California State University, Stanislaus

Capacity and Preparatory Review
Institutional Rationale for Selected Exhibits

A. Academic Programs

The listing of academic programs displays the University's capacity to offer an array of baccalaureate, post-baccalaureate, and master's in the professions, arts, humanities, social sciences, and sciences. Over the past decade, most recent program development has occurred in applied and professional programs, illustrating the University's responsiveness to regional need and consonance with CSU system and campus priorities for an educated workforce aligned with the state's public needs. A Doctor of Education, Educational Leadership is slated for implementation fall 2009 pending WASC approval.

B. Budget Infrastructure

The charge and membership documents for the University Budget Advisory Committee and the Faculty Budget Advisory Committee provide evidence of the formal participation of faculty, staff, and students in developing the fiscal directions and priorities of the University. They display also the prominent role of faculty in advising the president and ensuring fiscal transparency and integrity of budgetary allocations and expenditures.

C. Diversity Initiatives

The Diversity web site welcomes potential students, faculty, staff, and visitors to the richness of diversity at CSU Stanislaus. The web site has been organized so that each of the discrete elements related to diversity are in one location to understand better campus commitments and accomplishments. The provost's statement defines the role played by the provost for enhancing a diverse campus and makes clear that diversity is inextricably linked to the quality of learning at CSU Stanislaus. In addition, the Faculty Speaker has formalized a charge to an *ad hoc* Diversity Committee that has functioned informally for two years. This action demonstrates increased faculty leadership, especially for the recruitment and retention of faculty and staff, and the evolving governance structure for initiatives that enhance inclusiveness of diverse perspectives.

D. Mission

The mission, vision, and value statements declare the organizational character, purposes, and aspirations of CSU Stanislaus within the framework of the overall mission of the California State University system. The commitment to diversity, academic excellence in teaching and scholarship, and responsiveness to the external community is prominently featured.

E. Strategic Planning

These documents illustrate the inclusive process for developing the *Strategic Plan* and subsequently identifying the priorities, the clarity of mechanisms for tracking progress based on qualitative and quantitative metrics, and the determination to monitor the effectiveness of University strategic commitments. Important elements include the preparation of students for future career success and leaders as related to their major and strong core learning abilities through general education, including global awareness and environmental sustainability.

F. Core Indicators

These core indicators focus on eight areas: educational quality of programs, teaching, faculty development, research, student demographics and educational performance, student engagement, support for learning, and campus diversity. The number of data sets is manageable and sufficient for validity. The data sets were selected to illustrate both the unique characteristics of the University (enrollments, demographics) and the quality of performance (scholarship, student learning). Indicators are linked to items in nationally administered instruments, where available. Where appropriate, data are disaggregated by diversity elements and placed into the context of national peer institutions to allow informed annual comparisons of progress.

G. Academic Program Review

This quality assurance process and procedures document demonstrates the long-standing method of institutional self-reflection for the quality of its academic programs, instruction, and faculty. The evaluation document also displays the changes the campus has made and continues to make to its review process throughout the years as it becomes more sophisticated and places additional emphasis on promoting and assessing student learning.

H. Graduation Writing Assessment

The Graduation Writing Assessment Requirement documents provide an overview of CSU Stanislaus' distinctive writing-across-the-curriculum model that includes a writing proficiency screening test and a discipline-specific, upper-division writing proficiency course (50 such courses are now offered). The documents illustrate our values, administrative structures, and carefully-constructed and evaluated implementation strategies for increasing the quality of student writing. The University Writing Committee evaluates proposals for Writing Proficiency courses, provides periodic review of these courses (review documents include examples of student writing), and oversees the overall quality of the graduation writing assessment program.

I. General Education

These documents describe a clear organizational structure for the General Education Program, illustrating the involvement of multiple governance committees and individuals, including the most recent welcomed appointment of a Faculty Director of General Education. General Education course goals have evolved to reflect CSU system requirements for a liberal education and to govern the review of individual courses and the assessment of the General Education Program. The Global Learning Goals propose a refinement of the General Education Program goal related to global or multicultural perspectives and are under consideration for integration more formally into the General Education Program. The Chronology of General Education decisions and actions for the past decade, including the development of an alternative interdisciplinary upper-division Summit Program, demonstrate active campus examination of General Education.

J. Library Strategic Plan

The Library's strategic planning process and outcomes display how the Library prioritizes student success, faculty and student scholarship, and service to the campus community. The strategies and tactics incorporated in the plan reveal the Library as an essential learning resource responding to an era of rapid expansion of technological and information resources.

K. Academic Technology

The multi-year technology plan illustrates the planning in support of instructional and administrative computing, mediated instruction, and distance education. The plan demonstrates the primacy of instruction at the University, naming priorities for classroom technical support and faculty development. It also provides a monitoring and evaluation component to track progress on objectives and their links to budgetary allocations. The enhancement of technological services document provides a longitudinal snapshot of progress in achieving goals designed in the technology plan.

L. Academic Advising Policy

The recently revised Advising Policy illustrates the University's commitment to quality academic advising and reveals the internal structures the campus uses to evaluate advising effectiveness and infrastructure. The revised policy resulted from a systematic study of advising that included faculty/student focus groups and surveys.

M. CSU Accountability Reporting

Since 1999, the CSU system has evaluated nine performance areas and accountability indicators to ensure that they appropriately reflect institutional performance. This publicly disclosed quality assurance mechanism relies upon on-going campus self-assessment using existing data and information systems. Baseline data established in 1998-99 indicate that campus performance was consistently above system averages for progression to degree, persistence, retention, and graduation rates. The past three reports identify five-year goals for performance indicators. Data over the past four years illustrate that our performance goals were met or exceeded for each accountability measure.

N. Support Unit Review

This Support Unit Review document illustrates the primary mechanism and timeline for monitoring the effectiveness of administrative operations and improving organizational quality. The process includes a self study and a review team comprised of faculty, staff, and students from outside the unit. The distinctiveness of this periodic review is its frame and focus on student learning and success across all divisions.

O. Co-Curricular Assessment

These documents illustrate how co-curricular programming in Student Affairs is planned and evaluated through the lens of student learning outcomes and how assessment permeates division planning and analysis. Student Affairs leadership models its assessment initiatives on the National Council for the Advancement of Standards competencies that include cognitive complexity, persistence and academic achievement, knowledge acquisition and application, practice competence, humanitarianism, civic engagement, and inter/intrapersonal competence.

P. Assessment Principles

This principles document illustrates the University's serious commitment to the assessment of student learning and primacy of faculty in the planning and execution of it. These principles guide the assessment of student learning and ensure that assessment efforts are meaningful and focused on improvement.

Q. Assessment Responsibilities

These documents illustrate a thoughtful, comprehensive examination of the methods and responsibilities of individuals/groups for examining institutional effectiveness from three perspectives: the assessment of student learning, evaluation and review for program improvement, and accountability to external audiences. These documents, developed by the provost in collaboration with faculty leadership, clarify the nature of assessment as practiced at CSU Stanislaus and are intended to reduce faculty skepticism about the increasing expectations for assessment. The principle related to support for faculty efforts affirms administration commitment to investing in this important faculty work.

R. Overview of Assessment

This assessment overview chronicles the University's early adoption of assessment of student learning and tracks our continued progress toward achieving a higher level of sophistication and infrastructure support for a culture of evidence throughout all units of the University. The establishment of a formal Office of Assessment and Quality Assurance for organizational accountability, the increased investment in the Office of Institutional Research, and the creation of the Faculty Coordinator for the Assessment of Student Learning and Program Assessment Coordinators are key elements for campus assessment achievements.

S. Assessment Action Plan

This action plan organizes and records University efforts to identify and implement specific assessment initiatives. It is reviewed annually by the Assessment Leadership Team, among others, and updated to reflect achievements and new efforts.

T. Program Assessment

This matrix enumerates the array of indirect and direct assessment methods employed by the faculty for undergraduate and graduate program assessment. The document is continually updated to record the on-going work of the departments and the increased use of direct methods for the evaluation of student learning. A glossary of terms explains the display categories.

U. Graduate Assessment

The Graduate Council provides leadership in the development and assessment of graduate student learning goals. In 2002, the Graduate Council created university-wide graduate student learning goals that transcend the disciplinary student learning outcomes unique to each graduate program and began a method for collecting information that focused on student learning as well as overall program and faculty quality. This report demonstrates a continuing commitment of the faculty for evaluating student attainment and ensuring the delivery of academically rigorous master's degree programs.

V. Assessing Assessment

These documents illustrate how the University has refined its systematic approach to faculty-driven assessment of student learning and academic programs. Submission to the scrutiny of nationally recognized experts such as Mary Allen and Barbara Cambridge demonstrates the long-term commitment of faculty and administration to campus-wide assessment development and continuous improvement. Lastly, these documents reveal campus willingness to act upon independent recommendations for improvement.

W. University-Wide Assessment

This matrix illustrates the various methods and timeline employed by the Office of Institutional Research for collecting, summarizing, and disseminating data for campus consideration. Decisions regarding which instruments to administer and their frequency resulted from wide campus consultation after frustration at the number and overlapping nature of surveys being administered throughout the campus with little coordination. The document also displays the wide distribution of assessment results (aggregate and disaggregated) and illustrates the mechanism for campus review and feedback as to the use of results for improvement.

X. Faculty Governance

These documents illustrate the formal governance structure and the centrality of faculty participation in the development and formal recommendation of policies for curriculum, educational policy, budget, assessment, personnel, faculty affairs/development, awards, and research. The active functioning and effectiveness of the Academic Senate and its committee structure are fully explained in the *Constitution of the General Faculty*.

Y. Curricular Approval Processes

These documents represent curricular approval processes that provide clearly articulated criteria for undergraduate and graduate degree programs and assure the quality of curricular proposals through faculty and administration review at multiple levels. Campus documents guide the development of high quality programs that are consonant with campus and system regulations. Many resources have been developed over the years to guide program development as evidenced by the listing on the University's web site, resulting in CSU Stanislaus having established a reputation with the CSU and external accrediting agencies for its high quality submissions.

Z. Faculty Development

These documents illustrate the impressive investment in faculty development over the past decade; such development resulted from the 1997 proposal for the establishment of the Faculty Center for Excellence in Teaching and Learning. At that time, the University had disparate programs for faculty development and organized to create an integrated and more comprehensive approach to facilitating excellence in teaching, scholarship, and student learning. From that time, the physical site for an enriched faculty development program has grown from one small office space to an exquisite building with vibrant programming guided by a dedicated faculty director.

AA. Retention, Promotion and Tenure

This document provides an overview of the systematic faculty evaluation procedures and multiple levels of review for retention, promotion, and tenure decisions. Traditional criteria are evaluated, including teaching proficiency, scholarly and other creative activities, service/participation in university affairs, and professional preparation. The process demonstrates the emphasis placed on quality of teaching and the evaluation of faculty proficiency in course development and preparation, classroom pedagogy, student advising, and adherence to academic standards. Student reviews of faculty occur through mandated annual student evaluations of courses and instructors and through commentary invited during the review process. All departments have provided disciplinary-specific descriptions (elaborations) for scholarship and most have done so for the other criteria.

