)	Millersville University of Pennsylvania	New Jersey City University (Group 6)	Rowan University	Sonoma State University (Group 6)	The University of Texas at Brownsville (Group 6)	The University of West Florida (Group 6)	University of Massachusetts-Dartmouth	University of Michigan-Deaborn	University of Minnesota-Duluth	University of North Carolina-Wilmington	Winona State University	Group 14 Mean	Group 6 Mean	Group 14 SD	Group 6 SD
Category: Similarity/Dissimilarity Score	2.0	1.0	1.5	1.8	1.3	1.9	1.4	2.8	1.7	1.9	1.6	1.9	1.6	1.9	1.7	1.6	0.4	0.6
4) Percent of all graduate students enrolled, by race/ethnicity, and percent who are women: Fall 2007																		
White, non-Hispanic	5.0	1.0	3.0	4.0	1.0	4.0	3.0	3.0	4.0	2.0	2.0	3.0	4.0	3.0	3.0	2.5	1.2	1.2
Black, non-Hispanic	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0
Hispanic	2.0	1.0	2.0	2.0	1.0	2.0	2.0	6.0	2.0	2.0	2.0	--	2.0	--	2.2	2.3	1.3	1.9
Asian or Pacific Islander	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0
American Indian or Alaska Native	--	1.0	1.0	--	--	--	1.0	--	1.0	--	--	1.0	--	--	--	--	--	--
Race/ethnicity unknown	2.0	2.0	2.0	1.0	1.0	2.0	1.0	3.0	--	2.0	2.0	2.0	2.0	1.0	1.8	1.8	0.6	0.8
Nonresident alien	1.0	1.0	1.0	--	1.0	1.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0	1.2	1.0	0.6	0.0
Women	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	2.0	1.0	1.0	1.3	1.0	0.6	0.0
Category: Similarity/Dissimilarity Score	1.9	1.1	1.5	1.7	1.0	1.7	1.4	2.3	1.6	1.9	1.7	1.6	1.7	1.3	1.6	1.5	0.3	0.5
5) Percentile SAT scores of first-time, degree/certificate-seeking undergraduate students: Fall 2007																		
25th percentile Critical Reading	2.0	1.0	1.0	2.0	1.0	3.0	2.0	--	2.0	2.0	--	3.0	3.0	--	2.0	1.4	0.8	0.5
75th percentile Critical Reading	1.0	1.0	1.0	1.0	2.0	2.0	1.0	--	2.0	1.0	--	2.0	2.0	--	1.5	1.4	0.5	0.5
25th percentile Math	2.0	1.0	1.0	2.0	1.0	3.0	1.0	--	2.0	2.0	3.0	3.0	3.0	--	2.0	1.2	0.9	0.4
75th percentile Math	1.0	1.0	1.0	1.0	1.0	2.0	1.0	--	1.0	1.0	2.0	2.0	2.0	--	1.3	1.0	0.5	0.0
Category: Similarity/Dissimilarity Score	1.5	1.0	1.0	1.5	1.3	2.5	1.3	--	1.8	1.5	2.5	2.5	2.5	--	1.7	1.3	0.6	0.3
6) Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2005-06-2007-08																		
2007-08	10.0	2.0	5.0	10.0	10.0	10.0	2.0	2.0	2.0	10.0	10.0	10.0	4.0	10.0	6.9	3.8	3.8	3.3
Category: Similarity/Dissimilarity Score	10.0	2.0	5.0	10.0	10.0	10.0	2.0	2.0	2.0	10.0	10.0	10.0	4.0	10.0	6.9	3.8	3.8	3.3
7) Percent of full-time, degree/certificate-seeking undergraduate students receiving financial aid, by type of aid: 2006-07																		
Federal grants	2.0	2.0	2.0	2.0	2.0	2.0	3.0	4.0	2.0	2.0	2.0	3.0	3.0	3.0	2.4	2.5	0.6	0.8
State and local grants	2.0	1.0	1.0	2.0	1.0	2.0	3.0	1.0	3.0	1.0	3.0	2.0	2.0	3.0	1.9	1.7	0.8	1.0
Institutional grants	2.0	2.0	3.0	3.0	4.0	3.0	3.0	1.0	1.0	1.0	2.0	1.0	3.0	1.0	2.1	2.3	1.0	1.2

APPENDIX D

INSTITUTIONAL SIMILARITY/DISSIMILARITY SCORES

Category and Variable Name	Bloomsburg University of Pennsylvania	California State University-Bakersfield (Group 6)	Eastern Washington University (Group 6)	Millersville University of Pennsylvania	New Jersey City University (Group 6)	Rowan University	Sonoma State University (Group 6)	The University of Texas at Brownsville (Group 6)	The University of West Florida (Group 6)	University of Massachusetts-Dartmouth	University of Michigan-Dearborn	University of Minnesota-Duluth	University of North Carolina-Wilmington	Winona State University	Group 4 Mean	Group 6 Mean	Group 14 SD	Group 6 SD
Loans	4.0	1.0	2.0	4.0	1.0	4.0	1.0	1.0	2.0	3.0	1.0	3.0	2.0	4.0	2.4	1.3	1.3	0.5
Category: Similarity/Dissimilarity Score	2.5	1.5	2.0	2.8	2.0	2.8	2.5	1.8	2.0	1.8	2.0	2.3	2.5	2.8	2.2	2.0	0.4	0.3
8) Graduation rates of full-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2001 cohort																		
Graduation rate, overall, degree/certificate-seekers	1.0	2.0	1.0	2.0	3.0	2.0	1.0	4.0	1.0	1.0	1.0	1.0	2.0	1.0	1.6	2.0	0.9	1.3
White, non-Hispanic	1.0	1.0	1.0	2.0	2.0	2.0	1.0	5.0	1.0	1.0	1.0	1.0	1.0	2.0	1.6	1.8	1.1	1.6
Black, non-Hispanic	3.0	1.0	1.0	1.0	1.0	3.0	4.0	--	4.0	2.0	3.0	2.0	4.0	1.0	2.3	2.2	1.3	1.6
Hispanic	2.0	1.0	1.0	1.0	3.0	1.0	1.0	3.0	1.0	1.0	1.0	2.0	3.0	1.0	1.6	1.7	0.9	1.0
Asian or Pacific Islander	1.0	3.0	3.0	1.0	2.0	1.0	1.0	--	1.0	2.0	1.0	1.0	2.0	2.0	1.6	2.0	0.8	1.0
American Indian or Alaska Native	7.0	5.0	3.0	5.0	--	8.0	5.0	--	4.0	2.0	--	2.0	5.0	9.0	5.0	4.3	2.3	1.0
Race/ethnicity unknown	--	6.0	2.0	--	2.0	1.0	6.0	--	2.0	1.0	2.0	2.0	1.0	3.0	2.5	3.6	1.8	2.2
Nonresident alien	2.0	--	1.0	5.0	2.0	1.0	--	1.0	1.0	--	2.0	2.0	3.0	3.0	2.1	1.3	1.2	0.5
Category: Similarity/Dissimilarity Score	2.4	2.7	1.6	2.4	2.1	2.4	2.7	3.3	1.9	1.4	1.6	1.6	2.6	2.8	2.3	2.4	0.6	0.6
9) Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2007); graduation rate and transfer-out rate (2001 cohort); and retention rates (Fall 2007)																		
Graduation rate, overall, degree/certificate-seekers	1.0	2.0	1.0	2.0	3.0	2.0	1.0	4.0	1.0	1.0	1.0	1.0	1.0	1.0	1.6	2.0	0.9	1.3
Full-time retention rate	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.1	1.2	0.3	0.4
Part-time retention rate	2.0	4.0	1.0	2.0	1.0	1.0	4.0	2.0	1.0	1.0	1.0	1.0	4.0	4.0	2.1	2.2	1.3	1.5
Category: Similarity/Dissimilarity Score	1.3	2.3	1.0	1.7	1.7	1.3	2.0	2.7	1.0	1.0	1.0	1.0	2.0	2.0	1.6	1.8	0.6	0.7
10) Number of degrees awarded, by level: Academic year 2006-07																		
Doctor's degrees	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Master's degrees	6.0	6.0	10.0	2.0	10.0	6.0	1.0	2.0	9.0	2.0	10.0	1.0	7.0	5.0	5.5	6.3	3.4	4.0
Bachelor's degrees	1.0	2.0	3.0	1.0	4.0	3.0	2.0	4.0	2.0	3.0	2.0	1.0	6.0	1.0	2.5	2.8	1.5	1.0
Category: Similarity/Dissimilarity Score	3.5	4.0	6.5	1.5	7.0	4.5	1.5	3.0	5.5	2.5	6.0	1.0	6.5	3.0	4.0	4.6	2.0	2.1

APPENDIX D

INSTITUTIONAL SIMILARITY/DISSIMILARITY SCORES

Category and Variable Name	Bloomsburg University of Pennsylvania	California State University-Bakersfield (Group 6)	Eastern Washington University (Group 6)	Millersville University of Pennsylvania	New Jersey City University (Group 6)	Rowan University	Sonoma State University (Group 6)	The University of Texas at Brownsville (Group 6)	The University of West Florida (Group 6)	University of Massachusetts-Dartmouth	University of Michigan-Dearborn	University of Minnesota-Duluth	University of North Carolina-Wilmington	Winona State University	Group 14 Mean	Group 6 Mean	Group 14 SD	Group 6 SD
11) Percent distribution of core revenues, by source: Fiscal year 2007																		
Tuition and fees	4.0	1.0	2.0	3.0	3.0	3.0	1.0	1.0	1.0	3.0	4.0	3.0	2.0	4.0	2.5	1.5	1.2	0.8
State appropriations	3.0	1.0	3.0	3.0	2.0	3.0	2.0	4.0	2.0	3.0	4.0	4.0	3.0	3.0	2.9	2.3	0.9	1.0
Local appropriations	--	--	--	--	--	--	--	1.0	--	--	--	--	--	--	--	--	--	--
Government grants and contracts	1.0	1.0	1.0	1.0	1.0	1.0	1.0	4.0	1.0	1.0	1.0	1.0	1.0	1.0	1.2	1.5	0.8	1.2
Other core revenues	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	1.1	1.0	0.4	0.0
Category: Similarity/Dissimilarity Score	2.3	1.0	1.8	2.0	1.8	2.0	1.3	2.2	1.3	2.0	2.5	2.5	2.0	2.3	1.9	1.5	0.5	0.4
12) Core revenues per FTE enrollment, by source: Fiscal year 2007																		
Tuition and fees	10.0	6.0	10.0	10.0	10.0	10.0	10.0	1.0	9.0	10.0	10.0	10.0	10.0	10.0	9.0	7.7	2.5	3.6
Category: Similarity/Dissimilarity Score	10.0	6.0	10.0	10.0	10.0	10.0	10.0	1.0	9.0	10.0	10.0	10.0	10.0	10.0	9.0	7.7	2.5	3.6
13) Core expenses per FTE enrollment, by function: Fiscal year 2007																		
Instruction	1.0	2.0	1.0	1.0	4.0	3.0	2.0	4.0	2.0	3.0	1.0	2.0	2.0	3.0	2.2	2.5	1.1	1.2
Research	9.0	10.0	1.0	7.0	--	2.0	--	10.0	10.0	10.0	10.0	10.0	10.0	2.0	7.6	7.8	3.7	4.5
Public service	1.0	9.0	5.0	10.0	--	1.0	10.0	10.0	10.0	4.0	3.0	8.0	2.0	9.0	6.3	8.8	3.7	2.2
Academic support	3.0	2.0	4.0	3.0	3.0	2.0	3.0	3.0	2.0	8.0	1.0	1.0	2.0	3.0	2.9	2.8	1.7	0.8
Institutional support	4.0	2.0	2.0	4.0	10.0	10.0	2.0	2.0	7.0	6.0	3.0	3.0	3.0	2.0	4.3	4.2	2.9	3.5
Student services	4.0	2.0	3.0	3.0	3.0	1.0	2.0	4.0	4.0	4.0	4.0	6.0	6.0	3.0	3.5	3.0	1.4	0.9
Other core expenses	1.0	2.0	5.0	1.0	9.0	10.0	5.0	10.0	6.0	10.0	7.0	10.0	7.0	2.0	6.1	6.2	3.5	2.9
Category: Similarity/Dissimilarity Score	3.3	4.1	3.0	4.1	5.8	4.1	4.0	6.1	5.9	6.4	4.1	5.7	4.6	3.4	4.6	4.8	1.1	1.3
14) Full-time equivalent staff by assigned position: Fall 2007																		
Instruction, research, and public service	1.0	2.0	4.0	1.0	1.0	6.0	1.0	7.0	2.0	2.0	1.0	4.0	5.0	1.0	2.7	2.8	2.1	2.3
Executive, administrative, and managerial	1.0	2.0	10.0	5.0	3.0	10.0	10.0	1.0	3.0	4.0	10.0	10.0	10.0	4.0	5.9	4.8	3.8	4.1
Other professional	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	1.4	1.2	0.5	0.4
Non-professional	4.0	1.0	9.0	4.0	4.0	10.0	2.0	4.0	4.0	4.0	5.0	9.0	10.0	3.0	5.2	4.0	3.0	2.8

APPENDIX D

INSTITUTIONAL SIMILARITY/DISSIMILARITY SCORES

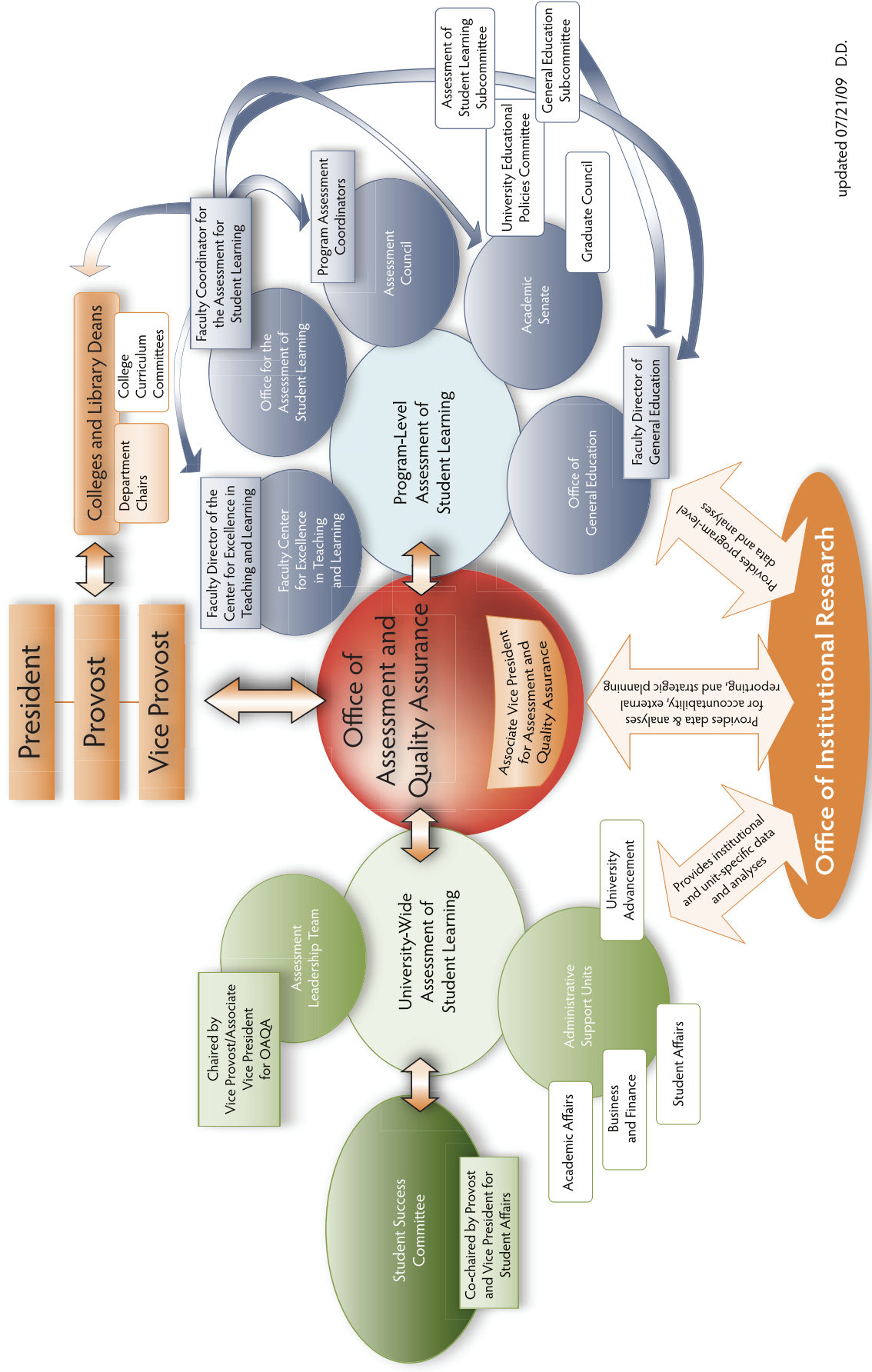
Category and Variable Name	Bloomsburg University of Pennsylvania	California State University-Bakersfield (Group 6)	Eastern Washington University (Group 6)	Millersville University of Pennsylvania	New Jersey City University (Group 6)	Rowan University	Sonoma State University (Group 6)	The University of Texas at Brownsville (Group 6)	The University of West Florida (Group 6)	University of Massachusetts-Dartmouth	University of Michigan-Dearborn	University of Minnesota-Duluth	University of North Carolina-Wilmington	Winona State University	Group 4 Mean	Group 6 Mean	Group 14 SD	Group 6 SD
Category: Similarity/Dissimilarity Score	1.8	1.5	6.0	2.8	2.3	6.8	3.5	3.3	2.8	3.0	4.5	6.3	6.8	2.5	3.8	3.2	1.9	1.5
15) Average salaries of full-time instructional staff equated to 9-month contracts by academic rank: Academic year 2007-08																		
All ranks	1.0	1.0	3.0	1.0	2.0	2.0	1.0	3.0	2.0	2.0	1.0	2.0	1.0	2.0	1.7	2.0	0.7	0.9
Professor	1.0	1.0	3.0	1.0	2.0	2.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	2.0	1.5	1.7	0.7	0.8
Associate Professor	2.0	1.0	2.0	2.0	3.0	3.0	1.0	1.0	1.0	2.0	2.0	1.0	1.0	2.0	1.7	1.5	0.7	0.8
Assistant Professor	1.0	1.0	2.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	2.0	1.0	2.0	1.3	1.3	0.5	0.5
Instructor	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Lecturer	--	1.0	--	--	--	1.0	2.0	3.0	2.0	1.0	2.0	--	2.0	--	--	--	--	--
No academic rank	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Category: Similarity/Dissimilarity Score	1.3	1.0	2.5	1.3	2.0	1.8	1.2	2.2	1.4	1.6	1.4	1.5	1.2	2.0	1.6	1.7	0.4	0.6
All Categories: Similarity/Dissimilarity Score	3.4	2.2	3.5	3.3	3.5	3.8	2.7	3.0	2.8	3.4	3.5	3.9	4.0	3.4	3.3	2.9	0.5	0.5

California State University | Stanislaus

Integrated Infrastructure for the Assessment of Institutional Effectiveness

Creating an Organization Committed to Learning and Improvement

2009



updated 07/21/09 D.D.

CALIFORNIA STATE UNIVERSITY STANISLAUS

SUMMARY OF WASC EXPECTATIONS FOR PROGRAM ASSESSMENT PLANS ATTACHMENT R

A fully articulated, sustainable, multi-year assessment plan ...

1. Is developed by faculty, who are engaged in design and responsible for implementation.
2. Includes multiple tools for assessing student work.
3. Includes both formative and summative strategies.
4. Uses multiple assessment measures, beyond the GPA.
5. Incorporates and weigh both direct and indirect measures.
6. Includes explicit program goals and learning outcomes.
 - a. Outcomes list is reasonable, appropriate, and comprehensive.
 - b. Describes how students can demonstrate their learning.
 - c. Describes when and how each outcome will be assessed.
 - d. Where applicable, illustrates that national disciplinary standards have been considered.
 - e. Makes clear distinctions between undergraduate and graduate expectation.
7. Establishes expected levels of student performance.
 - a. Faculty has agreed on explicit criteria statements (often displayed in rubrics).
 - b. Faculty has identified examples of student performance at varying levels for each outcome.
8. Describes how improvements based on findings will be implemented.
9. Includes a curriculum map.
 - a. A matrix that shows the relationship between courses in the required curriculum and the program's learning outcomes.
 - b. Indicates increasing levels of emphasis.
10. Explains how each learning outcome is to be aligned with pedagogy, grading, courses/curriculum.
11. States how students...
 - a. will be made aware of expected learning outcomes and levels of performance.
 - b. will be encouraged to use learning outcomes to guide their own learning; self assessment.
 - c. may participate in creation and use of rubrics.
12. Includes a method for well-qualified internal and external reviewers to evaluate the program's learning outcomes, assessment plan, evidence, benchmarking, results, and assessment impact. They give evaluative feedback and suggestions for improvement.
13. Explains a method that is used for the plan to be routinely examined and revised, as needed.
14. Includes a program policy that calls for inclusion of outcomes in all course syllabi.

Sources:

WASC Standards, 2009

WASC Expectations for Two Reviews: Clarifying the Focus and Expectations about Student Learning, 2009

WASC Rubric for Program Learning Outcomes, 2009

WASC Rubric for Program Review, 2009

DD:epl 10/10/09

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1

ATTACHMENT S

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	What measures/indicators are used to determine that graduates have achieved the stated learning outcomes?	Who interprets the evidence? What is the process?	How are the findings used to improve the program or student learning?	Date of last program review	Date of next program review
INSTITUTIONAL LEVEL							
General Education							
General Education – Traditional (Lower and Upper Division)	Yes, General Education goals and draft objectives for the 17 General Education sub-areas.	<ul style="list-style-type: none"> General Education Website University Catalog 	<p>Direct:</p> <ul style="list-style-type: none"> Collegiate Learning Assessment Course embedded assessment using rubrics Graduation Writing Assessment Requirement <p>Indirect:</p> <ul style="list-style-type: none"> Graduating Senior Survey Undergraduate Alumni Survey National Survey of Student Engagement Individual Development and Educational Assessment scores for GE Courses Institutional Data (faculty demographics, course accessibility, course offerings) Spring 2008 GE Faculty Survey 	<p>Faculty Coordinator for the Assessment of Student Learning; Faculty Director for General Education; General Education Advisory Committee; General Education Subcommittee; University Educational Policies Committee; Council of Deans; University Writing Committee</p> <p>Faculty Director for General Education working with faculty from each of the General Education sub-areas and the General Education Subcommittee reviews data and makes recommendations to University Educational Policies Committee.</p>	<p>A survey was administered Spring 2008 allowing for mapping of General Education learning goals to General Education areas and sub-areas. Based on these findings and discussion with faculty teaching General Education, revised student learning objectives for the 17 sub-areas were drafted in 2008-09; refinement of objectives will continue in line with Executive Order 1033 and the AAC&U Liberal Education and America's Promise (LEAP) outcomes.</p> <p>The Faculty Director met with staff from the Advising Center in 2008-09 to implement changes to advising for General Education at New Student Orientations and throughout a student's career at CSU Stanislaus. The changes would alter the focus from getting through the program to getting something out of it.</p> <p>The Academic Program Review draft was completed by the Faculty Director in consultation with the General Education <i>Ad Hoc</i> committee in Spring 2009, was approved by the General Education Subcommittee and submitted to the University Educational Policies Committee for discussion. The Academic Program Review was disseminated to campus and feedback was requested. Work to continue on implementation of recommendations.</p> <p>The full General Education Academic Program Review and General Education Assessment Plan can be viewed at http://www.csustan.edu/ge/Pages/GEAssessment.html</p>	2007-08	2014-15

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1 ATTACHMENT S

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INSTITUTIONAL LEVEL							
General Education							
Summit Program (Upper-Division Clustered Courses)	Yes, General Education goals and draft objectives for the 17 General Education sub-areas.	<ul style="list-style-type: none"> General Education Website University Catalog 	<ul style="list-style-type: none"> Summit Program Survey 		<p>As a result of recommendations made in the General Education Academic Program Review, new directions for integrated upper-division General Education are to be explored in conjunction with recommendations in the Academic Program Review and ongoing assessment of the General Education Program.</p> <p>The Faculty Director of General Education and the Chair of the General Education Subcommittee held a workshop on integrating upper-division General Education courses, sponsored by the Transforming Course Designs grant from the Chancellor's Office.</p> <p>The Faculty Director of General Education worked with University Advancement to develop Summit Program brochures to be distributed to community college transfer offices.</p>	2007-08	2014-15
First-Year Experience	Yes, General Education goals and draft objectives for the 17 General Education sub-areas.	<ul style="list-style-type: none"> General Education Website University Catalog 	<ul style="list-style-type: none"> First-Year Experience Survey First-Year Experience Writing Prompt 		<p>In Fall 2009 the First-Year Experience Seminar for Faculty Mentor Program students will be linked with two sections of English 1000, as was done in 2007. This proved to be a highly successful learning community, and we hope the 2009 course offering will contribute to the success and continued viability of the program. In addition, an <i>ad hoc</i> committee for First-Year Experience was appointed in Spring 2009, to be led by the Faculty Director of General Education. Members are working to provide a needs assessment and other information that will revitalize a new, revamped program.</p>	2007-08	2014-15

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1

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PROGRAM LEVEL							
College of the Arts							
Art* (BA/BFA)	Yes	<ul style="list-style-type: none"> Academic Program Review National Association of Schools of Art and Design (NASAD) Accreditation Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluators:</p> <ul style="list-style-type: none"> Internal reviews External reviewers Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Embedded Assessment Student Portfolios Student Presentations <p>Indirect:</p> <ul style="list-style-type: none"> Student Evaluation of Courses (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator; Faculty; Accrediting Body</p> <p>Formal survey-based data, as well as informal data collected through instruction on the BFA program, is evaluated during departmental meetings and annual faculty retreats. The survey data resulting from the BFA reviews are tabulated by the Assessment Coordinator and presented at the subsequent department meeting. Curriculum changes and changes in pedagogy are discussed during annual faculty retreats and are to be based upon the survey data of no fewer than 3 consecutive surveys.</p>	<p>Program's lower-division course structure was not properly preparing students for the technical and theoretical rigors of the upper-division courses. Restructured required courses for each program. Also improved student advising process, including the development of an outline of student expectations.</p>	1999-00	2009-10

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1 ATTACHMENT S

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	What measures/indicators are used to determine that graduates have achieved the stated learning outcomes?	Who interprets the evidence? What is the process?	How are the findings used to improve the program or student learning?	Date of last program review	Date of next program review
PROGRAM LEVEL							
College of the Arts							
Music* (BA/BM)	Yes	<ul style="list-style-type: none"> Academic Program Review Course Syllabi National Association of Schools of Music (NASM) Accreditation Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Performances Capstone Projects <p>Indirect:</p> <ul style="list-style-type: none"> Auditions Focus Groups of recent alumni working as music instructors. Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator; Faculty; Accrediting Body</p> <p>Faculty committee provides initial evaluation and recommendations to faculty who approves the final recommendations.</p>	<p>A generic rubric for jury examination of all music majors was not effective due to the variances in instruments and genres.</p> <p>Found that students are generally deficient in ear-training and sight-singing. The faculty made two specific recommendations to improve learning in the area of ear-training/sight-singing.</p> <p>1. Create a remedial ear-training/ sight-singing course. If students fail to pass an entrance exam (designed by the ear-training/sight-singing faculty), they will be required to take remedial ear-training/sight-singing prior to entering the formal course sequence. The purpose of this new course is to level the abilities of those students who begin the formal course sequence. 2. Modify the existing ear-training/sight-singing courses to allow more instructional time. Currently, the instructor must conduct in-class, individual assessment. These efforts consume considerable practice time from the class as a whole. A change in the number of class meetings per week, as well as a smaller class size, would allow for individual assessment as well as group practice.</p>	2002-03	2012-13

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1

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PROGRAM LEVEL							
College of the Arts							
Theater Arts* (BA/BFA)	Yes	<ul style="list-style-type: none"> Academic Program Review National Association of Schools of Theatre (NAST) Accreditation Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> External Reviews Internal Reviews Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Capstone Projects Individual/Group Projects Performance Evaluation Student Presentations Embedded Assessments <p>Indirect:</p> <ul style="list-style-type: none"> Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data Student Exit Survey (Program) 	<p>Department Chair, Program Assessment Coordinator; Faculty; Accrediting Body</p> <p>Program Assessment Coordinator provides initial evaluation and recommendations to faculty who approve final recommendations.</p>	<p>A review of results identified the following needed curricular changes: script analysis to be a more vital part of all courses in the present program; period and style research to take a bigger part in all show preparation; acting students to be introduced to voice and movement courses earlier; advising to play a larger part in students' course choices; Theater History courses to be assessed outside the student evaluations; all course syllabi to reflect a uniformity of thought; more information on the "real world" and future career and academic possibilities for student after degree. Outcomes include: increase in advising sessions; keeping yearly student evaluations and capstone projects (reports every other year with funding for Program Assessment Coordinator); creation of a preparatory "Independent study class" that discusses both professional and academic realities awaiting graduating students; and external evaluations provided by Kennedy Center American College Theatre Festival respondents (as long as budget permits entry into association).</p>	2002-03	2012-13

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1

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PROGRAM LEVEL							
College of Business Administration							
Applied Leadership (BA)	Yes	<ul style="list-style-type: none"> University Catalog Assessment of Student Learning Website 	Direct: <ul style="list-style-type: none"> Results of Course Assessments Indirect: <ul style="list-style-type: none"> Student Survey (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Program Coordinator; Faculty</p> <p>The departments offering courses in the Applied Leadership major provide results of their assessments of their student learning goals for these courses.</p> <p>Survey sent to persons who have shown a serious interest in the program over the last several years, those entering the program, those who dropped out, and those who finished. Survey evaluates why students enroll, drop out, or finish the program.</p>	<p>Evidence gained through informal debriefing at the point of graduation approval advising has provided some insights. Additionally, contact with technical associate's degree program advisors at local community colleges has given a perspective of what potential recruits are seeking in programs such as ours, leading us to formulate MOUs with these technical programs that help institutionalize our expectations of incoming students. These insights and perspectives have combined to inform our current effort to improve the program. Revisions made as a result of these discussions include: 1. Reorganization of the courses for improved and consistent scheduling; 2. Addition of several courses outside of the College of Business Administration to allow for more choice.</p> <p>Effective Fall 2009, the program name was changed from "Applied Studies" to "Applied Leadership" to better communicate the program's purpose and strengths. Curriculum modifications were made to strengthen this focus; modifications include an additional emphasis on management-oriented courses from the CBA, as well as administration-oriented courses drawn from programs across campus.</p>	1998-99	2010-11

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1

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PROGRAM LEVEL							
College of Business Administration							
Business Administration* (BS)	Yes	<ul style="list-style-type: none"> AACSB International -The Association to Advance Collegiate Schools of Business Accreditation University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Individual/Group Work System-wide Developed Examinations Locally Developed Examinations Student Presentations <p>Indirect:</p> <ul style="list-style-type: none"> Student Surveys (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator; Faculty; Accrediting Body</p> <p>Program Assessment Coordinator summarizes and analyzes assessment data. These summaries are discussed by program faculty who determine recommended curricular or other programmatic modifications. Recommendations are forwarded by faculty to appropriate party (Dean and Curriculum Review Committee).</p>	<p>Found that students have difficulty with quantitative topics such as finance and statistics. Recommended an additional course requirement (Quantitative Analysis: Practical Applications in Business). Investigating feasibility of requiring an additional course as some concentrations currently exceed the 120-unit maximum. In the meantime, two faculty members from business met with the instructors of the prerequisite math course (Finite Math) to review course syllabi. The discussion resulted in changes in course content to better align the Finite Math with the needs of the business program.</p> <p>In 2003-04, student surveys suggested a need to increase coverage of ethical issues and social responsibility. Two elective courses in Business Ethics and Social Responsibility were subsequently developed. Because enrollment in these elective courses was low, in 2009 the program established BUS 2090—Ethics and Social Responsibility for Businesses and Businesspeople—as a prerequisite to the major. In 2004-05 results indicated students needed more experience in financial statement analysis. Faculty selected Financial Accounting to be the core course where such analysis is specifically emphasized. The Coordinator of Financial Accounting tried out several new textbooks which incorporate significant financial statement analysis in an effort to identify one which provides good coverage of essential accounting topics and incorporates financial statement analysis. As no appropriate text was identified the coordinator is revising an existing textbook in Spring 2009 to meet the needs of the program. Department faculty also agreed to develop a one-unit workshop in financial statement analysis.</p> <p>Assessment data collected in Spring 2008 also revealed that student written communication skills were weaker than desired. Consequently, two new writing proficiency courses were developed in Fall 2008—ACC 3125, Accounting Research and Communication and BUS 3100, Business Technical Writing and Communication.</p>	2003-04	2010-11

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1

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PROGRAM LEVEL							
College of Business Administration							
Business Administration* (MBA/EMBA/MSBA)	Yes	<ul style="list-style-type: none"> AACSB International -The Association to Advance Collegiate Schools of Business Accreditation University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Embedded Assessment Culminating Experience Capstone Course Fieldwork/Internship <p>Indirect:</p> <ul style="list-style-type: none"> Student Surveys (Program) Student Interviews Course Evaluations Graduate Exit Survey Alumni Survey Institutional Data 	<p>Department Chair; Graduate Director; Faculty; Accrediting Body</p> <p>Faculty meets every semester to discuss data and make recommendations. In Fall, review assessment plan and assess one learning objective in-depth. In Spring, evaluate survey data and written embedded assignments.</p>	<p>Based on assessment results from 2008-09, faculty from Operations Management will be compiling a list of teaching activities aimed at enhancing one or more of the four MBA student learning objectives. In Fall 2009, comprehensive exam findings were discussed; the MBA Director met with faculty to discuss areas of relative weakness from the 08-09 scores.</p> <p>Based on the findings of the 2008-09 EBI report, the program fell below the level of the established peer group for student advising and administration. As a result, the MBA Director and Coordinator have implemented extended advising hours and have included, on the MBA webpage, notification of advising services and a message encouraging students to take advantage of services. The program has also notified all MBA course instructors of survey findings and urged them to support program efforts for increased availability.</p>	2003-04	2010-11
Computer information Systems (BS)	Yes	<ul style="list-style-type: none"> AACSB International -The Association to Advance Collegiate Schools of Business Accreditation Academic Program Review University Catalog Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Field Work Report Capstone Course <p>Indirect:</p> <ul style="list-style-type: none"> Student Surveys (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair; Program Assessment Coordinator; Faculty; Accrediting Body</p> <p>Faculty discusses assessment findings at department meetings.</p>	<p>As a result of student and alumni feedback, the department created a new capstone course. This capstone course will replace the current Business Policy course (MGT4900). It will require that students participate in off-site projects at companies in our region. These changes were planned to be effective starting from Fall 2009.</p>	2003-04	2010-11

