

# 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)
<b>Art</b> (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"> <li>Develop a long-range and short-term Strategic Plan</li> <li>Develop a departmental recruitment plan</li> <li>Schedule for equipment replacement and acquisition</li> </ul>	<ul style="list-style-type: none"> <li>Studio Evaluations</li> <li>Informal assessment of student achievement</li> </ul>	Studio and Art History Rubrics and Evaluations
<b>Business Administration</b> (BS, MBA, MSBA)	The Association to Advance Collegiate Schools of Business Accreditation (AACSB)	Spring 2003 Accredited	<ul style="list-style-type: none"> <li>Funding for full-time development officer</li> <li>Need for a full-time technology consultant</li> <li>Investigate issues of access for potential MBA students in the region</li> </ul>	<ul style="list-style-type: none"> <li>CSU Business Achievement Test results</li> <li>Educational Benchmarking Inc (EBI) Survey of graduating seniors findings</li> </ul>	College of Business Administration Assessment Processes and Indicators
<b>Chemistry</b> (BA, BS)	American Chemical Society (ACS)	Spring 2003 Reaccredited	<ul style="list-style-type: none"> <li>Program met expectations for approval</li> </ul>	<ul style="list-style-type: none"> <li>Representative student research report evaluations</li> <li>ACS Standardized Organic Chemistry Test results</li> </ul>	ACS Standardized Organic Chemistry Test Results
<b>Education</b> (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"> <li>Collect appropriate data regarding current students and follow-up data collection</li> <li>Provide evidence of how collected data are utilized to determine program modifications</li> </ul>	<ul style="list-style-type: none"> <li>Reading Instruction Competence Assessment (RICA) pass rates</li> <li>California Subject Examination for Teachers (CSET) pass rates</li> <li>Teacher Performance Assessment (TPA) pass rates</li> </ul>	Reading Instruction Competence Assessment Pass Rates
	National Council for Accreditation of Teacher Education (NCATE)		<ul style="list-style-type: none"> <li>Align evaluation of teaching experience with conceptual framework</li> <li>Increase faculty scholarly productivity</li> </ul>		
<b>Genetic Counseling</b> (MS)	American Board of Genetic Counseling (ABCG)	Fall 2007 Provisionally accredited	<ul style="list-style-type: none"> <li>Redefine the roles and responsibilities of the Program Director and the Assistant Director</li> <li>Dedicate a central space for students and faculty to interact and for students to work on clinical training-related work</li> </ul>	<ul style="list-style-type: none"> <li>Research Project evaluations</li> <li>Educational Presentations</li> <li>ABGC Certification Examination results</li> </ul>	New program in 2008; no trend data available until 2012
<b>Music</b> (BA, BM)	National Association of Schools of Music (NASM)	Winter 2003 Reaccredited	<ul style="list-style-type: none"> <li>Develop a long-range plan for studios, practice rooms, and additional rehearsal space</li> <li>Develop plan for library acquisitions</li> <li>Develop resources to maintain and update software programs</li> </ul>	<ul style="list-style-type: none"> <li>Recital hearing results (rated by recital committee using numerical rubric)</li> <li>Annual student evaluations</li> </ul>	Evaluation Processes and Rubrics for the BA and BM Degrees in Music