BB. Research, Scholarship, and Creative Activity

The annual call and reporting template for research, scholarship, and creative activity results in the publication of a research compendium demonstrating the amount, quality, and array of faculty and student scholarly contributions. The campus uses this compendium to showcase faculty/student research.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

ACADEMIC DEGREE PROGRAMS
SELECTED EXHIBIT A

UNDERGRADUATE DEGREES

BACHELOR OF ARTS

AGRICULTURAL STUDIES:
Agricultural Biology, Agricultural Business/ Economics, Permaculture, Special Concentration

ANTHROPOLOGY:
Archaeology, Ethnology, Physical Anthropology

ART:
Art History

BIOLOGICAL SCIENCES:
Botany, Clinical Laboratory Science, Ecology and Field Biology, Entomology, Environmental Sciences, Genetics, Marine Biology, Microbiology, Zoology

CHEMISTRY:
Environmental Sciences

CHILD DEVELOPMENT:
Child Development Programs Track, Child Development Research Track, Child Development Services Track

COGNITIVE STUDIES

COMMUNICATION STUDIES:
Organizational Communication/Public Relations Option, Speech Communication

CRIMINAL JUSTICE:
Corrections, Criminal Legal Studies, Forensic Science, Juvenile Justice, Law Enforcement Economics

ENGLISH:
Teaching English to Speakers of Other Languages (TESOL)

GEOGRAPHY:
Applied Geography

HISTORY

LIBERAL STUDIES:
Anthropology, Applied Philosophy, Art, Bilingual/Crosscultural-Southeast Asian, Bilingual/Crosscultural-Spanish, Biological Sciences, Chemistry, Child Development, Civics, Communication Studies, Earth Sciences, Economics, English, Ethnic Studies, Exceptional Children and Youth, Geography, History, Mathematics, Music, Physical Education, Physics and Physical Sciences, Sociology, Spanish, Teaching English to Speakers of Other Languages (TESOL), Theatre

MATHEMATICS

MUSIC:
General Music, Music Technology

PHILOSOPHY

PHYSICAL EDUCATION:
Health and Wellness Promotion

PHYSICAL SCIENCES:
Applied Physics, Earth and Space Sciences, Environmental Sciences

PHYSICS

POLITICAL SCIENCE

PSYCHOLOGY:
Developmental Psychology, Experimental Psychology

SOCIAL SCIENCES:
Interdepartmental Studies, International Studies, Urban and Community Studies

SOCIOLOGY:
Body, Culture, and Society (The), Drug and Alcohol Studies, Human Services, Social Deviance and Criminology, Social Inequality

SPANISH

SPECIAL MAJOR

THEATRE ARTS:
Acting Emphasis, Technical Theatre Emphasis

Bachelor of Fine Arts

ART:
Graphic Arts, Mixed Subject, Painting, Printmaking, Sculpture, Time Based Media

Bachelor of Music

MUSIC:
Composition, Instrumental Performance, Jazz Studies, Music Education–Choral, Music Education–Instrumental, Piano Performance, Vocal Performance

Bachelor of Science

APPLIED STUDIES

BIOLOGICAL SCIENCES:
Botany, Clinical Laboratory Science, Ecology and Field Biology, Entomology, Environmental Sciences, Genetics, Marine Biology, Microbiology, Zoology

BUSINESS ADMINISTRATION:
Accounting, Agricultural Business, Finance, General Business, Management (Human Resource Track, International Business Track, Strategy/ Entrepreneurship Track), Marketing, Operations Management

CHEMISTRY:
Environmental Sciences

COMPUTER INFORMATION SYSTEMS

COMPUTER SCIENCE

GEOLOGY:
Applied Geology

MATHEMATICS

NURSING:
RN to BSN Track, Pre-licensure BSN Track

PHYSICS

SPECIAL MAJOR

Source: Office of Academic Programs
Updated 2008

Graduate Degrees

Master of Arts

CRIMINAL JUSTICE

EDUCATION:
Curriculum and Instruction (Elementary Education, Multilingual Education, Reading, Secondary Instruction), Educational Technology, Physical Education, School Administration, School Counseling, Special Education

ENGLISH:
Literature, Rhetoric and the Teaching of Writing, Teaching English to Speakers of Other Languages (TESOL)

HISTORY:
International Relations, Secondary School Teachers

INTERDISCIPLINARY STUDIES

PSYCHOLOGY

Master of Science

ECOLOGY AND SUSTAINABILITY:
Ecological Conversation, Ecological Economics

GENETIC COUNSELING

INTERDISCIPLINARY STUDIES

MARINE SCIENCES

PSYCHOLOGY:
Behavioral Analysis, Counseling

Master of Business Administration

Executive Master of Business Administration

Master of Science Business Administration

FINANCE:
International Finance

Master of Public Administration

Master of Social Work

Doctoral Degrees

Doctor of Education, Educational Leadership (pending WASC Approval for implementation, fall 2008)

CALIFORNIA STATE UNIVERSITY, STANISLAUS

UNIVERSITY BUDGET ADVISORY COMMITTEE CHARGE AND MEMBERSHIP
FACULTY BUDGET ADVISORY COMMITTEE CHARGE AND MEMBERSHIP
SELECTED EXHIBIT B

UNIVERSITY BUDGET ADVISORY COMMITTEE (UBAC)

CHARGE

The University Budget Advisory Committee (UBAC) advises the President on broad policy and priority issues related to the University's budget resources.

The University Budget Advisory Committee reviews the campus budget within the context of the campus strategic plan and annual goals, considers specific budgetary issues as requested by the President, and organizes and holds open hearings to review the relationships among division budget requests, the University's strategic priorities, and the President's annual goals and/or priorities.

MEMBERSHIP

Provost and Vice President for Academic Affairs, Co-chair

Vice President for Business and Finance, Co-chair

Chair-elect, Faculty Budget Advisory Committee

2 Faculty At-Large representatives, recommended by the Committee on Committees

1 CFA representative, recommended by the CFA Executive Committee

1 College Dean

1 Student representative, recommended by the Associated Students, Inc.

3 Staff representatives, recommended by the Labor Council

April 2007 with FBACs modification/Updated November 2007 to change staff representatives to three Labor Council members

FACULTY BUDGET ADVISORY COMMITTEE (FBAC)

CHARGE

There shall be a standing committee of the Academic Senate on budget matters, herein after referred to as the Faculty Budget Advisory Committee (FBAC)

a. Function as one of the University's campus budget advisory committees (see Chancellor's memorandum BA-87-14).
b. Advise the Administration with respect to University budget policy, planning, and resource allocation, including the development and/or allocation of special funds.
c. Review and interpret budget requests and budget allocations to the General Faculty by reports to the Academic Senate.
d. Conduct special studies regarding budget allocations, when so requested by a committee of the General Faculty of the Academic Senate.
e. Maintain close liaison with the University Educational Policies Committee

Faculty Budget Advisory Committee (FBAC)

MEMBERSHIP

The FBAC shall be composed of fifteen voting members, including nine elected, tenured/tenure track faculty members: a chair, a chair-elect, and seven faculty members with one from the library and one from each of the colleges of the University. In addition, an ASI Senate member designated by the President of Associated Students, shall act as a student voting member for a one year term. An executive secretary shall be appointed by the President of the University. The Speaker, Chair-elect of the University Educational Policies Committee, the Chair-elect of the Graduate Council, and one tenured faculty member of the Accounting Department appointed by the SEC/COC, shall serve as ex officio voting members. The elections shall be conducted by the Committee on Committees according to the procedures in Article VI., Section 3.2.

a. The Chair of the FBAC shall be a member of the Senate Executive Committee. The term of office of the Chair shall be one year.
b. The Chair-elect shall serve one year as a member of the committee and the following year as the Chair. The Chair-elect will serve as chair in the absence of the chair.
c. Elected members of the FBAC, except the chair and chair-elect, shall have terms of office of three years. The terms shall be staggered. The terms of newly elected members shall commence with the final day of scheduled classes for the academic year.

Source: California State University, Stanislaus - Constitution of the General Faculty, Appendix A

PROVOST'S DIVERSITY INITIATIVE
SELECTED EXHIBIT C

A learning-centered University thrives when a strong and active commitment to diversity is shared by all. This is because learning can only take place in a climate where differing positions are welcome, and diversity of all kinds is valued by everyone. One of my favorite illustrations of diversity in action comes from the fine twentieth-century philosopher and rhetorician Kenneth Burke:

> *Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. . . . You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress.*

This is the scene of learning. We are all engaged in a large, open discussion, on eternal questions as well as issues of the day, using knowledge that has long preceded us as well as the scholarship and research of the moment. The discussion begins in our classrooms and spills out across the campus and the community, as we engage others in our questioning, and enrich our own perspectives with theirs. And as with Burke's "parlor," when we leave the University, the discussion continues.

But this great discussion, this scene of learning, only takes place when people air their differences. Our differing backgrounds, cultures, ages, ethnicities, interests and strengths make each of us unique, and each of our contributions to this great discussion makes it that much more exciting, and rich, and representative of the full range of human understanding.

In the service of learning, then, we treasure diversity. We actively promote the value of difference, and actively seek to maintain and build a student body, a faculty, an administration, and a support staff that represents the diversity so central to the University's mission. We are especially fortunate to live in a region where more than fifty different languages are spoken, where a wide range of international and national experiences are shared, and where the debates and discussions that define our academic, intellectual, and social lives are rich with many voices and many solutions.

Provost William A. Covino

Source: Provost's Diversity Initiative (web site), 2008

CALIFORNIA STATE UNIVERSITY, STANISLAUS

AD HOC COMMITTEE ON DIVERSITY CHARGE AND MEMBERSHIP
SELECTED EXHIBIT C

BACKGROUND

According to Article IV, Section 5.0 of the Constitution of the General Faculty, "the Speaker may appoint faculty *ad hoc* committees to consider matters not within the province of any standing committee of the General Faculty or of the Academic Senate. *Ad hoc* committee reports shall be timely and shall be filed in writing with both the Speaker and the Clerk for transmission to the General Faculty or the Academic Senate for action, as appropriate to the topic. Such ad hoc committees shall have a limited life as specified at the time of their appointment."

After consultation, it is the consensus among the Senate Executive Committee, the Committee on Committees, and the Speaker of the Faculty that the *ad hoc* diversity committee established on May 3, 2007, should be continued for three additional years. At the end of the three years, the Committee on Committees will consider establishing a permanent Diversity Committee.

CHARGE

- Develop recommendations and promote enactment of processes which enhance the recruitment, retention and promotion of faculty and staff who support the university's mission and vision regarding diversity;
- Support and develop initiatives which enhance the inclusiveness of diverse perspectives and experiences within the curriculum;
- Provide support and feedback to the Faculty Development Center, the Faculty Affairs Committee, the University Educational Policy Committee, and other campus committees and offices whose work is related to enhancing and supporting a healthy and diverse campus climate;
- Advocate for appropriate resources to be allocated to efforts to enhance our ability to enact our mission and vision related to diversity;
- Provide annual reports of its activities to the Academic Senate.