CALIFORNIA STATE UNIVERSITY STANISLAUS

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PROGRAM LEVEL							
College of Education							
Education* (MA/ Post-baccalaureate Credential)	Yes	<ul style="list-style-type: none"> Academic Program Review California Commission on Teacher Credentialing (CCTC) National Council for Accreditation of Teacher Education (NCATE) Program Accreditation Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Capstone Projects Fieldwork/ Internship/Service Learning Embedded Assessment Thesis/Projects <p>Indirect:</p> <ul style="list-style-type: none"> Focus Groups/Interviews Student Surveys (Program) Course Evaluations Graduate Exit Survey Alumni Survey Institutional Data 	<p>Department Chair; Graduate Director; Faculty; Accrediting Body</p> <p>Graduate Committee for each concentration meets annually to review data and discuss recommendations.</p> <p>Data evaluated during semi-annual faculty development workshops.</p>	<p>Piloted a program-wide student competence model in School Administration utilizing multiple methods of assessment in Spring 2008. This model was fully implemented in AY 2008-09.</p> <p>The conclusions generated by the faculty were utilized to formulate revisions to curricular content and to improve instructional delivery during AY 2008-09 and AY 2009-10. In addition, certain grading rubrics and essential questions were re-written to provide additional clarity and to ensure fidelity with CTC Standards and Core Competencies.</p> <p>Advanced Studies made curricular changes in line with new technology and developed a website to ensure students know of their status in the program. In Special Education, an examination of course syllabi and assignments led to the change of two courses to avoid overlap of content and provide more emphasis on current research.</p>	2002-03	2009-10

CALIFORNIA STATE UNIVERSITY STANISLAUS

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PROGRAM LEVEL							
College of Education							
Education (EdD)	Yes	<ul style="list-style-type: none"> Academic Program Review California Commission on Teacher Credentialing (CCTC) National Council for Accreditation of Teacher Education (NCATE) Course Syllabi Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Specialized Program Accreditation Meta-Review of Dissertations External Review <p>Direct:</p> <ul style="list-style-type: none"> Embedded Assessment Student Presentations Nationally-normed Test Dissertation <p>Indirect:</p> <ul style="list-style-type: none"> Institutional Data Focus Groups/Interviews Student Surveys (Program) Employer Surveys Course Evaluations Graduate Exit Survey Alumni Survey 	<p>Department Chair; Graduate Director; Faculty; Accrediting Body; Executive Committee; Admissions Committee; Community Advisory Board</p> <p>Program Director analyzes data and meets with faculty and Community Advisory Board to discuss recommendations.</p>	<p>Program initiated Fall 2008.</p> <p>Developed an assessment plan timeline and curricular matrix. Initial report on assessment findings to be completed 2009-10.</p>	N/A	2012-13

CALIFORNIA STATE UNIVERSITY STANISLAUS

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PROGRAM LEVEL							
College of Education							
Liberal Studies* (BA)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog California Commission on Teacher Credentialing (CCTC) National Council for Accreditation of Teacher Education (NCATE) Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Capstone Projects Credential, Certification, and Licensure Examination Embedded Assessment Individual/Group Projects Fieldwork/Internship/Service Learning Performance Evaluations Student Portfolios Student Presentations <p>Indirect:</p> <ul style="list-style-type: none"> Institutional Data Student Course Evaluations (Program) Course Evaluations Graduating Senior Survey Alumni Survey 	<p>Department Chair, Program Assessment Coordinator; Faculty; Accrediting Body</p> <p>During the summer term, faculty review the data and determine what, if any, changes are appropriate.</p>	<p>After reviewing data, faculty noted that majors are enrolling in Senior Seminar at the correct time, after subject matter coursework is complete. In addition, faculty was unanimous in agreeing that student learning improved as faculty members became more effective in explaining the goals of the assignment. As faculty explained the importance of integrating discipline vocabulary in subject matter summaries and then directed student reviews of subject matter standards in classes, student assessment levels improved.</p> <p>Liberal Studies faculty agrees that the department needs its own exit survey, not one that reflects on students' credential coursework. The survey is to be completed by majors in the Senior Seminar course, required of all majors in their final term.</p>	2007-08	20014-15

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INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1

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CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	What measures/indicators are used to determine that graduates have achieved the stated learning outcomes?	Who interprets the evidence? What is the process?	How are the findings used to improve the program or student learning?	Date of last program review	Date of next program review
PROGRAM LEVEL							
College of Education							
Kinesiology* (BA)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog California Commission on Teacher Credentialing (CCTC) National Council for Accreditation of Teacher Education (NCATE) Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Embedded item in Capstone Course Final Examination <p>Indirect:</p> <ul style="list-style-type: none"> Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Faculty; Accrediting Body</p> <p>The Department Chair and department team review data and make recommendations for change during faculty meetings and at the annual retreat.</p>	<p>The department revised program concentrations, allowing course offerings to be streamlined and increasing course enrollments. They also began placing job opportunities for students on a department bulletin board.</p> <p>A review of data in 2008-09 revealed that no programmatic changes appear to be necessary. Students continue to express concerns over the lack of variety in elective courses, facilities, and scheduling of courses. All of these concerns are related to the fact that we have to share department facilities with athletics and associated students. The program is standards-based leaving no room for elective courses.</p> <p>Data from the Focus Group supported the changes made in the program as the Commission on Teacher Credentialing reviewed it.</p> <p>As part of the program assessment data collection the faculty determined they would develop a strategic plan and review the mission and goals of the department.</p> <p>The department also voted to change its name from Physical Education and Health to Kinesiology. The approval process for this change is nearing completion and should be in place by Fall 2009. As part of this change the department Mission and Goals were reviewed and revised.</p>	2003-04	2010-11

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PROGRAM LEVEL							
College of Education							
Physical Education* (MA)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog California Commission on Teacher Credentialing (CCTC) National Council for Accreditation of Teacher Education (NCATE) Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Thesis/Project <p>Indirect:</p> <ul style="list-style-type: none"> Student Surveys (Program) Course Evaluations Graduate Exit Survey Alumni Survey Institutional Data 	<p>Department Chair, Faculty; Graduate Director; Accrediting Body</p> <p>The Graduate Director analyzes rubric and survey data, and presents findings at faculty meetings to discuss any recommendations and revisions to assessment plan and program.</p>	<p>Faculty developed common rubric for evaluating thesis/project. Revisions made to mission statement, program goals, and objectives to align more closely with university goals.</p> <p>Each committee member is now using the various rubrics to analyze the student work samples with respect to the achievement of the program outcomes. The program is currently in the midst of its first cycle of analysis of student work samples, so no programmatic decisions have yet been made based on data.</p>	2003-04	2010-11

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PROGRAM LEVEL							
College of Human and Health Sciences							
Child Development (BA)	Yes	<ul style="list-style-type: none"> Course Documents Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Community Professionals <p>Direct:</p> <ul style="list-style-type: none"> Portfolios (Incoming and Graduating) <p>Indirect:</p> <ul style="list-style-type: none"> Employer Survey Course Evaluations Community Professionals Survey Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator, Faculty</p> <p>As part of the departmental meetings the Program Assessment Coordinator and faculty review data, discuss possible modifications, and make changes as appropriate.</p>	<p>Identified that additional advising needed prior to admittance into the capstone course and implemented a mandatory Senior advising session. Found that the quality of writing in the senior seminar was below expectations and implemented the requirement that students must pass the Writing Proficiency Screening Test (WPST) before the senior seminar. Community professionals found that students are well prepared and possess necessary skills for employment upon graduation.</p>	2002-03	2009-10
Nursing* (BS)	Yes	<ul style="list-style-type: none"> Academic Program Review Commission on Collegiate Nursing Education (CCNE) Accreditation Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Credential, Certification, and Licensure Examinations Embedded Assessment Fieldwork/Internship/Service Learning Nationally-normed Tests Student Presentations <p>Indirect:</p> <ul style="list-style-type: none"> Employer Surveys Student Evaluation of Courses (Program) Student Surveys (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Faculty, Accrediting Body</p> <p>The department chair and faculty meet at regularly scheduled intervals to foster ongoing improvement. The curriculum is reviewed annually during program evaluation meetings. All nursing courses are evaluated on a three-year cycle.</p>	<p>As a result of the Department of Nursing's Program Evaluation and Continuous Quality Improvement process, several changes have been made. Feedback suggested that because students were not yet in the hospital and did not have a foundation in medical-surgical nursing, they had great difficulty applying pharmacologic course content. If approved, pre-licensure track students would be required to complete 2 separate 2-unit Pharmacology courses, during the first 2 semesters of the nursing program. Feedback from pre-licensure students as well as faculty in Community Health Nursing indicates a need for more content related to transcultural nursing. As a result, a proposal is under consideration requires pre-licensure students to take the Transcultural Nursing course currently offered in the RN-BSN track. The Leadership and Management clinical activity in NURS 3322 was designed to provide students an opportunity to work with a nurse in a leadership role. Students were assigned to a unit with which they were unfamiliar which affected the quality of the experience. The objectives and 36 clinical hours were moved to the Advanced Clinical Practicum providing the opportunity to interact with leadership in a unit with which they've become familiar.</p>	2006-07	2011-12

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PROGRAM LEVEL							
College of Human and Health Sciences							
Nursing* (MSN)	Yes	<ul style="list-style-type: none"> Academic Program Review Commission on Collegiate Nursing Education (CCNE) Accreditation Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Direct</p> <ul style="list-style-type: none"> Culminating experience Teaching portfolio <p>Indirect</p> <ul style="list-style-type: none"> Employer Surveys Alumni Surveys Course Evaluations 	Graduate Coordinator, Graduate Committee The Graduate Committee was created to discuss issues related to the program. The Graduate Coordinator meets with faculty teaching in the graduate program.	Based on student feedback and extensive discussions by faculty, the decision was made to offer a 12-week writing intensive workshop during the Fall 2009 semester. The workshop was taught by faculty from Nursing and the English Department.	N/A	2012-13
Psychology (BA)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Locally Developed Examination <p>Indirect:</p> <ul style="list-style-type: none"> Retention Rates Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	Department Chair, Program Assessment Coordinator, Faculty The Program Assessment Coordinator and departmental assessment team (A-Team) review data and make recommendations to faculty who determine appropriate actions.	The department is using some of the assessment data to develop a service learning course, Careers in Psychology, which will help students get a better understanding of what they can do with the skills and knowledge they obtain from a Psychology degree. Faculty learned from our assessment that students may need guidance to use their degree and that many of them were choosing courses that were more likely to address an interest in the Social Psychology area of the field. Faculty plan to complete a more thorough assessment of what students plan to do with their degrees and how our program can better map to a psychological literacy as we want to operationalize it.	2003-04	2010-11

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PROGRAM LEVEL							
College of Human and Health Sciences							
Psychology* (MA/MS)	Yes	<ul style="list-style-type: none"> Association for Behavior Analysis International (ABAI) Academic Program Accreditation Review Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Thesis Fieldwork/Internship <p>Indirect:</p> <ul style="list-style-type: none"> Student Placement Focus Group/Interviews Employer Surveys Course Evaluations Graduate Exit Survey Alumni Survey Institutional Data 	<p>Faculty; Graduate Director; Accrediting Body</p> <p>Faculty and Graduate Committee meet annually to review data and make recommendations.</p> <p>Graduate Committee annually reviews each student's progress in the program.</p>	<p>Focus group developed online survey instrument for area employers. Revisions made to mission statement, program goals, and objectives to reflect skills desired by employers. Locally developed examination was piloted during Fall 2007.</p> <p>Results from focus group and online survey were used in developing and refining the student learning objectives of the MS program.</p> <p>An analysis of IDE/A evaluations for Psychology graduate students Fall 2003-Spring 2008 provided summary data on excellence of course, excellence of teacher, and progress on IDE/A objectives. Results indicated that instructors are selecting objectives that address the goals of the MA and MS programs. Overall results demonstrated that the majority of students considered courses relevant and well taught.</p> <p>The Psychology department applied for renewal of accreditation by ABAI in 2008. The review concluded that the program met accreditation standards and received renewal for 5 years.</p> <p>As a result of the curricular alignment in the MA program in 2009, faculty are currently reevaluating the use of assessment methods across courses to provide for cumulative analysis of student learning objectives.</p>	2003-04	2010-11

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PROGRAM LEVEL							
College of Human and Health Sciences							
Social Work* (MSW)	Yes	<ul style="list-style-type: none"> Academic Program Review Council on Social Work Education (CSWE) Accreditation Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator :</p> <ul style="list-style-type: none"> Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Capstone Projects Fieldwork/ Internship/ Service Learning Thesis/Project <p>Indirect:</p> <ul style="list-style-type: none"> Focus Group/Interviews Student Surveys (Program) Course Evaluations Graduate Exit Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator; Faculty; Accrediting Body</p> <p>Faculty and Field Committee review data and make recommendations.</p>	<p>Developed a new program assessment model aligned with the requirements of the Council on Social Work Education. The new model was implemented in Spring 2008 and includes the incorporation of direct and indirect methods.</p> <p>As a result of initial data gathering under the new model in 2008-09, a modification is being made to the assessment tool used by field instructors. As a result of a curricular review, the program notes a need for increased focus on the teaching and learning of social justice both in and out of the classroom setting.</p>	2002-03	2010-11

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Agricultural Studies (BA)	Yes	<ul style="list-style-type: none"> Program Assessment Report University Catalog Assessment of Student Learning Website Department Website 	<p>Direct:</p> <ul style="list-style-type: none"> Student Portfolios Student Papers <p>Indirect:</p> <ul style="list-style-type: none"> Exit Interviews Student Surveys (Program) Input from Industry Professionals and Community College Agriculture Faculty and Staff Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Program Coordinator</p> <p>Program Coordinator reviews student work. Findings are presented to the faculty and Advisory Board and recommendations made.</p>	<p>Faculty are using our graduate follow up to determine program changes that include curriculum, degree requirements, degree and department name, as well as ways to improve student retention and course success.</p> <p>Faculty obtain continual feedback from our Ag Industry Advisory Committee on our program and curriculum as well as opinions as to where we should move in the future to better serve the Ag Industry and prepare our students better for the work world.</p> <p>Faculty continue to use the Student Portfolio to document achievement of student learning outcomes via the Student Internship as well as the students' professional and personal development which helps identify areas for improvement in leadership development and student success.</p> <p>In Spring 2009, implemented a new course, AGST 2100/3100 Professional Development in Agriculture, to assist students in the development of high quality professional portfolios that document their professional advancement and enhance their employability, especially with respect to knowledge, critical thinking, and writing skills.</p>	N/A	2009-10

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Anthropology (BA)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Embedded Exams and Assignments Capstone Course Fieldwork <p>Indirect:</p> <ul style="list-style-type: none"> Student Surveys (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator, Faculty</p> <p>During department meetings faculty review data and plan for possible changes. It should be noted that the faculty view the Assessment Plan as part of an ongoing discussion of pedagogical, curricular, and discipline-specific issues. These conversations often spill out of the confines of department meetings and, consequently, some of the most productive use of assessment data has occurred spontaneously and in very informal settings.</p>	<p>Results showed that students believe that given the nature of anthropological research, active learning approaches provided them with a deeper understanding of course material and the practical skills necessary to pursue graduate studies or work in related fields. The faculty strongly concur with this student assessment and have taken the following steps to increase practical experience opportunities within the curriculum: evaluated positively the addition of the practical experience requirement during the 2005-06 redesign of the Anthropology Major; actively recruited new faculty committed to the development and implementation of fieldwork opportunities for students, including archaeological and ethnographic field schools; worked to schedule courses with an active hands-on or fieldwork component, including ANTH 4420 and ANTH 4605 more frequently; prioritized the development of new hands-on oriented classes, including ANTH 4850 and ANTH 4640; and worked to include more applied activities in individual classes as appropriate.</p> <p>Faculty also has increased service learning components in courses, in response to assessment results. Faculty agreed to initiate discussions of holism in courses throughout the curriculum after assessment results indicated that students did not sufficiently understand holistic perspectives. Faculty are incorporating more students into their research programs.</p>	2008-09	2015-16

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Communication Studies (BA)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Capstone Projects Student Papers Examinations <p>Indirect:</p> <ul style="list-style-type: none"> Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator; Faculty</p> <p>Evaluation of results done by tenured and tenure-track faculty at department meetings and within Committee.</p>	<p>Based on a combination of direct assessment of capstone projects from Spring 2007 and embedded assessment of capstone projects for the past several semesters, faculty concluded that students were not adequately demonstrating mastery of a couple of key learning objectives in these projects. As a result, faculty have agreed to move away from the "embedded capstone" model, in which students complete capstone projects within courses covering significant curriculum content; instead, faculty have created a separate "capstone only" course in which the entirety of the curriculum in this course is devoted to a topic linked more directly to students' capstone projects.</p>	2007-08	2014-15
Criminal Justice (BA)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Fieldwork/Internship/Service Learning <p>Indirect:</p> <ul style="list-style-type: none"> Employer Surveys Student Placement Student Surveys (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator; Faculty</p> <p>Faculty discusses results at the faculty retreat.</p>	<p>Learned that relevance of learning goal "professional knowledge" varies by internship location. Tailoring assessment questions to the site under consideration.</p> <p>Revised the curriculum to allow students to better tailor courses to individual needs. Added a new concentration in Juvenile Justice that included several new courses. Revised other courses in response to assessment findings.</p>	2002-03	2010-11

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Criminal Justice (MA)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Comprehensive Exams/Thesis/Project Embedded Assessment Fieldwork/Internship Student Presentations Individual/Group Projects <p>Indirect:</p> <ul style="list-style-type: none"> Employer Surveys Student Placement Retention Rates Student Surveys (Program) Course Evaluations Graduate Exit Survey Alumni Survey Institutional Data 	<p>Department Chair; Graduate Director; Faculty</p> <p>Faculty discusses results at the faculty retreat.</p>	<p>Faculty determined that more options were needed (in addition to "Thesis") for culminating experience. The department added the options of "Project" and "Comprehensive Examination."</p> <p>Developed and implemented the comprehensive exam in 2007-08. A review of results in Spring 2008 and Spring 2009 led to the decision to redesign the comprehensive exam to group courses and the examinations together in a more integrative way.</p>	2002-03	2010-11
Economics (BA)	Yes	<ul style="list-style-type: none"> Academic Program Review Course Syllabi Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Capstone projects Course-embedded exams Embedded assignments <p>Indirect:</p> <ul style="list-style-type: none"> Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair; Program Assessment Coordinator; Faculty</p> <p>Faculty discusses results at the faculty retreat.</p>	<p>This process led to an important discussion about what is included and not included in micro and macro principles courses. As a result, faculty have updated the course description of each, and increased consistency in what is taught in the courses.</p> <p>Also started to develop more specific concentrations. Instead of just telling students to take a specific number of courses, faculty are developing course groups that will also advise students about what they should take from other disciplines.</p> <p>The discussions regarding the goals and objectives have helped start conversations regarding mathematics requirements for majors. The discussions also helped us clarify what fields we need to fill when we are able to hire another faculty.</p>	2008-09	2015-16

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
English (BA)	Yes	<ul style="list-style-type: none"> Academic Program Review Course Syllabi Program Assessment Report University Catalog Department Website Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews <p>Direct:</p> <ul style="list-style-type: none"> Capstone projects Embedded assessment Thesis/Projects <p>Indirect:</p> <ul style="list-style-type: none"> Student Surveys (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator; Program Assessment Group; Faculty</p> <p>Program Assessment Coordinator and the Program Assessment Group review data and draft a report. Faculty discusses the findings during departmental meetings and agrees on an outcome.</p>	<p>As assessment plan was developed, faculty made some curriculum changes to ensure a more systematic concentration on specific learning objectives and to assess student development in the major, especially in formal writing skills.</p> <p>Agreed on the need to strengthen rhetorical skills of students and advising procedures. Developed an internal publication titled "Best Practices for Teaching Argument" which was distributed to everyone who teaches in the English department, including part-time instructors and graduate teaching assistants. Also decided to start a project called "Argument Camp" where faculty meets once a semester to discuss these and other methods of improving writing.</p> <p>Added two new courses: Introduction to Creative Writing and Creative Nonfiction, because assessment efforts indicated a need for more opportunities to learn creative and professional writing. Created a new course: Multicultural California Literature, because assessment indicated a need for more variety in course offerings. Designated ENGL 4990 as a capstone course and created ENGL 3150: Approaches to Literary Study as a junior-level gateway course. The two courses work as a pair. ENGL 3150 provides an intense introduction to writing goals, which are developed and enhanced throughout the major. ENGL 4990: Senior Seminar allows students to synthesize what they have learned in a final research paper.</p>	2008-09	2015-16

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
English (MA)	Yes	<ul style="list-style-type: none"> Course Syllabi Program Assessment Report Assessment of Student Learning Website Department Website 	Direct: <ul style="list-style-type: none"> Comprehensive Examinations Thesis Student Presentations Indirect: <ul style="list-style-type: none"> Student Surveys (Program) Course Evaluations Graduate Exit Survey Alumni Survey Institutional Data 	Faculty; Graduate Director Data evaluated at monthly faculty meetings and annual retreat.	Based on a review of student preparedness and success on the MA examinations in the Literature concentration 2006-09. Literature professors on the Graduate Committee met to discuss ways to better prepare students for the exams and tailor individual exams to specific student interests while ensuring breadth of knowledge. An <i>ad hoc</i> group revised the structure and format of the exam and is prepared to submit the revision for faculty approval. Based on a review of the comprehensive exam essays, faculty revised courses to require a midterm and final with a similar essay component; in 2009, the structure and administrative procedures for the comprehensive exam were also revised. A new course, ENGL 5020: Assessment in English, was developed. TESOL faculty developed a rubric to be used to assess student writing in a more thorough, reliable, and valid way. The course was expanded to 4 units to allow for more time to devote to the "writing workshop" approach to learning. Results from an in-house evaluation of students concerning individual classes led to several changes being made in course content and/or procedures.	2008-09	2015-16
Ethnic Studies	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	Direct: <ul style="list-style-type: none"> Examinations Student Research Papers Presentations Field Work Indirect: <ul style="list-style-type: none"> Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	Department Chair; Program Assessment Coordinator; Faculty Faculty discusses results at the faculty retreat.	Cumulative scoring shows that all outcomes were incorporated into the curriculum as a whole. Assessment has afforded faculty opportunities to revisit learning outcomes. Closer examination of syllabi has led some faculty to hone existing methods and invent others for evaluating student learning outcomes. Added a new course, Introduction to Ethnic Studies, to address better the first learning objective. Revised requirements for major so that students must take courses in more than one ethnic group.	2003-04	2010-11

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CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	What measures/indicators are used to determine that graduates have achieved the stated learning outcomes?	Who interprets the evidence? What is the process?	How are the findings used to improve the program or student learning?	Date of last program review	Date of next program review
PROGRAM LEVEL							
College of Humanities and Social Sciences							
Geography (BA)	Yes	<ul style="list-style-type: none"> Academic Program Review Course Syllabi Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Laboratory Reports Embedded Assessment Oral Presentations <p>Indirect:</p> <ul style="list-style-type: none"> Student Evaluation Data Student Placement Student Surveys (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator, Faculty</p> <p>Program Assessment Coordinator reviews data and presents results to faculty for consideration.</p>	<p>Students indicated they have few opportunities to engage in fieldwork and laboratory activities in their introductory courses. Faculty is currently looking at appropriate ways to introduce geographic techniques and methodologies to improve student learning in lower-division courses.</p> <p>As a result of assessment findings, added field components and emphasis on hands-on activities in five specific courses. Moved Field Methods course to Friday afternoons to make extended, in-depth (3-day) field trips possible. Expanded service learning component of Urban Geography.</p> <p>Provided opportunities for more students to participate in faculty research programs. Encouraged students to participate and present work at professional conferences and forums.</p>	2002-03	2009-10

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
History (BA)	Yes	<ul style="list-style-type: none"> Academic Program Review Course Syllabi Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews <p>Direct:</p> <ul style="list-style-type: none"> Capstone Projects/Thesis Embedded Assessment Individual/Group Projects Locally Developed Examinations <p>Indirect:</p> <ul style="list-style-type: none"> Student Evaluation of Courses (Program) Student Placement Course Evaluations Graduating Senior Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator, Faculty</p> <p>Faculty discusses assessment results in department meetings.</p>	<p>Completed an analysis of student achievement of learning objectives through entry and exit surveys and found that students reported improvement in skills overall.</p> <p>Also conducted a direct assessment of student work in the Senior Seminar class where instructors rated student aptitude at utilizing appropriate research sources (based on a scale of unacceptable - advanced). Results indicate that there is room for student improvement in this category, which reinforces the department's plan to continue work with the Library in offering MDIS 3005 Research and Information Literacy as a History prerequisite. Due to the current budget and Library staffing, plans will need to be put on hold for the short-term. Faculty will continue discussions of additional methods for improving student skills in the appropriate use of primary and secondary sources.</p> <p>During 2008-09 faculty also met to discuss the most effective means of delivering the major and developed a questionnaire to gauge student preparation and interest in six geographical areas. Results reinforce the department's recommendation for two new faculty hires - one specializing in African and one in Middle Eastern History.</p>	2002-03	2010-11

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
History (MA)	Yes	<ul style="list-style-type: none"> Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews <p>Direct:</p> <ul style="list-style-type: none"> Comprehensive Examinations Thesis Embedded Assessment <p>Indirect:</p> <ul style="list-style-type: none"> Student Evaluation of Courses (Program) Course Evaluations Graduate Exit Survey Institutional Data 	<p>Faculty; Graduate Director</p> <p>Program Assessment Coordinator</p> <p>Faculty discusses data and makes recommendations at monthly meetings.</p>	<p>A new 5000-level seminar in Asian History was added to meet growing student demand. Faculty recently revised the assessment plan and learning goals.</p> <p>The budget situation has delayed progress on one of the goals established in 2007-08 as a result of program assessment: Hire new faculty members to expand curricular focus on global perspectives with new courses.</p>	2002-03	2010-11
Modern Languages (BA)	Yes	<ul style="list-style-type: none"> Program Assessment Report Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews <p>Direct:</p> <ul style="list-style-type: none"> Capstone Projects Embedded Assessment Individual/Group Project Performance Evaluations Student Presentations <p>Indirect:</p> <ul style="list-style-type: none"> Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair; Program Assessment Coordinator; Faculty</p> <p>Faculty evaluates data and makes appropriate adjustments.</p>	<p>Based on the assessment data, changes will be implemented according to which skills need further mastery. The Oral Presentation Grid is the collaboration of tenure-track Spanish faculty who teach upper-division courses beyond the level of 3010-3020, spanning literature and linguistic courses in the Spanish program. The ultimate goal is that this grid be applied at the programmatic level not only this semester, but in each appropriate course so that these curricular changes strengthen the Spanish Program.</p>	2008-09	2015-16

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Philosophy (BA)	Yes	<ul style="list-style-type: none"> Course Syllabi Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews <p>Direct:</p> <ul style="list-style-type: none"> Capstone Projects Embedded Assessment Thesis/Projects <p>Indirect:</p> <ul style="list-style-type: none"> Student Evaluation of Courses (Program) Student Surveys (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator; Faculty</p> <p>Program Assessment Coordinator reviews data and report findings to faculty at department meetings and assessment retreat.</p>	<p>Three notable results emerged from our analysis of the data in 2008/09: issues with basic writing mechanics; broad disparity in skills; and need to revise the writing rubric. Proposed actions include: more class-time will be utilized on instruction to help students understand expectations with regard to written work, emphasizing the importance of disciplined grammar, organization, and focus; develop a handout addressing writing expectations and common problems in student written work; provide more structure for writing assignments; seek an appropriate book to "adopt" describing the basics of philosophical writing; revise the writing rubric; and continue to administer a writing rubric to students in the major at the end of each semester.</p>	2007-08	2014-15
Political Science (BA)	Yes	<ul style="list-style-type: none"> Course Syllabi Program Assessment Report Program Website University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews <p>Direct:</p> <ul style="list-style-type: none"> Comprehensive Examination Embedded Assessment Course Grade Statistics <p>Indirect:</p> <ul style="list-style-type: none"> Student Evaluation of Courses (Program) Student Exit Surveys (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator; Faculty</p> <p>At the completion of the Spring term, a year-end meeting is held for the purpose of evaluating data on student learning.</p>	<p>Data compiled from course grade statistics are used to provide objective measures of student learning. Data compiled from the exit survey are used to evaluate students' own perceptions of progress toward learning objectives.</p> <p>Discussed the possibility of creating a research methods course and expanding offerings in International Relations; however, we have also concluded that given current staffing levels, it is not yet possible to make these changes.</p>	2004-05	2011-12

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Public Administration* (MPA)	Yes	<ul style="list-style-type: none"> Academic Program Review Course Syllabi National Association of Schools of Public Affairs and Administration (NASPAA) Accreditation Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews Specialized Program Accreditation External Reviewer looked at curriculum and culminating experience <p>Direct:</p> <ul style="list-style-type: none"> Comprehensive Examination Embedded Assessment Thesis/Project <p>Indirect:</p> <ul style="list-style-type: none"> Student Evaluation of Courses (Program) Employer Surveys Student Surveys (Program) Course Evaluations Graduate Exit Survey Alumni Survey Institutional Data 	<p>Faculty; Graduate Director; Accrediting Body</p> <p>A two-part meeting is held at the end of the Spring term. During the first half, majors are invited to discuss their experiences and concerns. During the second half, faculty meets privately to discuss the results of the exit survey and their perceptions of student learning</p> <p>Faculty meets at least once per year to discuss assessment.</p>	<p>The program completed their accreditation self-study report (NASPAA) in August, 2009.</p> <p>Ongoing assessment of the comprehensive examination process identified the need for minor changes to the process. In particular, a special topics course is implemented (Winter 2010) in conjunction with exams to focus on clarifying the case study component of the exam.</p>	2004-05	2011-12

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PROGRAM LEVEL							
College of Humanities and Social Sciences							
Sociology (BA)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Pre-test/Post-test <p>Indirect:</p> <ul style="list-style-type: none"> Alumni Survey (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator, Faculty</p> <p>Data are aggregated, analyzed, and reported by the assessment coordinator for discussion at annual department meeting/retreat.</p>	<p>The assessment process has led the department to strengthen student advising. A key strength in the department is the time faculty spends building rapport and faculty-student relationships during the advising process. Faculty members recognize the importance of having a strong presence in student advising, and that this process is directly related to strengthening the students' engagement in the learning process and advances campus climate. The sociology faculty members wish to strengthen the student advising process even more so. As a result a departmental "guide to advising sociology majors" for faculty is being developed.</p> <p>A second impact is in the form of "strengthening instructional strategies" when it comes to the teaching of core sociology courses for the major. Faculty agreed to review the internal consistency of teaching objectives and learning outcomes in the core courses.</p> <p>These examples serve to underscore the impact of assessment. To put in perspective, if the culture doesn't change, then assessment is not advanced. A direct change in the culture of the department has occurred. The department has taken steps to communicate the importance of assessment to strengthen its teaching program. The department has also acted in ways to engage the full faculty to participate in supporting assessment for improving student learning.</p>	2002-03	2009-10

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PROGRAM LEVEL							
College of Natural Sciences							
Biological Sciences (BA/BS)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Pre- and Post-tests Comprehensive Exit Exam Capstone Course <p>Indirect:</p> <ul style="list-style-type: none"> Student Surveys (Program) Graduate Placement Rates Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator, Faculty</p> <p>Data generated are analyzed and used by the faculty in the department to make informed decisions for any changes necessary to advance or enhance student learning with respect to the competencies expected of graduates in biology.</p>	<p>Assessment results indicate that students felt that the department is meeting all of the learning objectives.</p> <p>Developing a multiple choice test that is given to students in their first biology course and again in senior courses. The 50 multiple choice questions will be randomly-selected from a larger pool which covers basic principles and unifying themes of biology. Student responses on these exams will be anonymous. Plan to begin implementation during Spring 2010.</p>	2008-09	2015-16
Chemistry* (BS)	Yes	<ul style="list-style-type: none"> Academic Program Review American Chemical Society (ACS) Accreditation Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Comprehensive Examinations Credential, Certification, and Licensure Examinations Embedded Assessment Laboratory Reports Nationally-normed tests Student Presentations <p>Indirect:</p> <ul style="list-style-type: none"> Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator, Faculty, Accrediting Body</p> <p>Faculty and the Department Curriculum Committee review data and make recommendations to faculty for consideration.</p>	<p>The Chemistry Department initiated an assessment during the Spring 2007 semester to examine performance history in two year-long sequence courses, Principles of Chemistry I & II and Organic Chemistry I & II. Student performance is assessed based on the standardized national exams taken at the end of the year in these courses. Students' progress and comprehension will be compared to the national norms published with these exams. Data are currently being reviewed.</p> <p>Also considering changing course entry requirements for Principles of Chemistry and/or Organic Chemistry series to increase student success rates. Changes might include a diagnostic exam, additional pre-requisites, and/or passing grade requirements.</p>	2008-09	2015-16

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PROGRAM LEVEL							
College of Natural Sciences							
Cognitive Studies (BA)	Yes	<ul style="list-style-type: none"> Academic Program Review Department Website Online Course Syllabi University Catalog Assessment of Student Learning Website 	Indirect: <ul style="list-style-type: none"> Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	Program Coordinator and Faculty Faculty discusses assessment findings at department meetings.	After reviewing the data, it was decided to improve the advising process in Cognitive Studies. This is particularly important for interdisciplinary programs, which draw from a variety of fields.	2008-09	2015-16
Computer Science (BS)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	Evaluator: <ul style="list-style-type: none"> Internal Reviews Direct: <ul style="list-style-type: none"> Capstone Projects Embedded Assessment Individual/Group Projects Student Presentations Indirect: <ul style="list-style-type: none"> Institutional Data Student Evaluation of Courses Course Evaluations Graduating Senior Survey Alumni Survey 	Department Chair, Program Assessment Coordinator, Faculty Faculty discusses assessment findings at department meetings.	Data revealed that students' writing skills did not meet expectations. Faculty increased emphasis on written work in the lower-division and beginning upper-division computer science courses.	2002-03	2009-10

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PROGRAM LEVEL							
College of Natural Sciences							
Ecology and Sustainability (MS)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Proposal Course Syllabi Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Thesis/Project Embedded Assessment <p>Indirect:</p> <ul style="list-style-type: none"> Course Evaluations Graduate Exit Survey Alumni Survey Institutional Data Employer Surveys Student Interviews 	<p>Faculty; Graduate Director</p> <p>Faculty meets at least once per semester to discuss assessment plans. Steering Committee to analyze data and make recommendations to faculty.</p>	<p>In 2008-09, the program had several positive indicators including the hiring of one student by the local U.S. Fish and Wildlife Service (USFWS).</p> <p>In 2008-09, as a result of students being uncertain regarding their thesis topic, a temporary advisor was assigned to new graduate students. The program found this option to be fairly successful for students who spent much time on campus, but less successful for part-time students.</p>	N/A	2011-12
Genetic Counseling* (MS)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Proposal Program Assessment Report Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Specialized Program Accreditation <p>Direct:</p> <ul style="list-style-type: none"> Culminating Project Embedded Assessment Certification Examinations Locally-Developed Exams Fieldwork/Internships <p>Indirect:</p> <ul style="list-style-type: none"> Course Evaluations Graduate Exit Survey Alumni Survey Institutional Data Student Surveys (Program) Focus Groups/Interviews Employer Surveys 	<p>Faculty; Graduate Director</p> <p>Faculty and Program Assessment Coordinator meet each semester to assess one or two learning objectives, using data from embedded assessment and rubrics.</p> <p>Faculty discuss assessment findings at annual retreat.</p>	<p>Based on feedback, an annual retreat is held for all the instructional faculty to provide an opportunity to exchange teaching tips, new classroom activities, new educational resources, etc. This exchange of teaching tips was a serendipitous outcome of the first meeting, which proved to be a very positive experience for all the instructors.</p> <p>As a response to feedback and reviews that have taken place thus far, several curricular changes have been made including: altering some of the course content for a few of courses (e.g. including more quantitative genetic concepts and application skills), and expanding the course units for some of the course to include more course content; additional “debriefing” sessions for the Advanced Medical Genetics course scheduled following presentations by outside speakers.</p> <p>Based on feedback from the focus group with the instructional faculty Spring 2009, one extra semester of the Advanced Medical Genetics course will be added and the number of units for a couple of courses will be increased.</p>	N/A	2012-13