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<b>Nursing</b> (BS, MSN)	Board of Registered Nursing (BRN)	Fall 2006 Continued Approval	<ul style="list-style-type: none"> <li>Reapproved</li> </ul>	<ul style="list-style-type: none"> <li>Employer Survey</li> <li>Assessment Technology Institute (ATI) examination results</li> <li>National Council Licensure Examination (NCLEX) results</li> </ul>	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"> <li>Allow 15 upper division credits for prior nursing course work</li> <li>Reduce the major to 26 units</li> </ul>		
<b>Politics and Public Administration</b> (MPA)	National Association of Schools of Public Affairs and Administration (NASPAA)	Summer 2004 Reaccredited	<ul style="list-style-type: none"> <li>Establish an alumni association and advisory board</li> <li>Examine faculty workload</li> <li>Refine assessment measures</li> </ul>	<ul style="list-style-type: none"> <li>Graduate Exit Survey findings</li> <li>Public Administration Comprehensive Examination pass rates</li> </ul>	Public Administration Comprehensive Examination Pass Rates
	Association for Behavior Analysis International (ABAI)	Fall 2008 Reaccredited	<ul style="list-style-type: none"> <li>Add faculty member to assist with supervision requirements</li> <li>Reduce faculty workload with contingent scholarly output</li> <li>Provide students with detailed timeline of expectations</li> <li>Establish faculty retreats</li> </ul>	<ul style="list-style-type: none"> <li>Master's Theses completion rates</li> <li>Graduate employment rates</li> </ul>	Employment Status by Graduation Year
<b>Social Work</b> (MSW)	Council on Social Work Education (CSWE)	Summer 2002 Reaccredited  <i>December 2009 Site Visit scheduled</i>	<ul style="list-style-type: none"> <li>Advisement must orient students and assist them in assessing their aptitude</li> <li>Maintain policies and practices that specify students' rights and responsibilities</li> <li>Provide opportunities for student to organize in their interests as students</li> </ul>	<ul style="list-style-type: none"> <li>Field Instructor Final evaluations</li> <li>Master's Theses Assessment (scores using program-developed rubric)</li> </ul>	MSW Program Assessments and Rubrics
	National Association of Schools of Theatre (NAST)	Spring 2003 Reaccredited	<ul style="list-style-type: none"> <li>Resolve issues of theatre unit leadership; improve intra-faculty communication; and improved faculty cooperation</li> </ul>	<ul style="list-style-type: none"> <li>Annual student evaluations</li> <li>Median of rubric results for each of the theatre program emphases: Acting and Design/Technology</li> <li>Qualitative summary of faculty comments for each student</li> </ul>	Program Evaluations, Assessments, and Rubrics

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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"> <li>EBI survey of graduating seniors;</li> <li>EBI survey of alumni;</li> <li>Focus group discussion with employers.</li> </ul>	<ul style="list-style-type: none"> <li>Student organizations;</li> <li>Placement and career services;</li> <li>Academic advising.</li> </ul>	<ul style="list-style-type: none"> <li>Established several new organizations (Beta Alpha Psi, Beta Gamma Sigma) and revitalized those already in existence;</li> <li>Increased faculty involvement in initial student orientation and advising;</li> <li>Developed Student Success Center, a one-stop center which provides academic advising and assists with career planning and placement.</li> </ul>	<ul style="list-style-type: none"> <li>EBI survey results related to student organizations and advising have increased steadily since 2001.</li> <li>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.</li> </ul>
2002-03	<ul style="list-style-type: none"> <li>EBI surveys of graduating seniors;</li> <li>Focus group discussion with employers.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for students to interact with practitioners</li> </ul>	<ul style="list-style-type: none"> <li>Actively encouraged students to participate in discipline-specific organizations;</li> <li>Encouraged faculty members to invite practitioners to class as guest speakers;</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>No improvement in 2003 or 2004. However, as a result of the adoption of "Business Week" improvement in the 2009 surveys is anticipated.</li> </ul>
2003-04	<ul style="list-style-type: none"> <li>EBI surveys of graduating seniors;</li> <li>Focus group discussion with employers.</li> </ul>	<ul style="list-style-type: none"> <li>Students' communication skills;</li> <li>Understanding of ethical issues and social responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Developed two elective courses in "Business Ethics" and "Social Responsibility" -- one undergraduate general education course and one upper division course.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