MEMBERSHIP

Appointed to be the Academic Senate's *Ad Hoc* Committee on Diversity and to serve three years beginning academic year 2008/2009 are: Lilia Dekatzew (Associate Professor, Ethnic and Gender Studies), Betsy Eudey (Assistant Professor, Ethnic and Gender Studies; Director, Gender Studies Program), Rita Glynn, (Program Specialist, Mathematics) and Pamela Russ (Professor, Teacher Education). A student representative will be appointed at the beginning of the 2008/2009 academic year.

Source: Speaker of the Faculty, April 2008

California State University, Stanislaus

Mission, Vision, and Values Statement
Selected Exhibit D

Mission (1996)

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 life-long 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 our surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region.

Vision (2005)

CSU Stanislaus strives to become a major center of learning, intellectual pursuit, artistic excellence and cultural engagement for California's greater Central Valley and beyond. We will serve our diverse student body, communities and state by creating programs, partnerships and leaders that respond effectively to an evolving and interconnected world.

Values Statement (2005)

In order to achieve our mission and vision:

We inspire all members of the campus community to demand more of self than we do of others to attain new knowledge and challenge assumptions.

We challenge one another to be fully engaged, responsible citizens with the ethics, knowledge, skills, and desire to improve self and community.

We value learning that encompasses lifelong exploration and discovery through intellectual integrity, personal responsibility, global and self-awareness, grounded in individual student-faculty interactions.

We are a student centered community committed to a diverse, caring, learning focused environment that fosters collegial, reflective and open exchange of ideas.

We, as faculty, elicit, nurture, and enhance the different voices of our selves, students and communities through deliberate engagement, continual discovery and ongoing transformation.

We, as staff and administrators, contribute to the learning environment by demonstrating the knowledge, skills and values that serve and support the University's mission.

California State University, Stanislaus

Strategic Plan: Framing the Future
Selected Exhibit E

High Aspirations, High Expectations

Moving forward into the next decade, California State University, Stanislaus commits itself to an ambitious program: sustaining the qualities that have served us so well, while adapting to current challenges and preparing ourselves to grasp new opportunities. This Strategic Plan, Framing the Future, capitalizes on the development over the past decade of the University's mission and the vision and values statement, documents created through extensive intramural collaboration, and outlines a path for future development.

As a campus community, California State University, Stanislaus reaffirms and recommits itself to its core academic mission: the joy of teaching and learning. We commit ourselves to engaging and providing access to a diverse, often first-generation student body in a developing region. We commit ourselves to augmenting our strengths in teaching and learning by advancing support for scholarship and intellectual pursuits. At the same time, the opportunities and challenges provoked by the economic and social transformation of our traditional service region—the counties of Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, and Tuolumne—prompt us to augment these commitments by realizing our potential as an agent for positive change through partnership with the community.

This Strategic Plan frames our future through three key themes:

1. Student engagement, development, and student achievement
2. Support for teaching and learning, scholarship and service
3. The University and the community

Implementation of the Strategic Plan requires the necessary human, informational, technological, and material resources. We envision California State University, Stanislaus as a highly valued and respected institution that, endowed with a faculty known for the high caliber of their achievements, fulfills its primary mission of teaching excellence informed by well-recognized scholarly and creative accomplishment. Our aspiration is that the name "Stanislaus" be widely recognized as a place where academic excellence underscores teaching excellence.

CSU Stanislaus has built a solid foundation through planned growth, determined adherence to principles of collegial academic exploration, commitment to service to the region, and above all, to the idea that close collaboration between and among faculty and students creates engaged and responsive communities. In effecting the work of this transformation, our engagement with the community is invaluable to the success of any mission we envision. Our ties with our service area allow us to respond to the needs of the area and to work with our communities to have a transformative impact upon it. As we develop, we commit ourselves to serving the region; our fortunes depend upon our ethical, engaged, interpersonal activity.

This Plan encourages faculty development, innovation, and imagination to create and continue to deliver high quality academic programs. We will create a university culture that shows pride in the intellectual achievement and pedagogy of our faculty by investing in the recruitment and retention of a high quality and diverse professoriate and by supporting the development of individual faculty members. Similarly, organizational effectiveness depends upon the quality of the University staff members and their commitment to the highest level of delivery of services to students and faculty. Investment in the professional growth and achievement of staff is essential for the University to achieve excellence of operations and to fulfill its mission as a learning organization.

The University's organizational structures should reflect its high level of expectations for effectiveness, efficiency, productivity, accountability, and quality.

This Plan gives a framework and direction for program development during the next decade and establishes criteria for investing in its current programs. This Plan honors the University's traditional core commitment to liberal arts, complemented by professional programs in service to the region while encouraging a creative and innovative approach to program development. The University will continue to seek accreditation and reaccreditation by national professional accrediting agencies to underscore our commitment to quality.

California State University, Stanislaus earned the distinction of being noted a predominant Hispanic-serving university by U.S. News and World Report. Hispanic Outlook magazine designated our university exemplary in serving Hispanic students. We are listed as an Hispanic-serving institution by the U.S. Department of Education. Forty percent of newly admitted students are of Hispanic heritage. Attention to diversity is a hallmark of this university.

The University is committed to serving a growing freshman class; continuing to serve transfer, graduate, and post-baccalaureate students; and expanding opportunities for international students. We are one University with a commitment to access and quality at multiple sites: our main Turlock campus, the Stockton Center, the Merced Tri-College Center, and the expanded service area made possible by distance education and e-learning initiatives. As the reputation for quality education of California State University, Stanislaus increases, we will invigorate our relations with the many communities of our service area. The University will create partnerships with schools, foundations, and businesses to provide services designed to encourage college preparation and facilitate college entrance. The University will prepare its graduates to lead their communities, promoting student development in literacy and numeracy, communication, creativity, information competence, critical thinking skills, social and community engagement, and global awareness.

Building on our commitment to academic achievement, we are committed to ensuring that campus culture continues to support a nurturing environment, a vigorous student-life presence, and an aesthetically stimulating environment, the latter a distinguishing feature for the City of Turlock and the Central Valley. The City of Turlock occupies a special place in that service area as the home of the University; hence, we endeavor especially to build upon our relations with the City, as we grow our University with our home town.

Ours is a highly regarded Central Valley university with a vital mission. Let us frame our future.

1. Student Engagement, Development, and Academic Achievement

1.1 Strategic Action: Continue the tradition of engagement to enhance the overall success of a diverse body of students.

Activities:

- Continue to improve retention and persistence to degree;
- Increase student-faculty engagement through informal contact, service learning opportunities, meaningful co-curricular programming, community engagement, student participation in professional societies and activities, and study abroad;
- Encourage and celebrate scholarly achievement;
- Attract high achieving students to the campus and ensure continued access for students of promise by enhancing scholarships and financial aid.

Effectiveness Indicators:

- program specific retention and persistence studies;
- scholarship funding levels;
- student research productivity;
- student participation levels in programs;
- student satisfaction and engagement surveys;
- student demographics, including veterans and disabled students.

1.2 Strategic Action: Continue to provide excellent undergraduate and graduate programs in the liberal arts and professions.

Activities:

- Increase support for current programs to promote excellence, as permitted by budget considerations;
- Increase degree to which programs are aligned with regional needs, student demand and institutional mission;
- Where befitting, sustain or enhance programs relevant to first year students;
- Enlist government and community support for existing programs.

Effectiveness Indicators:

- program quality (Academic Program Review);
- enrollment data;
- student, alumni, and faculty surveys.

1.3 Strategic Action: Develop new programs that demonstrate the greatest centrality to the University's mission, the highest quality of academic rigor, and expectations for student learning.

Activities:

- Develop new programs through the department, college, and university structures;
- Engage in a highly consultative process to prioritize new directions with an academic master plan;
- Enlist the community to recommend and support new program development.

Effectiveness Indicators:

- program quality and vitality through academic program review, external evaluation, and disciplinary accreditation (as appropriate);
- enrollment data.

1.4 Strategic Action: Support colleges in developing and reinforcing their distinct academic identities.

Activities:

- Develop and articulate college identities;
- Offer innovative academic programs that both serve particular needs of the region and draw students from the state, nation, and internationally;
- Foster fair, effective, and efficient faculty governance structures that mesh well at department, college, and university levels;
- Diversify the colleges' resource base through acquisition of extramural and private financial support through University Advancement;
- Provide seed support for promising programmatic initiatives.

Effectiveness Indicators:

- colleges' public images in region, state, and nation;
- program enrollments—region, state, and nation;
- diversification of resource base and University Advancement support;
- programmatic initiatives.

1.5 Strategic Action: Facilitate access to programs and develop nontraditional delivery models appropriate for the unique needs of students.

Activities:

- Support new and restructured programs designed for judiciously chosen student constituencies, with specific program development emanating from the colleges;
- Increase number of certificate, credential, and executive programs;
- Increase number of students entering and completing these programs;
- Improve workforce placement in high demand professional areas.

Effectiveness Indicators:

- cost/benefit analysis, program evaluation, evidence of student learning, faculty and student satisfaction;
- enrollment data and program quality and vitality through academic program review, external evaluation, and disciplinary accreditation (as appropriate);
- program quality and continuing accreditation;
- placement data from business, education, healthcare, and industry.

1.6 Strategic Action: Ensure a comprehensive and accurate student advising program to articulate clear degree pathways and emphasize student accountability.

Activities:

- Implement efficient, easily-understood and effective advising processes, including new student orientation;
- Make degree audits available on-line;
- Provide clear and accurate advising, accessible through multiple media;
- Increase student activity and accountability in evaluating their academic progress, managing their academic portfolios, and abiding by University regulations.

Effectiveness Indicators:

- retention and graduation data;
- appropriate measures, derived in part from data on graduation rates, total units attempted and time to degree;
- student satisfaction and engagement surveys;
- exit interviews.

1.7 Strategic Action: Emphasize internships, workshops, and career skills development to provide strong preparation for career success after graduation.

Activities:

- Increase opportunities for students to explore career opportunities;
- Link career options and opportunities to majors;
- Enhance level of service learning and community engagement;
- Increase placement rates in chosen field;
- Enhance the ability of California State University, Stanislaus students to perform as highly competitive and successful professionals.

Effectiveness Indicators:

- employer, alumni, and graduating senior surveys;
- placement rates;
- increase awareness and resources of Career Center;
- levels of participation in service learning community partnerships.

1.8 Strategic Action: Strengthen the general education program to prepare students for academic challenges, the likelihood of multiple careers, and lifelong learning.

Activities:

- Continue to evaluate general education course offerings and schedules;
- Coordinate interdisciplinary programs/intercollege programs both sustaining existing ones and creating new ones as necessary.
- Foster strengths in the liberal arts and preparing students for academic challenges
- Integrate clearly global learning and environmental sustainability principles into General Education Learning Goals;
- Assess the design and delivery of the general education program, including factors such as information literacy, global awareness, civic engagement, and sustainability, among others;
- Assess student achievement in general education learning goals;
- Enhance communication with California community colleges to improve transfer readiness and preparation;
- Study the feasibility of appointing a faculty director to provide leadership for development and assessment of the general education program.