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PROGRAM LEVEL							
College of Natural Sciences							
Geology (BA/BS)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	Indirect: <ul style="list-style-type: none"> Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	Department Chair, Program Assessment Coordinator, Faculty Faculty discuss assessment findings in department meetings.	Based on survey of students faculty have changed a required course Field Geology from Spring to Winter offering. This was done to provide students with a block of time to focus on this field intensive course and brings the program into alignment with traditional field geology courses across the US. Also, faculty are now offering a core set of required classes on an annual basis rather than every two years.	2007-08	2014-15
Marine Science (MS)	Yes	<ul style="list-style-type: none"> Academic Program Review University Catalog Moss Landing Marine Laboratories (MLML) Website Assessment of Student Learning Website 	Evaluator: <ul style="list-style-type: none"> External Reviews Internal Reviews Direct: <ul style="list-style-type: none"> Thesis Embedded Assessment Laboratory Reports Student Presentations Individual/Group Projects Indirect: <ul style="list-style-type: none"> Student Surveys (Program) Course Evaluations Graduate Exit Survey Alumni Survey Institutional Data 	Graduate Director, Faculty, Curriculum Committee, MLML Board of Directors Curriculum Committee analyzes data, reports findings to Board of Governors at semi-annual meetings to discuss data and make recommendations.	Faculty are in the planning stages of adding a new two-semester core course that will integrate all disciplines in marine science and will provide exposure to all marine science faculty and their areas of expertise. Using a template/rubric, faculty are now required to include on each syllabus more explicit criteria and expectations for grading students' course assignments. An analysis of an extensive survey of graduate students regarding the quality of academic advising was compiled and discussed by program faculty, leading to improvements in academic and career advising.	2003-04	2010-11

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PROGRAM LEVEL							
College of Natural Sciences							
Mathematics (BA/BS)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews <p>Direct:</p> <ul style="list-style-type: none"> Capstone Projects Embedded Assessment Student Presentations <p>Indirect:</p> <ul style="list-style-type: none"> Focus Groups/Interviews Student Surveys (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator, Department of Mathematics Assessment Committee (DMAC); Faculty</p> <p>DMAC analyzes the raw data. The summarized / analyzed results shared with faculty, including the Department of Mathematics' Subject Matter Competency Committee. The DMAC and Competency Committee make recommendations to the department based on the final results.</p>	<p>Assessment results were used to improve the program in the following ways: hard-cap the enrollment in mathematics Senior Seminar to 15 students per class; offer Math 4960 Senior Seminar every Fall and Spring semester; and restructure the beginning weeks so that the in-class exercises better focus on and prepare students in the student learning objectives of "effectively communicate mathematical concepts in written and oral form" and "make written and oral presentations explaining mathematical concepts, ideas, and techniques"</p>	2007-08	2014-15

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PROGRAM LEVEL							
College of Natural Sciences							
Physical Sciences (BA)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews <p>Direct:</p> <ul style="list-style-type: none"> Capstone Projects Individual/Group Projects Student Presentations <p>Indirect:</p> <ul style="list-style-type: none"> Student Evaluation of Courses (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator, Faculty</p> <p>Faculty meets and discusses results to determine appropriate next step(s).</p>	<p>The assessment findings have improved the Physics program in the following ways.</p> <p>The need for the introduction of a new mathematical physics course has emerged. There is a quantum jump in the mathematical level required of students between their sophomore and junior years, and as a result most majors struggle with the mathematics in junior and senior level classes. With additional instruction, coupled with a continuing effort to align the math expectations with the students' capabilities, faculty anticipate improved student performance in the advanced physics courses.</p> <p>In 2007, faculty designed a grading rubric for student seminars. In the process of analyzing student performance, certain changes were made to the rubric in order to more accurately assess the student's ability. As a result, the importances of certain aspects of an excellent seminar were highlighted. The result of this finding will have an impact on the performances of our future students.</p> <p>Faculty met in the Fall of 2008 to design a rubric for the objective identified for assessment for the year. Resulting data are to be evaluated on an ongoing basis to ensure that the learning objectives are being achieved. The data has been collected from exams held in June 2009, and is currently being analyzed. Findings will be reported in Fall 2009.</p>	2006-07	2013-14

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PROGRAM LEVEL							
College of Natural Sciences							
Physics (BA/BS)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Evaluator:</p> <ul style="list-style-type: none"> Internal Reviews <p>Direct:</p> <ul style="list-style-type: none"> Capstone Projects Individual/Group Projects Student Presentations <p>Indirect:</p> <ul style="list-style-type: none"> Student Evaluation of Courses (Program) Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Department Chair, Program Assessment Coordinator, Faculty</p> <p>Faculty meets and discusses results to determine appropriate next step(s).</p>	<p>The assessment findings have improved the Physics program in the following ways.</p> <p>The need for the introduction of a new mathematical physics course has emerged. There is a quantum jump in the mathematical level required of students between their sophomore and junior years, and as a result most majors struggle with the mathematics in junior and senior level classes. With additional instruction, coupled with a continuing effort to align the math expectations with the students' capabilities, faculty anticipate improved student performance in the advanced physics courses.</p> <p>In 2007, faculty designed a grading rubric for student seminars. In the process of analyzing student performance, certain changes were made to the rubric in order to more accurately assess the student's ability. As a result, the importances of certain aspects of an excellent seminar were highlighted. The result of this finding will have an impact on the performances of our future students.</p> <p>Faculty met in the Fall of 2008 to design a rubric for the objective identified for assessment for the year. Resulting data are to be evaluated on an ongoing basis to ensure that the learning objectives are being achieved. The data has been collected from exams held in June 2009, and is currently being analyzed. Findings will be reported in Fall 2009.</p>	2006-07	2013-14

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Interdisciplinary Studies							
Honors	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Embedded Assessment Fieldwork Student Presentations Capstone Project <p>Indirect:</p> <ul style="list-style-type: none"> Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data 	<p>Program Director; Faculty; Fieldwork Liaison</p> <p>The Honors Director reviews samples of student work and discusses the focus of assignments and general student performance with faculty.</p>	<p>Examples of recent adjustments include a shift of emphasis from summary writing to analytical writing in Honors Composition and the Humanities Reading Seminar; more problem-based learning in Mathematics Connections; less speech activity and more emphasis on content-based debates in the Honors Discussion Seminar; and explicit critical/analytical attention to refining the Capstone research topic in the Senior Seminar, and publication of the introductory essay as an outcome of the course. Significant adjustments have also been made to several department-specific courses in the sophomore and junior levels of the curriculum.</p>	2006-07	2013-14
Interdisciplinary Studies (MA/MS)	Yes	<ul style="list-style-type: none"> Academic Program Review Program Assessment Report University Catalog Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Thesis/Project <p>Indirect:</p> <ul style="list-style-type: none"> Student Interviews Course Evaluations Graduate Exit Survey Alumni Survey Institutional Data 	<p>Graduate Director; Faculty; Graduate Council; Interdisciplinary Studies Committee</p> <p>Annual meetings of Interdisciplinary Studies Committee to discuss data and make recommendations.</p>	<p>Identified strengths and weaknesses of theses/projects were shared between the Program Director and thesis readers. While evaluation of the theses/projects has been rigorous to this point, the process was not formalized and was not deliberately linked to the program goals.</p> <p>The Interdisciplinary Studies Committee approved a new formal evaluation process for theses/projects in Fall 2009. Therefore, no programmatic decisions have been made based on data that will be collected from the assessment process.</p>	2002-03	2009-10
Special Major (BA/BS)	Yes	<ul style="list-style-type: none"> Academic Program Review Assessment of Student Learning Website 	<p>Direct:</p> <ul style="list-style-type: none"> Graduation Writing Assessment Requirement Embedded Assessment <p>Indirect:</p> <ul style="list-style-type: none"> Course Evaluations Graduating Senior Survey Alumni Survey Institutional Data Student Exit Interviews 	<p>Faculty; College Curriculum Committees</p> <p>The department chairs and deans of each college review the program based on the unique programs in their individual college. The overall program quality is evaluated via the Academic Program Review process.</p>	<p>Created a program template that requires students and faculty advisors to identify student learning objectives and illustrate how each applies to the student learning goals for the special major program.</p>	2003-04	2010-11

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CATEGORY	Have formal co-curricular learning outcomes been developed?	Where are these co-curricular learning outcomes published?	What measures/indicators are used to determine that students are achieving the stated co-curricular learning outcomes?	Who interprets the evidence? What is the process?	What are examples of how findings were used to improve the program or student learning?	Date of last program review	Date of next program review
Service Learning							
Service Learning	Yes	<ul style="list-style-type: none"> Service Learning Website Service Learning Course Syllabi 	<ul style="list-style-type: none"> Student Service Learning Projects Student Survey (Program) Faculty Interviews (Program) Community Partner Interviews (Program) Graduating Senior Survey (University) Service Indicators Faculty Survey of Student Engagement (FSSE) Course-embedded assignments 	<p>Faculty, Service Learning Steering Committee</p> <p>An assessment subcommittee of the Service Learning Steering Committee, headed by one lead faculty member, reviews data and reports findings to the Steering Committee with the assistance and support of the Service Learning Director and staff.</p>	<p>Rubric developed to evaluate student achievement Fall 2009; student work to be evaluated and report generated for Spring 2010.</p> <p>Found that students participating in the Volunteer Return Preparation Program were not thoroughly prepared for their interaction with the community. As a result, revised the training materials and scheduling procedure.</p> <p>Found that participation in the one-day Civic Mission of Education project involving multiple sites did not allow Honors students to know deeply the issues and institutions involved. In response, faculty refocused the project to a specific school site over the semester. This strengthened the students' ability to develop relationships with K-12 faculty/administration and gave them a stronger sense of the challenges facing today's institutions.</p>	2007-08	2012-13
Student Affairs							
Advising Plan/Policy	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report Advising White Paper Advising Policy 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Focus groups of faculty and students National Survey of Student Engagement (NSSE) Graduation/Retention rates 	<p>Student Affairs Council, Campus-wide Remedial Education Committee, Student Success Committee, Advising Task Force, Advising Resource Center team</p> <p>Process is combination of annual review at retreat and regular discussion during the year.</p>	<p>As a result of focus groups in Spring 2002 and regular surveys, determined that advising for students was inconsistent throughout campus. As a result, advising professionals and faculty leaders drafted white papers in Fall 2002 advocating advising ideals. This activity was followed by the campus graduation initiative and an advising task force (2003), which proposed a formal advising plan. A draft policy was created in 2005 and subsequently revised and endorsed by the Academic Senate (2008).</p> <p>Among the improvements resulting from our Support Unit Review are the following: clear lines of responsibility for various types of advising, increased advising training for faculty and staff, and increased accountability for students for achieving their educational goals.</p> <p>Additionally, several documents were created to improve program standards: an advisee expectation form, a General Education planning guide, and an advisor ethical practice policy.</p>	2008-09	2013-14

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS, 7.1

ATTACHMENT S

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Student Affairs							
Advising (Academic Wellness)	Yes	<ul style="list-style-type: none"> Graduation Initiative (CSU) Student Affairs Website Student Affairs Annual Report Advising White Paper Advising Policy 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Focus groups of faculty and students NSSE Graduation/Retention rates 	<p>Student Affairs Council, Student Success Committee, Advising Task Force, Advising Resource Center team, Graduation Initiative team</p> <p>Process is combination of annual review at retreat and regular discussion during the year.</p>	Data highlighted a number of students whose academic progress became misguided after General Education. As a result, the Advising Department implemented an academic wellness program to engage and track students at key points in their career, beginning at orientation and various levels of progress (70, 89, and 120 units). <p>As a result of our Support Unit Review, the program survey, and individual meetings with the College Deans, developed a "Meet the Faculty" event in order to introduce new students to major and department faculty so students are confident and comfortable working with faculty for advising.</p>	2008-09	2013-14
Associated Students, Inc. (ASI)	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Retreat Surveys 	Student Affairs Council, ASI Executive Board	<p>After hearing from Stockton constituents in surveys and open meetings, ASI determined that those students were not getting advocacy and visibility. As a result, ASI reorganized its Board structure to add a Stockton student senator and began to hold one meeting per year on the Stockton campus.</p> <p>Based upon the survey findings from students who attended the joint ASI/University Student Union retreats in 2007 and 2008, developed an intensive and focused retreat for students that creates an opportunity to work together toward common goals. Included within the retreat itinerary was a simulation called "Star Power" which teaches leadership and the negative use of perceived power over others. Students met with top campus administrators to discuss the issues of the day and challenges each faces on campus, annual budget, and goals for the year.</p>	2008-09	2013-14

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Student Affairs							
Athletics	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Challenging Athletes' Minds for Personal Success (CHAMPS) surveys National Survey of Student Engagement (NSSE) Retention rates 	<p>Student Affairs Council, Athletics Director, and Staff</p> <p>Process is combination of annual review at retreat and regular discussion during the year.</p>	<p>The student-athlete academic advisor examined the actual number of visits to study hall, hours available via the payroll system, and student feedback relative to prior year. Based on this information, and in conjunction with coaches, we increased the emphasis on team study hall and both group and individual tutoring.</p> <p>The Student Athletic Advisory Committee set a priority to get more teams and athletes involved in community service project. The results included the Women's soccer team participating in Habitat for Humanity projects and individual athletes raising money for the Make a Wish Foundation.</p>	2008-09	2013-14
Career Services	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Student Survey (Program) Survey of Teacher Recruiters National Survey of Student Engagement (NSSE) 	<p>Student Affairs Council, Career Advisory Council</p> <p>Process is combination of annual review at retreat and regular discussion during the year.</p>	<p>As a result of employer surveys and personal conversations, it became clear that students needed to improve professional image and interviewing skills. To address this, a series of preparation presentations was conducted by the employers prior to Career Fair.</p> <p>Information from teacher recruiters and the Teacher Education Program highlighted the need to hold events for teacher candidates after hours. As such, an evening session of the Career Fair was instituted to assist both students and employers in this field.</p>	2008-09	2013-14

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Student Affairs							
Disability Resource Services (DRS)	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Student Survey (Program) Retention rates 	<p>Student Affairs Council, DRS Staff Team</p> <p>Process is combination of annual review at retreat and regular discussion during the year.</p>	<p>Information obtained anecdotally indicated that many students at the University likely had learning disabilities, but were unable to afford assessment by community clinicians due to the high cost. Student Affairs conducted a comparative study, proposed a variety of options, and began talks with the local Department of Rehabilitation, who indicated a willingness to assess these students for possible learning disabilities, when it was likely that they would qualify for their services.</p> <p>Information obtained from students indicated that students with disabilities were not aware of campus resources available to assist students in improving their academic performance. Consequently, new methods were established to ensure that students were provided information on campus resources at the time of registering with Disability Resource Services.</p> <p>Information obtained from students indicated that students with disabilities were not aware of career options and lacked knowledge of career planning. Consequently, new methods were established to connect students to the Career Services Office to gain knowledge of career research and planning.</p>	2008-09	2013-14
Educational Opportunity Program (Promise Scholars)	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators CalSWECC CSU Survey of Foster Youth Needs (2002) Retention rates 	<p>Student Affairs Council</p> <p>Process is combination of annual review at retreat and regular discussion during the year.</p>	<p>As the result of needs highlighted for former foster youth students by the 2002 California Social Work Education Center survey, Student Affairs created the Promise Scholars Program. In particular, these students needed assistance in identifying and accessing resources and in procuring housing. The program accomplishes these goals, as well as tracks progress and provides intensive academic advising for former foster youth students.</p> <p>Received a 2009 federal grant to recruit more Promise Scholars, provide housing grants, and increase educational opportunities for students.</p>	2008-09	2013-14

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Student Affairs							
Educational Opportunity Program (Summer Bridge Program)	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Analysis of EPT/ELM scores Remediation rates 	<p>Student Affairs Council, Remediation Committee, Retention Services team</p> <p>Process is combination of annual review at retreat and regular discussion during the year.</p>	<p>To address the remediation needs of incoming freshmen (based on English Placement Test/Entry Level Mathematics Test scores), the Summer Bridge program was established to provide students with Mathematics and English coursework. The students are now retested at the end of the program and many are eligible to be moved out of remedial classes.</p> <p>As part of the program review and a review of remediation rates, it was determined to implement a credit-bearing developmental writing course and a computer-based mathematics tutorial program as part of the Summer Bridge program in order to reduce the number of remediation courses needed by this student population.</p>	2008-09	2013-14
Faculty Mentor Program	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Program Survey Individual student/faculty interviews 	<p>Student Affairs Council, Faculty Mentor Program Board</p> <p>Process is combination of annual review at retreat and regular discussion during the year.</p>	<p>In reviewing student and program surveys, in conjunction with feedback from faculty and students, faculty increased support for student protégés in receiving transformative learning experiences in the form of workshops and retreats. One area students and faculty reported a need in addressing was in career planning. The result was a career conference with six business executives from the community meeting with faculty mentors and protégés.</p>	2008-09	2013-14
Housing and Residential Life (HRL)	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Student Survey (Program) National Survey of Student Engagement (NSSE) Annual Housing Survey 	<p>Student Affairs Council, Housing and Residential Life team</p> <p>Process is combination of annual review at retreat and regular discussion during the year.</p>	<p>Based on the housing survey and student program surveys, identified four primary focal points for programs and services that support the academic atmosphere in the residential community. These include scholarship, leadership, citizenship, and relationship, with scholarship as the top priority. Programs that support academic success include study groups, individual and group tutoring, Dean's List Scholars, study skills workshops for students with a grade point average of lower than 2.5, and the Faculty in Residence program. A variety of programs and services support the primary focal points with the purpose of promoting student development.</p>	2008-09	2013-14

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Student Affairs							
Housing and Residential Life: Faculty in Residence (FIR)	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey Graduating Senior Survey Service Indicators National Survey of Student Engagement (NSSE) FTR Annual Report Annual Housing Survey 	Academic Affairs/Provost's Council of Deans, Student Success Committee, Student Affairs Council	The 2003 NSSE results showed lower student/faculty interaction than we anticipated. While we continued to believe that this was due to the survey construction, we pursued efforts to improve faculty visibility among students. One such effort was the faculty in residence program, an innovative living-learning collaboration between Student Affairs and Academic Affairs to place a faculty member in campus student housing. The program was implemented in 2004. Based on survey results that showed students wanted more faculty interactive opportunities, expanded the Village program offerings with the Faculty-in-Residence and additional faculty.	2008-09	2013-14
Psychological Counseling Services	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Student Survey (Program) National Survey of Student Engagement (NSSE) Usage and diagnostic data 	Student Affairs Council, Psychological Counseling Team	As a result of survey data, used in conjunction with data from Titanium software, we identified the need to better address the needs of students dealing with immediate crises. We changed our service delivery to ensure, as much as possible, immediate availability of a counselor to deal with urgent crises, and the provision of triage to ensure that students with crisis-related needs are established with ongoing counseling as soon as possible. We used data from workshop evaluations to focus more on workshop programming. Specifically, workshops are being offered to address relaxation techniques and maintenance of positive beliefs with the goal of improving students' effectiveness in academic and social functioning.	2008-09	2013-14

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Student Affairs							
Student Affairs (Campus Dialogue Series and Campus Seminar Series)	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Individual student/faculty interviews National Survey of Student Engagement (NSSE) 	Student Affairs Council, Faculty Development Center leadership	<p>Survey results and anecdotal observations highlighted a lack of student engagement with contemporary issues. This, coupled with our past concern about student/faculty engagement outside of the classroom, led to the creation of two programs: The Campus Dialogue Series highlights issues in popular culture with special emphasis on generational topics. A faculty/student panel is featured.</p> <p>The Campus Seminar Series highlights current events through a series of faculty and community-led seminars. The seminars are designed for students to engage actively in learning about issues that are currently affecting society and to promote civic engagement. Recently, both of these programs are facilitated through the Warrior Activity Center where a programming board of administrators and students oversee program selection.</p>	2008-09	2013/14
Student Affairs (Graduating Seniors Program)	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report Student Success Committee Charge 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Focus Groups of Faculty and Students National Survey of Student Engagement (NSSE) Retention/Graduation rates 	<p>Student Success Committee, Student Affairs Council</p> <p>Process is combination of annual review at retreat and regular discussion during the year.</p>	<p>After studying graduation rates and course patterns, as well as the Graduating Senior Survey, the Student Success Committee determined in 2005 that many graduating seniors did not have a clear idea of how to accelerate through their last year of courses and connect with career opportunities. This was partly because the many campus programs designed to assist them were operating independently from each other and it was difficult for students to see how they fit together.</p> <p>As a result, the Committee established the Graduating Seniors Program through the Student Leadership and Development Program. The Graduating Senior program packages a number of graduation-targeted programs in one series and provides enhanced publicity and coordination.</p>	2008-09	2013/14

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Student Affairs							
Student Affairs (Stockton Student Services)	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Service Indicators Individual Student/Faculty Interviews Stockton Survey and Needs Report 	Student Affairs Council	Stockton administrators conducted student surveys and provided data to advocate for increased services for students. As a result, the health center improved its satellite center, counseling, disabilities, and advising staff began a regularly scheduled visit program and increased telephone service. Student Union members worked with the Dean of Students and Stockton administration to improve amenities, such as the student lounge.	2008-09	2013-14
Student Health Center	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report Accreditation Association of Ambulatory Health Care 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Student Survey (Program) National Survey of Student Engagement (NSSE) Program attendance Usage/diagnostic data National College Health Assessment Survey 	<p>Student Affairs Council, Student Health Advisory Committee</p> <p>Process is combination of annual review at retreat and regular discussion during the year.</p>	<p>Student feedback in Student Health Advisory Committee meetings indicates an improving understanding about Health Center operations. These meetings include a discussion led by a Student Health Center representative related to health center updates and plans to enhance student learning including consideration of students' ideas and input.</p> <p>Previous survey results supported the effort of re-initiating the peer health advocate program. The program has seen excellent student participation in outreach events by Student Health Advocates and the Health Educator.</p> <p>Success of outcomes related to accessing health services is evaluated through usage data. The National College Health Assessment survey is being used as a yearly assessment tool related to campus health education needs and effectiveness. The increased efforts of the health education team have increased opportunities for increased health awareness in the general student population.</p>	2008-09	2013-14

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Student Affairs							
Student Leadership and Development	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators MDIS 2500—Leadership Development National Survey of Student Engagement (NSSE) Student leadership participation Graduation/retention rates for student leaders 	<p>Student Affairs Council, MDIS 2500 Instructor, Campus Life Team</p> <p>Process is combination of annual review at retreat and regular discussion during the year.</p>	After studying graduation rates for student leaders and participation rates in leadership activities, coupled with observations about the preparation of student leaders, Student Affairs established the Student Leadership Program with a multidisciplinary support class in 2003.	2008-09	2013-14
Student Support Services	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Graduation/retention rates 	<p>Student Affairs Council, Retention Services</p> <p>Process is combination of annual review at retreat and regular discussion during the year.</p>	The department identified a significant number of program participants in the Liberal Studies program and instituted the Student to Teacher conference to bring students greater access to career opportunities and information about the teaching profession.	2008-09	2013-14
Tutoring Center	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Student Survey (Program) Pass Rate Grade Increase GPA Increase Graduation/retention rates National Survey of Student Engagement (NSSE) 	<p>Student Affairs Council, Retention Services, Tutoring team</p>	<p>Usage data and student requests supported need to provide higher level tutoring. As a result, the department implemented the California Reading and Learning Association tutor certification training in 2007. By certifying tutors, we offered more training in study skills, test taking, and communication skills. The additional skills the tutors acquire help them to better address the needs of the students.</p> <p>Based on student surveys and increased student demand, provided new chemistry on-line tutoring, walk-in chemistry and physics tutoring, and walk-in mathematics for statistics and finite mathematics to meet the increased tutoring need. Achieved California Reading and Learning Association level II certification and received three-year renewal of CRLA level I certification to provide better prepared tutors.</p>	2006-07	2013-14

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Student Affairs							
University Student Union	Yes	<ul style="list-style-type: none"> Student Affairs Website Student Affairs Annual Report 	<ul style="list-style-type: none"> Support Survey (Division) Graduating Senior Survey Service Indicators Student Survey (Program) Usage data Retreat Surveys 	Student Affairs Council	<p>A general survey in 2004 revealed students' need for increased access to internet technology. As a result, the Union planned its renovation to include WiFi access and a small computer lab.</p> <p>Based upon the survey findings from students who attended the joint ASI/University Student Union retreats in 2007 and 2008 we have been able to develop an intensive and focused retreat for students. Included within the retreat itinerary was a simulation called Star Power which teaches leadership and the negative use of perceived power over others; an opportunity to meet with top campus administrators to discuss the issues of the day and challenges each faces on campus; in depth discussion of the annual budget and goals for the year and an opportunity to work together toward common goals.</p>	2008-09	2013-14

Since the Capacity and Preparatory Review site visit, campus leadership groups revisited the WASC Framework for Educational Effectiveness and continue steady progress in moving toward the highly developed category for the three components of learning outcomes, teaching and learning processes, and organizational learning.

Data Exhibit 7.1, Inventory of Educational Effectiveness Indicators, provides a summary of each degree program, interdisciplinary degree program, and co-curricular program and serves as evidence of our strength in the assessment of student learning. This updated data exhibit includes examples of the use of student learning findings for improving programs and fostering student learning. Examples of improvements include curricular and pedagogical changes resulting from the review of departmental assessment activities; continued efforts to institutionalize the implementation and use of direct assessment of student learning at the course, program, and institutional levels; increased collaboration and communication between the Office of Institutional Research and programs to refine and expand data needs; increased production of disaggregated and benchmarked data at the program and institutional levels; integration of assessment of student learning into program reviews; and increased fiscal support for the use of well-qualified internal and external reviewers for program assessment.

CALIFORNIA STATE UNIVERSITY STANISLAUS

INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS, 8.1 ATTACHMENT T

(1) Name of accredited or certificated program	(2) Professional, special, state, or programmatic accreditations currently held by institution	(3) Date of most recent accreditation action by each listed agency	(4) Summary ("bullet points") of key issues for continuing institutional attention identified in accreditation action letter or report	(5) Key performance indicators required by agency or selected by program	(6) For one indicator, provide up to 3 years of trend data (attached)
Art (BA, BFA)	National Association of Schools of Art and Design (NASAD)	Spring 1999 Accredited <i>Spring 2010 Site Visit scheduled</i>	<ul style="list-style-type: none"> Develop a long-range and short-term Strategic Plan Develop a departmental recruitment plan Schedule for equipment replacement and acquisition 	<ul style="list-style-type: none"> Studio Evaluations Informal assessment of student achievement 	Studio and Art History Rubrics and Evaluations
Business Administration (BS, MBA, MSBA)	The Association to Advance Collegiate Schools of Business Accreditation (AACSB)	Spring 2003 Accredited	<ul style="list-style-type: none"> Funding for full-time development officer Need for a full-time technology consultant Investigate issues of access for potential MBA students in the region 	<ul style="list-style-type: none"> CSU Business Achievement Test results Educational Benchmarking Inc (EBI) Survey of graduating seniors findings 	College of Business Administration Assessment Processes and Indicators
Chemistry (BA, BS)	American Chemical Society (ACS)	Spring 2003 Reaccredited	<ul style="list-style-type: none"> Program met expectations for approval 	<ul style="list-style-type: none"> Representative student research report evaluations ACS Standardized Organic Chemistry Test results 	ACS Standardized Organic Chemistry Test Results
Education (BA, MA, EdD)	California Commission on Teacher Credentialing (CCTC)	Spring 2002 Reaccredited <i>Spring 2010 Site Visit scheduled</i>	<ul style="list-style-type: none"> Collect appropriate data regarding current students and follow-up data collection Provide evidence of how collected data are utilized to determine program modifications 	<ul style="list-style-type: none"> Reading Instruction Competence Assessment (RICA) pass rates California Subject Examination for Teachers (CSET) pass rates Teacher Performance Assessment (TPA) pass rates 	Reading Instruction Competence Assessment Pass Rates
	National Council for Accreditation of Teacher Education (NCATE)		<ul style="list-style-type: none"> Align evaluation of teaching experience with conceptual framework Increase faculty scholarly productivity 		
Genetic Counseling (MS)	American Board of Genetic Counseling (ABCG)	Fall 2007 Provisionally accredited	<ul style="list-style-type: none"> Redefine the roles and responsibilities of the Program Director and the Assistant Director Dedicate a central space for students and faculty to interact and for students to work on clinical training-related work 	<ul style="list-style-type: none"> Research Project evaluations Educational Presentations ABGC Certification Examination results 	New program in 2008; no trend data available until 2012
Music (BA, BM)	National Association of Schools of Music (NASM)	Winter 2003 Reaccredited	<ul style="list-style-type: none"> Develop a long-range plan for studios, practice rooms, and additional rehearsal space Develop plan for library acquisitions Develop resources to maintain and update software programs 	<ul style="list-style-type: none"> Recital hearing results (rated by recital committee using numerical rubric) Annual student evaluations 	Evaluation Processes and Rubrics for the BA and BM Degrees in Music

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INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS, 8.1 ATTACHMENT T

(1) Name of accredited or certificated program	(2) Professional, special, state, or programmatic accreditations currently held by institution	(3) Date of most recent accreditation action by each listed agency	(4) Summary ("bullet points") of key issues for continuing institutional attention identified in accreditation action letter or report	(5) Key performance indicators required by agency or selected by program	(6) For one indicator, provide up to 3 years of trend data (attached)
Nursing (BS, MSN)	Board of Registered Nursing (BRN)	Fall 2006 Continued Approval	<ul style="list-style-type: none"> Reapproved 	<ul style="list-style-type: none"> Employer Survey Assessment Technology Institute (ATI) examination results National Council Licensure Examination (NCLEX) results 	National Council Licensure Examination (NCLEX) Results
	Commission on Collegiate Nursing Education (CCNE)	Spring 2007 Reaccredited (BS) Spring 2009 Substantive Change (MSN)	<ul style="list-style-type: none"> Allow 15 upper division credits for prior nursing course work Reduce the major to 26 units 		
Politics and Public Administration (MPA)	National Association of Schools of Public Affairs and Administration (NASPAA)	Summer 2004 Reaccredited	<ul style="list-style-type: none"> Establish an alumni association and advisory board Examine faculty workload Refine assessment measures 	<ul style="list-style-type: none"> Graduate Exit Survey findings Public Administration Comprehensive Examination pass rates 	Public Administration Comprehensive Examination Pass Rates
	Association for Behavior Analysis International (ABAI)	Fall 2008 Reaccredited	<ul style="list-style-type: none"> Add faculty member to assist with supervision requirements Reduce faculty workload with contingent scholarly output Provide students with detailed timeline of expectations Establish faculty retreats 	<ul style="list-style-type: none"> Master's Theses completion rates Graduate employment rates 	Employment Status by Graduation Year
Social Work (MSW)	Council on Social Work Education (CSWE)	Summer 2002 Reaccredited <i>December 2009 Site Visit scheduled</i>	<ul style="list-style-type: none"> Advisement must orient students and assist them in assessing their aptitude Maintain policies and practices that specify students' rights and responsibilities Provide opportunities for student to organize in their interests as students 	<ul style="list-style-type: none"> Field Instructor Final evaluations Master's Theses Assessment (scores using program-developed rubric) 	MSW Program Assessments and Rubrics
	National Association of Schools of Theatre (NAST)	Spring 2003 Reaccredited	<ul style="list-style-type: none"> Resolve issues of theatre unit leadership; improve intra-faculty communication; and improved faculty cooperation 	<ul style="list-style-type: none"> Annual student evaluations Median of rubric results for each of the theatre program emphases: Acting and Design/Technology Qualitative summary of faculty comments for each student 	Program Evaluations, Assessments, and Rubrics

CALIFORNIA STATE UNIVERSITY, STANISLAUS
INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS
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Department of Art
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN (NASAD)

STUDIO EVALUATION

Student studio evaluations are conducted by the faculty and periodically by an external evaluator for overall student achievement. The department's direct assessment of student learning occurs through five broad categories:

1. Technical and theoretical understanding of approaches to drawing, painting, printmaking, sculpture, and new media
2. Critical knowledge of cultures, movements, periods, styles, and individuals in the history of art
3. Prosper creatively from critical input and exposure to varied viewpoints
4. Progress from idea to completed creative statement that exhibits originality, conviction, and quality
5. Professional involvement related to visual art, valuing the self-enrichment nature of art, and understanding parallel applications in other endeavors in life.

DIRECT MEASURE OF BFA STUDENTS (BIANNUAL REVIEWS BY FACULTY)

All BFA students have been evaluated on a biannual (once each semester) basis through direct evaluation of their portfolio and through accompanying oral presentations. The data is collated and discussed during departmental meetings and annual retreats. Due to the Principles of Assessment of Student Learning, Principle 8, the specific data results of the assessment process are limited to the department.

INDIRECT MEASURES OF BFA STUDENTS

Informal assessment of student achievement of the student learning objectives occurs on a regular and on-going basis during instruction, departmental meetings, and annual faculty retreats. Department meeting minutes are available upon request.

ART HISTORY EVALUATION

Informal assessment of Art History student achievement of the student learning objectives occurs on a regular and on-going basis during instruction, departmental meetings, and annual faculty retreats. Department meeting minutes are available upon request.

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College of Business Administration
THE ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS ACCREDITATION (AACSB)

Year	Assessment Process	Areas for Improvement	Actions to be Taken	Effectiveness Indicators
2000-01	Adopted Curriculum Assessment Plan and Policy			
2001-02	<ul style="list-style-type: none"> EBI survey of graduating seniors; EBI survey of alumni; Focus group discussion with employers. 	<ul style="list-style-type: none"> Student organizations; Placement and career services; Academic advising. 	<ul style="list-style-type: none"> Established several new organizations (Beta Alpha Psi, Beta Gamma Sigma) and revitalized those already in existence; Increased faculty involvement in initial student orientation and advising; Developed Student Success Center, a one-stop center which provides academic advising and assists with career planning and placement. 	<ul style="list-style-type: none"> EBI survey results related to student organizations and advising have increased steadily since 2001. While no improvement has been made in student perceptions of placement and career services to date, now that the Student Success Center is fully operational, an increase on the 2009 survey is anticipated.
2002-03	<ul style="list-style-type: none"> EBI surveys of graduating seniors; Focus group discussion with employers. 	<ul style="list-style-type: none"> Opportunities for students to interact with practitioners 	<ul style="list-style-type: none"> Actively encouraged students to participate in discipline-specific organizations; Encouraged faculty members to invite practitioners to class as guest speakers; Beginning in 2004-05, when practical, designated one week a year as "Business Week" when faculty members were asked to invite a local businessperson to teach a session of each class. 	<ul style="list-style-type: none"> No improvement in 2003 or 2004. However, as a result of the adoption of "Business Week" improvement in the 2009 surveys is anticipated.
2003-04	<ul style="list-style-type: none"> EBI surveys of graduating seniors; Focus group discussion with employers. 	<ul style="list-style-type: none"> Students' communication skills; Understanding of ethical issues and social responsibility. 	<ul style="list-style-type: none"> An elective discipline-specific writing course, "Accounting Research and Communication," was developed and offered as an elective in 2001. This course emphasizes research methods for accounting and effective presentation of information, both oral and written. As a result of the assessment results, students matriculating in fall 2005 and later were required to take this course. The Management, Operations Management, Marketing, and CIS concentrations also developed a course entitled "Business Technical Writing and Communication," which was initially offered in 2005 as a replacement of the upper-division English course. Developed two elective courses in "Business Ethics" and "Social Responsibility" -- one undergraduate general education course and one upper division course. 	<ul style="list-style-type: none"> As the first students required to take the newly developed writing courses will graduate in 2009 and beyond, the action's success has not yet been determined. Writing samples will be evaluated in 2008-09 and will be compared to a benchmark study performed in 2005-06 to determine whether students' communication skills have improved. A low number of students have enrolled in the elective courses in ethics. As a result, the CBA added one of the courses as a pre-requisite to the business major beginning in 2009-10.