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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"> <li>CSU Business Achievement Test;</li> <li>EBI surveys of graduating seniors;</li> <li>Focus group discussion with employers.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty agreed to increase financial statement analysis in their courses as appropriate, as a temporary measure.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
2005-06	<ul style="list-style-type: none"> <li>CSU Business Achievement Test;</li> <li>Focus group discussion with employers;</li> <li>Assessment of student writing samples.</li> </ul>	<ul style="list-style-type: none"> <li>Students' abilities to perform quantitative analyses, along with basic math skills.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of improvements is not complete, so effectiveness cannot yet be measured.</li> </ul>
2006-07	<ul style="list-style-type: none"> <li>CSU Business Achievement Test;</li> <li>Focus group discussion with employers.</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance in Business Law is lower than desired.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient time has passed since implementation to determine the effectiveness of this strategy.</li> </ul>
2007-08	<ul style="list-style-type: none"> <li>CSU Business Achievement Test;</li> <li>Focus group discussion with employers.</li> <li>Assessment of student writing samples</li> <li>EBI survey of alumni</li> </ul>	<ul style="list-style-type: none"> <li>While student writing appears to have improved since establishment of our dedicated writing proficiency courses, we would like to see more improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Established a process for the instructors of our writing courses to meet periodically (at least once a semester) to share effective teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient time has passed since implementation to determine the effectiveness of this strategy</li> </ul>

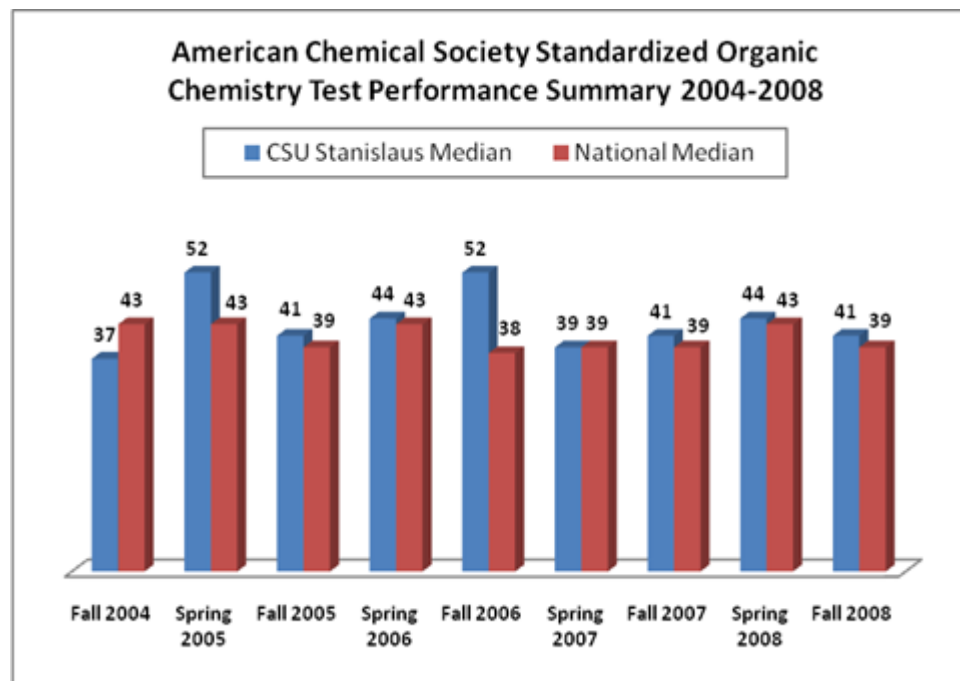
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**THE ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS ACCREDITATION (AACSB)**

2008-09	<ul style="list-style-type: none"><li>▪ CSU Business Achievement Test;</li><li>▪ Focus group discussion with employers.</li><li>▪ EBI survey of graduating seniors</li></ul>	<ul style="list-style-type: none"><li>▪ The faculty remained concerned about the need to improve graduates ability to analyze financial statements.</li></ul>	<ul style="list-style-type: none"><li>▪ 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".</li></ul>	<ul style="list-style-type: none"><li>▪ Implementation of improvements is not complete, so effectiveness cannot yet be measured</li></ul>
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WASC DATA EXHIBIT 8.1  
2009

Department of Chemistry  
AMERICAN CHEMICAL SOCIETY (ACS)