Effectiveness Indicators:

- evidence of student achievement of general education learning goals;
- evidence of student participation in interdisciplinary programs or activities;
- graduating senior, employer, and alumni surveys.

1.9 Strategic Action: Prepare students to be leaders in their field who are globally aware and responsive to environmental and sustainability issues.

Activities:

- Increase percentage of students in leadership experiences;
- Integrate clearly global learning and environmental sustainability principles into General Education Learning Goals;
- Provide multiple opportunities for the study of a variety of languages and cultures;
- Increase the number of seminars, practica, and field experiences which address environmental and sustainability issues.

Effectiveness Indicators:

- student enrollment and participation in leadership programs;
- student recognition in campus, local, state, and national competitive leadership events;
- evidence of student achievement of General Education Learning Goals;
- growth of effective language learning opportunities;
- availability of campus and local seminars, practica, and field experiences addressing global awareness and/or environmental sustainability.

2. Support for Teaching, Learning, Scholarship, and Service

2.1 Strategic Action: Recruit and retain a diverse and engaged faculty.

Activities:

- Continued university commitment to established principles of diversity;
- Fully implement the Workload Agreement;
- Implement and fully fund a policy of assigning twenty percent of total faculty workload to research, scholarship, or creative activities, broadly defined;
- Continue to increase faculty compensation throughout the academic ranks and at median level or above for comparable institutions;
- Reduce first year workload for new faculty hires;
- Support pedagogical development for junior faculty;
- Mentor and support research, scholarship, and creative activities agendae, including securing seed funding for extramural support;
- Promote and publicize accomplishments and achievements;
- Determine whether "increased college autonomy" means an increased level of participation of the college in retention, promotion, and tenure decisions;
- Mentor full-time and part-time faculty and increase opportunities for non-tenure-track faculty to participate in governance, service, scholarship and creative activity;
- Increase faculty opportunities to enhance teaching skills for advancement and professional development via the Faculty Center for Excellence in Teaching and Learning's programs and activities.

Effectiveness Indicators:

- seventy-five percent tenured and tenure-track faculty, measured in terms of full-time equivalent faculty (FTEF);
- maintain or lower student faculty ratio;
- institutional data indicating the degree to which faculty are able to receive adequate assigned time for scholarship, professional activities, and indirect instruction;
- other faculty demographics;
- compensation data;
- retention rates at mid-career;
- faculty reports of teaching; research, scholarship, and creative activities; and service performance;
- student and faculty surveys.

2.2 Strategic Action: Recognize faculty for leadership, service, and achievements.

Activities:

- Recognize and publicize faculty as public intellectuals;
- Increase level and variety of knowledge shared within the University and the broader community;
- Define opportunities for and promote involvement of Emeritus faculty in campus activities;
- Continue to improve competitiveness in salary compensation.

Effectiveness Indicators:

- faculty demographics;
- compensation data;
- faculty reports of teaching; research, scholarship, and creative activities; and service performance;
- faculty participation in governance;
- faculty, student, and community surveys.

2.3 Strategic Action: Support the professional development, growth, and achievement of the University's staff.

Activities:

- Increase staff opportunities to enhance skills for advancement and to acquire additional education;
- Enhance staff satisfaction and efficiency;
- Recruit, hire, and retain staff at appropriate levels.

Effectiveness Indicators:

- funding levels and hours dedicated for staff development;
- staff participation rates in on-campus and external staff development;
- staff promotions, re-classes, in-range advancements;
- staff turnover rate;
- staff educational attainment;
- staff demographics;
- staff, faculty, and student satisfaction surveys.

2.4 Strategic Action: Provide accessible, comprehensive library resources and services to support the research and scholarship of students, faculty, and staff.

Activities:

- Increase substantially the size and currency of the library collection;
- Increase information and learning resources to facilitate high quality teaching and research, scholarship, and creative activities;
- Recruit library faculty and staff to appropriate levels;
- Increase support at the University level, in the colleges, and in the library for faculty pursuing grant and research opportunities.

Effectiveness Indicators:

- funding level for material and human resources;
- library user surveys;
- library unit review process;
- size, scope, currency, of the library collection;
- grant productivity measures.

2.5 Strategic Action: Provide appropriate campus technology services to all members of the campus community, while maintaining the primacy of technological support for academic programs.

Activities:

- Provide agile, robust, and ubiquitous technological services;
- Improve service delivery through accessibility and expanded communication;
- Improve faculty and student access to campus information and appropriate technology tools;
- Recruit technical staff in sufficient numbers and with appropriate skills;

Effectiveness Indicators:

- technological support measures;
- technology assessment through support unit review process;
- faculty, staff, student satisfaction, and graduating seniors' surveys.

2.6 Strategic Action: Support innovative curricular and co-curricular opportunities to instill in students the pride of scholarship.

Activities:

- Increase availability of learning communities and learning support programs that support our student body;
- Develop programs and activities that help distinguish the University as a center for learning;
- Increase opportunities for student research, scholarly, and creative activities.

Effectiveness Indicators:

- retention of students and graduation rates against targets and in comparison with peer institutions;
- outcome achievements in organized learning communities;
- participation in honor societies, academic presentations, and competitions;
- students continuing to further graduate and post-baccalaureate study.

2.7 Strategic Action: Continue the development of the Stockton Center.

Activities:

- Promote existing strengths of the Stockton Center and enhance its academic identity by focusing on 6-8 complete and community-responsive programs;
- Provide effective, committed onsite leadership, instruction and staff;
- Redevelop business and academic master plans in collaboration with the community;
- Explore feasibility of alternative instruction and delivery systems;
- Develop key student services.

Effectiveness Indicators:

- stabilized enrollment growth pattern;
- increased faculty, staff, student, and community satisfaction;
- increased student achievement and satisfaction.

2.8 Strategic Action: Increase organizational efficiency and effectiveness.

Activities:

- Perform needs analysis of faculty governance at university and college levels;
- Consider proposals for restructuring of university governance and administrative organization;
- Support effective governance currently in place;
- Increase integrity of institutional data and data systems;
- Increase efficiency and effectiveness of administrative operations while maintaining quality;
- Improve enrollment management to streamline application and admission decisions.

Effectiveness Indicators:

- evidence-based decision making;
- campus-wide dissemination and application of policies and procedures;
- faculty, staff, and student satisfaction survey;
- functional benchmarking surveys;
- degree of compliance with external deadlines and requirements;
- cost comparisons with other similar institutions;
- operational improvement initiatives;
- use of qualitative and quantitative measures in evaluating administrator effectiveness.

3. The University and The Community

3.1 Strategic Action: Grow at a rate of 3% Full-Time Equivalent Students (FTES) per year, simultaneously improving instructional quality and fiscal well-being.

Activities:

- Increase student enrollments at an average annual rate of 5-7%;
- Maintain a student-faculty ratio at or below 18.5 :1 and increase instructional resources at a rate to match or exceed growth in FTES;
- Increase freshman enrollments;
- Increase classroom space;
- Utilize effective classroom scheduling;
- Develop program-specific community learning centers in carefully targeted areas;
- Increase number of qualified transfer students from Delta, Modesto, Merced, Columbia and other community colleges;
- Increase number of out-of-region, national, and international students;
- Increase use of national and international exchange programs to attract students;
- Increase percentage of regional high school students who go to college and select California State University, Stanislaus;
- Reevaluate systematically campus facility capacity needs.

Effectiveness Indicators:

- enrollment numbers and percentage of freshmen, transfer, graduate and international students annually against targeted growth rates;
- Stockton and distance education enrollments;
- international student enrollments and exchange agreements;
- percentage of regional high school graduates attending college and selecting California State University, Stanislaus;
- student-faculty ratio;
- university financial reports;
- classroom seat occupancy measures;
- need to reschedule classrooms after term begins;
- budget transparency with university financial reports available to the campus and wider community with on-line access.

3.2 Strategic Action: Expand high school and community college partnerships to increase the quality and diversity of our student body.

Activities:

- Increase quality and number of high school and community college outreach programs;
- Work within these partnerships to increase student preparation for college entry;
- Employ novel web technology and other well-suited communication strategies to provide prospective students with timely information facilitating college preparation.

Effectiveness Indicators:

- application yield and percentage of students in partnership programs;
- percentage of students requiring remediation at entrance;
- web users survey and web log analysis;
- percentage of students eligible for California State University, Stanislaus in the six-county area;
- local high school graduation index;
- number of local students attending California State University, Stanislaus.

3.3 Strategic Action: Implement an enrollment management plan to increase admission, retention, and progress to degree in graduate programs.

Activities:

- Increase enrollments in selected graduate programs to meet student, educational, and professional demand for qualified graduate students;
- Increase financial and scholarly support for graduate students;
- Develop new programs in response to workforce needs;
- Streamline admission process for graduate students;
- Consult fully with faculty and staff at the department, college and university levels as part of the enrollment management process.

Effectiveness Indicators:

- application yield, enrollments, and percentage of graduate to undergraduate students;
- mean application to admission time;
- retention, total units attempted, and mean time to degree data;
- academic program review.

3.4 Strategic Action: Maintain an aesthetically stimulating, inspiring and environmentally sensitive campus that supports opportunities for students, faculty, staff, and community members to engage and to give the campus a distinct identity.

Activities:

- Continuous development of campus climate and usability of grounds through campus master planning activities;
- Increase opportunities and reduce any obstacles for the campus and external community to use campus facilities and grounds for informal and formal activities, in accordance with university policies;
- Encourage increased usage of campus as a cultural and intellectual center;
- Make the arts more visible on campus (e.g. a public sculpture campaign);
- Establish a creative arts committee on campus;
- Coordinate art on campus initiatives, including building programs, with the College of the Arts.

Effectiveness Indicators:

- assess facility usage through support unit review process;
- completion of campus master planning;
- student satisfaction and engagement surveys;
- community surveys;
- number and types of events occurring on campus;
- revenue generated by non-university event rentals;
- customer satisfaction surveys;
- reviews of campus visual art and performance;
- quantity and quality of art on campus;
- use of sustainable technology and techniques.

3.5 Strategic Action: Create a vibrant campus student life culture through increased, high-quality residential living opportunities within the greater campus area.

Activities:

- Increase campus residential population through the construction of a variety of new student housing units;
- Enhance local student housing opportunities;
- Facilitate an invigorating, safe, and healthy campus life to enhance student experience;
- Improve food service, recreation and activities, safety service, and appropriate administrative service hours.

Effectiveness Indicators:

- housing, food service, sororities, fraternities, student activities, and other areas;
- occupancy reports for housing;
- campus crime statistics;
- appropriate benchmarking surveys related to student behavior, physical and mental health;
- student satisfaction and engagement surveys.

3.6 Strategic Action: Enhance our academic stature nationally and within the California State University system.

Activities:

- Achieve consistently the highest reaccreditation by the Western Association of Schools and Colleges and disciplinary accrediting agencies.