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College of Business Administration
THE ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS ACCREDITATION (AACSB)

Year	Assessment Process	Areas for Improvement	Actions to be Taken	Effectiveness Indicators
2004-05	<ul style="list-style-type: none"> CSU Business Achievement Test; EBI surveys of graduating seniors; Focus group discussion with employers. 	<ul style="list-style-type: none"> Students' abilities to analyze financial statements and understand the expected relationship between various financial statement accounts, a critical skill when analyzing and interpreting financial reports. 	<ul style="list-style-type: none"> Faculty agreed to increase financial statement analysis in their courses as appropriate, as a temporary measure. As a long- term strategy, the coordinator of the Financial Accounting courses agreed to identify a textbook which includes extensive financial analysis throughout the course. Several textbooks were adopted on a trial basis for one year only; one textbook identified contained outstanding coverage of this topic. However, it does not sufficiently cover basic bookkeeping techniques to meet our needs. The University has approved a sabbatical leave for the coordinator in 2009, during which time the textbook will be revised to include traditional bookkeeping techniques and increase coverage of ethical issues. (Copyright approval has been obtained.) The revised textbook will be used in the Financial Accounting classes to provide students with an opportunity to extensively analyze financial statements. 	<ul style="list-style-type: none"> The informal decision to increase analysis as appropriate does not appear to be effective. The new Financial Accounting text may help, but will only be required for students who take the prerequisite course on our campus. Those that transfer will not have the exposure offered in this text. Consequently, this learning objective was addressed further in 2008-09.
2005-06	<ul style="list-style-type: none"> CSU Business Achievement Test; Focus group discussion with employers; Assessment of student writing samples. 	<ul style="list-style-type: none"> Students' abilities to perform quantitative analyses, along with basic math skills. 	<ul style="list-style-type: none"> Conversations are ongoing with the Department of Mathematics to identify those skills most important to our students. A plan is expected to develop a course for students with inadequate math skills (as determined by a placement exam) to be required to take before admission as a Business major. The results of the 2005-06 assessments were not available to faculty until 2006-07. Actions in response to assessment results are generally implemented two years after the assessment activities take place. 	<ul style="list-style-type: none"> Implementation of improvements is not complete, so effectiveness cannot yet be measured.
2006-07	<ul style="list-style-type: none"> CSU Business Achievement Test; Focus group discussion with employers. 	<ul style="list-style-type: none"> Students' performance in Business Law is lower than desired. 	<ul style="list-style-type: none"> We noted that the size of the Business Law classes has been increasing because of increased student enrollment. The instructor indicated this has negatively affected his pedagogy. The department chairs agreed to reduce class sizes, beginning in Spring 2009, to see if this will impact student learning. 	<ul style="list-style-type: none"> Insufficient time has passed since implementation to determine the effectiveness of this strategy.
2007-08	<ul style="list-style-type: none"> CSU Business Achievement Test; Focus group discussion with employers. Assessment of student writing samples EBI survey of alumni 	<ul style="list-style-type: none"> While student writing appears to have improved since establishment of our dedicated writing proficiency courses, we would like to see more improvement. 	<ul style="list-style-type: none"> Established a process for the instructors of our writing courses to meet periodically (at least once a semester) to share effective teaching strategies. 	<ul style="list-style-type: none"> Insufficient time has passed since implementation to determine the effectiveness of this strategy

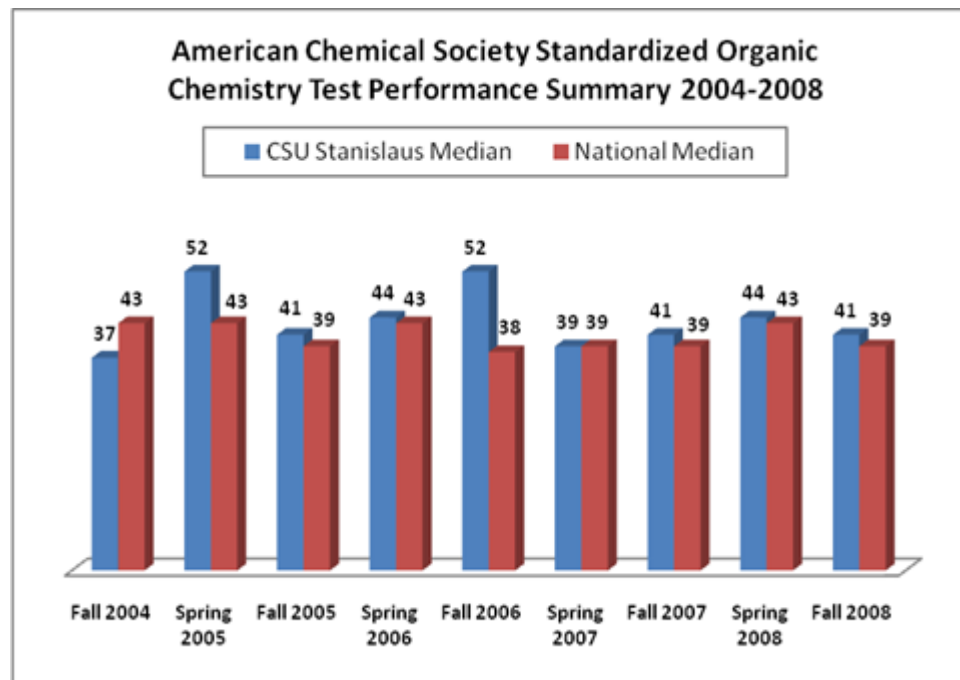
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2009

College of Business Administration
THE ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS ACCREDITATION (AACSB)

2008-09	<ul style="list-style-type: none">▪ CSU Business Achievement Test;▪ Focus group discussion with employers.▪ EBI survey of graduating seniors	<ul style="list-style-type: none">▪ The faculty remained concerned about the need to improve graduates ability to analyze financial statements.	<ul style="list-style-type: none">▪ CBA faculty reach the consensus that a Financial Statement Analysis course will be designed as a one unit stand-alone lab course. The suggested title for the course is "Fundamentals of Financial Statement Analysis".	<ul style="list-style-type: none">▪ Implementation of improvements is not complete, so effectiveness cannot yet be measured
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CALIFORNIA STATE UNIVERSITY, STANISLAUS
INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS
WASC DATA EXHIBIT 8.1
2009

Department of Chemistry
AMERICAN CHEMICAL SOCIETY (ACS)

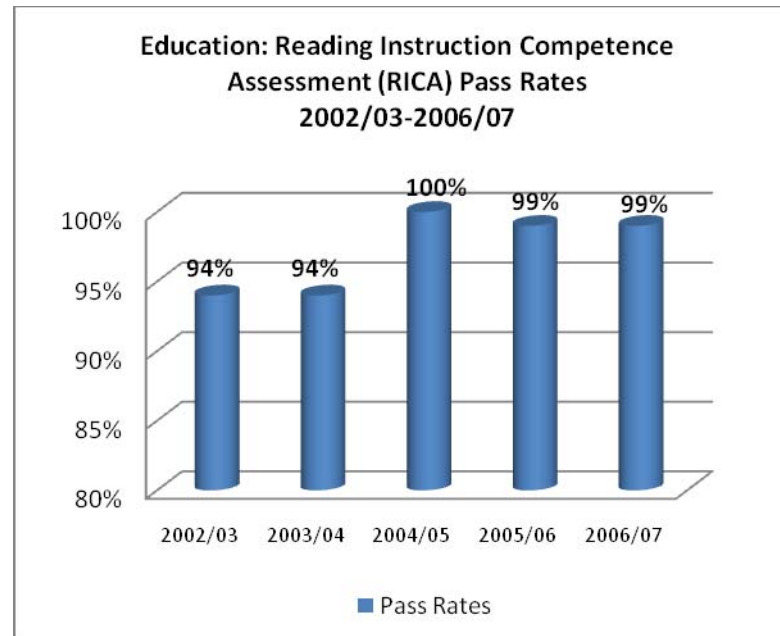


SUMMARY

The graph presents the results of students completing the two semester sequence of Organic Chemistry courses required for all Chemistry majors as well as most pre-health professional fields (e.g. medical, pharmacy, dental schools) from Fall 2003 – Fall 2008. Student performance on this examination demonstrates a consistently high level of comprehensions by CSU Stanislaus students compared to the mean of all students taking this national examination. For the years reported, fall exams are taken by no fewer than 24 students; spring exams are taken by no fewer than 29 students.

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College of Education
CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CCTC) AND
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE)



SUMMARY

Students' pass rates on this state examination for reading instruction competence demonstrate consistent high levels of performance. These high pass rates occur for students enrolled in both the traditional credential program and the internship program. Passage of this examination is required as part of program completion.

Source: <https://title2.ed.gov/TTitle2DR/PassRates>

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INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS
WASC DATA EXHIBIT 8.1
2009

Department of Music
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC (NASM)

EVALUATION PROCESS

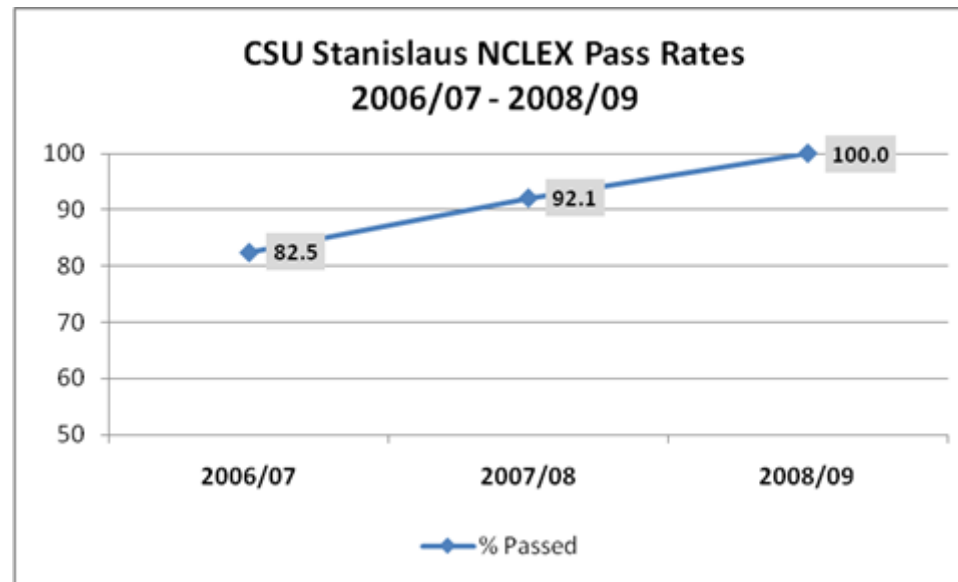
For the Bachelor of Arts degree program, a panel of three faculty, using an assessment rubric, evaluates music students' achievement of the student learning goals through direct measurement using recital hearings and semester juries in four areas as appropriate to the students' major: keyboard, vocal, instrumental, and composition.

For the Bachelor of Music degree program, each student in performance, education, and jazz studies emphases are required to perform a solo recital. Prior to performing the recital, each student must pass a recital hearing, where their performance is evaluated as acceptable or unacceptable for public presentation. The recital hearing is the ideal opportunity to gather evaluative data.

- Students perform on a principal instrument/voice with proficiency appropriate to their degree program/concentration and level of study, and demonstrate this skill in solo and ensemble performance situations.
- Recital hearings provide the appropriate data.
- The recital committee informs each student of the assessment method.
- Most Bachelor of Music students perform a solo recital, and a representative sample is obtained.
- Faculty recital committees listen to the student performances. Using a numerical rating scale rubric faculty assess:
 1. *Mechanics (note and rhythmic accuracy)*
 2. *Technique (tone and facility)*
 3. *Intonation/Pedal use*
 4. *Interpretation*
 5. *Articulation/Diction*
 6. *Presentation (appearance and manner)*

CALIFORNIA STATE UNIVERSITY, STANISLAUS
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WASC DATA EXHIBIT 8.1
2009

Department of Nursing
BOARD OF REGISTERED NURSING (BRN) AND
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)

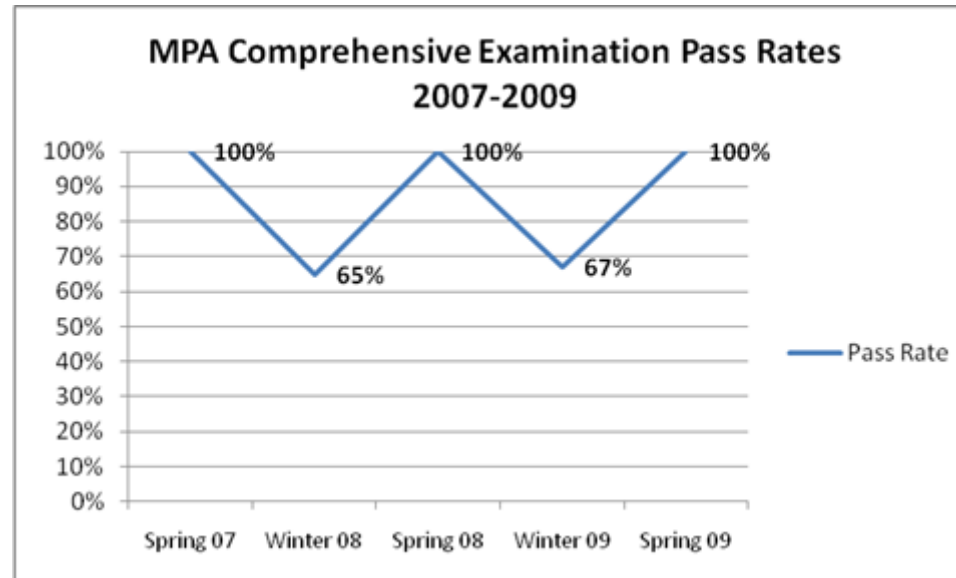


SUMMARY

The graph above reflects the results of all nursing graduates who have taken the National Council Licensure Examination (NCLEX) for the first time. Data reveal that, for the participating years, CSU Stanislaus students have done exceedingly well on NCLEX, with pass rates of 80% or higher.

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INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS
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Department of Politics and Public Administration
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION (NASPAA)

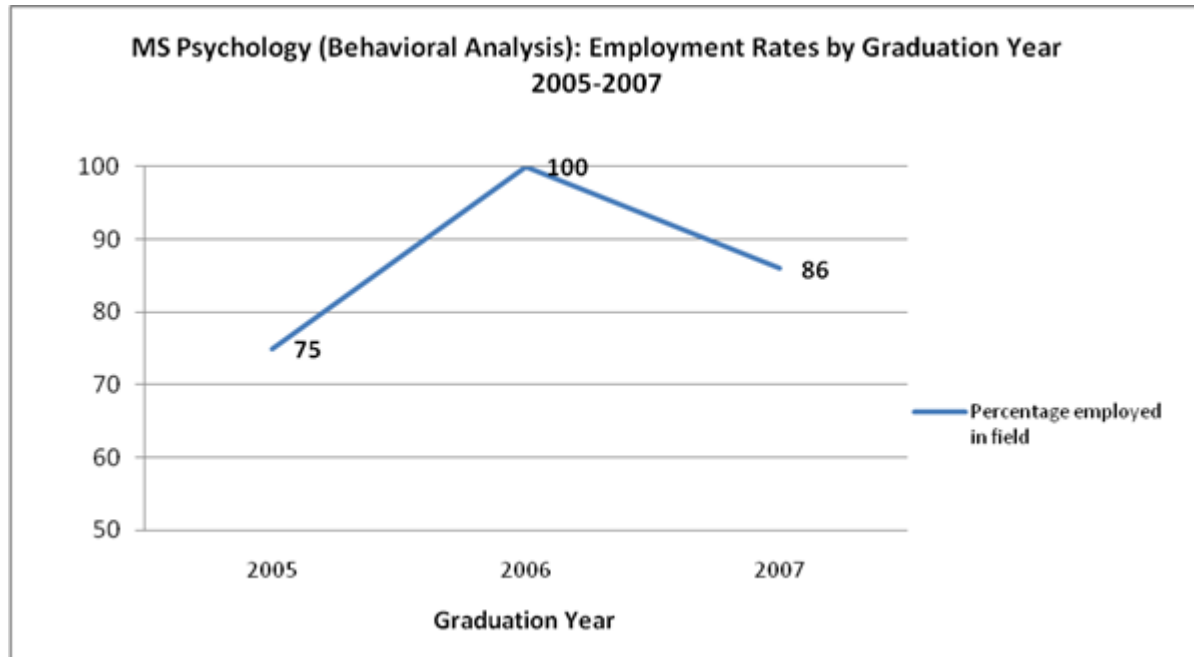


SUMMARY

The graph above reflects the results for students taking the Master of Public Administration Comprehensive Examinations within the last three years. Pass rates differ widely between Winter and Spring terms due to the fact that students are allowed one attempt to retake a failed section of the examination. Retakes occur in the Spring term, leading to the higher pass rate during that semester. The examinations are extremely rigorous and are intended to function as both an assessment tool and an opportunity for further student learning. The high retake pass rate indicates that over the course of the exercise, most students who attempt the examination exit the program with the knowledge and skills required to be successful in the field of public administration.

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INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS
WASC DATA EXHIBIT 8.1
2009

Department of Psychology
ASSOCIATION FOR BEHAVIORAL ANALYSIS INTERNATIONAL (ABAI)



SUMMARY

The graph above reflects employment status of students by graduation year from the Masters of Science Psychology Program in Behavior Analysis. From 75 – 100% of students are successfully employed in their field after they graduate from the CSU Stanislaus.

CALIFORNIA STATE UNIVERSITY, STANISLAUS
INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS
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Department of Social Work
COUNCIL ON SOCIAL WORK EDUCATION (CSWE)

In response to an overall assessment of a high percentage of students struggling to conceptualize and articulate their research ideas consistent with the academic rigor of graduate education, faculty revised the curriculum to include more focused attention to the writing of a research/scholarly manuscript. This occurred through the addition of a two-semester capstone course that complements the foundation research sequence. Using a thesis rubric, faculty has discerned increased sophistication of theses in both research and writing skills for MSW students over the past four years.

PROGRAM ASSESSMENT REPORT

The Master of Social Work Program is currently in a reaffirmation cycle, scheduled for a site visit 2009/10 by the Council on Social Work Education and submitted a self-study report in August 2009.

Over the past two years, the mission statement, program goals and objectives, and curriculum have been revamped and aligned.

As part of the self-study report, the Council on Social Work Education requires programs to demonstrate that their curriculum is developing and organized as a coherent and integrated whole consistent with program objectives. The faculty are accomplishing this task by breaking each of the 16 program objectives into its requisite elements. This process is guided by seven questions targeting each program objective:

1. *What do we mean by the program objective?*
2. *How do we teach it?*
3. *Where does it go in the curriculum?*
4. *How do we organize it?*
5. *How will it be featured in various courses?*
6. *What assignments will be used to help students learn it?*
7. *How do we assess student learning related to the program objective?*

As the entire curriculum (foundation and advanced) is articulated in this logic model, the faculty will ultimately be able to lay out the entire curriculum and trace the curriculum components to the program objectives. From this work, the faculty will construct a new program assessment model in spring 2008 that includes both direct and indirect measures of student learning.

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INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS
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Department of Social Work
COUNCIL ON SOCIAL WORK EDUCATION (CSWE)

Revised (2007) Program Assessment Matrix
FOUNDATION OBJECTIVES

Program Objective	Assessment Measures/Key Indicators
1. Apply critical thinking skills to professional social work practice.	Item "1" from Exit Survey Item "1" from Alumni Survey Item "2" from Field Instructor final foundation evaluation Items "3" and "11" from IDEA course evaluations
2. Understand and are guided by the values and ethics of the profession.	Item "2" from Exit Survey Item "2" from Alumni Survey Item "1" from Field Instructor final foundation evaluation.
3. Demonstrate the ability to practice without discrimination and with respect, knowledge, and skills related to diverse client populations.	Item "3" from Exit Survey Item "3" from Alumni Survey Item "3" from Field Instructor final foundation evaluation Item "4" from IDEA course evaluations
4. Advocate for social justice by understanding and working to expose paradigms of oppression and discrimination and those mechanisms and structures that serve those paradigms.	Item "4" from Exit Survey Item "4" from Alumni Survey Item "12" from Field Instructor final foundation evaluation
5. Understand the history of social work profession and utilize this knowledge as a context for understanding and addressing current practice issues.	Item "5" from Exit Survey Item "5" from Alumni Survey Item "1" from IDEA course evaluations
6. Engage clients to assess and intervene at all system levels using a generalist perspective that incorporates client strengths.	Item "6" from Exit Survey Item "6" from Alumni Survey Item "4" from Field Instructor final foundation evaluation
7. Apply theoretical frameworks supported by research to understand individual development and behavior across the life span, between individuals, families, groups, organizations, and communities.	Item "7" from Exit Survey Item "7" from Alumni Survey Item "2" from IDEA course evaluations
8. Analyze, formulate, and influence social policies and understand the integral relationship between policy and practice.	Item "8" from Exit Survey Item "8" from Alumni Survey Item "9" from Field Instructor final foundation evaluation
9. Use research to inform and continually update practice.	Item "9" from Exit Survey Item "9" from Alumni Survey Item "10" from Field Instructor final foundation evaluation Items "9" and "12" from IDEA course evaluations

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Department of Social Work
COUNCIL ON SOCIAL WORK EDUCATION (CSWE)

Program Objective	Assessment Measures/Key Indicators
10. Use supervision, consultation, and continuing education to strengthen practice.	Item "10" from Exit Survey Item "10" from Alumni Survey Item "11" from Field Instructor final foundation evaluation
11. Understand and operate within organizational structures and service delivery systems and seek necessary change.	Item "11" from Exit Survey Item "11" from Alumni Survey Item "6" from Field Instructor final foundation evaluation
12. Use communication skills differentially across client populations, colleagues, and communities.	Item "12" from Exit Survey Item "12" from Alumni Survey Item "7" from Field Instructor final foundation evaluation Items "5" and "8" from IDEA course evaluations
13. Carry out critical self-analysis and self evaluation.	Item "13" from Exit Survey Item "13" from Alumni Survey Item "10" from IDEA course evaluations
14. Engage in autonomous practice that is highly differentiated, discriminating, ethical, and self-critical using the integrative practice approach.	Item "14" from Exit Survey Item "14" from Alumni Survey Item "2", "3", and "4" from Advanced Field Instructor final foundation evaluation Embedded Measure 5032
15. Apply and promote paradigms of social and economic justice and liberation to continually advance the larger social work profession and refine the quality of their own practice.	Item "15" from Exit Survey Item "15" from Alumni Survey Embedded Measure 5034
16. Demonstrate a spirit of inquiry that is characterized by curiosity and a motivation to learn about others whose lives are different from one's own and the strengths utilized by those individuals and groups.	Item "16" from Exit Survey Item "16" from Alumni Survey Master's thesis rubric

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INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS
WASC DATA EXHIBIT 8.1
2009

Department of Theatre
NATIONAL ASSOCIATION OF SCHOOLS OF THEATRE (NAST)

HISTORY OF EVALUATION PROCESS:

In the past, the theatre department has used standard assessment tools such as in class methods (essays, tests, senior projects) and advising (faculty and ACTF-American College Theatre festival- respondents). What seemed to be lacking is a direct feedback process with the students, and junction of content between curriculum courses.

Student evaluations have been implemented for the first time in December 2005 by way of a faculty only evaluation of the senior students. The results of these evaluations were transmitted to the concerned students via their respective faculty advisors. This allowed for testing the value of the rubric system and preparation for the faculty. Full departmental yearly student evaluations were conducted in spring 2006 with an improved set of rubrics. First, the faculty met to fill the students' forms and then each student registered for a personal 15 minutes appointment with the full faculty assembled. Result of the evaluations were communicated directly to the students where as they were also allotted a period of time to respond and ask questions.

IDENTIFICATION OF PARAMETERS:

The theatre degree offers two distinct emphases: acting and design/technology. Faculty have specified emphasis in three sections, elaborated into different rubrics that are aligned with program goals and student learning outcomes: knowledge, skill, and attitude; which scale from excellent to poor comprehension. Over the past several years, students' overall performance indicates high levels of achievement in all categories.

1. Knowledge includes various means through which a theatrical concept is realized in the areas of acting, directing, designing, and constructing in class and in the productions. It also pertains to historical knowledge of plays, authors and artistic movements as well as critical theories, research and methodologies.
2. Skill is defined as the ability to execute the various means through which a theatrical production is developed and performed, such as script analysis, voice and movement, drafting and rendering, construction and technology. It also regards the ability to connect playwrighting, performance and audience.
3. Attitude reflects the development of an inquiring mind, a creative imagination, a sense of social awareness, a professional discipline, a respect for the art form and most especially a sense of collaboration and strong commitment.

Rubric categories for the *acting* emphasis in the theatre major include the following:

- Overall performance
- Voice skills
- Movement skills
- Preparation
- Script analysis
- Improvisational skills
- Theory, history, and knowledge

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INVENTORY OF CONCURRENT ACCREDITATION AND KEY PERFORMANCE INDICATORS
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Department of Theatre
NATIONAL ASSOCIATION OF SCHOOLS OF THEATRE (NAST)

Rubric categories for the *design/technical* emphasis in the theatre major include the following:

- Overall performance
- Drawing and rendering
- Model making and technical drawing
- History knowledge and research skills
- Script analysis
- Conceptual and imaginative talents
- Shop protocols
- Theory, history, and knowledge

DESIRED OUTCOME

The result of first yearly student evaluation was hugely successful. This assessment tool allows to confirmed or inform students' learning curve both in the classroom and through productions. It highlighted certain areas of knowledge that were lacking and showed some redundancy in some areas. It increased the sense of community amongst the students, unifying them into a stronger, a more dedicated student body with a sense of professionalism and higher learning. As part of an ongoing assessment cycle, after its fourth year after implementation, this method has been found a vital of the department's communal activities and will continue to provide analysis and feedback.

ASSESSMENT METHODS

Acting classes:

Informal presentation (in-class)
Formal presentations (with audience)
Physical exercises
Shows
Student evaluations
Essays
Examinations
Orals

Design/Technology classes:

Informal projects (in class)
Formal projects (for productions)
Model/rendering critiques
Group comments
Essays
Tests
Shows
Student evaluations

History/Theory classes:

Examinations
Essays
Orals
Project

CALIFORNIA STATE UNIVERSITY STANISLAUS

KEY EXHIBIT II (E): FOLLOW-UP ITEMS FROM THE CAPACITY AND PREPARATORY REVIEW IN PREPARATION FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

The WASC Capacity and Preparatory Review team report contained 66 recommendations (eight considered the most important) for campus consideration. To ensure widespread understanding of these WASC team's recommendations, the self-study team worked with faculty and administrative leadership to develop a schematic display that demonstrates accountability for addressing these issues. Throughout the past 18 months, these groups addressed recommendations and took action, as appropriate, and documented progress via the normal annual reporting process. For those WASC recommendations related to the self-study thematic issues, campus actions are described more fully in the Educational Effectiveness Review report.

The shaded items represent the principal recommendations of the team; page references to the Site Visit Team Report are provided in parentheses.

		Program Assessment Coordinators	Assessment Leadership Team	Senate Executive Committee	University Educational Policies Committee	ASL Subcommittee	GE Subcommittee	Faculty Development Committee	Graduate Council	Student Success Committee	Faculty Coordinator for ASL	Faculty Director for GE	Faculty Director FMP	Director for the FCEITL	Director of Institutional Research	Faculty Reps Provided in SUR	Department Chairs	College Deans	VP Student Affairs
	<i>Assessment</i>																		
1.	Improve student learning outcomes and their assessment in Academic Program Reviews, especially assessment resulting from direct methods (page 16).				x	x			x		x						x	x	
2.	Improve the Academic Program Review process specific to graduate programs, including the use of external reviewers (page 17).				x				x								x	x	
3.	Improve the follow-up process and procedure to ensure the APR is closed by a certain date (page 17).				x				x								x	x	
4.	Clarify role and resources available to the Faculty Coordinator for Assessment of Student Learning (page 15).			x		x		x											
5. (2)	Increase the number and range of direct methods for assessment of student learning outcomes at course, program, and general education; ensure the results from direct methods are evidenced in academic program reviews (page 16, 23, 32).	x			x	x	x		x		x	x		x					
6.	Institutionalize implementation of direct methods of assessment across all disciplines and increase understanding of effective direct assessment methods by faculty, including part-time faculty (page 17).	x	x		x	x	x	x	x		x						x	x	

CALIFORNIA STATE UNIVERSITY STANISLAUS

KEY EXHIBIT II (E): FOLLOW-UP ITEMS FROM THE CAPACITY AND PREPARATORY REVIEW IN PREPARATION FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

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	<i>Assessment (continued)</i>	x			x	x	x					x			x				
7. (2)	Implement mechanisms to connect learning at the course and program levels with general education and overall University learning goals, including co-curricular activities through cumulative and integrated assessments; establish clear, simple benchmarks and measures of progress in meeting priorities (page 32-33).	x			x	x	x					x			x				x
8.	Provide documentation that data and evidence have been used to improve programs (page 36).	x			x	x	x					x			x				x
9.	Demonstrate linkage between co-curricular assessment and academic assessment (via Student Success Committee).					x													
10.	Complete comprehensive Support Unit Review, including an external review team, in 2008/09 with regard to the Division of Student Affairs assessment and strategic planning (page 17)															x			x
11.	Respond to challenges and issues identified in the assessment report for the Faculty Mentor Program, especially related to the participation rates of protégés at events and the number of faculty mentors (page 9).				x								x						x

CALIFORNIA STATE UNIVERSITY STANISLAUS

KEY EXHIBIT II (E): FOLLOW-UP ITEMS FROM THE CAPACITY AND PREPARATORY REVIEW IN PREPARATION FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

	<i>Institutional Research</i>	University Educational Policies Committee	Graduate Council	Strategic Plan Writing Group*	Director of Institutional Research	College Deans	President's Executive Cabinet
12.	Clarify role and responsibilities of the IR office to assessment data generated at the course and program levels (page 15).	x	x		x	x	
13.	Specify standards and benchmarks of progress for university-wide measures (page 18).	x	x		x		
14.	Demonstrate concrete results of direct assessment efforts, criteria for success, measures of goal attainment, benchmarks, and aspirations for quality and achievement, especially for student learning (page 19).	x	x		x		x
15.	Disaggregate retention data (page 27).				x		
16. (5)	Conduct more systematic production of standardized reports, tracking use, and disaggregating data at the program and college levels; focus reports on key issues for institutional improvement (page 34).				x		
17. (5)	Provide greater specificity in statement of goals and in metrics to evaluate attainment of core indicators of university quality (page 34).	x	x		x		x
18.	Complete document of external benchmarking/peer institutions; list of peer institutions; display data and analysis in context of external benchmarks (page 28).	x	x		x		x
19.	Update status of strategic plan, tracking of effectiveness indicators (page 35).			x	x		x

*SEC to review charge and COC will appoint.