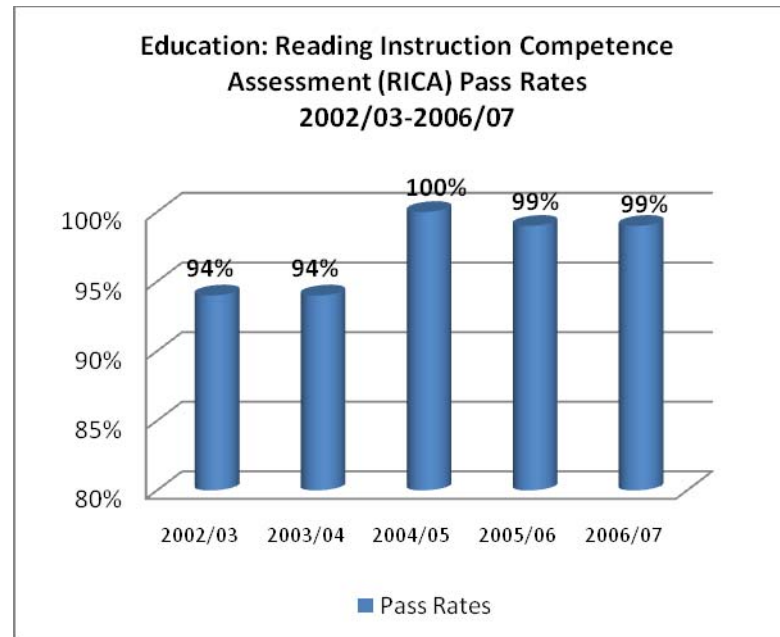


**SUMMARY**

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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Department of Music  
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC (NASM)

**EVALUATION PROCESS**

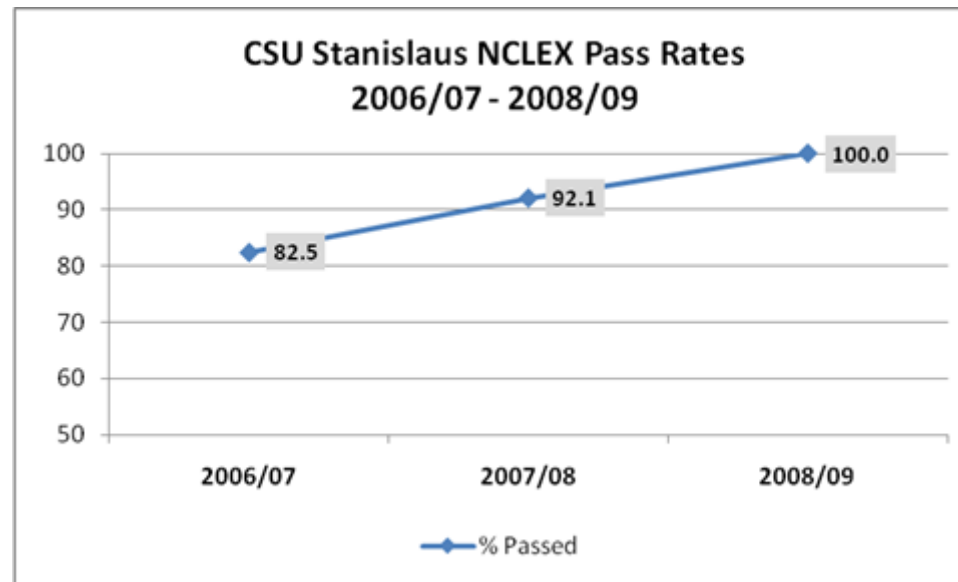
For the Bachelor of Arts degree program, a panel of three faculty, using an assessment rubric, evaluates music students' achievement of the student learning goals through direct measurement using recital hearings and semester juries in four areas as appropriate to the students' major: keyboard, vocal, 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)*

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Department of Nursing  
BOARD OF REGISTERED NURSING (BRN) AND  
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)