Effectiveness Indicators:

- Western Association of Schools and Colleges reaccreditation;
- disciplinary reaccreditations;
- National Ranking Publications (e.g., Princeton Review listing; US News and World Report listing; Hispanic Outlook listing);
- Offices held by faculty and administration in professional organizations;
- CSU Accountability Report and Chancellor's Office reports.

3.7 Strategic Action: Enhance our partnerships regionally, with special attention to the City of Turlock.

Activities:

- Substantially increase level of interaction with alumni;
- Position the University as a prominent and reliable intellectual resource for the service area;
- Develop partnerships and create a college town environment;
- Enhance relationships with government agencies and elected officials;
- Consider creating a Turlock downtown office and delivery site for extended education and degree programs;
- Increase quality of relations between the City of Turlock and the University;
- Increase service learning opportunities to enhance engagement between the campus and community.

Effectiveness Indicators:

- survey of alumni, employers, superintendents, and community college presidents;
- partnerships and philanthropic activities;
- student, staff, and faculty involvement in service activities;
- campus involvement in service learning and local community internships;
- extended education programs and enrollments;
- faculty and staff participation in city organizations;
- city participation in campus organizations.

3.8 Strategic Action: Enhance University contributions to the region's economic prosperity.

Activities:

- Increase opportunities for local economic and business development forums;
- Encourage responsible, ethical, and sustainable economic development;
- Increase opportunities for University researchers to improve regional understanding of economic and social indicators;
- Develop a knowledge-based research center focusing on land and environmental policy and planning;
- Explore opportunities for university-business cooperation;
- Establish University as a key regional source of talent for business recruitment.

Effectiveness Indicators:

- number of events, activities, and studies for business and economic development;
- regional economic development indicators;
- surveys of economic development officers and leaders;
- alumni employment.

3.9 Strategic Action: Through Advertising, Enhance University Image and Public Relations

Activities:

- Increase the awareness of California State University, Stanislaus students as highly competitive and successful professionals;
- Employ novel web technology and recruiting materials to market the University;
- Increase perception of campus as a cultural and intellectual center;
- Market colleges' distinctiveness and competitive advantages through sophisticated and focused promotional materials;
- Enhance marketing and promotion of the Stockton Center;
- Update website and print media publicizing the university, its achievements and activities open to the public, such as plays, gallery openings and musical performances;
- Implement local marketing and communications plan;
- Improve signage and "faces" of University;
- Publicize the university through increased use of public radio, campus radio, television (including public television), and student newspaper.

Effectiveness Indicators:

- media coverage;
- foot traffic in University business area;
- alumni hiring data;
- enrollment data;
- number of cultural and intellectual events on campus.

Implementation of the Strategic Plan

The Plan is organized into three themes each supported by several *Strategic Actions*, each of which is further supplemented by specific *Activities* and *Effectiveness Indicators*. The numerical order of these *Actions* and *Activities* is not meant to designate specific priority. Priority for actions and activities is an ongoing, deliberative process within and among administrative units and faculty governance. Hence, University and college divisions are expected to align their own priorities and initiatives with this Plan.

Effectiveness Indicators are to be taken as possible measures and are not inclusive. Actual indicators are chosen through collaborative consultation among those who perform the actions and activities and those responsible for monitoring the effectiveness of the actions and activities, in accordance with the best practices and established principles of shared governance.

Surveys are frequently identified as effectiveness indicators throughout the document. It is not the intention to develop or conduct individual surveys for each indicator mentioned. Rather, the Office of Institutional Research coordinates the administration of surveys in order to combine measures so as to limit the total number of surveys employed and to use existing data and/or instruments wherever possible and appropriate. Also, in cases where it is determined that new survey instruments are needed, preference will be given to the possibility of employing the university's own faculty and/or staff to construct them.

The Plan guides the University's actions for the next five years. Implementation occurs under the leadership of the Provost, with direction and monitoring by the President and the President's Executive Cabinet, based upon assessment data provided by the Office of Institutional Research. The budgetary process ensures a direct link to the Plan and the allocation of revenue sources to support priorities. Campus leaders assess *Strategic Actions* in regular annual reporting documents. We recognize that the Plan must be dynamic and agile, with the University ready to move forcefully in directions not envisioned at the time of adoption, while preserving the effective strengths of the past. Through our commitment to these focused strategic actions and collegial processes, we ensure our future as an outstanding academic center.

Process and Participation in Developing the Strategic Plan

Building on a decade of success in strategic planning at California State University, Stanislaus, President Hamid Shirvani invited the campus community to move the University to the next level of accomplishment and excellence. A strategic planning forum assembled 28 faculty, staff, students, administrators, and community members for a two-day strategic planning session, February 2-3, 2006.

As a means to assess the University's current strategic position, the forum began with an examination of institutional research data, environmental scans, and college academic program plans, followed by a frank discussion of University's strengths and weaknesses, threats and opportunities. The focus then shifted to the future. A conceptual framework emerged from the forum, a thematic unity that framed the future of California State University, Stanislaus in ways that preserve its traditions and essential character—an historic devotion to students through strong faculty-student interaction and engagement, access (especially for first generation students), regional service, and above all, a commitment to excellence in teaching and learning.

After the forum, a small writing group, comprised of faculty and administration, drafted a Plan consistent with the framework and actions identified during the strategic planning discussions. The Plan identified three institutional priorities, supported by 25 strategic actions and methods for demonstrating effectiveness and quality.

The draft Plan was presented to the campus for discussion in February 2006. Feedback from open forums, online discussions, and other venues was crucial in formulating the revised draft presented to the campus in mid-April 2006. This draft also was widely circulated, and discussed in Academic Senate, faculty governance committees, and administrative units. The present draft (October 2006) incorporates feedback from both of these cycles, and is hereby submitted for deliberation and endorsement by the Academic Senate and approval by the President.

Forum Participants

The following campus and community members participated in the strategic planning forum:

Bill Ahlem, Member, Foundation Board of Trustees
June Boffman, Interim Dean, College of Arts Letters and Sciences
Wanda Bonnell, Academic Advisor, Educational Opportunity Program
David Dauwalder, Provost and Vice President for Academic Affairs
Scott Davis, Assistant Professor, Department of English
Diana Demetrulias, Vice Provost
Amin Elmallah, Dean, College of Business Administration
Dianne Gagos, Vice President, Foundation Board of Trustees
Randall Harris, Associate Professor, Management, Operations, and Marketing

Jennifer Helzer, Associate Professor, Anthropology and Geography
Kathleen Hidalgo, Administrative Support Coordinator, Advanced Studies in Education
James Koelewyn, Consultant, Information Technology
Andrew LaFlamme, Student, Vice President-External of the Associated Students, Inc.
Timothy Mahoney, Assistant Professor, Teacher Education
Ken McCall, Alumnus
Chelsea Minor, Student, President of the Associated Students, Inc.
Cynthia Morgan, Dean, Stockton Center
Stacey Morgan-Foster, Vice President for Student Affairs
Mildred Murray-Ward, Dean, College of Education
Gary Novak, Professor, Psychology and Child Development
Paul O'Brien, Professor and Chair, Sociology
Al Petrosky, Speaker of the Faculty, Associate Professor, Management, Operations, and Marketing
Roger Pugh, Assistant Vice President, Enrollment Management Services
Bill Ruud, Vice President, Development and University Relations
John Sarraillé, Professor, Computer Science
Ham Shirvani, President
Mary Stephens, Vice President, Business and Finance
My Lo Thao, Assistant Professor, Biological Sciences

The Writing Group

June Boffman, Special Assistant to the Provost
Scott Davis, Assistant Professor of English
Diana Demetrulias, Interim Provost and Vice President for Academic Affairs
Janet King, Special Assistant to the Provost
Stacey Morgan-Foster, Vice President for Student Affairs
Gary Novak, Professor of Psychology and Child Development and Interim Dean of the College of Human and Health Sciences

Acknowledgements

Special thanks are due to Professor Steven Filling for hosting the online threaded discussion, to Janet King and Jeanne Elliott for managing logistics, and to the many faculty, staff, students, alumni, and administrators who participated in the process, led discussion sessions in committee meetings and open forums, rendered articulate and forceful feedback, and submitted language to the writing group for consideration, especially Carl Bengston, Julie Fox, John Garcia, David Hamlett, Jennifer Helzer, Kelvin Jasek-Rysdahl, Cynthia Morgan, Paul O'Brien, Elaine Peterson, Al Petrosky, Dawn Poole, Roger Pugh, Bill Ruud, Mary Stephens, Koni Stone, and Mark Thompson.

Academic Senate approved 4/24/07
President approved 5/22/07

California State University, Stanislaus

Strategic Plan Implementation
Selected Exhibit E

The Strategic Plan for California State University, Stanislaus—*Framing the Future* (approved by the Academic Senate on April 24, 2007 and by the President on May 22, 2007) capitalizes on the development over the past decade of the University's mission and the vision and values statement, documents created through extensive intramural collaboration, and outlines a path for future development.

The Strategic Plan is organized into three themes each supported by several *Strategic Actions*, each of which is further supplemented by specific *Activities* and *Effectiveness Indicators*. The numerical order of the *Actions* and *Activities* is not meant to designate specific priority. Priority for actions and activities is an ongoing, deliberative process within and among administrative units and faculty governance. Hence, University and college divisions are expected to align their own priorities and initiatives with this Plan.

The Strategic Plan guides the University's actions for the next five years. Implementation occurs under the leadership of the Provost, with direction and monitoring by the President and the President's Executive Cabinet. The Office of Institutional Research will provide an annual report to the Cabinet, including assessment data and information collected from administrative, staff, students, and faculty leadership regarding their unit's accomplishments related to the strategic actions, activities, and effectiveness indicators.

To move toward implementation of the Strategic Plan, a Strategic Plan Working Group was formed in November 2007, with the following charge:

> *The Strategic Plan Working Group will seek input on prioritization and implementation from the larger campus community, including the Academic Senate, and make recommendations for prioritization and implementation to the President's Executive Cabinet.*

The membership of the Strategic Plan Working Group consists of the following individuals:

Lynn Johnson, Speaker of the Faculty

Mark Thompson, Speaker-elect of the Faculty

John Sarraille, Faculty representative recommended by the Committee on Committees

Director of Institutional Research

Stacey Morgan-Foster, Vice President for Student Affairs

William Covino, Provost

On November 20, 2007, a call was sent to the campus community to seek input to the following question:

> Of the Strategic Plan's twenty-six strategic actions (1.1-1.9, 2.1-2.8, 3.1-3.9) which should be among the first on which we concentrate as the plan is implemented?

In addition to individual responses, responses were invited from standing committees and other representative bodies on campus, including the Academic Senate, Associated Students, Inc., Labor Council, Staff Council, and Academic Affairs Council.