	<i>Advising</i>	University Educational Policies Committee	Faculty Director of GE	Senior Director Student Advising	VP Student Affairs
20.	Develop and implement an action plan to accompany the new advising policy (page 13).	x			x
21.	Improve advising for both general education and the major (page 13).	x	x		x
22. (6)	Review training of faculty advisors and student service professionals; address advising issues for both Turlock and Stockton; review performance indicators and staffing levels (page 34).	x			x
23. (1)	Ensure general education advising illustrates centrality to mission and expectations for first year and transfer students (page 34).	x	x		x

CALIFORNIA STATE UNIVERSITY STANISLAUS

KEY EXHIBIT II (E): FOLLOW-UP ITEMS FROM THE CAPACITY AND PREPARATORY REVIEW IN PREPARATION FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

		University Educational Policies Committee	Graduate Council	College Deans	President's Executive Cabinet
	<i>Curriculum</i>				
24.	Make more explicit the goals and criteria for determining priorities for curriculum/program and illustrate alignment of curriculum with strategic plan and resource allocations (page 20).	x	x	x	x
25.	Articulate clearly how coordination of college and program needs and curricular priorities fit within institutional priorities (page 20).	x	x	x	x

		University Educational Policies Committee	ASL Subcommittee	GE Subcommittee	Faculty Director of GE	Faculty Coordinator for ASL	Department Chairs	College Deans	VP Student Affairs
	<i>General Education</i>								
26.	Accelerate and make substantial progress in the authentic (direct) assessment of General Education (page 18, 23, 32, 36).	x	x	x	x	x	x	x	
27.	Complete the GE Academic Program Review (page 18).	x	x	x	x	x			
28.	Clarify global learning goals as part of general education program and as cited in strategic plan (page 20).	x		x	x	x			
29.	Display leadership at all levels committed to general education, especially college deans, giving enhanced centralized/university-wide review, planning, and decision making; Clarify centrality and distinctiveness of general education as vital part of mission (page 20).	x		x	x	x	x	x	
30. (1)	Clarify the centrality and identity of general education to mission and distinctiveness of University; communicate to students and faculty advisors the importance of general education and precision of advising for transfer and first year students; enhance GE advising and positive messages at orientation (page 31-32).	x			x	x			x
31.	Conduct a self assessment using the WASC rubric for general education (page 36).			x	x	x		x	

CALIFORNIA STATE UNIVERSITY STANISLAUS

KEY EXHIBIT II (E): FOLLOW-UP ITEMS FROM THE CAPACITY AND PREPARATORY REVIEW IN PREPARATION FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

		University Educational Policies Committee	Faculty Development Committee	ASL Subcommittee	Technology and Learning Subcommittee	Graduate Council	Staff Council	Faculty Coordinator for ASL	Director for the FCEITL	Director Learning Services	Director of IR	Director HR	AVP Faculty Affairs	AVP Information Technology and CIO	VP Student Affairs
	<i>Information Technology/Faculty and Staff Development</i>														
32.	Develop a plan and faculty development programming sufficient to meet accreditation expectations for new on-line programs (page 13).	x	x		x				x	x			x	x	
33. (8)	Improve campus automation of administrative functions in order to improve/streamline administrative and staff functioning; Conduct faculty and staff development for using technology for enhancement (page 13, 35).		x				x					x		x	x
34.	Increase use of technology to support enrollment management and direct student services to enhance service to transfer students (page 13).													x	x
35.	Develop an assessment plan and implementation for evaluating the effectiveness of distance education (ITV, on-line). Develop possible policy/guidance documents (page 48).	x			x	x		x		x	x			x	
36.	Develop infrastructure in anticipation of the future development of on-line programs, including formal faculty training programs, development of standards and practices for quality delivery (page 48).	x	x		x	x				x				x	
37.	Use technology for assessment of student learning for distance education courses (page 48).	x		x	x	x				x				x	

	<i>Library</i>	University Educational Policies Committee	Graduate Council	College Deans	Library Dean
38. (4)	Expand library services, especially in support of high quality RSCA, graduate education, and the Education Doctorate (page 34).	x	x	x	x
39.	Assess the library's role in student engagement and learning and collect data that assess student learning as a result of the Library's instructional programs (page 11).				x
40.	Consider expanding existing agreements with CSU and UC campuses to facilitate fast interlibrary loan access to research collections (page 27).				x

CALIFORNIA STATE UNIVERSITY STANISLAUS

KEY EXHIBIT II (E): FOLLOW-UP ITEMS FROM THE CAPACITY AND PREPARATORY REVIEW IN PREPARATION FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

		FBAC	Faculty Affairs Committee	URPTC	Faculty Development Committee	Ad hoc Diversity Committee	Academic Senate	Director FCEITL	Department Chairs	College Deans	AVP Faculty Affairs
	<i>RPT Processes; Teaching Effectiveness</i>										
41.	Continue campus discussions to arrive at clearer campus-wide and department-wide definitions of RSCA (page 24).		x	x							x
42. (3)	Develop consensus for/reach resolution through open shared discussions, drawing upon existing shared governance, and develop departmental, college, and university policies stipulating explicit written expectations and criteria for teaching, RSCA, and service at program, college, and university levels (page 22, 33).		x	x			x				
43.	Clarify types of methods used to evaluate teaching effectiveness (e.g., IDE/A, peer observations (page 22).		x	x			x	x	x	x	
44.	Set specific expectations and criteria for levels of support and achievement for sustaining a community of teachers in support of learning, particularly those that move beyond specific programs, departments, and colleges (page 23).				x		x	x			
45.	Develop plans to hire, retain, and promote new faculty to reflect the region's diverse student population (page 27).	x	x		x	x			x	x	x

		Senate Executive Committee	Faculty Affairs Committee	Faculty Development Committee	URPTC	Department Chairs	College Deans	AVP Research and Sponsored Programs
	<i>Research and Sponsored Programs</i>							
46.	Maintain current indirect cost recovery policy and continue discussions of increasing principal investigators' share (page 24).						x	x
47.	Continue to seek funds to support RSCA by diverse group of investigators and about diverse populations (page 24).			x		x	x	x
48.	Increase the number of faculty members participating in sponsored research and obtaining more research dollars per faculty member; work toward securing start-up support, manageable teaching loads, and sufficient sabbatical time (page 25).	x				x	x	x
49.	Examine faculty and teaching and service loads to enhance RSCA (page 26).	x	x		x	x	x	x

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KEY EXHIBIT II (E): FOLLOW-UP ITEMS FROM THE CAPACITY AND PREPARATORY REVIEW IN PREPARATION FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

	<i>Stockton Center</i>	University Educational Policies Committee	Graduate Council	ASL Subcommittee	Strategic Plan Writing Committee	Faculty Coordinator for ASL	Director of IR	Executive Director Stockton Center	College Deans	VP Student Affairs
50.	Demonstrate educational effectiveness of Stockton programs (Stockton vs. Turlock programs).	x	x			x	x	x	x	
51.	Investigate need/services for tutoring, advising, and personal counseling for Stockton student; conduct workflow process of transactions at Stockton Center and Turlock campus (page 40).							x		x
52.	Determine methods for decreasing necessity for student trips to Turlock to receive services (page 40).							x		x
53.	Develop more centralized program planning for Stockton campus (page 40).	x	x					x	x	
54.	Develop assessment plan for Stockton – draft no later than beginning of Spring Term; Demonstrate achievement of effectiveness indicators in the Strategic Plan with regard to Stockton (page 42).			x	x		x	x	x	

	<i>Strategic Plan</i>	Strategic Plan Writing Committee	President's Executive Cabinet
55.	Update the strategic plan – e.g., online education, outreach to some service areas (page 35).	x	x
56. (7)	Centralize some decision making processes to support development of common/shared programs (general education), values (engagement, diversity), and goals (service to region), by building on current strategic plan and resource allocation processes (page 35).		x
57.	Develop more centralized program planning for Stockton campus; ensure that planning reflects aspirations of Stockton Community group in the strategic plan of University (page 40).	x	x

CALIFORNIA STATE UNIVERSITY STANISLAUS

KEY EXHIBIT II (E): FOLLOW-UP ITEMS FROM THE CAPACITY AND PREPARATORY REVIEW IN PREPARATION FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

	<i>Doctor of Education, Educational Leadership</i>	Graduate Council	College of Education Faculty	College of Education Dean	AVP Research and Sponsored Programs
				x	
58.	Monitor doctoral student/core faculty ratios so as not to become excessively high (page 43).			x	
59.	Experiment with dissertation teams for collaborative student/faculty research (page 43).		x	x	
60.	Refine rubrics as program evolves (page 43).		x	x	
61.	Seek extra-mural funding for graduate students (page 43).		x	x	x
62.	Monitor (by Graduate Council) the doctoral and other graduate/master's programs, ensuring the programs meet appropriately high quality standards and are well funded (page 44).	x			
63.	Complete hiring of community college faculty (continuing from first site visit).		x	x	

	<i>Reaccreditation: Educational Effectiveness Review Report</i>	Strategic Plan Writing Committee	Self-Study Team	Inquiry Circle Chairs
			x	x
64.	Include general education in Inquiry Circle One discussion of engagement and diversity. (page 9).		x	
65.	Consider aligning EER with the strategic plan of the university (page 35).	x	x	
66.	Incorporate in EER "boundary spanning" activities – general education, instructional technology, outreach to the community, and diversity (page 36).		x	x

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW

KEY EXHIBIT III: ADDRESSING NEW REQUIREMENTS IN THE INSTITUTIONAL REVIEW PROCESS

INTRODUCTION

This exhibit provides a brief description of the actions taken by California State University, Stanislaus to address student success, academic program review, and sustainability of effectiveness plans, as required by WASC Table B: *Addressing New Requirements in the Institutional Review Process*. Other actions are addressed throughout the Educational Effectiveness Review report, and the report as a whole should be read as having incorporated the revised language.

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW

KEY EXHIBIT III (A): FURTHER DEVELOPMENT OF STUDENT SUCCESS EFFORTS: ADDRESSING NEW REQUIREMENTS

Since the Capacity and Preparatory Review, the campus has continued to improve its approach to ensuring student success. This essay focuses on three areas of improvement and continued growth: the Student Success Committee, the Academic Advising Policy, and Student Affairs Learning Outcomes/Assessment.

STUDENT SUCCESS COMMITTEE

Like many campuses, California State University, Stanislaus collects and reports a wealth of data that it collects and reports about student retention and success. To ensure that the data are reviewed and used in a thoughtful and efficient manner, the campus has been attentive to ensuring that materials are readily available to traditional academic committees as well as to administrative units. Of particular note is the design of the Student Success Committee. In place since 2002, the committee provides a cross-functional coordinating perspective to retention and student success data (Attachment U: *Student Success Committee Charge*).

The committee description highlights its role:

The purpose of the Student Success Committee is to address student success in a purposeful, coordinated manner, thus maximizing campus resources and identifying pathways for student success. Information sharing is very important to accomplish the objectives of the Committee. By including individuals who are already part of existing campus efforts, the Committee hopes to foster an agile, responsive and purposeful approach to enhancing student success.

Over the past year, the committee has increased the involvement of the provost, who now co-chairs the group with the vice-president for Student Affairs. These two executives identify agenda topics for the committee based on their wider campus exposure to campus committees and executive cabinet issues. Since the CPR analysis, the committee has undertaken an initial review of university-wide assessment findings, facilitated a second study visit from a national organization regarding retention and graduation (Southern Regional Education Board), and provided analysis of the retention/graduation implications of changing academic calendar models.

For the 2008-09 review of student success data, the committee organized three study teams (including faculty, staff, students, and administrators) assisted by the Director of Institutional Research, to focus on:

1. National Survey of Student Engagement and Faculty Survey of Student Engagement,
2. Student Exit Data (undergraduate alumni, graduating senior, graduate school exit, and graduate school alumni surveys)
3. Collegiate Learning Assessment.

Teams provided observations and identified further questions for study. This process reinforced a culture of inquiry in a systematic way.

The committee noted low response rates for most surveys that might affect the statistical significance. Yet they also identified several topics for further study in 2009/2010. These topics include:

1. Student satisfaction with library resources,
2. Gap analysis of faculty and student expectations,
3. Enhancements to survey administration to increase response rate,
4. Profiles of four- year graduates,
5. Further cohort analysis of high impact programs (Faculty Mentor Program, Educational Opportunity Program),
6. Disaggregation of student data for the Collegiate Learning Assessment, specifically to analyze the performance of students who are working full-time versus non-working or part-time working students.

The standing nature of the committee and its membership of key committee chairs and faculty allowed this group to respond quickly to questions in a thoughtful and advanced manner. An example of this responsiveness was the committee's swift attention to a review of the retention and graduation implications of the University's calendar model. Their report provided important statistical data regarding student participation in the winter term. It also pointed out the impossibility of determining the actual implications of participation in any one term.

The Student Success Committee provides an important opportunity for discursive and engaging review of material, encourages development of new analyses, and brings campus leaders together in a credible manner to link academic and co-curricular assessment efforts. The work of the committee is shared freely and provides further opportunity for discussion among all stakeholders.

To improve the analysis of student success data and for comprehensive reporting, the Student Success Committee (SSC) is refining its review process. The following questions provide guidance to the SSC:

PRESENTATION, USEFULNESS, AND THOROUGHNESS OF ASSESSMENT INFORMATION

1. Is this information helpful for assessing and improving student learning/success? If not, what recommendations can the SSC make for improving the quality, validity, presentation, and usefulness of the assessment information?
2. What other assessment reports, if any, does the SSC require to complete its review of student achievement/success?

FINDINGS ABOUT STUDENT SUCCESS

3. What are the salient findings in the *aggregate* about student achievement/success? Positive? Negative? Not sure: requires further inquiry for better understanding?
4. What are the salient findings about student achievement/success when data are *disaggregated* by subgroups of students? Any significant differential performance: Positive? Negative? Not sure: requires further inquiry for better understanding?
5. Do these salient findings meet the University's internal benchmarks/goals?
6. How do these salient findings compare to those of our peer institutions?

ACTIONS/RECOMMENDATIONS FOR IMPROVEMENT

7. What actions are recommended by the SSC for addressing issues for improving student success? To whom will these recommendations be sent?

The University has also refined its system for tracking the committee's recommendations and campus actions (see *Assessment Distribution and Feedback Process*). For example, the SSC distributes its meeting minutes and subcommittee reports to the campus community through posting on the University's website and invites campus commentary and recommendations. The SSC then forwards meeting minutes and subcommittee reports to the Office of Institutional Research, and the Office of Assessment and Quality Assurance incorporates SSC recommendations and actions into its annual tracking document, *Summary of Campus Recommendations and Actions*, that includes what actions are to occur and by whom (as reflected in SSC minutes). Institutional Research distributes the Annual Core Indicator Synthesis Report and a summary tracking document to committees/individuals (including SSC) to be used for follow-up on action items.

ACADEMIC ADVISING POLICY

Based on documentation of student dissatisfaction with academic advising across campus, the University undertook a comprehensive review of its academic advising system in 2004. In 2008, the Academic Senate endorsed an Academic Advising Plan that clearly articulated the roles for advising across campus and highlighted recommended steps to improve advising. Retention Services reviewed the plan at the end of 2008-09 and reported progress on action items. The Student Success Committee and the University Educational Policies Committee will review this progress report in 2009-10.

The review highlights important accomplishments, such as promulgating academic advising policies for all advisors, changing the name of the office to better identify its role in advising (from First-Year Programs and Advising to Advising Resource Center), promoting collaborative advising through service learning and other learning centers, and increasing professional development for advisors. The review also notes some areas for special attention that will be critical for budget and strategic planning given the present economic situation: improving on-line advising, addressing Stockton resources, ensuring properly trained professional advising staff, implementing a degree audit program, updating graduation roadmaps, and establishing a more robust academic advisor training process for faculty and staff advisors.

STUDENT AFFAIRS LEARNING OUTCOMES/ASSESSMENT

The Student Affairs division has a regular system of identifying priorities for planning on an annual basis and student learning outcomes on a three-year cycle (Support Unit Review). Learning outcomes are based on those articulated in *Learning Reconsidered: A Campus-Wide Focus on the Student Experience*. This model “defines learning as a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate, and even independent of each other”(18). The model identifies seven theme areas of student outcomes:

- Cognitive complexity
- Knowledge, acquisition, integration and application
- Humanitarianism
- Civic engagement
- Interpersonal and intrapersonal competence
- Practical competence
- Persistence and academic achievement

Specific learning outcomes for the Student Affairs units are developed through a collaborative process among the department directors and become the basis for departmental plans. On the attached table, the division’s learning outcomes and annual planning priorities, and the Student Affairs mission and vision are mapped against the seven thematic areas to ensure an integrative and comprehensive student learning experience (Attachment V: *Priorities and Outcomes Matrix: The Big Picture*). Departments report their progress on their learning outcomes as part of the annual report process.

The five overarching learning outcomes identified presently in Student Affairs are as follows:

Students will

- engage in the culture of academic scholarship characterized by increased creativity, participation in research, and competence in critical thinking, resulting in lifelong learning;
- learn how to develop and construct an individual academic plan that will help them persist to graduation;
- participate in the electoral process and demonstrate understanding of their responsibilities as citizens;
- understand the professional standards in their field and demonstrate such by becoming employed successfully with high satisfaction of employer and self;
- demonstrate reflective, thoughtful choices to form a healthy lifestyle, positive relationships, and a proactive life plan.

Specific action plans are developed both at the department and divisional levels. Of note, over the last year several creative co-curricular programs were implemented to respond directly to the overarching learning outcomes:

- Campus Dialogue Series on Popular Culture: A student and faculty panel moderated by a faculty member, the Dialogues have grown in popularity with stronger participation by faculty each time. One event each semester focused on current events. Topics included the disenfranchised in America and the presidential election.
- The Advising Resource Center improved outreach to disqualified and probationary students, inviting them to one-on-one counseling sessions with graduate interns to develop individualized educational plans to rehabilitate their GPAs and put them on the right track to graduation.
- Student Support Services incorporated the Summer Leadership Institute in its annual plan for its population, expanding their exposure to leadership training, wellness information, and citizenship/engagement.

To gauge overall progress on the division’s overarching learning outcomes, the Student Affairs Council (the departmental management team) uses a variety of tools:

- Annual reports
- Student Affairs Student Learning Outcomes Spring 2008 Survey
- Graduating Seniors Survey
- National Survey of Student Engagement
- Simple Survey of Student Happiness (for student leaders)
- Focus groups (beginning –of-year mixer discussion and end-of-year dinner discussion formats)

The Student Affairs Council will discuss observations and identify new outcomes and actions at their retreat at the beginning of the Fall 2009 semester. Already, on an annual basis, this focused review has resulted in findings and actions to improve student services. For example, to address the outcome related to healthy lifestyle, the Student

Health Center identified participation in the Cholesterol Screening clinic as an indicator. When 58% of students reported that the Cholesterol Clinic had not improved their basic knowledge of cardiac risk factors (Learning Outcomes Survey, Spring 2008), the Health Center undertook increased advertising and improved communication through the Health Educator and Peers. Two subsequent mini-surveys during the Cholesterol Clinics in Fall 2008 and Spring 2009 showed an increase in student understanding about risk factors.

In the same survey, almost half the students indicated a neutral or negative rating regarding their level understanding of principles of shared governance. This information, coupled with anecdotal information from student leaders related to the level of student advocacy on campus, led the senior team in Student Affairs to conduct two focus groups, make amendments to the Student Affairs vision statement, and increase dialogue about shared governance with students. Notably, for the upcoming 2009-10 year, student leadership has populated more committee and senate seats and has a visibly more active presence with administration. Likely due to the different personalities of the current student leaders, this activity may also be reflective of increased outreach and discussion.

Assessment in Student Affairs concluded in Spring 2009 with the second administration of the Council for the Advancement of Standards (CAS) review. All units incorporated internal and external reviews. The executive summaries of these reviews are available on-line. These assessments have proven very useful as planning tools to address issues that surface through the year.

CONCLUSION

California State University, Stanislaus demonstrates a culture of inquiry regarding student success and has a well-established infrastructure to propel further dialogue and implement results, exceeding WASC expectations. The effectiveness of efforts to increase student success is validated through the higher-than-predicted graduation and retention rates for the entering student academic index and by recognition from national and regional higher education organizations. Student success discussion happens throughout the campus, not in just one place, and the campus ownership of this important feature is remarkably turfless. Coordination of efforts through use of the Student Success Committee has further focused efforts and created a useful and adaptable way to take on new issues. Using data to make informed decisions increases every year. Even in the midst of budget reductions, the campus is strongly committed to planning reinforced by evidence.

CALIFORNIA STATE UNIVERSITY STANISLAUS

STUDENT SUCCESS COMMITTEE ATTACHMENT U

DESCRIPTION

The Student Success Committee is a cross-divisional Presidential advisory committee of faculty, students, and staff. Its purpose is to evaluate, identify, recommend, and implement appropriate interventions in a purposeful, coordinated manner to promote student success throughout a student's academic career. A strong focus on retention and graduation is the primary task for this committee.

CHARGE

- Provide an environment that enhances students' academic success and attainment of personal goals and satisfaction.
- Implement a concerted student success and retention program drawing upon best practices.
- Systematically review university-wide assessment data with the goal of improving student success.
- Ensure that student success efforts are aligned with the campus mission and reinforced through strategic planning.

MEMBERS

Co-Chairs	Provost and Vice President for Academic Affairs and Vice President for Student Affairs
Students (3)	Associated Students Inc., Senators (members selected by students)
Faculty (7)	Members selected by Faculty Governance (6) Faculty Director of General Education (1)
Administration/Staff (5)	Associate Vice President, Enrollment Management Associate Vice President, Student Affairs and Dean of Students Director, Institutional Research First-Year Success Coordinator, Advising Resource Center Senior Director, Retention Services

CALIFORNIA STATE UNIVERSITY STANISLAUS

PRIORITIES AND OUTCOMES MATRIX: THE BIG PICTURE DIVISION OF STUDENT AFFAIRS: ASSESSMENT AND STRATEGIC PLANNING ATTACHMENT V

	OUTCOMES						
PRIORITIES	Cognitive Complexity	Knowledge, acquisition, integration, and application	Humanitarianism	Civic Engagement	Interpersonal and intrapersonal competence	Practical competence	Persistence and academic achievement
PRIORITY: STUDENT DEVELOPMENT Civic Engagement				x			
PRIORITY: STUDENT DEVELOPMENT Wellness					x	x	
PRIORITY: STUDENT DEVELOPMENT Professional Identity		x				x	
LEARNING OUTCOME Students will engage in the culture of academic scholarship characterized by increased creativity, participation in research, and competence in critical thinking, resulting in lifelong learning.	x	x					x
LEARNING OUTCOME Students will learn how to develop and construct an individual academic plan that will help them persist to graduation.							x
LEARNING OUTCOME Students will participate in the electoral process and demonstrate understanding of their responsibilities as citizens.				x			
LEARNING OUTCOME Students will understand the professional standards in their field and demonstrate such by becoming employed successfully with high satisfaction of employer and self.		x				x	

PRIORITIES AND OUTCOMES MATRIX: THE BIG PICTURE
DIVISION OF STUDENT AFFAIRS: ASSESSMENT AND STRATEGIC PLANNING
ATTACHMENT V

OUTCOMES							
PRIORITIES	Cognitive Complexity	Knowledge, acquisition, integration, and application	Humanitarianism	Civic Engagement	Interpersonal and intrapersonal competence	Practical competence	Persistence and academic achievement
MISSION Develop and retain a diverse student body and	x		x		x		x
MISSION provide superior student services							x
MISSION in support of academic success,	x	x					x
MISSION personal wellness, and					x	x	
MISSION lifelong learning		x					
VISION Transform students into engaged citizen-scholars.	x	x	x	x	x	x	x
ACTIONS Assess and respond to students' needs.	x						
ACTIONS Foster intellectual, emotional, physical, spiritual, and civic development as part of the University experience.			x		x	x	
ACTIONS Promote an awareness of an appreciation for differences.	x		x		x		

CALIFORNIA STATE UNIVERSITY STANISLAUS

PRIORITIES AND OUTCOMES MATRIX: THE BIG PICTURE DIVISION OF STUDENT AFFAIRS: ASSESSMENT AND STRATEGIC PLANNING ATTACHMENT V

PRIORITIES	OUTCOMES						
	Cognitive Complexity	Knowledge, acquisition, integration, and application	Humanitarianism	Civic Engagement	Interpersonal and intrapersonal competence	Practical competence	Persistence and academic achievement
ACTIONS Promote educational opportunity and equity.		x			x		
ACTIONS Build a professional team of diverse, knowledgeable, caring & responsive managers and staff.	x	x	x		x	x	
ACTIONS Enhance cooperation and communication among all of our departments and programs, utilizing best practices & implementing evolving technologies.		x	x			x	
ACTIONS Respond effectively to change and serve as a recognized agent for change within the University community.				x		x	
ACTIONS Respect and empower students as full members of the campus community.				x	x	x	
ACTIONS Cultivate a vibrant campus culture.	x		x	x	x	x	x

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW

KEY EXHIBIT III (B): AN EVALUATION OF THE EFFECTIVENESS OF THE ACADEMIC PROGRAM REVIEW PROCESS: ADDRESSING NEW REQUIREMENTS

OVERVIEW OF THE ACADEMIC PROGRAM REVIEW (APR) PROCESS

The academic program review process at California State University, Stanislaus is the most important method by which California State University, Stanislaus evaluates the effectiveness of its academic programs in promoting high levels of student achievement. As such, all academic programs are subject to periodic review on a cycle not to exceed seven years. Programs include baccalaureate, master's, doctoral, post-baccalaureate credentials, interdisciplinary majors, honors, stand-alone minors, and General Education.

Program self-study documents are to be timely (in accordance with established timelines for each phase of the review), comprehensive, reflective, analytical, and evaluative, and to focus on the assessment of student learning objectives and use of assessment results for improving program quality. The self-study process is designed for the alignment between the academic program review and annual assessment processes and is implemented in accordance with the University's *Principles for the Assessment of Student Learning*. The use of external reviewer(s) during the self-study phase is strongly encouraged (with available university funding) for those programs not subject to specialized accreditation review.

Participation of all program faculty in the development and review of the self-study document is expected, and programs are encouraged to employ strategies for significant student participation in the assessment and review process, as appropriate for each discipline. Colleges evaluate academic program reviews using their established processes and criteria consistent with university policy and procedures and accreditation standards. Colleges establish internal processes and criteria for the effectiveness of the academic program review process. Similarly, the appropriate university governance committees employ processes and criteria to evaluate academic program reviews, consistent with requirements identified in the *Constitution of the General Faculty*. The provost makes final determination for program continuance or discontinuance, after conducting a program review meeting, receipt of a final implementation plan from the department chair, and recommendations from the dean, college committee, and university committees, as appropriate.

Results from program reviews are integrated into planning and budgetary processes of the college and University. The provost annually reviews proposals from the college deans for planned new degree programs for the subsequent five years. Such programmatic projections are required to be aligned with those academic plans identified in program reviews and agreed upon by the provost at the APR meetings (some programmatic opportunities may arise that had not been anticipated during the program review and would appear on the planning document). Prior to the provost's review, each college's budgeting and planning committee (or equivalency) reviews curricular proposals, evaluates program reviews, and makes recommendations to the dean for the pursuit of new programs. These curricular plans are also reviewed by university-wide governance committees, the University Educational Policies Committee, and the Graduate Council.

Governance responsibility for implementing the development and periodic review of the effectiveness of procedures is vested with the University Educational Policies Committee in consultation with appropriate governance committees and academic leadership. Any recommended policy changes are to be submitted to the Academic Senate for appropriate action and presidential approval. Administrative responsibility for managing, evaluating, and improving the review process rests with the vice- provost in consultation with the University Educational Policies Committee and the Provost's Council of Deans. Campus policy and procedures comply with California State University system policy, Academic Planning 71-32, Board of Trustees of the California State University (1971).

The earliest campus academic reviews at California State University, Stanislaus date back to 1973, illustrating a long systematic commitment to maintaining and improving high quality academic programs. Academic program review procedures are dynamic, subject to continual examination and refinement.

PROGRESS SINCE THE WASC CAPACITY AND PREPARATORY REVIEW (CPR)

CPR TEAM RECOMMENDATIONS FOR PROGRAM REVIEWS

While the most substantial revision to the Academic Program Review procedures occurred in 2005, California State University, Stanislaus was in the process of revising the procedures again in 2008 based on a self-assessment of the extent to which those 2005 revisions resulted in enhanced quality of program reviews. During its October 2008 site visit, the WASC CPR team examined academic program reviews completed under the older 2005 procedures, as the campus transition to the revised 2008 procedures had not yet been initiated. The team encouraged the campus to prepare for the Educational Effectiveness Review by focusing more systematically on student learning outcomes and improving their assessment, increasing the range of direct measures of actual student learning, improving follow-up procedures to ensure completion of reviews, increasing demonstration that data or evidence is used to improve programs, and being more analytical and less descriptive. The CPR team also recommended that we pay particular attention to the review process for graduate programs, especially employing external evaluators.

ALLEN RECOMMENDATIONS FOR PROGRAM REVIEWS

In addition to the CPR Visiting Team recommendations, the campus also benefited from an extensive evaluation conducted by Dr. Mary Allen (2007). Overall, Allen confirmed the strength of the California State University, Stanislaus academic program review process, citing that it incorporated many of the best practices for program reviews as identified by the WASC rubric. Recommendations for continued improvement included increased use of external reviewers (especially those disciplinary experts with assessment expertise), training of college review committees for increased expertise in giving effective feedback on assessment, and increased sophistication in the assessment of learning outcomes. Allen's findings also indicate that some faculty skepticism remains regarding the linkage of assessment/APR results to budgetary allocations. Allen acknowledges that the last step in the APR process is a mutual agreement between administrators (dean/provost) and faculty about the action plan for program and decision-making improvement, and she encourages the administration to continue its efforts to be more overt about linking budgetary decisions to these action plans and promoting a culture of decision making based on evidence.

WASC REQUIREMENTS/RESOURCES FOR PROGRAM REVIEWS

In addition to the CPR Team Report and Allen recommendations, the University Educational Policies Committee conducted an analysis of the California State University, Stanislaus Academic Program Review procedures guided by four WASC documents: *WASC Standards/CFR 2.7 and 4.4* (2008), *Addressing New 2008 Requirements of the Institutional Review Process* (Table B-2008), *WASC Suggested Approaches for Evaluating Program Review on EER Visits* and the *Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews* (2008). The overall self-assessment derived from these WASC resources suggests that in most of the *best practices* for conducting academic program reviews California State University, Stanislaus ranks fairly high.

Although most respondents rated each criterion as either *developed* or *highly developed*, areas for increased refinement were fairly consistent among constituent groups. These *emerging* areas include having more overt and formal alignment between the annual assessment reporting process and the academic program review process, using comparative data from external sources/evaluators, increasing the use of benchmarking discipline-based assessment results to similar programs on other campuses employing direct assessment methods that are effective and sustainable. Also included are increasing student participation in self-assessment of outcomes and levels of performance, generating more annual institutional research data related directly to programs' student learning outcomes, and improving linkages between program reviews and university planning and budgeting processes (Attachment W: *Self-Assessment of WASC Educational Effectiveness Review Requirements for Program Reviews*).

BENCHMARKING TO CSU AND UC PROGRAM REVIEW PROCESSES

WASC formed a task force to develop guidelines and resources for institutions to improve their program review processes. A California State University system representative on the task force gathered information from California State University and University of California campuses with regard to 29 components of the academic program review process. This information was used as benchmark information in evaluating APR procedures (Attachment X: *Benchmarking: CSU and UC Campus Comparison of Program Review Processes*).

Results indicate that program review practices at California State University, Stanislaus are largely comparable to those of other campuses. It is distinctive from other campuses in that its review process for interdisciplinary and

inter-college programs includes the development of program charters, annual APR workshops for department chairs and college committees, and formal meetings with the provost at the conclusion of the process.

Two components separated California State University, Stanislaus from other CSU and UC campuses: external reviewers and review committees. While almost all CSU and UC campuses mandate external reviewers, California State University, Stanislaus continues to encourage strongly, not mandate, an external review. Resistance occurs primarily because of budgetary constraints. Efforts are underway to provide additional resources through the assessment office to support greater use of external reviews. While other campuses use a university-level committee only or a combination of both university and college-level review committees, a few years ago, California State University, Stanislaus eliminated the university-level review committee and moved to a decentralized college review. An assessment of the increased time and questionable value added by a university committee showed it better to have a more comprehensive review at the college level, conducted by faculty from more closely aligned disciplines.

The WASC rubric for program review suggests that a *highly developed* campus includes students as equal partners directly in the review process. With respect to the type of student participation in the review process, none of the CSU or UC campuses appear to have students participate directly on review committees. At California State University, Stanislaus, student contributions are primarily in the form of providing important assessment data prior to or during the APR. At California State University, Stanislaus, a student serves as a voting member of the Graduate Council and participates directly in graduate program reviews, although not necessarily from the discipline under review.

ACTIONS TAKEN TO IMPROVE ACADEMIC PROGRAM REVIEWS

Based on WASC recommendations and resources, governance committees and academic leadership took decisive action for improvement of the APR policy/procedures. The following is a summary of specific actions taken to strengthen the program review process, resulting in enhanced student learning and program effectiveness:

EVALUATION AND REVISION OF ACADEMIC PROGRAM REVIEW PROCEDURES

- Approved revised APR procedures (Academic Senate and President, May 2009), effective for the nine programs under review in 2009-10. For those seven programs under review in 2008-09, college deans and program faculty worked together to strengthen the self-studies. Six programs are currently in progress. As a result of these substantial campus efforts, we anticipate that the WASC EER Team will observe improved program reviews and a clear contrast between the prior self studies and the newly completed ones (Attachment Y: *Academic Program Review Procedures*).
- Incorporated into the APR document a mechanism for faculty to provide their assessment of strengths and areas for improvement of the process and APR components: review criteria, especially student learning; internal/external review; institutional research data; timeline; implementation plan; review process by department, college, and university; provost meeting; and overall effectiveness.

FROM DESCRIPTION TO EVALUATION

- Revised verbs for each APR criteria to clarify that self studies are to be evaluative and evidentiary-based conclusions (not merely descriptive of processes).

INTEGRATION OF ASSESSMENT AND APR PROCESSES

- Incorporated/aligned assessment and program review processes (e.g., program assessment annual reports for undergraduate/graduate programs are explicitly required as part of the program review).
- Developed a resource document for program assessment plans for use by faculty and committees working toward increasing sophistication of assessment plans, reporting, and use of results.

COLLEGE ROLE AND LINKAGE TO BUDGETING AND PLANNING PROCESSES

- Established and refined each college's internal procedures for the evaluation of academic program reviews, including methods and criteria for conducting the review and for aligning program review results with college and university curricular planning and resource allocation processes.
- Decentralized the annual APR workshop to the colleges/deans. The interim process is for vice- provost and deans jointly to sponsor a workshop, with part in plenary session followed by breakout sessions for each college. Included college review committee chairs/members in workshops to ensure orientation/training.

- Formalized the process at the outset so that department chairs identify departmental procedures for completing the APR: e.g., What person/group will draft the self study? How will all departmental faculty participate in the development and review of the self study?

EXTERNAL REVIEWS

- Changed the use of external reviews from “optional” to “strongly encouraged,” with funding provided by deans and/or vice-provost.

GENERAL EDUCATION

- Revised APR criteria to include a review of all General Education courses offered by the program, including a paragraph for each area of General Education describing how the courses align with General Education learning goals and the results (not data) of any assessment activities undertaken to make this determination. This will result in a systematic and integrated process for recertification of General Education courses.
- Revised APR criteria to require a description of how the General Education program aligns with and complements the program’s student learning objectives; requires an analysis/evaluation of how the 51-unit General Education program complements or supports the major program of study, including any assessment activities or discussion used to make this determination.
- Revised General Education Program Charter requirements to include specific outcomes of the review process: description of General Education program; General Education requirements, policies, procedures; student learning goals by area; content requirements by area; assessment of student learning outcomes; faculty qualifications and responsibilities; and organization structure, governance, and program leadership.
- Completed academic program review of General Education based on APR charter requirements. Draft approved by the General Education Subcommittee and forwarded for review to colleges and the University community.

GRADUATE STUDIES

- Approved [review criteria to guide the Graduate Council’s evaluation of the quality of master’s degree programs](#). These explicit review criteria and greater clarity of structure ensure a comprehensive and consistent evaluation of program quality among graduate programs.
- Added required [review criteria related to graduate academic culture](#). Continued sustained discussions of graduate culture, reflecting upon issues related to definition, assessment methods, barriers, engagement of graduate students, experience and benefits from the perspective of diverse students, institutional-level and program-level support structures, among others.
- Updated the Graduate Assessment Plan to align with academic program review criteria and aligned academic program reviews with graduate assessment reporting. Revised and approved the *Assessment of Graduate Studies at California State University, Stanislaus (2009)*, updated and implemented its annual reporting of individual program graduate assessment plans and reports, and aligned individual program’s graduate student learning objectives and the six graduate student learning goals.
- Reviewed the desirability of separate or integrated program review documents for graduate programs. While departments can opt to submit separate reviews for graduate programs or to integrate graduate program reviews within the general APR, the Graduate Council created specific criteria for guiding the evaluation of graduate APR whether separate or integrated.
- Began discussions of governance structures in support of doctoral programs, including placing priority for the development of the APR process for doctoral programs. A work group was formed to begin development of recommended APR criteria and process.

INSTITUTIONAL RESEARCH

- Refined and expanded institutional research data elements to parallel revisions in program review criteria.
- Refined the system for increasing representativeness of data for refined reporting of disaggregated data by college, program, and demographic characteristics such as gender and ethnicity, lower/upper division and graduate, and the Stockton Center.
- Considered incorporation of a national data base derived from the *National Study of Instructional Costs and Productivity* (Delaware Study) for benchmarking program costs such as analysis of teaching loads by faculty category, direct cost of instruction, and externally funded research and service productivity. The data base might also be used by department faculty to compare the relative position of their academic departments and programs against those of comparable institutions.

PROVOST'S MEETINGS AND FOLLOW-UP

- Refined the structure for the provost's meetings with the faculty and dean, expectations for deans' recommendation letters, the review of the preliminary implementation plan and submission of the final implementation plan, and the provost's follow-up letters of program continuance. Feedback from programs participating in Spring 2009 meetings indicates the effectiveness of these changes (Attachment Z: *Provost's Academic Program Review Meetings*).

STUDENTS' PARTICIPATION

- Discussed methods for increasing student participation in APR. Colleges and departments are pursuing some strategies (e.g., add an undergraduate student and graduate student, as applicable, to college APR review teams); these are currently optional for colleges. Student representatives serve as voting members on the University Educational Policies Committee and the Graduate Council.

STUDENT ENGAGEMENT

- Requested programs under review for 2008-09 to consider participation in [piloting an APR criterion related to fostering student engagement](#), under section on "Commitment to Student Learning." Several programs piloted this criterion; an analysis of results is underway.

TIMELINE AND TIMELINESS

- Shortened the timeline for process to allow for currency of findings and actions and increased linkage between APR results and budgeting process (timed with provost's requests for college budget proposals).
- Affirmed adherence to a timeline; postponements/delays should be rare and for compelling reasons. College deans are to monitor progress by establishing internal college dates for various steps in consultation with appropriate college bodies.

CONCLUSION

As these various types of evidence demonstrate, California State University, Stanislaus exceeds WASC expectations for effective program reviews. The University continues to evaluate the effectiveness of its academic program review process, makes adjustments, monitors the process, and uses findings for program and learning improvement. Further, the campus employs strategies for integration of program reviews into assessment processes, future curricular planning, and resource allocations. Most important, the use of effective academic program reviews ensures the continued integrity and viability of academic programs.