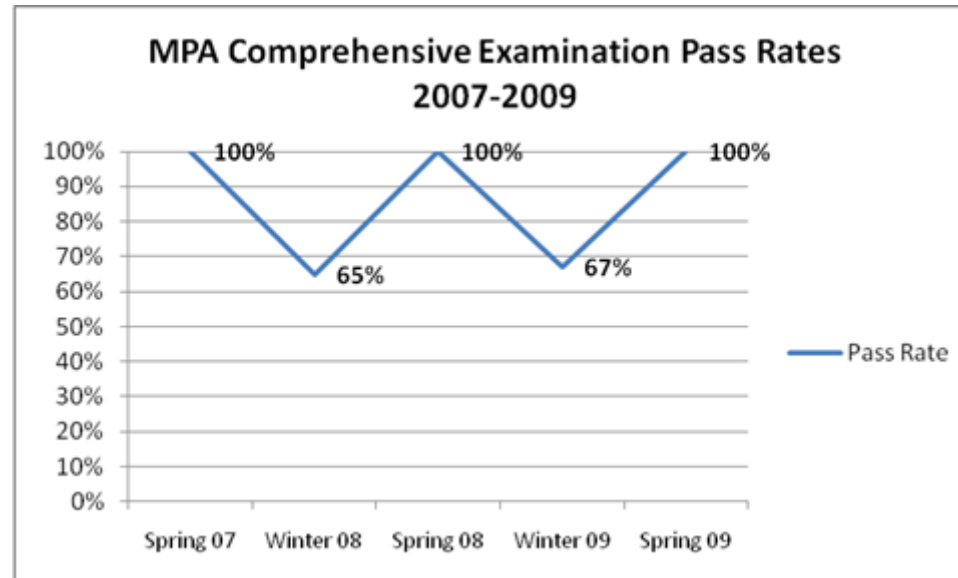


**SUMMARY**

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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Department of Politics and Public Administration  
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION (NASPAA)

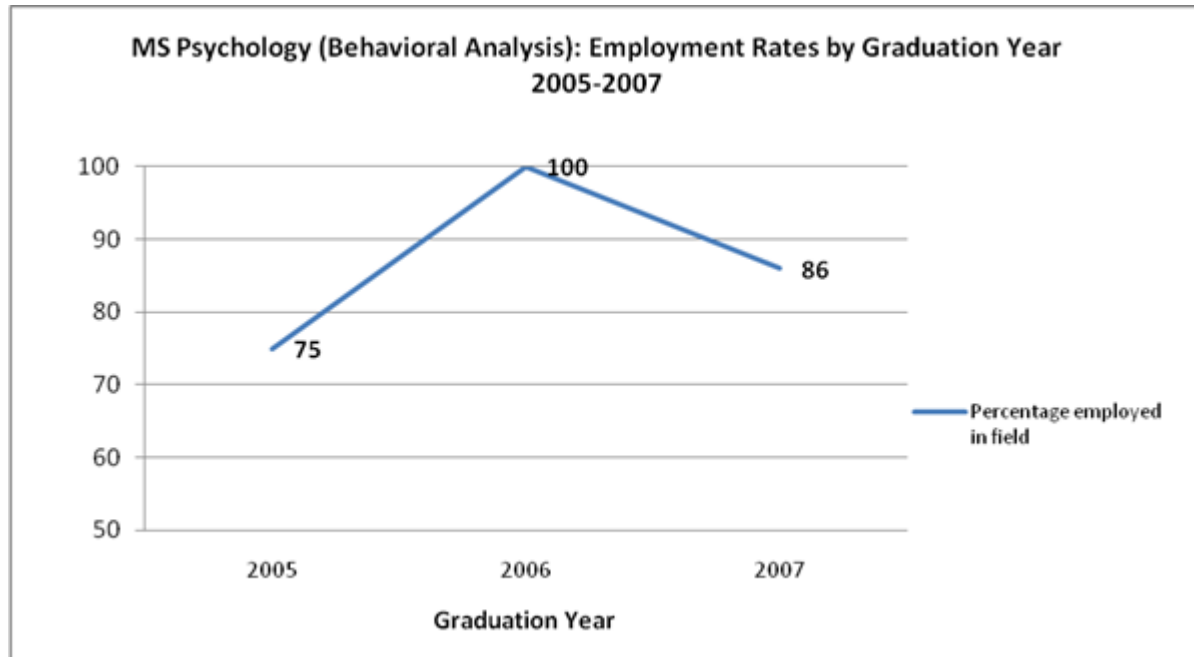


**SUMMARY**

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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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.

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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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**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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**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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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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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