Responses received were forwarded to the Office of the Provost, compiled, and forwarded to the Strategic Plan Working Group on January 9, 2008. The prioritization spreadsheet was shared and discussed during the February 26, 2008, Academic Senate meeting. The results follow in priority order:

1.1 Continue the tradition of engagement to enhance overall success of diverse student body

1.2 Continue to provide excellent undergraduate and graduate programs

1.6 Comprehensive student advising program

1.7 Emphasize internships, workshops, and career skills development for success after graduation

1.8 Strengthen the General Education program

2.1 Recruit and retain an engaged, diverse faculty

2.3 Professional development, growth, and achievement of staff

2.4 Provide accessible, comprehensive library services

The Academic Senate met on March 11, 2008, and recommended the following action items as being of the highest priority:

1.2 Continue to provide excellent undergraduate and graduate programs

2.1 Recruit and retain an engaged, diverse faculty

2.3 Professional development, growth, and achievement of staff

2.4 Provide accessible, comprehensive library services

The Strategic Plan Working Group met on April 7, 2008, to discuss next steps in the recommendation of Strategic Plan priorities to the President's Executive Cabinet. A memorandum dated April 24, 2008, recommending Strategic Plan priorities for 2008-09 was forwarded to the President's Executive Cabinet.

On April 25, 2008, the President's Executive Cabinet approved the Strategic Plan priorities for 2008-09:

1. There will be an annual report on the progress of the Plan as early in the fall semester as possible, including measures of the Plan's indicators.
2. All actions in the Strategic Plan remain important, and should be considered University priorities.
3. Following broad campus consultation, the Strategic Actions that appear to be of most immediate importance for academic year 2008-2009 are (in numerical order):
    a. 1.2: Continue to provide excellent undergraduate and graduate programs in the liberal arts and professions.
    b. 1.3: Develop new programs that demonstrate the greatest centrality to the University's mission, the highest quality of academic rigor, and expectations for student learning.
    c. 1.6: Ensure a comprehensive and accurate student advising program to articulate clear degree pathways and emphasize student accountability.
    d. 2.1: Recruit and retain a diverse and engaged faculty.
    e. 2.3: Support the professional development, growth, and achievement of the University's staff.
    f. 2.4: Provide accessible, comprehensive library resources and services to support the research and scholarship of students, faculty, and staff.
    g. 2.5: Provide appropriate campus technology services to all members of the campus community, while maintaining the primacy of technological support for academic programs.
4. Further, campus-wide input should be sought during spring 2008 on the Activities and Effectiveness Indicators associated with the Strategic Actions above, including recommendations for modifying the Activities/ Indicators sections.

Source: Office of the Provost, 2008

STRATEGIC PLANNING TRACKING MATRIX
SELECTED EXHIBIT E

Priority		ACTIVITIES	Evidence/Effectiveness Indicators	Data Analysis To Be Completed	Date Disseminated
	1	**Student Engagement, Development, and Academic Achievement**			
	1.1	**Continue the tradition of engagement to enhance the overall success of a diverse student body.**			
	a	Improve retention and persistence to degree	Program specific retention and persistence studies		
	b	Increase student-faculty engagement	Student satisfaction and engagement surveys		
	c	Encourage and celebrate scholarly achievement	Student research productivity		
	d	Attract high achieving students	Scholarship funding levels		
	e	Ensure access for students of promise	Student demographics, including veterans and disabled students		
	1.2	**Continue to provide excellent undergraduate and graduate programs in the liberal arts and professions.**			
	a	Increase support for current programs	Program quality		
	b	Increase program alignment with regional needs, student demand, institutional mission	Student, alumni, and faculty surveys		
	c	Sustain and enhance first-year student programs	Enrollment data, funding support, program vitality		
	d	Enlist government and community support for existing programs	Grants, gifts, endowments, partnerships		
	1.3	**Develop new programs that demonstrate the greatest centrality to the University's mission, the highest quality of academic rigor, and expectations for student learning.**			
	a	Develop new programs	Program and enrollment data		
	b	Prioritize new directions consistent with college academic planning	Academic program review, external evaluation, and disciplinary accreditation		
	c	Enlist external support for new programs	Grants, gifts, endowments, partnerships		
	1.4	**Support colleges in developing and reinforcing their distinct academic identities.**			
	a	Develop and articulate college identities	College's public images in region, state, and nation		
	b	Offer innovative academic programs	Program enrollments by region, state, and nation; seed funding for programmatic issues		
	c	Foster fair, effective, and efficient faculty governance structures	Faculty surveys, support unit reviews, systems analysis increased		
	d	Diversify the colleges' resource base	Grants, contracts, extended education, partnerships, gifts, University Advancement funding of academic programs		
	1.5	**Facilitate access to programs and develop nontraditional delivery models appropriate for the unique needs of students.**			
	a	Support new and restructured programs	Cost/benefit analysis, program evaluation, evidence of student learning, faculty and student satisfaction		
	b	Increase number of certificate, credential, and executive programs	Number of new non-traditional program offerings, student enrollment, quality reviews		
	c	Increase number of students entering and completing programs	Enrollment data, external evaluation		
	d	Improve workforce placement in high demand professional areas	Placement data from business, education, healthcare, and industry		

CALIFORNIA STATE UNIVERSITY, STANISLAUS

STRATEGIC PLANNING TRACKING MATRIX
SELECTED EXHIBIT E

Priority		ACTIVITIES	Evidence/Effectiveness Indicators	Data Analysis To Be Completed	Date Disseminated
	1.6	**Ensure a comprehensive and accurate student advising program to articulate clear degree pathways and emphasize student accountability.**			
	a	Implement efficient and effective advising	Revised advising policy, student satisfaction		
	b	Implement efficient new student orientation	Student participation rates and satisfaction		
	c	Make degree audits available on-line	Graduation rates, student-faculty satisfaction		
	d	Provide clear and accurate advising through multiple media	Student satisfaction and engagement surveys		
	e	Increase student activity and accountability in evaluating academic progress, managing portfolios, and abiding by University regulations	Exit interviews, number of petitions, retention and graduation data		
	1.7	**Emphasize internships, workshops, and career skills development to provide strong preparation for career success after graduation.**			
	a	Increase opportunities for students to explore career opportunities	Awareness of Career Center and its resources		
	b	Link career options and opportunities to majors	Employer, alumni, and graduating senior surveys		
	c	Enhance level of service learning and community engagement	Participation in service learning and community partnerships		
	d	Increase placement rates in chosen field	Placement rates		
	e	Enhance ability of students to perform as highly competitive and successful professionals	Internships, workshops, Career Center resources, participation in the community		
	1.8	**Strengthen the general education program to prepare students for academic challenges, the likelihood of multiple careers, and lifelong learning.**			
	a	Continue to evaluate general education course offerings and schedules	Student achievement of general education learning goals		
	b	Sustain existing and create new interdisciplinary programs/intercollege programs	Student participation in interdisciplinary programs or activities		
	c	Foster strengths in the liberal arts	New programs, Academic Program Reviews		
	d	Integrate global learning and environmental sustainability principles into general education learning goals	General Education Academic Program Review		
	e	Assess design and delivery of general education program	Academic Program Review		
	f	Assess student achievement in general education learning goals	Academic Program Review		
	g	Enhance communication with California community colleges to improve transfer readiness and preparation	Transfer reports; Intersegmental General Education Transfer Curriculum Standards, Policies, and Procedures		
	h	Feasibility of appointing faculty director for leadership to develop and assess the general education program			
	1.9	**Prepare students to be leaders in their fields who are globally aware and responsive to environmental and sustainability issues.**			
	a	Increase percentage of students in leadership experiences	Student enrollment in leadership programs, recognition in competitive leadership events		
	b	Integrate global learning and environmental sustainability principles into general education learning goals	Evidence of student achievement of general education learning goals		
	c	Provide opportunities to study languages and cultures	Effective language learning opportunities		
	d	Increase number of seminars, practica, and field experiences that address environmental and sustainability issues	Availability of seminars, practica, and field experiences addressing environmental sustainability		

STRATEGIC PLANNING TRACKING MATRIX
SELECTED EXHIBIT E

Priority		ACTIVITIES	Evidence/Effectiveness Indicators	Data Analysis To Be Completed	Date Disseminated
	2	**Support for Teaching, Learning, Scholarship, and Service**			
	2.1	**Recruit and retain a diverse and engaged faculty.**			
	a	Commit to established diversity principles	75% tenured and tenure-track faculty, measured in terms of FTEF		
	b	Fully implement workload agreement	Maintain or lower student-faculty ratio		
	c	Implement 20% faculty workload to research, scholarship, or creative activities	Institutional data showing the degree to which faculty are able to receive assigned time for RSCA		
	d	Increase faculty compensation with comparable institutions	Compensation data		
	e	Reduce first year workload for new faculty hires	Other faculty demographics		
	f	Support pedagogical development for junior faculty	Number of FDC programs and mentoring participation rates; RPT Teaching Philosophies		
	g	Mentor and support research, scholarship, and creative activities agendae	Number of FDC programs; ORSP financial investment of faculty support; increased RSCA		
	h	Promote and publicize accomplishments and achievements	Faculty reports of teaching; RSCA; service performance		
	i	Define increased college autonomy	College constitutions and governance		
	j	Mentor faculty and increase opportunities for non-tenure-track faculty to participate in governance, service, scholarship, and creative activity	Faculty governance mentoring; ORSP and FDC programs and fiscal investment; increased RSCA		
	k	Increase faculty opportunities through the FCETL's programs and activities	Number of programs and attendance rates		
	2.2	**Recognize faculty for leadership, service, and achievements.**			
	a	Recognize and publicize faculty as public intellectuals	Faculty reports of teaching; RSCA; service performance		
	b	Increase level and variety of knowledge within the University and the broader community	Faculty demographics		
	c	Define opportunities for Emeritus faculty	Faculty, student, and community surveys		
	d	Improve competitiveness in salary compensation	Compensation data		
	2.3	**Support the professional development, growth, and achievement of the University's staff.**			
	a	Increase staff opportunities to enhance skills	Funding levels and hours dedicated for staff development, educational attainment, participation in staff development		
	b	Enhance staff satisfaction and efficiency	Turnover rate, satisfaction surveys		
	c	Recruit, hire, and retain staff at appropriate levels	Promotions, re-classes, in-range advancements		
	2.4	**Provide accessible, comprehensive library resources and services to support the research and scholarship of students, faculty, and staff.**			
	a	Increase size and currency of library collection	Funding level for materials; size, scope, currency of library collection; library user surveys		
	b	Increase information and learning resources to facilitate high quality teaching and research, scholarship, and creative activities	Unit review process		
	c	Recruit library faculty and staff	Funding level for human resources		
	d	Increase support at the University level, in the colleges and library for faculty pursuing grant and research opportunities	Grant productivity measures		