CALIFORNIA STATE UNIVERSITY STANISLAUS

SELF-ASSESSMENT OF WASC EDUCATIONAL EFFECTIVENESS REVIEW REQUIREMENTS FOR PROGRAM REVIEWS ATTACHMENT W

Listed below are overall findings of CSU Stanislaus' self-assessment, using WASC's scale of *initial*, *emerging*, *developed*, and *highly developed* (with plus and minus indicators).

Table 1: WASC Standards/Criteria for Review (CFR), Addressing New 2008 Requirements of the Institutional Review Process (Table B)/ WASC Suggested Approaches for Evaluating Program Review on EER Visits

	Description	Rating/Comment	Evidence
CFR 2.7	All programs subject to systematic program review.	<i>Highly developed.</i> All academic programs (undergraduate and graduate degrees, general education, interdisciplinary, and independent minors) and administrative support units subject to program review.	Academic Program Review Procedures Support Unit Review Policy and Procedures
	Includes analysis of achievement of student learning objectives and outcomes.	<i>Developed.</i> The policy requires programs to provide an analysis of students' achievement of learning objectives based on institutional research data as well as findings from the program's internal academic assessment. Most programs do this very well; a few continue to enhance the sophistication of their assessment efforts, especially direct assessment methods.	Academic Program Review Procedures Academic Program Review Self Studies Program Assessment Plans and Annual Updates Assessment Council minutes
	Includes analysis of retention and completion data.	<i>Developed.</i> Through the program reviews, all programs are required to evaluate retention/graduation data and provide insight into historical trends and future actions to enhance retention and completion rates. Enrollment Services, President's Cabinet, Student Success Committee, and other groups review aggregate retention and graduation data for reflection and appropriate recommendations for improvement.	Academic Program Review Data (APR Procedures: Appendix 1). Enrollment Management minutes President's Weekly Report Student Success Committee minutes
	Includes results of licensing examinations and placement (where appropriate)	<i>Highly developed.</i> Accredited programs are sophisticated in use of licensure and placement data and are inextricably linked to professional success.	WASC Required Data Elements 7.1, Inventory of Educational Effectiveness Indicators and 8.1, Inventory of Concurrent Accreditation and Key Performance Indicators Peer Data Sources Technical Report: Summary of Peer Group Selection (2009)
	Includes evidence from external constituencies (employers/professional organizations).	<i>Developed (-).</i> All accredited programs and 40% of the non-accredited programs include data derived from external constituencies.	WASC Required Data Elements 7.1, Inventory of Educational Effectiveness Indicators and 8.1, Inventory of Concurrent Accreditation and Key Performance Indicators Peer Data Sources Technical Report: Summary of Peer Group Selection (2009)

Table 1: WASC Standards/Criteria for Review (CFR), Addressing New 2008 Requirements of the Institutional Review Process (Table B)/ WASC Suggested Approaches for Evaluating Program Review on EER Visits

	Description	Rating/Comment	Evidence
CFR 4.4	Employs deliberate set of quality assurance processes for program review.	<i>Highly developed.</i> The APR process is deliberate, systematic, and implemented with great oversight. Over the past decades, the APR process has been substantially improved; is increasingly evidentiary and focused on assessment of student learning.	Academic Program Review Procedures College-level Academic Program Review Processes College, Dean, and Provost letters Academic Program Review Workshop
	Includes assessing effectiveness and tracking results over time.	<i>Developed (-).</i> Assessing effectiveness is central to the APR process; institutional research data provides longitudinal data for tracking student success; within programs, consistent tracking results over time varies and remains an area for improvement.	Academic Program Review Procedures Academic Program Review Self Studies Academic Program Review Data (APR Procedures: Appendix 1)
	Using comparative data from external sources.	<i>Emerging (+).</i> Increased use of external comparative data occurs through CSU system comparisons and other peer review benchmarking studies, especially for university-wide institutional data of survey results and direct measures (such as Collegiate Learning Assessment). Benchmarking of programmatic student learning outcomes remains area for enhanced developed.	Benchmarking: CSU and UC Campus Comparison of Program Review Processes Peer Data Sources Technical Report: Summary of Peer Group Selection (2009)
	Improving curriculum and pedagogy (program improvement).	<i>Developed.</i> Each program's APR provides substantial evidence of the use of assessment results for curricular and pedagogical improvement.	Academic Program Review Self Studies WASC Required Data Elements 7.1, Inventory of Educational Effectiveness Indicators and 8.1, Inventory of Concurrent Accreditation and Key Performance Indicators Peer Data Sources Technical Report: Summary of Peer Group Selection (2009)

Table 1: WASC Standards/Criteria for Review (CFR), Addressing New 2008 Requirements of the Institutional Review Process (Table B)/ WASC Suggested Approaches for Evaluating Program Review on EER Visits

	Description	Rating/Comment	Evidence
WASC Table B/ Suggested Approaches	Meets WASC expectations for integration of student learning assessment into program reviews.	<i>Developed.</i> See campus self-ratings for each criterion on WASC's rubric. Overall, articulation of assessment and program review processes has been greatly improved over the past year through the leadership of the Faculty Coordinator for Assessment of Student Learning working with faculty assessment coordinators.	Self-ratings using WASC Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews
	Aligned with program and campus planning and budgeting processes.	<i>Emerging (+).</i> Substantial progress has been made to ensure alignment occurs at both college and university levels. Current severe budget climate has negated ability to respond, as normally would occur, with plans for new program development, hiring new faculty, and increasing instructional resources.	Framing the Future: California State University, Stanislaus Strategic Plan College-level Academic Program Review Processes Academic Affairs Program and Budget Planning and Allocations
	Process itself reviewed on a systematic basis.	<i>Highly developed.</i> The campus collects annual feedback regarding the review process and makes adjustments in procedures that do not alter policy; conducts formal reviews of the effectiveness of its program review process at least once every five years. Most current revisions occurred in 1996, 2002, 2005, 2008.	Dr. Mary Allen Review (2007) Internal Evaluation 01/02, 07/08 and 08/09 An Evaluation of the Effectiveness of the Academic Program Review Process (2009) Evaluation of the Support Unit Review Process (2009)
	Program reviews conducted in a timely manner and keeping with good practices.	<i>Developed.</i> The University Educational Policies Committee and the deans gave priority to ensuring support structures allowed for the timely completion of analytical program reviews to ensure "closing the loop." Evidentiary support is abundant to illustrate the process responds to best practices for effective program review.	Academic Program Review Procedures Academic Program Review Schedule Benchmarking: CSU and UC Campus Comparison of Program Review Processes Self-ratings using WASC Rubrics
	Program reviews are available for review.	<i>Yes.</i> Completed reviews are available in print copy on the campus. Implementation plans and the provost's final letter of determination for program continuance posted on website.	Archival records in Office of Academic Programs

Listed below are overall findings of CSU Stanislaus self-assessment for the integration of student learning assessment into program reviews (using WASC's scale of *initial*, *emerging*, *developed*, and *highly developed*, with plus and minus indicators):

Table 2: WASC Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews

Criterion	Rating
Required Elements	
Faculty provide and evaluate student learning outcomes, annual assessment findings, and benchmark results.	<i>Developed.</i> A formal campus process results in programs' submission of annual reports and updated plans for assessment of student learning and overall findings (not data). <i>Emerging (+)</i> for use of benchmarks. Use of benchmark results has increased substantially through leadership of Office of Institutional Research for university-wide measures and is increasing in use for the more difficult benchmarking of student learning outcomes at the program level.
Faculty provide a description of subsequent changes and impact of changes based on review of evidence.	<i>Developed (+).</i> Annual Assessment Reports verify programmatic changes resulting from student learning assessment and other evidentiary data sources.
Faculty present a plan for the next assessment cycle.	<i>Developed.</i> Faculty provide implementation plans and update assessment plans as part of the APR and assessment processes.
Process of Review	
Reviews include an evaluation of program learning outcomes, assessment plan, evidence, benchmarking results, and assessment impact by internal and external reviewers.	<i>Developed.</i> The APR process requires analytical, evaluative review of learning assessment, assessment plan, and use of annual findings; <i>Emerging</i> for benchmark results. <i>Emerging</i> for use of external reviewers. Frequency of use of external evaluators has increased as resources are provided to support hiring of external reviewers.
Programs use feedback from reviewers to improve student learning.	<i>Highly developed</i> for accredited programs. <i>Emerging</i> for non-accredited programs.
Planning and Budgeting	
The campus integrates program review into campus planning and budgeting processes.	<i>Emerging (+).</i> Substantial progress made to make more formal process to ensure alignment. Has become increasingly more important during time of severe budgetary reductions.
Annual Feedback on Assessment Efforts	
A well-qualified individual or committee provides annual feedback on the quality of outcomes, assessment plans, assessment studies, benchmarking results, and assessment impact.	<i>Developed.</i> College committees, deans, and provost participate in program reviews and academic assessment. The Faculty Coordinator for Assessment of Student Learning, Director of Faculty Development, and the Associate Vice President for Assessment and Quality Assurance work with the Assessment Council and other groups to provide feedback about the quality of assessment initiatives and serve as resources for improvement.
Programs use feedback from annual review to improve student learning.	<i>Developed.</i> Each program's annual assessment report provides substantial evidence of the use of assessment results for curricular, pedagogical, and student learning improvement.
The campus provides support for follow-up activities.	<i>Developed.</i> Substantial investment of resources in supporting faculty's assessment efforts and follow-up actions. Currently, the impact of the current severe budget constraints remains unknown but likely will reduce or delay normal campus allocations while rightfully maintaining priority for instruction and related academic support functions, to the extent possible.

Table 2: WASC Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews

Criterion	Rating
The Student Experience	
Students are aware of and involved in the program review process (through follow-up on surveys, focus groups, etc).	<i>Highly developed.</i> Students' participation in indirect and direct assessment methods is substantial. <i>Emerging.</i> Areas for development are direct student involvement in committees providing evaluation of program effectiveness and student leadership for aggressive involvement in shaping direction of academic assessment.
Students provide evaluative feedback on their own work.	<i>Emerging.</i> Varies programmatically. Increasing use of capstone courses, portfolio, performance displays, and other methods in which students provide evaluative feedback of their progress on specific learning outcomes.

Table 2: Evidence

Academic Affairs Program and Budget Planning and Allocations
 Academic Program Review Procedures
 Academic Program Review Self Studies
 Accreditation Self Studies and Accrediting Agency Reports
 External Reviewer Reports in Academic Program Review Self Studies
 College-level Academic Program Review Processes
 College Portrait
 Core Indicators of Educational Quality
 Institutional ePortfolio
 Peer Data Sources
 Principles of Assessment of Student Learning
 Program Assessment Plans and Annual Updates
 Support Unit Reviews
 Technical Report: Summary of Peer Group Selection (2009)
 WASC Required Data Elements 7.1, Inventory of Educational Effectiveness Indicators
 WASC Required Data Elements 8.1, Inventory of WASC Concurrent Accreditation and Key Performance Indicators

CALIFORNIA STATE UNIVERSITY STANISLAUS

BENCHMARKING: CSU AND UC CAMPUS COMPARISON OF PROGRAM REVIEW PROCESSES ATTACHMENT X

Response to the following questions from CSU Stanislaus dated 10/20/08 –

<http://www.csustan.edu/AcademicPrograms/Data/documents/ProgramReviewGrid.CSUStanislaus.pdf>

Full report (campuses submitting responses) available at

<http://www.csustan.edu/AcademicPrograms/Data/documents/WASCPProgramReviewCSUComparison2008.pdf>

1. Are undergraduate and graduate program reviews separate or combined?
2. Is there a long-term schedule for reviews? How many years ahead does the schedule cover? What is the interval between interviews? Are there provisions for an early review if deemed necessary?
3. Who initiates and oversees the preview process guidelines?
4. What office/committee is responsible for the program review process guidelines?
5. What office/committee is responsible for the self review guidelines?
6. What data are required as part of the program review process? Who collects the data and makes them available to the program? Does the department collect and analyze additional data independently?
7. Must departments state educational objectives for programs and courses and provide information about assessing success in meeting those objectives? In what form?
8. Who provides staff support for the review process?
9. Who funds any extraneous costs associated with the review (external reviewers, unusual needs)?
10. How is the dean's office involved in the review process? Do the internal review team members meet with the dean?
11. Who proposes and selects the members of a review or ad hoc committee? Is there a member from Undergraduate Council or the Educational Policy Committee?
12. Is there an external review committee involved in program reviews? Who selects the external reviewer(s)?
13. With whom or with what committee does the external reviewer(s) meet (not including department faculty, students, etc.)? Do meetings occur before, during, or after the review process?
14. Does the review include a separate external reviewer report? Are specific guidelines given to external reviewers for this report?
15. Do external reviewers receive an honorarium?
16. What type of student input is included in the review materials?
17. Are students involved in the committee doing the review? How? Are there limitations to their participation?
18. Does the review committee or ad hoc conduct a site visit? Who is invited to these sessions?
19. Briefly describe the review process. Beginning with the self-study, what offices or what committees review the departmental report; and who reviews or comments on the final recommendation?
20. At what stage does the department provide a response letter?
21. What is the outcome of the review? Is an action plan developed and monitored following the review? After the review is closed, is there a timeframe for follow-up? What form does a follow-up take; when is it done; and by whom?
22. Of the various types of reviewers does one provide a better overall critique and perspective of the program?
23. In an attempt to identify "best practices," what is it about your review process that is especially helpful?
24. Outside of the self-review, what about the process takes most time and effort?
25. What changes have had the most positive impact on the review process?
26. What changes would make your review process more effective?
27. What happens if a program is recalcitrant about participating in the review, citing reasons why now would not be a reasonable or possible time for the review?
28. Do you have programs that are not departmentally based and include faculty from multiple departments? How are their reviews different? Are there special problems that occur or changes taken in the review process?
29. Do you have an arbitration process in place if a department objects to or rejects the conclusion of the review?
30. What other information do you consider important that might not have been addressed with these questions?

CALIFORNIA STATE UNIVERSITY STANISLAUS

ACADEMIC PROGRAM REVIEW PROCEDURES ATTACHMENT Y

In accordance with the Academic Program Review policy of California State University, these procedures are provided for the review of academic programs.

The Academic Program Review's primary goal is to enhance the quality of academic programs. To achieve this purpose, these Academic Program Review procedures encourage self-study and planning within programs and strengthen connections among the strategic plans of the program, the college, and the university. In addition, the essential element of the Academic Program Review is the identification and evaluation of student learning goals as a key indicator of program effectiveness. Further, Academic Program Reviews provide information for curricular and budgetary planning decisions at each administrative level. (CFRs 4.1- 4.4)

The Academic Program Review process is based on a cycle of self-inquiry, review, and improvement. The focus of the Academic Program Review is on inquiry, analysis, and evaluation, not merely description. The reflections and conclusions drawn from the Academic Program Review are to be evidentiary, with clear evidence that the faculty have evaluated data derived from their program's goals and student learning objectives as well as data provided by the Office of Institutional Research (see Appendix 1, *Academic Program Review Data*). Programs may secure additional program-specific data by contacting the Office of Institutional Research. The basic components of Academic Program Review include the following: (CFR 4.5)

- a self-study, recommendations, and preliminary implementation plan completed by the faculty associated with the program;
- review and recommendations by the college governance committees;
- review and recommendations by the university governance committees, when appropriate;
- revision of the preliminary implementation plan in response to recommendations by the department, college, and university governance committees and the administration;
- final approval by the college dean and provost of all elements of the program review documents; and
- implementation of actions to improve program effectiveness. (CFR 4.6)

The college review committee, college dean, and university committee (as appropriate) recommend to the provost one of the following actions as a result of the Academic Program Review:

1. Program approved for continuance with expectation for successful implementation of the seven-year plan.
2. Program approved for continuance with specified modifications and under conditions noted, including progress reports and possible review in less than seven years.
3. Program recommended for discontinuance. The university's policy for program discontinuance is initiated.

The provost, with delegated authority from the president, makes the final determination for program continuance through issuance of a letter at the completion of the review process.

The Academic Program Review procedures are updated as necessary for currency and consistency with university changes in structure, institutional data, and academic programs.

I. ROLES AND RESPONSIBILITIES

FACULTY GOVERNANCE (CFRs 4.6, 4.7)

Governance responsibility for the development, implementation, and periodic review of the effectiveness of university-level Academic Program Review procedures is vested with the University Educational Policies Committee in consultation with other governance committees participating in or affected by Academic Program Review procedures. Academic Program Review procedures are dynamic, subject to continual examination and refinement as necessary for currency with university changes (e.g., structure, institutional research/assessment processes, and new and revised academic programs). Changes to the Academic Program Review procedures may be recommended by and to the University Educational Policies Committee for consideration, consultation with the Graduate Council and Provost's Council of Deans, and recommendation to the Academic Senate.

ADMINISTRATION (CFRs 4.6, 4.7)

The vice provost, on behalf of the provost, manages the Academic Program Review process and works closely with the college deans to ensure that (a) a meaningful and thorough review is conducted for each degree program, interdisciplinary program, honors program, and general education; (b) self-study reports, recommendations, and implementation plans are completed in a timely manner; (c) outcomes of the review are communicated to the campus community and the CSU; and (d) outcomes of the review are linked to decision-making processes for academic program development, strategic planning, and budgetary processes.

PROGRAM FACULTY (CFRs 1.2, 4.6, 4.7)

Each academic program has an identified department chair (or equivalent), program faculty, and dean (or appropriate administrator) who are responsible for overseeing the academic program. The program faculty is normally the department faculty. All faculty participate in the preparation and review of the program's Academic Program Review. Interdisciplinary programs are governed by an interdisciplinary set of faculty whose rights and responsibilities are identified by an established interdisciplinary program charter. (See Appendix 2, *Interdisciplinary Programs and Honors Program Charter*, and Appendix 3, *General Education Program Charter and Academic Program Review*)

Program faculty are responsible for developing expected student learning objectives for each program and for employing methods annually to evaluate program effectiveness in achieving programmatic student learning objectives. The assessment of these objectives forms the core of the Academic Program Review. (Responsibility for assessment of student learning at the classroom level resides with the individual faculty member and is not an element of Academic Program Review.) Overall administrative leadership in support of developing programmatic learning outcomes lies with the college deans with support from the vice provost. Faculty leadership is provided by the Director of the Faculty Center for Excellence in Teaching and Learning, the Faculty Coordinator for the Assessment of Student Learning, the Assessment of Student Learning Subcommittee of the University Educational Policies Committee (UEPC), and department chairs.

COLLEGE AND UNIVERSITY COMMITTEES (CFRs 4.6, 4.7)

Colleges evaluate Academic Program Reviews using their established processes and criteria consistent with university policy and procedures and accreditation standards and submit such documents to the Vice Provost. Colleges ensure review committee members receive orientation and training for conducting program reviews. Colleges may establish additional requirements for the effectiveness of the Academic Program Review process. Similarly, university committees (University Educational Policies Committee and the Graduate Council) employ processes and criteria to evaluate Academic Program Reviews, consistent with requirements identified in the *Constitution of the General Faculty*.

EXTERNAL PROGRAM REVIEWERS (CFR 4.4)

While the internal review processes are essential for program quality, an external program review perspective may also play an important role in the evaluation process. Use of external reviewer(s) is strongly encouraged and may be requested during the self study phase or following the completion of the Academic Program Review. Appendix 4, *External Reviewer for Academic Program Review and Description of Process for Hiring and Conduct of Work*, describes procedures for conducting an external review.

II. PROGRAMS TO BE REVIEWED

The Academic Program Review document is to be developed by the program faculty and accompanied by signatures of the program faculty and dean(s) (See Appendix 5, *Signature Page*).

LIST OF ACADEMIC PROGRAMS (CFRs 2.1, 2.2)

The following programs are subject to Academic Program Reviews: baccalaureate, master's, and post-baccalaureate credential programs; interdisciplinary programs (majors and stand-alone minors); honors program; and general education (see Appendix 6, *Listing of Programs for Academic Program Review*). Doctoral programs follow a separate template, *Academic Program Review Procedures for Doctoral Programs*. The Graduate Council is responsible for the development of Academic Program Review procedures for doctoral programs. Implementation pending approval of Academic Senate and President.

ACCREDITED PROGRAMS (CFRs 2.1, 2.2)

For programs subject to professional, disciplinary, or specialized accreditation, Academic Program Review is coordinated with the accreditation or re-accreditation review cycle. The self-study developed for professional or specialized accreditation reviews normally provides the essential requirements of Academic Program Review and may, therefore, be used wholly or partially as the Academic Program Review self study document, with approval by the college dean. The remaining steps in the academic program process are followed for accredited programs, including college and university committee review, implementation plan, and the meeting with the provost.

Appendix 7, *Substitution of Accreditation Self Study for the Academic Program Review Self Study* describes the process for substitution of the accreditation self study for the Academic Program Review self study.

III. PROCESS OVERVIEW AND CHRONOLOGY

As required by the CSU Board of Trustees, Academic Program Reviews must be conducted periodically in accordance with the established schedule. The process follows the chronology and timeline found in Appendix 8, *Academic Program Review Chronology*, to ensure meaningful review, timely review, feedback, and submission of Academic Program Review reports to the provost and CSU Board of Trustees. At CSU Stanislaus, programs are reviewed on a seven-year cycle. This schedule may be accelerated in individual cases either at the discretion of the provost, college dean, or departmental chair; or in compliance with recommendations from prior Academic Program Reviews. Programs accredited by a disciplinary accrediting agency are reviewed in accordance with the review cycle established by the agency, not to exceed seven years. It is the responsibility of each individual and committee to conduct the Academic Program Review in accordance with the prescribed timeline.

Requests for delaying a review are rarely granted. If necessary for compelling reasons, requests for a delay are initiated by the department chair/program administrator to the college dean, who determines whether or not to advance the recommendation to the vice provost. The decision to delay a review rests with the vice provost and normally is granted only in rare circumstances to coordinate with a professional accreditation review process or to allow a new program sufficient time to conduct a review. Delays are granted normally for one year only.

IV. SELF-STUDY CRITERIA

The Academic Program Review process provides a comprehensive, candid, and reflective self-study that focuses on future planning to enhance student learning and program quality. (CFR 2.7)

UNDERGRADUATE AND GRADUATE SELF-STUDY DOCUMENTS (CFRs 2.2a, 2.2b)

Departments with undergraduate and graduate programs provide either a separate or integrated review for each degree level, including comprehensive assessment of student learning and program functioning at both levels. If an integrated review document is submitted, each review criterion is addressed and responses clearly differentiated for the baccalaureate and master's degree.

INTERDISCIPLINARY PROGRAMS (CFR 2.2)

Interdisciplinary programs are reviewed using the same criteria as academic majors, with appropriate modification. Responsibility for academic program quality and the review of academic programs rests with the interdisciplinary studies faculty. The Academic Program Review self study document is to be developed by the faculty of the interdisciplinary program and accompanied by signatures of the program faculty and dean(s).

The following criteria are addressed in the self-study document:

CHANGES SINCE THE LAST ACADEMIC PROGRAM REVIEW (CFR 2.7)

Describe and evaluate the effectiveness of actions taken in response to each of the recommendations made in the previous Academic Program Review. Briefly describe important program and field changes over the past seven years and how the curriculum was revised for currency in response to these changes.

ENROLLMENT TRENDS (CFR 1.2)

Based on institutional research data, summarize the program's enrollment trends, student characteristics, retention and graduation rates, degrees conferred, time to degree, course enrollments, and student/faculty ratio. Provide an evaluation of the program's success in recruiting, retaining, and graduating students—overall and disaggregated by demographic characteristics (e.g., gender, ethnicity, and transfer/native). Describe key actions taken or planned to ensure student success.

COMMITMENT TO STUDENT LEARNING (CFRs 1.2, 2.3, 2.4, 2.5, 2.6, 2.10)

List the learning objectives for students majoring in the program. Referring to the Annual Program Assessment Updates describe how achievement of each of these learning objectives is evaluated and documented through both indirect and direct methods. (Append annual assessment reports and curriculum map that aligns core courses with program goals, student learning objectives, assessment methods, instructional emphasis, and primary assessment methods.)

Based on the institutional research data and the data collected through Annual Program Assessment, describe successful outcomes and any changes the program faculty have made and/or plan to make for improving student learning, curriculum, instructional delivery, and other elements of program effectiveness.

For master's programs, also describe how the information derived from the assessment of the six student learning goals for graduate students has been used to improve the graduate program. Students will demonstrate –

1. advanced knowledge, skills, and values appropriate to their discipline.
2. the ability to be creative, analytical, and critical thinkers.
3. the ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
4. relevant knowledge of the global perspectives appropriate to their discipline.
5. knowledge of new and various methods and technologies as appropriate to their discipline.
6. advanced oral and written communication skills, complemented as appropriate to the discipline, by the ability to access and analyze information from a myriad of primary, print, and technological sources.

CURRICULUM AND INSTRUCTION

DELIVERY OF INSTRUCTIONAL PROGRAM (CFRs 3.6, 3.7)

Evaluate the program's effectiveness in offering the instructional program in Turlock, Stockton, and/or other off-campus sites, and via distance education. Describe issues and actions taken or planned, as appropriate, related to program delivery, such as the scheduling of courses in order to meet student program needs and for program completion, library resources, and technological support.

ADVISING/MENTORING (CFRs 2.12, 2.13, 2.14)

Evaluate the effectiveness of student advising and mentoring and involvement with student majors.

GRADUATE ACADEMIC CULTURE (CFR 2.2B)

For graduate programs, evaluate the effectiveness of the methods used by the graduate program to sustain a graduate-level academic culture. Include an evaluation of the extent of active student involvement with the scholarly literature of the field and ongoing student scholarly engagement. As appropriate, identify strategies for improving graduate culture that the department, college, or university may employ.

GENERAL EDUCATION (CFR 2.2A)

Evaluate the program's effectiveness in providing service courses to the General Education program. Provide a review of all general education courses offered by the program, including a paragraph for each area of general education describing how these courses align with general education goals and the results (not the data) of any assessment activities undertaken to make this determination. Attach up-to-date sample syllabi for each general education course offered by the program. Describe how the General Education program aligns with/complements the program's student learning objectives, by describing in a paragraph or two how the 51-unit program complements or supports the major program of study, including (by reference if appropriate) any assessment activities or discussions used to make this determination. Identify any areas for further development or other recommendations for the GE program.

WRITTEN COMMUNICATION (CFR 2.2A)

Describe the effectiveness of the program in improving students' writing skills through the curriculum and/or writing proficiency courses.

SERVICE COURSES (CFR 2.2A)

Evaluate the program's effectiveness in providing service courses to other majors.

TEACHING (CFR 2.8)

Describe the teaching philosophies and instructional methods used within the program and evaluate how well these support achievement of program learning outcomes and promote student learning. Evaluate how well the program encourages, evaluates, and rewards high-quality teaching.

CURRICULAR PLANS AND ALIGNMENT (CFR 1.1)

Describe future curricular plans and their alignment with the college and university's mission and strategic plan.

UNITS BEYOND 120, ETC. (CFR 2.2A)

Units Beyond 120 for Undergraduate Programs. Title 5 (section 40508) requires that "each campus shall establish and maintain a monitoring system to ensure that justification is provided for all program requirements that extend the baccalaureate unit requirement beyond 120 units." Display the program units using the template provided in Appendix 9, Baccalaureate Degree Audit Information and provide a justification if the units exceed 120.

UNITS FOR GRADUATE AND POSTBACCALAUREATE CREDENTIAL PROGRAMS (CFR 2.2B)

For graduate programs that exceed 30 units for a Master of Arts degree or 36 units for a Master of Science degree, provide a justification for the total program units. For postbaccalaureate credential programs that exceed units required by the California Commission on Teacher Credentialing, provide a justification for the additional units.

FACULTY (CFRs 2.8, 2.9, 3.2, 3.3, 3.4)

Evaluate collective faculty expertise for covering the breadth of the program's curriculum. Summarize and evaluate institutional research data regarding faculty and their deployment – sufficiency of full and part-time faculty, released time and reimbursed time from grants/contracts, anticipated retirements, and other faculty issues important for program effectiveness.

Evaluate effectiveness of collective faculty engagement on balance across scholarship, research, and/or creative activity and level of support for these scholarly activities. Evaluate program support for and involvement in faculty development, especially new non-tenured, and part-time faculty.

IMPLEMENTATION PLAN

Preliminary Implementation Plan (CFRSs 4.2, 4.3)

As a result of the self study, the department chair develops a *preliminary* implementation plan that reflects the view of the program faculty. This preliminary implementation plan is discussed by the department chair with the Provost, Dean, and Vice Provost during the Academic Program Review meeting. Participants in this meeting may also include the program coordinator and/or faculty as determined by the department chair and dean.

The implementation plan guides the activities of the program for the subsequent seven years. The implementation plan includes (but is not limited to) the following elements:

1. Key recommendations of the program faculty resulting from the self-study.
2. Anticipated student profile in terms of number and type of students over the next seven years.
3. Action steps to be taken in order to achieve each of the recommendations and student enrollments over the next seven years.
4. Types of human, fiscal, and physical resources needed to implement enrollment projections and recommendations.

Final Implementation Plan (CFRSs 4.2, 4.3)

The *final* implementation plan results from discussion and consultation among the program representative(s), the department chair, college and university committees, the college dean, the Vice Provost, and the Provost.

The *final* implementation plan is submitted electronically to the Vice Provost no later than three weeks after the meeting with the Provost.

Improving the Academic Program Review Procedures (CFRSs 4.2, 4.3)

As part of the Provost's Academic Program Review meeting and/or with the final implementation plan, the department chair provides an evaluation of the effectiveness of the Academic Program Review procedures and recommendations for improving the process. Elements to consider include the review criteria, internal and/or external review components, assessment of student learning, institutional research data, timeline, college and university review processes, student participation, and faculty participation.

Approved by the Academic Senate May 11, 2004

Approved by President Hughes July 1, 2004

Amended and approved by the Academic Senate May 12, 2009

APPENDIX 1
ACADEMIC PROGRAM REVIEW DATA

The Office of Institutional Research collects, analyzes, and summarizes program data since the last Academic Program Review (normally 7 years). For each program undergoing review, data are provided that allow for comparison to data from the previous Academic Program Review. For selected variables, university and college data are also provided. Additional data are derived from the program's assessment of student learning.

STUDENT ENROLLMENT

- Table 2.1 University-Wide Headcount Enrollment by College and Degree Level – Fall Terms
- Table 2.2 University-Wide Headcount Enrollment by Demographic Characteristics and Degree Level – Fall Terms
- Table 2.3 College Headcount Enrollment by Demographic Characteristics and Degree Level – Fall Terms
- Table 2.5 CSU Degree Program Headcount Enrollment by Demographic Characteristics and Degree Level – Fall Terms

ENTERING STUDENTS

- Table 3.1 First-Time Freshmen University-Wide Headcount Enrollment by Demographic Characteristics – Fall Terms
- Table 3.1a First-Time Freshmen College Headcount Enrollment by Demographic Characteristics – Fall Terms
- Table 3.1b First-Time Freshmen CSU Degree Program Headcount Enrollment by Demographic Characteristics – Fall Terms
- Table 3.2 First-Time Freshmen University-Wide Headcount Enrollment and Average SAT by College – Fall Terms
- Table 3.3 First-Time Freshmen University-Wide Headcount Enrollment and Average SAT by CSU Degree Program – Fall Terms
- Table 3.5 First-Time Transfer University-Wide Headcount Enrollment by Demographic Characteristics – Fall Terms
- Table 3.5a First-Time Transfer College Headcount Enrollment by Demographic Characteristics – Fall Terms
- Table 3.5b First-Time Transfer CSU Degree Program Headcount Enrollment by Demographic Characteristics – Fall Terms
- Table 3.6 First-Time Transfer University-Wide Headcount Enrollment by College and Term
- Table 3.7 First-Time Transfer University-Wide Headcount Enrollment by Transfer Institution and Term

STUDENT DEGREES AWARDED

- Table 4.1 Degrees Conferred University-Wide by Degree Type
- Table 4.2 Degrees Conferred University-Wide by Demographic Characteristics and Degree Level
- Table 4.3 Degrees Conferred by College, Demographic Characteristics, and Degree Level
- Table 4.5 Degrees Conferred by CSU Degree Program (HEGIS), Demographic Characteristics, and Degree Level

RETENTION AND GRADUATION RATES

- Table 5.1 Annual Retention and Graduation Rates for First-Time Full-Time Freshmen University-Wide
- Table 5.2 Annual Retention and Graduation Rates for First-Time Full-Time Freshmen by CSU Degree Program (HEGIS) at Entry
- Table 5.3 Annual Retention and Graduation Rates for First-Time Full-Time Transfers with 60 or more Transfer Units University-Wide
- Table 5.4 Annual Retention and Graduation Rates for First-Time Full-Time Transfers with 60 or more Transfer Units by CSU Degree Program (HEGIS) at Entry

COURSE GRADE DISTRIBUTION

- Table 6.1 University-Wide Course Grade Distribution
- Table 6.2 Undergraduate-Level Course Grade Distribution by Course Subject
- Table 6.3 Graduate-Level Course Grade Distribution by Course Subject

COURSE ENROLLMENT HISTORY

- Table 7.1 Academic Discipline Profile by Discipline and Course Level
- CSU Academic Discipline Reports Overview

FACULTY AND STAFF

- Table 8.1 Full-Time Faculty and Staff by Race/Ethnicity, Gender, Primary Occupational Activity, and Department
- Table 8.2 Part-Time Faculty and Staff by Race/Ethnicity, Gender, Primary Occupational Activity, and Department
- Table 8.3 Full-Time Faculty by Faculty Status, Race/Ethnicity, Gender, Academic Rank, and Department
- Table 8.4 New Full-Time Permanent Hires by Race/Ethnicity, Gender, Primary Occupational Activity, and Department

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

- Table 9.1a National Survey of Student Engagement (NSSE), Combined Surveys, Summary Results by Benchmark Area, University-Wide and College, Active and Collaborate Learning
- Table 9.1b National Survey of Student Engagement (NSSE), Combined Surveys, Summary Results by Benchmark Area, University-Wide and College, Student-Faculty Interactions
- Table 9.1c National Survey of Student Engagement (NSSE), Combined Surveys, Summary Results by Benchmark Area, University-Wide and College, Supportive Campus Environment
- Table 9.1d National Survey of Student Engagement (NSSE), Combined Surveys, Summary Results by Benchmark Area, University-Wide and College, Enriching Educational Experience
- Table 9.1e National Survey of Student Engagement (NSSE), Combined Surveys, Summary Results by Benchmark Area, University-Wide and College, Level of Academic Challenge

GRADUATION SENIOR SURVEY

- Table 10.1 Graduating Senior Surveys, Responses University-Wide by Year of Survey
- Table 10.2 Graduating Senior Surveys, Aggregate Responses, Major and College

OTHER (AS AVAILABLE)

- Graduate School Exit Survey – University-wide and College
- Alumni Survey – University-wide and College
- Collegiate Learning Assessment – University-wide and College

OTHER (AS REQUESTED)

- Data unique to each program's learning goals as requested by the college dean. Please email Dr. Angel Sanchez (AASanchez@csustan.edu), Director for Institutional Research, with your data request.

INTERDISCIPLINARY PROGRAMS AND HONORS PROGRAM CHARTER

The Academic Program Review of interdisciplinary major and minor programs and the Honors Program includes a self study responding to criteria, modified as appropriate to the program, and an updated charter that governs program operations as approved by dean and provost.