STRATEGIC PLANNING TRACKING MATRIX
SELECTED EXHIBIT E

Priority		ACTIVITIES	Evidence/Effectiveness Indicators	Data Analysis To Be Completed	Date Disseminated
	2.5	**Provide appropriate campus technology services to all members of the campus community, while maintaining the primacy of technological support for academic programs.**			
	a	Provide agile, robust, and ubiquitous technology services	Satisfaction surveys		
	b	Improve service delivery	Assessment through support unit review process		
	c	Improve faculty and student access to campus information and technology tools	Technological support measures		
	d	Recruit technical staff with skills at appropriate levels			
	2.6	**Support innovative curricular and co-curricular opportunities to instill in students the pride of scholarship.**			
	a	Increase availability of learning communities and learning support programs	Outcome achievements in organized learning communities		
	b	Develop programs and activities that distinguish the University as a center for learning	Student retention and graduation rates in comparison with peer institutions		
	c	Increase opportunities for student research, scholarly, and creative activities	Participation in honor societies, academic presentations, competitions; graduate and post-baccalaureate study		
	2.7	**Continue the development of the Stockton Center**			
	a	Promote existing strengths of the Stockton Center and enhance its academic identity			
	b	Provide effective, committed onsite leadership, instruction, and staff	Faculty, staff, student, and community satisfaction		
	c	Redevelop business and academic master plans			
	d	Explore feasibility of alternative instruction and delivery systems	Stabilized enrollment growth pattern		
	e	Develop key student services	Student satisfaction		
	2.8	**Increase organizational efficiency and effectiveness**			
	a	Perform needs analysis of faculty governance	Evidence-based decision making		
	b	Consider proposals for restructuring university governance and administrative organization	Campus-wide dissemination and application of policies and procedures		
	c	Support effective governance currently in place	Functional benchmarking surveys		
	d	Increase integrity of institutional data and data systems	Degree of compliance with external deadlines and requirements		
	e	Increase efficiency and effectiveness of administrative operations while maintaining quality	Qualitative and quantitative measures to evaluate administrator effectiveness; cost comparisons with similar institutions		
	f	Improve enrollment management to streamline application and admission decisions	Operational improvement initiatives		

STRATEGIC PLANNING TRACKING MATRIX
SELECTED EXHIBIT E

Priority		ACTIVITIES	Evidence/Effectiveness Indicators	Data Analysis To Be Completed	Date Disseminated
	3	**The University and the Community**			
	3.1	**Grow at a rate of 3% FTES per year, simultaneously improving instructional quality and fiscal well-being.**			
	a	Increase student enrollments	Enrollment numbers and percentage of freshmen, transfer, graduate and international students annually against targeted growth rates; Stockton and distance education enrollments		
	b	Maintain a student-faculty ratio and increase instructional recourses	Student-faculty ratio		
	c	Increase freshman enrollments			
	d	Increase classroom space	Classroom seat occupancy measures		
	e	Utilize effective classroom scheduling	Need to reschedule classrooms after term begins		
	f	Develop program-specific community learning centers in targeted areas	Increase in centers; faculty and student participation rates		
	g	Increase number of qualified transfer students	Student enrollment and admission indicators		
	h	Increase number of out-of-region, national, and international students	Student enrollment and demographics		
	i	Increase use of national and international exchange programs	International student enrollments and exchange agreements		
	j	Increase percentage of regional high school students who go to college and select CSU Stanislaus	Percentage of regional high school graduate attending college and selecting CSU Stanislaus		
	k	Re-evaluate systematically campus facility capacity needs	Space utilization studies; course scheduling module utilization		
	3.2	**Expand high school and community college partnerships to increase the quality and diversity of our student body.**			
	a	Increase quality and number of high school and community college outreach programs	Application yield and percentage of students in partnership programs		
	b	Work within partnerships to increase student preparation for college entry	Percentage of students requiring remediation at entrance; percentage of students eligible for Stanislaus in six-county area; local high school graduation index		
	c	Employ web technology and communication strategies to provide prospective students with timely information facilitating college preparation	Web users survey and web log analysis		
	3.3	**Implement an enrollment management plan to increase admission, retention, and progress to degree in graduate programs.**			
	a	Increase enrollments in graduate programs to meet demand for qualified graduate students	Application yield, enrollments, percentage of graduate to undergraduate students		
	b	Increase financial and scholarly support	Increase the numbers of president and provost scholarships; donor gifts; endowments		
	c	Develop new programs in response to workforce needs	Academic program review		
	d	Streamline admission process	Mean application to admission time		
	e	Consult with faculty and staff at all levels as part of the enrollment management process	Retention, total units attempted, and mean time to degree data		

CALIFORNIA STATE UNIVERSITY, STANISLAUS

STRATEGIC PLANNING TRACKING MATRIX
SELECTED EXHIBIT E

Priority		ACTIVITIES	Evidence/Effectiveness Indicators	Data Analysis To Be Completed	Date Disseminated
	3.4	**Maintain an aesthetically stimulating, inspiring, and environmentally sensitive campus that supports opportunities for students, faculty, staff, and community members to engage and to give the campus a distinct identity.**			
	a	Continue to develop campus climate and grounds use through master planning activities	Assess facility usage through support unit review process		
	b	Increase opportunities for campus and external community use of grounds for activities	Community surveys; revenue generated by non-university event rentals; customer satisfaction surveys		
	c	Encourage increased use of campus as a cultural and intellectual center	Number and types of events occurring on campus; student satisfaction survey		
	d	Make the arts more visible on campus	Quantity and quality of art on campus; use of sustainable technology and techniques		
	e	Establish a creative arts committee	Reviews of campus visual art and performance		
	f	Coordinate art on campus initiatives with the College of the Arts			
	3.5	**Create a vibrant campus student life culture through increased, high-quality residential living opportunities within the greater campus area.**			
	a	Increase campus residential population	Housing, food service, sororities, fraternities, student activities, and other areas		
	b	Enhance local student housing opportunities	Occupancy reports		
	c	Facilitate a safe and healthy campus life	Campus crime statistics; benchmarking surveys related to student behavior, physical and mental health		
	d	Improve food service, recreation and activities, safety service, and administrative service hours	Student satisfaction survey		
	3.6	**Enhance our academic stature nationally and within the California State University system**			
	a	Achieve the highest reaccreditation by WASC and disciplinary accrediting agencies	WASC reaccreditation; disciplinary reaccreditations; national ranking publications; offices held by faculty and administration in professional organizations; CSU Accountability Report and Chancellor's Office reports		
	3.7	**Enhance our partnerships regionally, with special attention to the city of Turlock.**			
	a	Increase level of alumni interaction	Survey of alumni, employers, superintendents, and community college presidents		
	b	Position University as a prominent and intellectual resource	Student, staff, and faculty involvement in service activities		
	c	Develop partnerships and create a college town environment	Partnerships and philanthropic activities		
	d	Enhance relationships with government agencies and elected officials	Faculty and staff participation in city organizations		
	e	Consider creating a Turlock downtown office for extended education and degree programs	Extended education programs and enrollments		
	f	Increase quality of relations between Turlock and University	City participations in campus organizations		
	g	Increase service learning opportunities	Campus involvement in service learning and local community internships		

STRATEGIC PLANNING TRACKING MATRIX
SELECTED EXHIBIT E

Priority		ACTIVITIES	Evidence/Effectiveness Indicators	Data Analysis To Be Completed	Date Disseminated
	3.8	**Enhance University contributions to the region's economic prosperity.**			
	a	Increase opportunities for local economic and business development forums	Number of events, activities, and studies for business and economic development		
	b	Encourage responsible, ethical, and sustainable economic development	Regional economic development indicators		
	c	Increase opportunities for University researchers to improve regional understanding of economic and social indicators	Regional economic development indicators		
	d	Develop a knowledge-based research center focusing on land and environmental policy and planning	Center establishment and research contributions		
	e	Explore opportunities for university-business cooperation	Surveys of economic development officers and leaders		
	f	Establish University as a key regional source of talent for business recruitment	Alumni employment		
	3.9	**Through advertising, enhance University image and public relations.**			
	a	Increase awareness of students as competitive and successful professionals	Media coverage; alumni communications; alumni participation rates		
	b	Employ web technology and recruiting materials to market the University	Increased use of web-based processes and materials		
	c	Increase perception of campus as a cultural and intellectual center	Number of cultural and intellectual events on campus		
	d	Market colleges' distinctiveness through promotional materials	Media coverage of each college		
	e	Enhance marketing and promotion of the Stockton Center	Media coverage; Stockton enrollments		
	f	Update website and print media publicizing the University	Student enrollments; national/regional rankings; media awards		
	g	Implement local marketing and communications plan	Media coverage; local partnerships; town/gown relationships		
	h	Improve signage and "faces" of University	Foot traffic in University business area		
	i	Publicize the University through use of public radio, campus radio, television, and student newspaper	Media coverage		

California State University, Stanislaus

Core Indicators of Educational Quality
Selected Exhibit F

Educational and institutional quality is assessed at California State University, Stanislaus through a myriad of methods and related to specific objectives of academic and administrative units. In each case, indicators of quality are identified, data gathered, and results used to evaluate and improve effectiveness.

CSU Stanislaus has identified a set of "core indicators" that focus on educational quality. Information resulting from the annual collection of data related to these core indicators of educational quality is disseminated widely. Formal discussions occur by appropriate governance groups including the Assessment of Student Learning Subcommittee and the Assessment Leadership Team. An audit of university-wide assessment methods during the Capacity and Preparatory Review phase allowed for the alignment of indicators with existing sources of institutional data. These data will be examined and discussed by Inquiry Circles in the Educational Effectiveness phase of the review.

Eight Core Indicators of Educational Quality:

1: Quality of Programs

2: Quality of Teaching

3: Quality of Faculty Development

4: Quality of Research, Scholarship, and Creative Activity

5: Quality of Engaging Students in Learning

6: Quality of Students

7: Quality of Support for Learning

8: Quality of Achieving Diversity

Core Indicator 1: Quality of Programs

(Inquiry Circle 1 and WASC Standard 1)

Measure	Data Collection and Evidence
Number of programs accredited and reaccredited	Specialized Accreditation Programs
Ratings by students on exit surveys	Graduate Student Exit Survey Graduating Senior Survey
Ratings by students on alumni surveys	Graduate Alumni Survey Undergraduate Alumni Survey
Ratings by students on national surveys and performance based assessments	Collegiate Learning Assessment National Survey of Student Engagement iSkills
National ranking publications	American Association of State Colleges and Universities Barron's Peterson's Grad School Guide Hispanic Outlook Princeton Review US News and World Report

Core Indicator 2: Quality of Teaching

(Inquiry Circle 3 and WASC Standards 2 and 4)

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

Core Indicator 3: Quality of Faculty Development

(Inquiry Circle 3 and WASC Standard 3)

Measure	Data Collection and Evidence
Number of faculty development activities offered annually	Faculty Development Workshops 2003-2007
Number of faculty participating in faculty development	Faculty Development Workshops 2003-2007 Faculty Survey of Student Engagement
Number of faculty implementing classroom changes and innovations as a result of faculty development activities	Faculty Center for Excellence in Teaching and Learning Support Unit Review
Number of faculty participating in technology presentations, workshops, and forums	Faculty Development Workshops 2003-2007 Instructional Technology Workshops 2003-2007 Technology Presentations, Workshops, and Forums 2003-2007

Core Indicator 4: Quality of Research, Scholarship, and Creative Activity

(Inquiry Circle 4 and WASC Standard 2)