The charter includes, at a minimum, the following information:

1. Mission
2. Program and curricular description
3. Program goals, student learning goals/outcomes
4. Assessment Plan/Report of methods for assessing student learning outcomes
5. Administrative reporting structure
6. Program coordinator, director, or chair – by name and department
7. Program faculty by name and department
8. Process for selection and evaluation of program leader
9. Program coordinator responsibilities
10. Process for faculty selection and evaluation for program affiliation
11. Program faculty's responsibilities
12. Advising structure and responsibility
13. Fiscal support

GENERAL EDUCATION PROGRAM CHARTER AND ACADEMIC PROGRAM REVIEW

The Academic Program Review of general education includes the traditional program, both upper- and lower -requirements/courses, and the Summit program. An updated charter governs program operations as approved by the provost.

The Academic Program Review self study for the general education program is completed by the Faculty Director for General Education in collaboration with the General Education Subcommittee of the University Educational Policies Committee and under the direction of the Vice Provost. The Academic Program Review for general education adheres to the following path for development and review:

1. Faculty Director for General Education and General Education Subcommittee
2. University Educational Policies Committee
3. Colleges (Deans, Curriculum Committees)
4. University Educational Policies Committee (to Academic Senate via Senate Executive Committee on UEPC's recommendation)
5. Vice Provost (as delegated by the Provost)

Specific recommendations resulting from the Academic Program Review that establish or revise policy follow normal campus procedures for policy approval via the Academic Senate and President.

MISSION**PROGRAM GOALS****STUDENT LEARNING OBJECTIVES/OUTCOMES**

- A – G and Multicultural

PROGRAM DESCRIPTION/COURSES

- Program Structure (Traditional and Summit)
- Policies
- Course approval criteria and processes
- Course Ordering Requirements
- Pedagogy/Instructional Delivery (e.g., face-to-face, distance learning, hybrid)
- Scheduling (classroom space, day/evening, time modules, term)
- Distribution of courses across disciplines

LEADERSHIP/ORGANIZATION

- Program leadership
- Governance Structure and Responsibilities
- Administrative Accountability
- Process for selection of program leader

FACULTY

- Program faculty (faculty demographics and qualifications)
- Faculty Responsibilities

ADVISING

- Advising structure, responsibility, and effectiveness of processes

FISCAL

- Fiscal support

ASSESSMENT OF STUDENT LEARNING AND PROGRAM EFFECTIVENESS

Review effectiveness of the general education program elements as noted above, with reporting specifically focused on student learning:

- Student learning objectives
- Methods used for assessing learning objectives
 - Direct and Indirect
 - External reviewers
- Description of how data were collected, how data were used to make recommendations for improving student learning and the General Education program, and what actions for improvement are recommended.

CURRICULUM MAP

- Illustrate General Education learning goals by General Education Area
- Track the introduction and reinforcement of General Education learning goals in lower/upper division
- Assess student achievement and levels of attainment of General Education learning goals

OUTCOMES OF ACADEMIC PROGRAM REVIEW

ACADEMIC PROGRAM REVIEW

- Academic Program Review -- Executive Summary of Findings of Program Effectiveness
- Implementation Plan – List of recommended actions and timeline to the University Educational Policies Committee

PROGRAM DOCUMENT

- Description of General Education Program
- General Education Requirements, Policies, Procedures
- Student Learning Goals by Area
- Content Requirements by Area
- Assessment of Student Learning Outcomes
- Faculty Qualifications and Responsibilities
- Organizational Structure; Governance; Program Leadership

SELF STUDY FOR REACCREDITATION

- Information for inclusion in Educational Effectiveness Review Report for Self Study

EXTERNAL REVIEWER FOR ACADEMIC PROGRAM REVIEW DESCRIPTION OF PROCESS FOR HIRING AND CONDUCT OF WORK

OVERVIEW

In accordance with Academic Program Review policy and procedures, external program review for non-accredited programs may occur during or after the self-study phase. The purpose for the external review is to assist faculty in improving program quality by providing a new comparative and broader perspective on the program and student learning. The external evaluators will be individuals of significant professional reputation in the field.

DURING SELF STUDY PHASE:

For non-accredited programs, the use of an external program review as part of the self study is strongly encouraged for both baccalaureate and graduate programs. The department chair or the college dean may request that the program be subject to an external independent evaluation as part of the self-study phase of the Academic Program Review. External reviewer(s) may be approved to review the self-study, conduct interviews, and employ other strategies to evaluate program effectiveness. The external reviewers' summary of findings and recommendations becomes part of the materials submitted to each level of review.

FOLLOWING COMPLETION OF THE ACADEMIC PROGRAM REVIEW:

In addition to the normal Academic Program Review procedures, programs may be subject to an independent evaluation by at least two external evaluators. External program review occurs only in those instances where a thorough review of a program's self-study has been completed and the department, college dean, or provost indicates the efficacy of an external review. One of the evaluators normally will be from a CSU campus, while the other evaluator may be from a non-CSU institution, preferably within California. The external evaluators' report becomes part of the permanent Academic Program Review file.

To accomplish this purpose, an external reviewer is provided a copy of the self-study and other relevant documents. The external reviewer then visits the campus for 1-2 days to meet with faculty, students, staff, community members, and administrators. The external reviewer conducts an exit interview and submits a written report within two weeks of the campus visit to the department chair and the college dean. The external evaluators' report becomes part of the permanent Academic Program Review file.

QUALIFICATIONS

External reviewers' qualifications include the following:

1. The highest degree in the relevant discipline
2. Rank of associate professor or professor
3. Distinguished record in related teaching, research and scholarly activity, and service
4. Holds faculty rank in the same or similar programs on their respective campuses
5. No conflict of interest
6. Ability to complete a site visit and submission of report within the prescribed timeline

RESPONSIBILITIES

The external reviewer's primary responsibility is to provide an honest, unbiased professional judgment of program quality and student learning outcomes. The external reviewer performs the following responsibilities:

1. Reviews the draft self-study document.
2. Focuses on assessment findings, the quality of student learning, and the ability of the program to foster student learning; reviews sample student work from courses (introductory to culminating), as appropriate and with student and faculty identification removed from documents.
3. Conducts selected interviews with department chair, program faculty, staff, students, faculty members outside the department but associated with the program, the college dean, community groups, advisory groups, or other community members as appropriate to the program.
4. Employs other strategies appropriate to the discipline.
5. Conducts an exit meeting with department chair, program/departmental faculty, and college dean.
6. Writes summary of findings of strengths and areas for improvement for each of the criteria identified in the university's Academic Program Review and other issues specific to the program as identified by the department chair and college dean. This review is to be forward-looking and yet realistic in terms of actions that can be accomplished by the department within existing resources, as well as actions that

may require additional investment in the program. This document becomes part of the academic review process and is submitted to each level of review.

NOMINATIONS FOR EXTERNAL EVALUATORS

The college dean is responsible for the overall coordination of the external review. Nominations for evaluator(s) are solicited from the chair of the department of the program being reviewed and from other institutions, higher education associations, and professional organizations. The nominees are reviewed by the departmental faculty, who may reject any of the nominees for cause. The evaluators are selected from the remaining nominees by the college dean.

MATERIALS PROVIDED TO THE EXTERNAL REVIEWER

The department chair coordinates the review schedule. Prior to the campus visit, the department chair provides to the external reviewer a copy of the visitation schedule, self study, and supporting documentation. Additional materials (e.g., course syllabi) should be available in the department office for review during the campus visit. It is essential that examples of student work are available for review as consistent with accreditation standards for direct assessment of student work and are completed in accordance with the university's *Principles for the Assessment of Student Learning*.

HONORARIUM AND EXPENSES

The department chair works with the college dean to select the external reviewer(s). The department chair coordinates the travel arrangements with the external reviewer, in accordance with university travel policy. A consultant contract is issued to the external reviewer (normally \$250 per day), plus transportation and one-night lodging, as required. The honorarium and refunds are processed upon receipt of the written report from the external reviewer and documented accommodation and travel costs, as previously approved. Funds are provided by the college dean and supported, when possible, from the university-wide assessment account.

APPENDIX 5
SIGNATURE PAGE
ACADEMIC PROGRAM REVIEW

Title of Program

Signatures:			
Program Faculty Member (Print)	Signature	Title	Date
Program Faculty Member (Print)	Signature	Title	Date
Program Faculty Member (Print)	Signature	Title	Date
Program Faculty Member (Print)	Signature	Title	Date
Program Faculty Member (Print)	Signature	Title	Date
Program Faculty Member (Print)	Signature	Title	Date
Program Faculty Member (Print)	Signature	Title	Date
Program Faculty Member (Print)	Signature	Title	Date
Program Faculty Member (Print)	Signature	Title	Date
Program Faculty Member (Print)	Signature	Title	Date
Program Faculty Member (Print)	Signature	Title	Date
Program Faculty Member (Print)	Signature	Title	Date
College Curriculum Committee Chair (Print)	Signature	Title	Date
College Dean (Print)	Signature	Title	Date
Graduate Council (if applicable) (Print)	Signature	Title	Date
University Educational Policies Committee (if applicable) (Print)	Signature	Title	Date

APPENDIX 6

LISTING OF PROGRAMS FOR ACADEMIC PROGRAM REVIEW

Degree Program	Academic Unit	College Affiliation	Degree Type(s)	Hegis Code(s)	Last Review	Next Review
Agricultural Studies	Department of Agricultural Studies	CHSS	BA	01014	N/A	2009-10
Anthropology	Department of Anthropology/Geography	CHSS	BA	22021	2001-02	2008-09
Applied Leadership	College of Business Administration (charter)	CBA	BS	49995	1998-99	2010-11
<i>Art</i>	Department of Art	COA	BA/BFA	10021 10022	1999-00	2009-10
Biological Sciences	Department of Biological Sciences	CNS	BA/BS	04011	1999-00	2008-09
<i>Business Administration</i>	Department of Accounting and Finance Department of Management, Operations, & Marketing	CBA	BS/MBA MSBA	05011 05041	2003-04 n/a	2010-11 2010-11
<i>Chemistry</i>	Department of Chemistry	CNS	BA/BS	19051	2000-01	2008-09
Child Development	Department of Psychology and Child Development	CHHS	BA	08231	2002-03	2009-10
Cognitive Studies	Department of Computer Science (charter)	CNS	BA	49016	2002-03	2008-09
Communication Studies	Department of Communication Studies	CHSS	BA	06011	2007-08	2014-15
<i>Computer Information Systems</i>	Department of Computer Information Systems	CBA	BS	07021	2003-04	2010-11
Computer Science	Department of Computer Science	CNS	BS	07011	2002-03	2009-10
Criminal Justice	Department of Criminal Justice	CHSS	BA/MA	21051	2002-03	2010-11
Ecology and Sustainability	Department of Biological Sciences	CNS	MS	04201	n/a	2011-12
Economics	Department of Economics	CHSS	BA	22041	2001-02	2008-09
<i>Education</i>	Department of Advanced Studies in Education, Department of Kinesiology, Department of Teacher Education	COE	MA/Post-baccalaureate Credential*	08011	2002-03	2010-11
	Department of Advanced Studies in Education	COE	EdD	08272	n/a	2012-13
English	Department of English	CHSS	BA/MA	15011	2001-02	2008-09
French (program suspended)	Department of Modern Languages	CHSS	BA	11021	2001-02	2008-09
Gender Studies	Department of Ethnic and Gender Studies	CHSS	BA	22990	n/a	2012-13

APPENDIX 6

LISTING OF PROGRAMS FOR ACADEMIC PROGRAM REVIEW

Degree Program	Academic Unit	College Affiliation	Degree Type(s)	Hegis Code(s)	Last Review	Next Review
Genetic Counseling	Department of Biological Sciences	CNS	MS	12171	n/a	2012-13
Geography	Department of Anthropology and Geography	CHSS	BA	22061	2002-03	2009-10
Geology	Department of Physics, Physical Sciences, and Geology	CNS	BS	19141	2007-08	2014-15
History	Department of History	CHSS	BA/MA	22051	2002-03	2009-10
Interdisciplinary Studies	Graduate School (charter)	All Colleges	MA/MS	49993	2002-03	2009-10
Liberal Studies: Elementary Teacher Content Preparation	Department of Liberal Studies	COE	BA	49012	2007-08	2014-15
Marine Sciences	Department of Biological Sciences	CNS	MS	49022	2003-04	2010-11
Mathematics	Department of Mathematics	CNS	BA/BS	17011	2007-08	2014-15
<i>Music</i>	Department of Music	COA	BA/BM	10051 10041	2002-03	2012-13
<i>Nursing</i>	Department of Nursing	CHHS	BS	12031	2007-08	2014-15
	Department of Nursing	CHHS	MS	12031	n/a	2012-13
Philosophy	Department of Philosophy	CHSS	BA	15091	2007-08	2014-15
Physical Education	Department of Kinesiology	COE	BA	08351	2003-04	2009-10
Physical Sciences	Department of Physics, Physical Sciences, and Geology	CNS	BA	19011	2006-07	2013-14
Physics	Department of Physics, Physical Sciences, and Geology	CNS	BA/BS	19021	2006-07	2013-14
Political Science	Department of Politics and Public Administration	CHSS	BA	22071	2004-05	2011-12
<i>Psychology</i>	Department of Psychology	CHHS	BA/MA/MS	20011	2003-45	2010-11
<i>Public Administration</i>	Department of Politics and Public Administration	CHSS	MPA	21021	2004-05	2011-12
Social Sciences	Department of Ethnic and Gender Studies (charter)	CHSS	BA	22011	2003-04	2010-11
<i>Social Work</i>	Department of Social Work	CHHS	MSW	21041	2002-03	2010-11

APPENDIX 6
LISTING OF PROGRAMS FOR ACADEMIC PROGRAM REVIEW

Degree Program	Academic Unit	College Affiliation	Degree Type(s)	Hegis Code(s)	Last Review	Next Review
Sociology	Department of Sociology	CHSS	BA	22081	2002-03	2009-10
Spanish	Department of Modern Languages	CHSS	BA	11051	2001-02	2008-09
Special Major	All Colleges (charter)	All Colleges	BA/BS	49993	2003-04	2010-11
<i>Theatre Arts</i>	Department of Theatre	COA	BA	10071	2002-03	2012-13
<i>Theatre</i>	Department of Theatre	COA	BFA	10072	n/a	n/a

*The APR for post-baccalaureate credentials is conducted coincident with the degree program

Gray shading = Interdisciplinary program/charter

Italics = Accredited program

Red font = program not implemented

GENERAL EDUCATION

Program	Academic Unit	College Affiliation	Degree Type	Hegis Code(s)	Last Review	Next Review
General Education	Office of General Education, General Education Subcommittee (charter)	All Colleges	n/a	n/a	2007-08	2014-15
General Education Summit Program	Office of General Education, General Education Subcommittee (charter)	All Colleges	n/a	n/a	2003-04	2010-11

HONORS PROGRAM

Program	College Affiliation	Degree Type	Hegis Code(s)	Last Review	Next Review
Honors Program	College of Humanities and Social Sciences (charter)	n/a	n/a	2006-07	2013-14

INTERDISCIPLINARY MINOR PROGRAMS

Program	College Affiliation	Degree Type	Hegis Code(s)	Last Review	Next Review
Environmental and Resource Studies	College of Humanities and Social Sciences (charter)	n/a	n/a	2004-05	2011-12
Ethnic Studies	College of Humanities and Social Sciences (charter)	n/a	n/a	2003-04	2010-11
Gender Studies	College of Humanities and Social Sciences (charter)	n/a	n/a	2003-04	2012-13
Gerontology	College of Humanities and Social Sciences (charter)	n/a	n/a	n/a	2009-10
Latin American Studies	College of Humanities and Social Sciences (charter)	n/a	n/a	2004-05	2011-12
Permaculture	College of Humanities and Social Sciences (charter)	n/a	n/a	n/a	2009-10

PROCESS: SUBSTITUTION OF ACCREDITATION SELF STUDY FOR THE ACADEMIC PROGRAM REVIEW SELF STUDY

For programs subject to professional, disciplinary, or specialized accreditation, Academic Program Review is coordinated with the accreditation or re-accreditation review cycle. The self-study developed for professional or specialized accreditation reviews normally provides the essential requirements of Academic Program Review and may, therefore, be used for this purpose, with approval by the college dean.

The department chair requests of the college dean a substitution of the accreditation reports for the Academic Program Review document. The following materials accompany the request:

- the accreditation standards and procedures,
- the accreditation self-study report,
- the team's findings, and
- the accrediting agency's final report of the accreditation decision.

A request for the accreditation document to serve as the self-study document is acceptable if each of the following criteria is met:

- 1) the program has undergone a comprehensive assessment as part of a state or national accreditation review;
- 2) the procedures and standards of the accrediting agency are judged to be comparable to those of the Academic Program Review;
- 3) the accreditation or re-accreditation is achieved; and
- 4) each program provides a summary of student learning goals, a description of its assessment process and procedures, and examples of how assessment results were used to enhance the program.

The college dean determines whether standards submitted by the department's accreditation, taken as a whole, provide a level of quality comparable to the program review criteria.

The college dean may take one of the following actions in response to the petition:

- 1) The substitution is approved. The accreditation self-study report, the team findings, and the accrediting agency's final report are submitted according to the Academic Program Review procedures and follow the Academic Program Review process for review and commentary.
- 2) A partial substitution is approved. The accreditation self-study report, the team findings, the accrediting agency's final report, and materials required for a complete Academic Program Review (e.g., assessment of student learning goals, implementation plan) are submitted according to the Academic Program Review procedures and follows the same process for review and commentary.
- 3) The substitution is not approved. The program is reviewed in accordance with the Academic Program Review procedures.

APPENDIX 8
ACADEMIC PROGRAM REVIEW CHRONOLOGY

TARGET DATE	ACTIVITY	✓
By February 1	Vice provost notifies college deans and department chairs/program administrators of the programs to be reviewed two years prior to the completion date of the self-study, recommendations, and implementation plan.	
By February 15	<i>Accredited programs</i> Department chair/program administrator requests of the college dean a substitution for the Academic Program Review document.	
By March 1	<i>Accredited programs</i> College dean determines whether the accreditation review process fulfills all or a portion of the Academic Program Review in accordance with any CSU or CSU Stanislaus mandated requirements and communicates decision to the department chair/program administrator. <i>Non-accredited programs</i> Department chair/program administrator may request of the college dean that the program be subject to an external evaluation. An external reviewer may be invited to assist in the self-study phase of the Academic Program Review process.	
By March 15	Vice provost, college dean, and Institutional Research conduct a program review workshop(s) with department chairs/program administrators and program faculty to discuss the Academic Program Review process and disseminate data provided by institutional research, as required for the Academic Program Review.	
March 16 – May 29	Department chair and dean identify process and timeline for milestones for completion and identify/arrange for external reviewers (as appropriate).	
March 16 – May 29	Program faculty and department chair begin draft review of data and begin draft of self study.	
March 16 – February 1	Program faculty and department chair conduct the self study and complete the self-study document, including recommendations and a preliminary implementation plan.	
By February 1	Department chair/program administrator submits the self study and supporting materials to the college dean.	
February 1 – February 27	College dean submits self study to external reviewers (as appropriate).	
February 15 – April 30	College governance committee(s) reviews the self study, requests additional materials as needed, summarizes findings, and forwards the self study to the department chair/program administrator.	
February 15 – April 30	General Education Subcommittee reviews the General Education portion of the self study, summarizes findings, and forwards the recommendations for recertification of the GE curriculum (lower- and upper-division) to the department chair/program administrator.	
By April 30	College dean forwards the self study to the Office of Academic Programs.	
By April 30	Office of Academic Programs forwards the self study to the UEPC (if requested) and/or to the Graduate Council (for master's and postbaccalaureate programs).	

APPENDIX 8
ACADEMIC PROGRAM REVIEW CHRONOLOGY

TARGET DATE	ACTIVITY	√
April 30 – May 29	UEPC and/or Graduate Council (as appropriate) reviews the self study, summarizes the findings, and forwards the document and findings to the department chair/program administrator and college dean.	
May 29 – June 30	College dean finalizes self study to include recommendations from external reviewer(s) (if applicable); responses from the department (if any); recommendations from the college governance committee(s), UEPC, and/or Graduate Council; and dean's recommendation for program continuance, continuance with conditions, or program discontinuance.	
By June 30	College dean submits to the vice provost the self study; recommendations from external reviewer(s) (if applicable); responses from the department (if any); recommendations from the college governance committee(s), UEPC, and/or Graduate Council; and dean's recommendation for program continuance, continuance with conditions, or program discontinuance.	
September – October	College dean schedules a meeting to include the program representative(s), the department chair/program administrator, the college dean, the vice provost, and the provost to discuss the results of the Academic Program Review and the <i>preliminary</i> implementation plan.	
October – November	Department chair/program administrator submits to the college dean a final implementation plan that identifies resource needs consistent with the recommendations of reviewing committees and consistent with the college mission and strategic plan. Within three weeks, the college dean submits the <i>final</i> implementation plan to the vice provost.	
By December 1	Provost issues a letter indicating final determination of program continuance and additionally may require progress reports and a timeline related to specific elements of the final implementation plan.	
By December 15	Office of Academic Programs archives the Academic Program Review documents and posts on the web (program faculty's final implementation plan and provost's recommendation for program continuance/discontinuance).	
By January 15	Vice provost provides a summary of Academic Program Reviews to the Board of Trustees.	
ONGOING	College dean incorporates the results of the Academic Program Review into the college's strategic and budget planning processes and forwards to the provost as part of the regular planning and budgetary processes within academic affairs and within the university's strategic planning processes.	

APPENDIX 9
BACCALAUREATE DEGREE AUDIT INFORMATION

Department
Degree

Line	Proposed Program (# of units)	Description
1	51	University general education requirements (includes 9 upper-division units)
2		Prerequisites to the major
3		Upper-division (major requirements) – NOTE: BA degree at least 12 upper-division units; BS degree at least 18 upper-division units; BFA and BM degrees minimum of 40 upper-division units
4		WP course (if not required in the major)
5		Other (if applicable)
6		TOTAL minimum units required (add lines 1 through 5)
7		University elective units (subtract line 6 from line 8)
8		<i>TOTAL UNIT DEGREE REQUIREMENTS *</i>
9		WP course required in the major Course prefix, number, units:
10		Lower-division prerequisite course(s) that may be applied toward GE Course prefix, number, units, area: Course prefix, number, units, area: Course prefix, number, units, area: Course prefix, number, units, area: Course prefix, number, units, area: Course prefix, number, units, area:
11		<i>TOTAL double-counted courses (add lines 9 and 10)</i>
12		<i>TOTAL units taken (subtract line 11 from line 8)</i>

* Units beyond 120 required by a degree program (e.g., accreditation requirement) remain in effect.

Preparer/Date
Approved/Date

CALIFORNIA STATE UNIVERSITY STANISLAUS

PROVOST'S ACADEMIC PROGRAM REVIEW MEETINGS ATTACHMENT Z

This template provides an overview of the Provost's Academic Program Review meeting. Participants include the department chair, program coordinator and/or faculty (as determined by department chair or dean), dean, and vice provost.

INTRODUCTIONS (DEAN)

1. Dean's introductions of meeting participants.

OVERVIEW (DEAN AND DEPARTMENT CHAIR)

2. Dean's overall evaluation of program and key issues identified by the college's committee and dean.
3. Department chair's overview of major findings/issues.

PROGRAM QUALITY (PROVOST)

4. Provost's questions/discussions regarding the self study's findings and the preliminary *Implementation Plan*:
 - a. Overall conclusions about program quality and assessment of student learning outcomes.
 - b. Faculty recommendations for program enhancement, with a focus on the future (next 3-5 years) – e.g., new program development, partnership development, grants/contracts, faculty, student recruitment.
 - c. Action steps planned in response to key recommendations.
 - d. Human, fiscal, and physical resources needed for implementing key recommendations.

ASSESSMENT (VICE PROVOST)

5. Review of Assessment Plan and Reports
6. Resources – Direct Assessment

NEXT STEPS (VICE PROVOST)

7. Explanation of next steps
 - a. Department chair completes final *Implementation Plan* and submits to the dean; dean submits electronic document to vice provost (within 2 weeks following meeting).
 - b. Provost issues letter indicating final determination for program continuance (within 3 weeks following receipt of final implementation plan).

EVALUATION OF THE ACADEMIC PROGRAM REVIEW PROCESS (VICE PROVOST)

8. In what ways did the faculty find this academic program review process helpful for program improvement?
9. What are your recommendations for improving the academic program review process?
 - a. Review Criteria, especially student learning
 - b. Internal/External review components
 - c. Institutional research/assessment data
 - d. Timeline
 - e. Department/college review process and report
 - f. Other

CLOSING COMMENTS (PROVOST)

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW

KEY EXHIBIT III (C): SUSTAINABILITY OF EFFECTIVENESS PLANS (INTEGRATED WITH THE STRATEGIC PLAN): ADDRESSING NEW REQUIREMENTS

As part of the Educational Effectiveness Review, the visiting team evaluates an institution's systems for sustaining its commitments to enhance educational effectiveness and student learning. This commitment is evidenced in the form of an effectiveness plan that has the following characteristics. It

- identifies next steps to ensure systems for evaluating effectiveness are sustained and embedded into culture and practices of the university.
- integrates the plan into the institution's strategic and operational plans and budgets.
- addresses issues identified in its Educational Effectiveness Review for the next decade, including areas for improvement, accompanied by goals, timeline for activities/progress, and methods for the review of results.
- commits to funding quality assurance systems for evaluating effectiveness.
- includes method and schedule for on-going assessment of learning outcomes.

In accordance with WASC expectations, this brief summary provides a description of the Effectiveness Plan at California State University, Stanislaus.

SYSTEMS EMBEDDED INTO CULTURE/PRACTICES

California State University, Stanislaus has robust operational systems for quality assurance, institutional improvement, and educational effectiveness as evidenced in its visual display *Integrated Infrastructure for the Assessment of Institutional Effectiveness* and detailed narrative provided in the *Capacity and Preparatory Review*. As such, rather than creating a separate and an additional system for addressing and evaluating issues identified in the self study, the University has integrated its planned actions into its normal campus processes. Likewise, recommendations made by the WASC Commission at the conclusion of the Educational Effectiveness Review will be prominently integrated into these systems and tracked.

Monitoring progress toward actions identified in the effectiveness/strategic plan – accompanied by goals, timeline for activities/progress, and method for review of results – will occur primarily through systems such as the annual reports of university governance committees, annual reports of colleges and administrative units, administrative support unit reviews, academic program reviews, and annual performance reviews of administrators. Through these systems, committees and administrative offices/units will take actions that fall within their areas of accountability and report their units' contributions toward implementing campus commitments for increased institutional effectiveness. The president has delegated responsibility for oversight to ensure that these processes occur and progress is made to the provost and vice- presidents, supported by the vice- provost who serves as the Accreditation Liaison Officer.

INTEGRATION INTO THE STRATEGIC PLAN

Guided by the Strategic Plan, *Framing the Future*, and in consultation with the University community, the Strategic Plan Working Group annually will make recommendations for prioritization and implementation to the President's Executive Cabinet. The Office of Institutional Research will provide an annual report to the cabinet that includes assessment data and a summary of accomplishments related to the strategic actions, activities, and effectiveness indicators/outcome measures. Two additional elements have now been added to this report: (1) eight core indicators of educational quality and their multiple measures; and (2) planned actions resulting from the self study. Although the title is long – *Crosswalk: Matrix of Core Indicators of Educational Quality with Matrix of Strategic Plan Indicators* – this document demonstrates vividly the symbiotic relationship among the Offices of Institutional Research, Assessment and Quality Assurance, and Accreditation for assuring annual, systematic, integrated, sustainable, and evidence-based examination of progress toward enhanced institutional effectiveness.

To ensure that the effectiveness plan/strategic plan is supported operationally and fiscally, normal campus budgetary processes remain intact. For example, the University Budget Advisory Committee will continue to advise the president on broad policy and priority issues related to budgetary resources within the context of the strategic plan priorities. Further, the President's Executive Cabinet (primarily vice-presidents) has accountability to make budgetary decisions within units in accordance with stated strategic priorities and the actions resulting from the self study.

EVIDENCE ROUTINELY COLLECTED, ANALYZED, AND USED IN DECISION MAKING

The Office of Institutional Research has the responsibility to implement and evaluate the annual process for the review of results derived from university-wide data sources. This infrastructure provides for systematic ongoing examination of evidence for decision making about institutional effectiveness. The Office of Institutional Research will continue to administer assessment and collect data, conduct analysis of data and develop an executive summary, post the executive summary online, and distribute assessment information to various governance committees and individuals for review and response. In turn, governance committees and individuals will review assessment information and take action (or develop recommendations for action directed to appropriate governance or administrative bodies). The Office of Assessment and Quality Assurance will continue to serve as a resource and track implementation of actions.

FISCAL COMMITMENT FOR QUALITY ASSURANCE SYSTEMS

In the past, the president has provided fiscal support for the University's quality-assurance systems. Although these systems remain operational and have been highly effective, the current fiscal reductions have necessitated a temporary interim strategy for supporting quality-assurance systems. For example, funding of assigned time for each faculty Program Assessment Coordinator is tied temporarily to the academic program review cycle (funding to occur in years 2, 4, 6, and 7, rather than annually), with presidential assurances that annual funding will be restored when the budget returns to normal. Funding for the Faculty Coordinator for Assessment of Student Learning and for the Director of General Education remains intact, yet the plan to implement a sustainable system of assigned time for the assessment of General Education will be delayed, as will the planned investment in First-Year Experience and the Summit program. Similarly, planned strategies to increase allocations for graduate teaching and research assistantships and library collections in support of graduate education are truncated but remain a fiscal priority for budget restoration. Further, the University has plans to invest aggressively in faculty development, especially related to teaching effectiveness, research and scholarship, and assessment focused on promoting student learning. These examples of temporary interim measures and delayed implementation will certainly temper the pace at which progress can be made, yet will not destroy the dedication of the faculty and administration to achieving the actions identified in the strategic/educational effectiveness plan.

PLAN FOR ASSESSMENT OF LEARNING OUTCOMES BEYOND THE EDUCATIONAL EFFECTIVENESS REVIEW

With coordination through its offices of Assessment and Quality Assurance and Institutional Research, CSU Stanislaus will continue to employ its successful quality-assurance processes in support of faculty efforts for the assessment of student learning outcomes, with temporary limitations as noted above. Of particular importance to the sustainable plan for increased sophistication in assessment of student learning is the leadership role of the Faculty Coordinator for Assessment of Student Learning, who will continue to work with faculty, department chairs, and deans. Several documents specify in detail the roles and responsibilities for leadership and implementation of assessment of learning outcomes, and an extensive description is provided in the Capacity and Preparatory Review, including the Capacity and Preparatory Review Report, (*Who's Responsible for What? Methods Used at CSU Stanislaus to Examine Institutional Effectiveness, Position Description for the Faculty Coordinator for Assessment of Student Learning, Assessment for Student Learning in Academic Affairs, Undergraduate and Graduate Assessment Reports and Assessment Plans*).

Consistent with the campus belief that the purpose of assessment is foremost to improve student learning, and consonant with the *Principles for the Assessment of Student Learning*, the assessment process provides for reviewing of actual student work at the course and program levels. Such review is not superseded by a faculty committee or administrator. The design of the assessment processes explicitly expects assurances that the work of graduates consistently reflects the level and quality identified in their department's or program's educational objectives. Faculty have met this obligation with integrity and will continue to do so beyond the Educational Effectiveness Review.

In light of the results of the University's self study and self ratings of WASC standards for assessment, priority areas were identified for enhancement. Four examples follow:

Example 1: Further refine learning objectives so that each is accompanied by a description of how students will demonstrate they have achieved the objective and the depth of expected student performance. For example, the learning objectives could employ the major categories in Bloom's taxonomy to make clear the educational objective (e.g. knowledge of terminology, application, analysis, evaluation).

Example 2: Develop multiple-year assessment plans (rather than year by year) that include the missions, goals, learning objectives, and curriculum grids that have already been established by the academic programs and also indicate when and how each learning objective will be assessed, how data will be evaluated, how improvements will be implemented and will provide for systematic review of the assessment plan itself. Discussions and appropriate actions related to these priorities and/or others identified by the faculty and administration will be initiated in 2009/10 whereby the substantial progress faculty have made for fostering and assessing student learning may be refined.

Example 3: Incorporate direct measures, including embedded assessment strategies, into the assessment of each lower-division General Education learning goal.

Example 4: Refine the assessment of the six graduate learning goals through direct/embedded evaluation of student work, specifying more clearly levels of expected proficiency, performance characteristics for each of the levels, and a mechanism for aggregating individual program assessment of student outcomes in a reliable and meaningful way.

Also, academic support units within Student Affairs will continue to employ their rigorous process for the evaluation of co-curricular effectiveness. Annually, these units establish goals and assess student learning outcomes using multiple assessment methods, informed by nationally recognized learning practices, and externally benchmarked through student performance expectations set by the Council for Advancement of Standards in Higher Education. Actions for improvement are formulated in the context of their alignment with university and academic student learning goals. Such an alignment occurs primarily through the Student Success Committee, with representation from faculty, student affairs professionals, and the provost and vice-president for Student Affairs.

ACCOUNTABILITY FOR THE NEXT DECADE

In the past, CSU Stanislaus has met our reaccreditation commitments with the highest integrity and accomplishment, and we will continue to do so. We are masterful in implementing structures that keep us focused on the centrality of teaching and learning. WASC can be assured that our educational effectiveness plan is sustainable and deliverable.

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW

KEY EXHIBIT IV: ADDRESSING THE 2008 REVISIONS TO THE CRITERIA FOR REVIEW

INTRODUCTION

This addendum provides a brief description of the ways in which the University has addressed new or significantly revised Criteria for Review (CFR) as found in the WASC document “*Table A, Preparing a Supplemental Report on 2008 Changes to the CFRs.*”

CFR 1.2

Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.

Consistent with the University’s academic mission, educational objectives at California State University, Stanislaus are embedded in the work of the faculty in evaluating student achievement at the course and program level, in academic and strategic planning, the University for reviewing student persistence and graduation rates, and in its robust quality assurance processes. Each program’s student learning outcomes and assessment reports are displayed in various places: the undergraduate and graduate catalogs and on the websites for departments, the Graduate School, and the Office for Assessment of Student Learning. Co-curricular learning goals have been established, assessed, and programs modified as evidenced on the website for Student Affairs.

As part of the California State University system commitment to public accountability, California State University, Stanislaus is participating in the Voluntary System of Accountability. Beginning Fall 2008, the University’s Institutional Research website contained a *College Portrait* comprised of 3 sections: student characteristics, including admission and graduation data; student perceptions of their experiences as reported on the National Survey of Student Engagement; and student learning outcome information related to critical thinking, analytic reasoning, and written communication as evidenced in the Collegiate Learning Assessment. Further, the California State University Accountability Report process was instituted in 1999 to provide public accountability for the University’s performance in the academic development of its students. Based on ten established performance indicators, system-wide performance reports are posted on the California State University system website annually and campus reports biennially.

CFR 1.9

The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution, and to abiding by Commission policies and procedures, including all substantive change policies.

California State University, Stanislaus has a long and reputable history of accreditation with WASC and thirteen professional accrediting agencies. The University keeps the Commission fully informed through submission of its annual report, adherence to substantive change proposal requirements, and through active participation by the President, Provost, and Accreditation Liaison Officer (along with faculty and administrators) in WASC meetings and service on WASC visiting teams.

CFR 2.2b

Graduate programs are consistent with the purpose and character of the institution, are in keeping with the expectations of their respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.

California State University, Stanislaus has a strong 40-year tradition of offering quality master's education, currently offering 24 graduate programs, including 13 concentrations. An independent Doctor of Education in Educational Leadership program was initiated in Fall 2008. Those master's programs that have national accrediting agencies have each achieved and maintained national accreditation. The University has strong infrastructure that includes six colleges, a Graduate School and Graduate Council, and academic support units in place to ensure support for the graduate faculty and students.

The University continues to seek ways to increase funding support for graduate programs, made more difficult in times of fiscal constraint. Over the past decade, increases have been made in support of graduate students, including increased financial aid loans, graduate fee waivers, teaching/research assistantships, and scholarships; initiation of continuing enrollment fees and graduate fee differentials; differentiated funding for graduate student enrollments by the legislature/system; and increased infrastructure support for faculty research and grants.

For master's and doctoral programs, sustaining an environment and culture of advanced learning resides primarily with the program faculty, with support and leadership provided by the administration and administrative offices that serve graduate faculty and students. Faculty members demonstrate an academic culture appropriate to graduate education in many ways. Examples include high standards for course rigor, active scholarly accomplishments, mentoring of students in the importance of research, nurturing a graduate community characterized by high levels of intellectual discourse, active participation in national organizations, and the highest quality of theses, projects, and comprehensive examinations.

CFR 2.3

The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies, curriculum, advisement, library and information resources, and the wider learning environment.

Since the early 1990s student learning outcomes at the course level have been required for approval of new or revised courses and are evidenced in course descriptions at the time of approval. Criteria for the approval of course syllabi for baccalaureate, master's, and doctoral levels have been established by governance bodies and are applied in the approval process at the department, college, and university levels.

Program goals and student learning outcomes/objectives have been established and are assessed for all undergraduate and graduate degree programs, with curricula aligned accordingly. Each department's Program Assessment Coordinator and/or Graduate Director/Coordinator works with the program faculty to make explicit expectations for student performance and to implement assessment methods providing meaningful information that the faculty use for improving programs, curricula, and teaching.

Institutional-level program goals and student learning objectives are reflected in the General Education program. A new Faculty Director for General Education position was created and filled in Spring 2008, representing a significant refinement of organizational structure for leading this critically important component of the University's baccalaureate program. This director has led the program review for General Education, a process that includes multiple measures for evaluating student achievement of General Education learning goals. Consistent faculty leadership and accountability has contributed to the refinement and assessment of the General Education program.

CFR 2.7

All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examinations and placement, and evidence from external constituencies such as employers and professional organizations.

A formal systematic review of academic programs has been in existence for many decades and undergone multiple modifications based on an evaluation of its effectiveness derived from both internal and external reviews and, most recently, based on recommendations of the 2008 WASC CPR Team. All academic programs are subject to periodic academic program review, including baccalaureate, master's, doctoral, post-baccalaureate credentials, interdisciplinary majors, honors, stand-alone minors, and General Education.

An extensive evaluation of the University's assessment practices, conducted by Dr. Mary Allen (2007), confirmed the strength of CSU Stanislaus' Academic Program Review citing that it incorporated many of the best practices identified by the WASC Program Review rubric. Recommendations for continued improvement included increased use of well-qualified external reviewers, training of college review committees for increased expertise in giving effective feedback on assessment, increased sophistication in learning outcomes assessment, overt linking of budgetary decisions to Academic Program Review implementation plans, and promoting a culture of evidence-based decision making.

Benchmarking the University's program review with the 29 components as defined by the WASC task force for program review, indicates that practices at CSU Stanislaus are comparable on most dimensions, especially with regard to analyses of learning outcomes, retention and completion rates, and use of evidence from sources external to the campus. Significant improvements have occurred in providing annual and longitudinal institutional research data disaggregated by programs and student type. A summary of specific actions taken by governance committees and academic leadership for refining the program review process is provided in a key exhibit of the Educational Effectiveness Review.

CFR 2.8

The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.

California State University, Stanislaus has developed a culture that recognizes the primacy of teaching and the advancement of teaching proficiency supported by scholarly activities that promote academic excellence. Infrastructure support for such scholarship has increased substantially over the past decade including increased financial support for travel, internal university and college grant allocations, expansion of the Office of Research and Sponsored Programs, and enhanced extra-mural funding. Faculty dissemination of their research, scholarship, and creative activity has increased as evidenced in the annual *Research Compendium*, among other venues.

Annually since 2006, the chair of the University Retention, Promotion, and Tenure Committee has sent a letter to departments, asking them to consider, as appropriate to their disciplines, recognition of emerging innovation in scholarship and pedagogy. Examples include the scholarship of teaching and learning, scholarly contributions related to co-curricular learning, the assessment of student learning, global learning, technology/mediated instruction, and service learning. Departmental documents related to criteria for tenure and promotion decisions indicate that several departments make explicit references to the scholarship of teaching, learning, and assessment. Scholarship for co-curricular learning is identified in the criteria for Student Affairs professionals who are members of the general faculty.

CFR 2.10

The institution collects and analyzes student data, disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences.

Over recent years, California State University, Stanislaus has significantly improved its institutional research capacity to track student achievement and satisfaction through a planned, staggered schedule for administration of national and local surveys and performance-based tests. Such data are presented in the aggregate and disaggregated by demographic characteristics and other variables. Further, our sophistication for dissemination of information has increased by Institutional Research providing data annually for each academic program and college rather than waiting for longitudinal data at the time of academic program review. Campus governance structures, such as the Student Success Committee, review institutional research data and take actions for improving student success.

CFR 2.11

Consistent with its purposes, the institution develops and assesses its co-curricular programs.

Student Affairs implements a strong assessment program that contributes to each department's effectiveness and supports student learning. Student Affairs has an assessment planning team, led by a senior manager, to assist the directors in this effort and to monitor the progress of annual assessment activities and resulting actions for improvement. Co-curricular audits of effectiveness are conducted by employing 13 standards from the Council for the Advancement of Standards in Higher Education as part of its support unit review. As a result of the

unit's self-study, action plans are formulated for enhancing the quality of administrative units, Student Affairs programming, and student learning through co-curricular activities.

In addition, Student Affairs provides numerous co-curricular programs that are fundamental to the students' learning process. To this end, each unit within Student Affairs has established student learning outcomes and tracks progress in meeting these outcomes. The student learning outcomes are based on areas developed through the work of professional organizations, as articulated in the American College Personnel Association's *Learning Reconsidered* (2004). The outcomes cover the following seven areas: knowledge acquisition, integration, and application; humanitarianism; civic engagement; inter/intra personal competence; practical competence; persistence and academic achievement; and cognitive complexity. Assessment results are the foundation for evidence-based decision making and student learning outcomes assessment, a priority in Student Affairs.

CFR 3.2

The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution. The faculty is sufficient in number, professional qualifications, and diversity to achieve the institution's educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.

The University employs a sufficient number of tenured and tenure-track faculty with professional qualifications, diversity, and continuing commitment to the University to deliver its academic programs and to achieve its stated educational objectives. Their commitment is complemented by full-time and part-time adjunct faculty members, most of whom have been part of the instructional programs for many years. Faculty participation in the establishment and oversight of academic policies occurs through shared governance structures at the university, college, and departmental levels. Similarly, the primacy of faculty for ensuring integrity of academic programs is paramount for programs offered at off-campus sites and via technological delivery of instruction.

CFR 3.3

Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.

The Center for Excellence in Teaching and Learning provides an annual two-day orientation for new tenure-track and adjunct faculty the academic year starts. This two-day event features introductions for all newly hired faculty with an opportunity to share their teaching assignments as well as research and other scholarly interests. This "personalized" aspect of the first day provides steps toward building a community of learners within this new cluster of faculty. A focus of the two-day event also is providing new faculty with the faces and places to know for navigating through the University more successfully. A new *Faculty Survival Guide/Handbook* is provided for each participant, with salient areas of the document highlighted. Participants also have the benefit of participating in a "Getting Started/Effective Syllabus Construction" workshop led by veteran faculty. People and programs "to know" are overviewed on both days. A overview of the Retention, Promotion and Tenure process is also part of this very busy two-day event. University dignitaries are formally introduced in the program, typically bringing welcome messages. University departments across the campus offer ongoing workshops to staff and management employees.

The Office of Human Resources invites all new staff and management hires to a new employee orientation. The four-hour workshop is held monthly. The interactive workshop reviews the university's mission and organizational structure, employment practices/union contracts, and employee benefits. It includes a presentation from Public Safety that contains a review of the campus' Illness and Injury Prevention program and a presentation from the Campus Compliance Officer on nondiscrimination and sexual harassment.

Faculty evaluation procedures have been operational for decades, are systematic, include peer review, and require evidence of teaching proficiency and student evaluations of instruction. Personnel decisions for retention, promotion, and tenure are discussed in detail in the Educational Effectiveness Review Thematic Essays Three and Four and Key Exhibit II. Staff evaluations are conducted in accordance with campus policy and include establishment of annual performance objectives and strategies for professional development.

CFR 3.4

The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning, consistent with its institutional objectives.

The Faculty Center for Excellence in Teaching and Learning is the most visible evidence of the University's investment in its teaching and scholarly mission. This Center's stated purpose is realized through its extensive programming: promoting innovative pedagogies designed to improve instruction; supporting research, scholarship, and creative activities; integrating instructional technology for enhancement of teaching; creating a collegial environment of shared purpose and mutual support; and cultivating discussion about teaching and learning. In addition, the Faculty Multimedia Laboratory provides faculty development sessions and technical assistance to faculty in the design, development, and application of various media to teaching, including on-line instruction and hybrid applications of technology-mediated instruction.

Nontenure track faculty members, full and part-time, also receive many opportunities to participate at the university, college, and departmental levels. While in the past, these opportunities were not designed specifically for adjunct faculty, greater attention has been given to their role in assessment, academic program review, and faculty development. For example, for adjunct faculty, a link on Blackboard is under development that will contain information of particular importance for the quality of instruction for adjunct faculty, and that an adjunct faculty representative serve on the Faculty Development Committee has been requested.

The Office of Human Resources offers general staff/management and supervisor development workshops; Information Technology offers computer-related skill development; Financial Services offers workshops on such topics as budget processing, purchasing, and travel; Public Safety offers self-defense and safety-related programs; Academic Affairs offers skill/information training to academic department staff on specific academic budget and instructional reporting processes; and Enrollment Services offers programs and information workshops on computer-enrollment processes to academic staff personnel. Staff are encouraged to attend campus training programs announced monthly via the campus e-mail and posted on the University's Calendar of Events website.

CFR 3.5

The institution has a history of financial stability, unqualified independent financial audits and resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate that deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.

California State University, Stanislaus has remained fiscally solvent since its inception, has formal resource planning processes, independent fiscal audits, enrollment management planning systems, and diversification of revenue sources. Recent dramatic budget reductions have impacted the California State University system, necessitating concomitant reductions in student admissions/enrollments, instructional offerings, and staffing (faculty, staff, and administration). Campus resource planning processes remain operational and budgetary decisions are aligned with institutional priorities.

CFR 3.6

The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. For both on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered.

The Office of Information Technology provides a high-quality, reliable, secure, and responsive technology environment, enabling innovative uses of information technology in instructional, administrative, and social applications in harmony with the overall mission of the University. Four units report to the Chief Information Officer (CIO): Information Services (technical services for software development/maintenance and database administration), Client Services (instructional, desktop, and computer laboratory support), Learning Services (broadcast, web-based and Distance Education course/programs and Faculty Multimedia Laboratory support), and Technology Services (management of server hardware and operating system software in computer room and telecommunications operations). Campus policy requires unobstructed access to web content, especially for students' instructional needs. To continue in its efforts, California State University, Stanislaus is implementing

procedures to assure compliance with the latest W3C - Web Content Accessibility Standards, Section 508 of the Rehabilitation Act.

CFR 3.8

The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining effective academic programs.

Organizational structures have undergone revision throughout the years to reflect leadership priorities, to achieve increased efficiency and effectiveness, and to ensure support of high quality academic programs. The most recent modification increased college-level leadership and support. Recent budgetary constraints are likely to impact organizational structures. Decision-making processes through shared governance structures nonetheless remain intact and ensure organizational effectiveness.

CFR 3.9

The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.

The Board of Trustees of the California State University system is the legal entity established by the State of California. The California State University system provides for board development and training at the system level.

CFR 3.10

The institution has a full-time chief executive officer. The institution also has a chief financial officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.

California State University, Stanislaus is led by a full-time President, the Chief Executive Officer. Its senior administration team comprises of the Provost and Vice President for Academic Affairs, the Vice President for Business and Finance, the Vice President for Student Affairs, the Vice President for University Advancement, and the Associate Vice President for Information Technology and Chief Information Officer. The University also has other qualified administrators who provide effective educational leadership and management, as evidenced through annual evaluation of administrative performance and achievement of annual goals.

CFR 3.11

The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.

The *Constitution of the General Faculty* at California State University, Stanislaus describes processes for faculty participation in policy making and delineates defined roles, rights, and responsibilities regarding academic, curricular, personnel, fiscal, and professional policies. The University's underlying value is collegial, shared governance, with final authority and responsibility vested with the president.

CFR 4.4

The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy.

Many processes ensure quality at each level of institutional functioning. Assessment results are used for educational and institutional improvement. These include using of comparative benchmark data, when available through national surveys and data bases (IPEDS and CSU Analytical Studies) and through an internal methodology, to determine comparable peer institutions for examining assessment findings. Examples include curricular approvals, academic program reviews, support unit reviews, personnel decisions, institutional research data collection and dissemination, and assessment structures. In 2004, the president created the Office of Assessment and Quality Assurance to give greater organizational prominence to improving student learning, to increase coordination among divisions of the University, and to expand support for achieving more sophisticated assessment initiatives. Quality assurance processes were also improved significantly through greater investment in institutional research.

CFR 4.5

The institution has institutional research capacity consistent with its purposes and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.

Over the past few years, the University has invested substantially in its institutional research capacity through increased staffing and full-time leadership. The Office of Institutional Research provides essential information that allows the University to assess institutional quality and student learning and to track results over time. Besides its normal responsibilities of fulfilling federal and state enrollment reporting functions, supporting campus planning and decision-making processes, and providing support for assessment of student success, institutional research has undergone vast and impressive improvements. These include the following examples: software and hardware upgrades to technology for data processing, analysis, and reporting; a client-centered approach for delivering information and research services; establishment of a master calendar management tool for increased support of academic program data needs and improvements in data presentation for program reviews; improvement of core indicators of quality and their alignment with indicators of effectiveness in strategic planning; refinement of web access to common data sets and an institutional e-portfolio; development of systematic plan for evaluating the effectiveness of the Stockton Center and student success; the improvement of systems for comparative benchmark data, and of student response rates on national and local surveys.

CALIFORNIA STATE UNIVERSITY STANISLAUS

EDUCATIONAL EFFECTIVENESS REVIEW DOCTOR OF EDUCATION, EDUCATIONAL LEADERSHIP SUPPLEMENT

This is a response to the Structural Change Committee's recommendations, dated June 24, 2008, for the Doctoral Program in Educational Leadership at California State University, Stanislaus. The Structural Change Committee made recommendations specifically related to the following. A response follows each recommendation.

1. COMMUNITY COLLEGE FACULTY RECRUITMENT

The Doctoral Program at CSU Stanislaus successfully hired its first full-time tenure track faculty in Fall 2008. Dr. Jim Riggs, former President of Columbia College, with more than 25 years of leadership experience at the community college level, joined the Program's Core Faculty at the rank of Full Professor. His responsibility is to teach and advise students in the Doctoral Program. Dr. Riggs was appointed the interim director of the Ed.D. program in September 2009.

A search for the second tenure track position in Community College is planned for the FY 2010-11 year. The search was temporarily suspended last spring due to budget constraints affecting California's public colleges and universities, including CSU Stanislaus.

In 2009-2010, the Doctoral Program will be offering a total of three Community College specialization courses. Two of the three courses will be taught by Prof. Jim Riggs, Core Faculty. The third course will be taught by Affiliated Faculty, Dr. Benjamin Duran, President of Merced College. Dr. Duran holds a doctorate in Educational Leadership from the University of Southern California and previously taught in the Community College Leadership Certificate Program at CSU Stanislaus. There are four Community College Affiliated Faculty in the Program. They all hold or recently retired from senior administrative positions (two presidents and two vice presidents) at the community college level in the Central Valley.

2. DEVELOPING A DOCTORAL CULTURE

The Doctoral Program in Educational Leadership continues to take a leadership role in developing a doctoral culture at CSU Stanislaus. The Doctoral Program has built into its budget funds to support research and scholarly activities for its faculty and students. Some related activities, 2008-09 and Fall 2009, include the following:

- A librarian has been assigned several hours weekly to the College of Education to assist and work with graduate and doctoral students on various research projects.
- In collaboration with the Graduate Committee of the College of Education, the Doctoral Program hosted a forum, titled Growing the Doctoral Culture at CSU Stanislaus, Fall 2008, to encourage and foster a community of scholars committed to developing a framework for strengthening and improving the quality and rigor of the doctoral program, as well as defining and reinforcing the vital importance of establishing a doctoral culture at CSU Stanislaus.
- The Doctoral Program bylaws, outlining faculty policies and program procedures, were officially adopted by the Doctoral Executive Council and approved by the Dean, Spring 2008.
- The Program published its first electronic newsletter (available from the program website, www.csustan.edu/edd) Spring 2009, to help the local and regional education community develop a greater awareness for and appreciation of the various academic activities occurring in the Ed.D. program.
- The Program organized and hosted a university-wide academic colloquium, presented by Prof. Ruth Fassinger, Spring 2009. The presentation was attended by approximately 40 faculty, students, and staff.

- The Program hosted a faculty development workshop, presented by Prof. John Borba, on using technology in teaching and learning, Spring 2009.
- A book review by a doctoral student, Steve Charbonneau, was published in *Education Review*, Spring 2009. The article is available from the program website, www.csustan.edu/edd.
- A research article written by four doctoral students is currently being reviewed by *Bilingual Research Journal*.
- A scholarly article by a doctoral student, Kay Vang, will be published in *Journal of Southeast Asian American Education and Advancement* in Fall 2009.
- CSU Stanislaus is an active member of the Carnegie Project on the Education Doctorate (CPED). Effective Fall 2009, the Interim Director will be representing the program in the Graduate Council of CSU Stanislaus, and the Executive Committee of the College of Education.
- Four additional tenured and tenure-track faculty have been appointed to serve as Core Faculty in the Doctoral Program, effective Fall 2009. There are now a total of 18 Core Faculty (16 tenured and 2 pre-tenured) and 20 Affiliated Faculty in the Doctoral Program. These four new Core Faculty were appointed based on their superior academic accomplishments, including research and publications, and potential for leadership in and contribution to the Program.
- The Program Handbook has been revised for 2009-2010. The Program Handbook contains program and university information, requirements, policies, procedures, applications, forms, and other pertinent information. The Program Handbook is available on the program website, www.csustan.edu/edd.
- The College of Education has received a two-year grant from the Fund for Post-Secondary Education (FIPSE) which provides funds specifically for activities to strengthen the graduate and doctoral culture within the College of Education and to assist and mentor up-and-coming educational leaders. While this grant is a Hispanic-Serving Institutions Grant and has specific goals of increasing the number of Latino educational leaders within the Central Valley of California, the activities provided by the grant will also be available to assist a wide variety of graduate and doctoral students and will help build the overall doctoral culture within the College of Education.
- Two training sessions were held in October 2009 to prepare faculty for evaluating and grading the Written Qualifying Examinations which will be taken by the first cohort of Ed.D. students in November 2009.
- Under the leadership of the College of Education Dean, Dr. Ruth Fassinger, a committee of Core Faculty and the Dean are developing a series of training sessions for faculty who will be chairing dissertation committees and for those who will be dissertation committee members. The training sessions are planned for November and December 2009.

3. DISSERTATION RUBRICS

The Program has developed a comprehensive set of rubrics for the various stages of program completion, including the written qualifying examination, dissertation proposal defense, dissertation chapters, dissertation, and the dissertation defense. A revised and expanded set of rubrics was developed in Fall 2008: Rubrics for Written Qualifying Examination and Advancement to Candidacy, Student Outcomes Assessment; Rubrics for Dissertation Proposal; Rubrics for Oral Defense of the Dissertation, Student Outcomes Assessment. These rubrics have been approved by the Doctoral Executive Council. The specifics of the written qualifying examination requirements, procedures, and timelines have also been added to the newly revised Program Handbook. In addition, the Ed.D. Executive Council is in the process of drafting procedures and timelines for developing and defense of the dissertation proposal. It is anticipated that the procedures and timelines for the dissertation proposal development and proposal defense for the first cohort of students will be approved by the Ed.D. Executive Council in December 2009.

Before each of the rubrics associated with the Written Qualifying Examination and the Dissertation are used by the doctoral faculty, the director has conducted/will conduct a training session on the components of the specific rubric and how the rubric is to be used to assess the intended outcomes. Shortly after the rubric is used for the first time, the rubric will undergo a thorough review by the core doctoral faculty and Ed.D. Executive Council to evaluate the rubric's effectiveness toward assessing specific intended components addressed in the rubric and the overall effectiveness of the rubric. Adjustments, expansion, and refinements to the rubrics will be made as needed after each has been used and assessed.

The following table illustrates the completed and planned rubric training activities and rubric review and assessment activities for 2009-10 and 2010-11. To help guide students a *Suggested Written Qualifying Examination and Dissertation Timelines* table was added to the 2009-10 Ed.D. Handbook on page 25. The timelines for completed training sessions and rubric effectiveness reviews coincide with these timelines.

Name of the Rubric	Rubric Training Sessions	Rubric Effectiveness Review and Assessment Plans
<i>Written Qualifying Examination (WQE) Rubric</i> for Cohort 1 (WQE will be administered November 1-10, 2009)	October 12 & 14, 2009 (Completed)	Review of the <i>WQE Rubric</i> and the WQE Process (Scheduled for December 1, 2009)
<i>Dissertation Proposal Rubric, Review of Dissertation Chapters 1, 2 and 3 Rubric, and Oral Defense of the Dissertation Rubric</i> (It is anticipated that students will begin defending their dissertation proposals beginning in December 2009 through March 2010)	December 3, 2009 (Planned) This will occur as part of a planned faculty development activity for dissertation committee chairs and committee members.	Review of the Dissertation Proposal Rubric and Dissertation Proposal Development and Defense Process. (The review will occur in February or March 2010 depending on having an adequate number of Cohort 1 students completing the process by that time.)
<i>Dissertation Rubric</i>	October and November 2010. It is anticipated that some of the students will be in the final stages of completing their dissertations in the late part of Fall Semester 2010; therefore, the program director will plan and conduct a training session for dissertation committee chairs and members specifically on the application of the <i>Dissertation Rubric</i> .	Review of the <i>Dissertation Rubric</i> will occur in May or June 2011 once an adequate number of students have completed their dissertations and the faculty have had the opportunity to apply the existing rubric to the completed dissertations.
<i>Dissertation Oral Defense Rubric</i>	January or February 2011. It is anticipated that the dissertation oral defense meetings for students from Cohort 1 will begin in March 2010.	Review of the <i>Dissertation Oral Defense Rubric</i> will occur in May or June 2011 once an adequate number of students have completed the oral defense of their dissertations and the faculty have had an opportunity to apply the existing rubric to the oral defense process.

4. ASSESSMENT

Three major instruments have been developed to assess student learning and program effectiveness: Program Evaluation and Improvement System (PEIS), Comprehensive Learning Assessment System (CLAS), and Student Perception Survey (SPS).

The Program Evaluation and Improvement System (PEIS) is intended to measure and evaluate program goals and targets. The procedures of the PEIS include identifying the learning and program goals, using direct and indirect measures, analyzing the outcomes, and developing an ongoing action plan to improve the program.

The purpose of the Comprehensive Learning Assessment System (CLAS) is to provide an ongoing evaluation of student learning. Based on the principles of applicability, comprehensiveness, and faculty motivation, the CLAS assesses students' learning through direct and indirect measures at the course and program levels. Direct measures at the course level include examinations, writing samples, portfolio

artifacts, case studies, group projects, field experiences, and performance-based projects. Indirect measures include course grades, course evaluation, level of intellectual participation, learning reflections, interviews, focus group studies, and course attendance and participation.

The Student Perception Survey is planned to be distributed annually to survey the students' experiences in the program. Variables included in the survey include academic experience, accessibility, professional development opportunities, administrative support services, information and research services, facilities, student learning outcomes, and overall satisfaction level. The Student Perception Survey will be distributed to Cohort 1 students in Fall 2009, following a review and approval by the Community Advisory Board and the Doctoral Executive Council.

In addition to the three assessment instruments mentioned above, assessment activities are being put into place to assess student learning at the program level. The Interim Director has begun the process of collecting samples of completed assignments from each of the nine core courses. The sample assignments are being selected to represent program-wide student learning outcomes that are listed for each of the assignments on the course syllabi. To the extent possible, samples are being collected that represent *highly accomplished*, *satisfactory*, and *minimally acceptable* student performance on the selected assignments. The Ed.D. Executive Council and selected core faculty will hold a work session in January 2010 to review the sample student work to determine the level of achievement of the particular student learning outcomes as demonstrated by the particular assignments. The results of this review will be provided to the faculty who teach the core courses. The faculty will be expected to make appropriate adjustments to the course syllabi to reflect the findings of the review. Adjustments made by faculty to each of the syllabi will be collected by the Interim Director. The same type review activity process will be used to assess the effectiveness of each of the specialization battery of courses. It is anticipated that a review of the two-specialization battery of courses will occur in June through August 2011.

In addition, the Interim Director and Dean of the College of Education have begun hosting a series of meetings with specific doctoral faculty who teach in related courses in the Ed.D. program. The purpose of these meetings includes facilitating efforts to strengthen articulation of curriculum content from course to course and throughout the specific clusters of courses. Some courses fall into more than one cluster. The clusters that have been identified to date include:

- Research Focused Courses
- Transformative, Equity, and Social Justice Focused Courses throughout the Program
- Administration and Transformational Leadership Courses at the Core Course Level and at the Specialization Levels
- Pedagogical and Curriculum Development and Assessment Oriented Courses at the Core Course Level and at the Specialization Levels

During the months of April and May 2010, the Interim Director will coordinate a program review process for the Ed.D. program. The process will use information from several sources including but not limited to the Written Qualifying Examinations scores, student grades in the core courses, assessments of selected student assignments, dissertation proposal and proposal defense assessment data, and the data collected from the Program Evaluation and Improvement System (PEIS), Comprehensive Learning Assessment System (CLAS), and Student Perception Survey (SPS).

The assessment information collected from these sources will serve as the basis for a comprehensive formative evaluation of the Ed.D. program after the first two years of operation. The program review information will then be used to help guide curriculum and program improvements. The Ed.D. Executive Council and the Interim Director will be responsible for reviewing, prioritizing, and implementing needed changes in the program.

WASC/ACSCU SUMMARY DATA FORM

Institution: California State University, Stanislaus

Year Founded: 1957

President/CEO: Hamid Shirvani

Date Form Completed: Fall 2009

Calendar Plan: ☐ Semester ☐ Quarter ☐ Trimester ☒ Other: 4-1-4

Approved Degree-Granting Levels: ☐ Associate ☒ Bachelors ☒ Masters ☐ Research Doctorate ☒ Professional Doctorate and other

Sponsorship and Control:

- ☐ Independent
- ☐ Independent, with affiliation
- ☐ Religiously affiliated
- ☒ California State University
- ☐ University of California
- ☐ University of Hawaii
- ☐ Public
- ☐ Proprietary

FOR UNDERGRADUATE PROGRAMS:

Last Reported IPEDS Data for Enrollment by Ethnicity and Gender. Use IPEDS definitions for students.

IPEDS data reported as of (date) October 1, 2008

Table 1

Enrollment by Category	Total FTE of Students*	Total Headcount of Students	Non-Resident Alien Headcount	Black, Non-Hispanic Headcount	Am Indian/Alaska Native Headcount	Asian / Pacific Islander Headcount	Hispanic/Latino Headcount	White/Non-Hispanic Headcount	Ethnicity Unknown Headcount	Total Male Headcount	Total Female Headcount
Undergraduate	5620.3	6877	92	242	65	841	2049	2707	881	2455	4422
Non-degree	22.0	30	4	0	0	0	7	14	5	10	20
Total	5642.3	6907	96	242	65	841	2056	2721	886	2465	4442

Table 1 enrollment by ethnicity and gender slightly differs from IPEDS 2008/09 Fall Enrollment Survey due to enrollment file corrections made after data reported to IPEDS.

* If institution has used a formula other than FTE = FT + (PT/3), please indicate how calculated FTE. N/A

WASC/ACSCU SUMMARY DATA FORM

Institution: California State University, Stanislaus

IPEDS Data for 6-Year Cohort Graduation Rate, Last 3 Years, by Ethnicity and Gender:

Please indicate if the data provided in tables below is for: ⑥ freshmen only (use Table 2)
⑥ freshmen and transfer students combined (use Tables 2 and 3)

Table 2

Freshman Cohort Year (Entering Fall)	Overall Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/Alaska Native %	Asian / Pacific Islander %	Hispanic/Latino %	White/Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
2002	52.7	12.5	25.0	42.9	50.7	50.4	55.6	63.3	46.8	55.8
2001	51.6	50.0	18.8	0.0	57.4	47.1	54.7	57.1	47.6	53.4
2000	50.1	20.0	20.0	60.0	48.1	53.3	49.8	51.9	39.9	55.8
3-Year Averages:	51.4	24.1	27.9	50.0	52.0	50.4	53.4	57.4	44.5	55.0

If institution tracks freshman and transfer graduation rates separately please provide last 3 years data for 6-Year cohort *transfer* graduation rate by ethnicity and gender:

Table 3

Transfer Cohort Year (Entering Fall)	Overall Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/Alaska Native %	Asian / Pacific Islander %	Hispanic %	White/Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
2004	74.9	66.7	53.8	80.0	80.0	76.4	73.9	76.4	71.9	77.4
2003	77.6	85.7	63.6	100.0	73.3	78.2	78.1	76.9	72.0	80.7
2002	75.2	60.0	63.6	0.0	72.2	70.3	81.0	73.5	72.3	77.0
3-Year Averages:	75.9	73.3	60.0	75.0	75.7	75.1	77.7	75.6	72.0	78.4

Table 3 entering/fall transfer student cohorts represent California community college upper-division transfer students entering as full-time students with 60 or more transferable units. Overall Graduation Percentages – and percentages by ethnicity and gender – represent transfer students who were awarded a bachelor's degree by four years after transfer.

WASC/ACSCU SUMMARY DATA FORM

Institution: California State University, Stanislaus

FOR GRADUATE PROGRAMS:

Last Reported IPEDS Data for Enrollment in each program level by Ethnicity and Gender. Use IPEDS definitions for students.
IPEDS data reported as of (date) October 1, 2008

Table 4

Enrollment by Category	Total FTE of Students*	Total Headcount of Students	Non-Resident Alien Headcount	Black, Non-Hispanic Headcount	Am Indian/Alaska Native Headcount	Asian / Pacific Islander Headcount	Hispanic/Latino Headcount	White/Non-Hispanic Headcount	Ethnicity Unknown Headcount	Total Male Headcount	Total Female Headcount
Masters	529.0	895	9	44	11	78	183	388	182	276	619
Research Doctorate	0.0	0	0	0	0	0	0	0	0	0	0
Professional (Masters & Doctorate)	9.7	29	0	3	0	1	7	16	2	9	20
Total	538.7	924	9	47	11	79	190	404	184	285	639

IPEDS Data for Cohort Graduation Rate, Last 3 Years, by Ethnicity and Gender:

Table 5

Cohort Year	Graduation Percentage (all programs)	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/Alaska Native %	Asian / Pacific Islander %	Hispanic/Latino %	White/Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
2002/03	58.9	57.1	66.7	50.0	60.0	58.5	61.6	48.1	59.7	58.4
2001/02	53.3	66.7	37.5	75.0	53.8	45.2	59.7	47.1	56.9	51.0
2000/01	56.0	33.3	50.0	66.7	45.5	43.5	63.2	50.0	55.2	56.4
3-Year Averages:	56.2	53.8	52.0	66.7	54.5	50.5	61.6	48.2	57.4	55.5

Table 5 represents 6-year cohort graduation rates for first-time and new transfer master's degree seeking students entering as classified or conditionally classified as full- or part-time students. This table does not include Doctorate program which was implemented 2008/09.

Current Faculty:

Total FTE of faculty 370 as of November 1, 2008

Full-time faculty headcount: 302 % Non-Caucasian 23.2 % Male 52.3 % Female 47.7

Part-time faculty headcount: 204 % Non Caucasian 17.2 % Male 53.4 % Female 46.6

FTE Student-to-FTE Faculty Ratio: 18:1

Note: Current Faculty data from IPEDS 2008-09 Human Resources Survey. Total FTE Student includes Credential and other post-baccalaureate students.

WASC/ACSCU SUMMARY DATA FORM

Institution: California State University, Stanislaus

Finances:

- A. Annual Tuition Rate: Undergraduate Resident Tuition: \$4,026 (state university fee only) Undergraduate Non-Resident Tuition: \$372/additional unit
Graduate Resident Tuition: \$4,962 (state university fee only) Graduate Non-Resident Tuition: \$339/additional unit
- B. Total Annual Operating Budget: \$91,798,627
- C. Percentage from tuition and fees: 28%
- D. Operating deficit(s) for past 3 years: \$0 (FY2006); \$0 (FY2007); \$0 (FY2008)
- E. Current Accumulated Deficit: \$0
- F. Endowment: \$1,105,436

Governing Board: A. Size: 25 B. Meetings a year: 6

WASC/ACSCU SUMMARY DATA FORM

Institution: California State University, Stanislaus

Off-Campus Locations: A. Number: 10¹ B. Total Enrollment:³ Unduplicated HC=1,364; Duplicated HC=2,655; FTES=595.59

Number	Off-Campus Location	Headcount (Unduplicated)			Headcount (Duplicated)			FTES		
		State-Supported	UJE	Overall	State-Supported	UJE	Overall	State-Supported	UJE	Overall
1	Ceres	112	33	145	133	37	170	36.07	7.40	43.47
2	Merced	193	3	196	288	3	291	69.78	0.60	70.38
3-5	Modesto (see locations below)	59	23	82	68	64	132	24.61	12.83	37.44
3	600 10 th St, Modesto (CJ) ²	0	5	5	0	10	10	0.00	2.33	2.33
4	1100 H St, SCOE, Modesto, (EDUC MA)	35	0	35	41	0	41	17.08	0.00	17.08
4	1100 H St, SCOE, Modesto, (Cred)	24	0	24	27	0	27	7.53	0.00	7.53
5	1020 10 th St, Modesto (EMBA) ²	0	18	18	0	54	54	0.00	10.50	10.50
6	Moss Landing (MSCI)	1	0	1	2	0	2	0.53	0.00	0.53
7	San Francisco (GECO)	0	9	9	0	45	45	0.00	9.00	9.00
8	Stockton Off-Campus Center (overall; incl. EMBA HC=25; EMBA FTES=25.0)	824	56	880	824	1,022	1,846	364.08	34.60	398.68
9	Tracy (EMBA)	0	28	28	0	56	56	0.00	11.67	11.67
10	Turlock Field Site (EMBA)	0	23	23	0	113	113	0.00	24.42	24.42
	Total	1,189	175	1,364	1,315	1,340	2,655	495.07	100.52	595.59

¹ Ceres, Merced, Modesto (3 locations), Moss Landing, Oakland, Stockton, Tracy, Turlock Field Site

² Program implemented Spring 2009

³ Used fall 2008 enrollment data for most program locations; Spring 2009 enrollment data for Modesto EMBA and CJ programs.

Distance Education Programs: (50% or more of program/degree requirements are offered via any technology-mediated delivery system):

A. Number: 0 B. Total Enrollment: 0