Measure	Data Collection and Evidence
Amount and rigor of scholarly work (publication/public venue presentations of faculty)	CSU Stanislaus Annual College Research, Scholarship, and Creative Activity Summary Tables and Research Compendium Departmental Elaborations
Applications of faculty scholarship to courses/teaching	Campus Faculty Survey Research, Scholarship, and Creative Activity Grants through the Leaves and Awards Committee
Number of sponsored programs through grants and contracts	Office of Research and Sponsored Programs Annual Reports Office of Research and Sponsored Programs Support Unit Review

Core Indicator 5: Quality of Engaging Students in Learning

(Inquiry Circle 1 and WASC Standard 2)

Measure	Data Collection and Evidence
Level of academic challenge	Graduate Faculty Survey of Student Engagement Graduate National Survey of Student Engagement Undergraduate Faculty Survey of Student Engagement Undergraduate National Survey of Student Engagement
Number of students receiving library instruction	University Library Support Unit Review
Number of students using library services/collections	University Library Support Unit Review
Amount of student scholarly work (publication/publication venue presentations of students)	Honors Publications Honor Society Presentations Theses Completions Student Research Competition
Amount of student/faculty interaction outside of the classroom	Graduate Faculty Survey of Student Engagement Graduate National Survey of Student Engagement Undergraduate Faculty Survey of Student Engagement Undergraduate 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 Graduating Senior Survey Undergraduate Faculty Survey of Student Engagement Undergraduate 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 Undergraduate Faculty Survey of Student Engagement Undergraduate National Survey of Student Engagement
Number of students participating in co-curricular activities	Chartered Student Organizations Graduating Senior Survey Graduate Exit Survey
Level of enriching educational experience	Graduate Faculty Survey of Student Engagement Graduate National Survey of Student Engagement Undergraduate Faculty Survey of Student Engagement Undergraduate National Survey of Student Engagement
Level of active/collaborative learning	Graduate Faculty Survey of Student Engagement Graduate National Survey of Student Engagement Undergraduate Faculty Survey of Student Engagement Undergraduate National Survey of Student Engagement

Core Indicator 6: Quality of Students

(Inquiry Circle 1 and WASC Standards 1 and 2)

Measure	Data Collection and Evidence
At Matriculation	
Number of students scoring at or above national mean on the SAT/ACT	Preparation/Selection Levels of Entering Students
Increase in rate of students taking the SAT/ACT	Preparation/Selection Levels of Entering Students
GPA from high school (computed for all courses that meet CSU college preparation pattern 10-12) and GPA for junior transfers	Preparation/Selection Levels of Entering Students
Number of students fully prepared in English (English Placement Test) and Mathematics (Entry Level Mathematics)	Preparation/Selection Levels of Entering Students
Student scores on GRE/MAT/GMAT for entry into graduate programs	Preparation/Selection Levels of Entering Students
By Graduation	
Student performance and growth on national performance-based tests	Collegiate Learning Assessment
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/professions	Graduate Alumni Survey Undergraduate Alumni Survey
Number of undergraduate students who are accepted into and complete their master's degree	Undergraduate Alumni Survey Graduate Alumni Survey
Student pass rates on the Writing Proficiency Screening Test (WPST)	Writing Proficiency Screening Test Reports

Core Indicator 7: Quality of Support for Learning

(Inquiry Circle 2 and WASC Standards 1, 2, 3, and 4)

Measure	Data Collection and Evidence
Budgetary priorities in planning/allocation documents	Strategic Plan: Framing the Future
Strategic planning priorities linked to educational quality	Strategic Plan: Framing the Future Strategic Plan Implementation
Resource support for faculty development	Faculty Center for Excellence in Teaching and Learning: Support Unit Review
Faculty workload agreements	Faculty Workload Agreement
Hiring patterns sufficient to support instruction and learning	CSU Chancellor's Office Faculty Recruitment Reports 2003-2005
Diversity of faculty, staff, and administration	CSU Stanislaus Faculty, Staff, and Administrators Demographic Characteristics
Level of funding to University Library in support of instruction, research, and learning	University Library Support Unit Review
Instructional technology support focused on instructional technology for learning	Instructional Technology Workshops 2003-2007 Technology Presentations, Workshops, and Forums 2003-2007
Allocation of appropriate academic space as it relates to pedagogy	Campus Faculty Survey IDEA Aggregate Data: Faculty Contextual Questions
Financial and personnel support for assessment	Office of Assessment and Quality Assurance: Support Unit Review
Financial and personnel support for Institutional Research	Office of Institutional Research: Support Unit Review

Core Indicator 8: Quality of Achieving Diversity

(Inquiry Circle 1, 2, 3, and 4 and WASC Standards 1, 2, 3, and 4)

Student Access and Success

Measure	Data Collection and Evidence
Diversity of undergraduate and graduate population; comparison to region	Admissions by Gender Admissions by Race/Ethnicity
Retention and graduation of a diverse student body	Graduation/Retention Rate Reports (5yr)
Student success and achievement	Graduate GPA Undergraduate GPA Graduation Writing Requirement Assessment Report
Student pursuing advanced degrees	Graduate Alumni Survey Undergraduate Alumni Survey
Student Employment; employed in their chosen field	Graduate Alumni Survey Undergraduate Alumni Survey

Campus and Classroom Climate

Measure	Data Collection and Evidence
Student/faculty/staff perceptions of campus climate	Graduate Exit Survey Graduating Senior Survey Provost's Forums and Town Hall Meetings
Student engagement in the classroom	Graduate National Survey of Student Engagement Undergraduate National Survey of Student Engagement
Student engagement in campus events	Graduate Exit Survey Graduate National Survey of Student Engagement Graduating Senior Survey Undergraduate National Survey of Student Engagement
Student/faculty/staff perceptions of co-curricular/academic support services	Graduate Exit Survey Graduate Faculty Survey of Student Engagement Graduate National Survey of Student Engagement Graduating Senior Survey Student Affairs Support Unit Reviews Undergraduate National Survey of Student Engagement
Student use of academic support services	Student Affairs Annual Reports Student Affairs Support Unit Reviews
Level of involvement of Student Affairs/Academic Student Support Services in diversity-related efforts	Diversity Awareness program Student Affairs Support Unit Reviews

Diversity in the Classroom/Curricula

Measure	Data Collection and Evidence
Degree to which diversity is included in the curricula	Multicultural General Education Requirement Global Learning Goals
Level of faculty involvement in diversity-related efforts	Diversity *ad hoc* committee Faculty Development Center Events Faculty Mentor Program
Level of student involvement/exposure to diversity courses	Courses offered; percent of total Service-Learning Course Data

Institutional Commitment to Diversity

Measure	Data Collection and Evidence
History of institutional efforts	Provost's Diversity Initiatives Chronology Academic Senate Resolutions on Diversity
Diversity of faculty/staff compared regionally and nationally	The Chronicle of Higher Education Almanac Faculty Composition CSU Employee Demographic Profile
Scholarly diversity of faculty	Diversity-related Research, Scholarship, and Creative Activities
Institutional commitment to recruiting, retaining, and rewarding a diverse faculty	CSU Faculty Recruitment Data Faculty Recruitment and Appointment Manual University Retention, Promotion, and Tenure procedures
Institutional commitment to recruiting, retaining, and rewarding a diverse staff	CSU Employee Demographic Profile Institutional Recruitment Guidelines - Staff Staff by Gender/Race/Ethnicity
Centrality of diversity in planning processes and mission statements	Academic Goals of the University Mission, Vision, and Values Statement Strategic Plan: Framing the Future
Perceptions of diversity from all campus constituencies	Provost's Forums and Town Hall Meetings
Campus and regional engagement in global issues and perspectives	Campus/Community Events
Systemwide commitments	CSU Pre-Doctoral Program Chancellor's Doctoral Incentive Program

California State University, Stanislaus

Academic Program Review Procedures
Selected Exhibit G

In accordance with the academic program review policy of California State University, these procedures are provided for the review of undergraduate, graduate, and post-baccalaureate programs; interdisciplinary programs; honors program; and general education at CSU Stanislaus.

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.

The academic program review process is based on a cycle of self-inquiry, review, and improvement. The basic components of academic program review include the following:

- 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.

I. Roles and Responsibilities

The vice provost, on behalf of the provost, manages the academic program review process and works closely with the college deans, department chairs, and faculty 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 and strategic planning.

Each academic program has an identified program faculty and dean who are responsible for overseeing the academic program. The program faculty is normally the department faculty. It is expected that all full-time faculty participate in the preparation and review of the program's academic program review. Where possible and as appropriate to each program, it is desirable to involve adjunct faculty as well. Interdisciplinary programs are governed by an interdisciplinary set of faculty whose rights and responsibilities are identified by an established interdisciplinary program charter.

Program faculty are responsible for developing expected student learning outcomes for each of the programs listed (see Appendix 3 and 4) and for employing methods annually to evaluate program effectiveness in achieving programmatic student learning goals. The assessment of these goals 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.

TIMEFRAME FOR REVIEW

As required by the CSU Board of Trustees, academic programs "should be reviewed periodically at intervals of from five to ten years." 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, 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.

Requests for delaying a review 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 (e.g., normally 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.

ACADEMIC PROGRAM REVIEW RECOMMENDATIONS FOR PROGRAM CONTINUANCE/DISCONTINUANCE

The college review committee and college dean 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.

II. 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. Departments with undergraduate and graduate programs provide either a separate or integrated review for each degree level, including comprehensive assessments of student learning and program functioning at both levels. The following criteria are addressed in the self-study document:

CHANGES SINCE THE LAST ACADEMIC PROGRAM REVIEW

Describe actions taken in response to the recommendations made in the previous academic program review. Briefly describe program and field changes over the past seven years and how the curriculum was revised to address these changes.

ENROLLMENT TRENDS

Based on institutional research data, summarize program's enrollment trends, student characteristics, retention and graduation rates, degrees conferred, and 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).

COMMITMENT TO STUDENT LEARNING

List the learning goals for students majoring in the program. Other than grades, describe how achievement of each of these learning outcomes is evaluated and documented through both indirect and direct methods.

Based on the institutional research data and assessment methods employed by the department, summarize and evaluate student learning, instruction, and other key elements of program effectiveness. Describe changes the program faculty have made and/or plan to make as a result of surveys of current students, student exit surveys, alumni surveys, and direct methods used to evaluate student learning and program effectiveness.

For master's programs, 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

Describe the program's effectiveness in offering the instructional program in Turlock, Stockton, and/or other off-campus sites, and via distance education. Describe issues, as appropriate related to program delivery, such as the scheduling of courses in order to meet student program needs and for program completion, and library and technological support.

Describe the effectiveness of the program in improving students' writing skills through the curriculum and/or writing proficiency courses.

Describe the effectiveness of student advising and mentoring and involvement with student majors.

Describe the program's role in providing service courses to other majors and the general education program. Based on an assessment of general education goals, describe how successful these courses are in supporting the university's general education goals.

For graduate programs, describe how effectively the graduate program sustains a graduate-level culture and how the curriculum is structured to ensure active student involvement with the scholarly literature of the field and ongoing student engagement in research and/or appropriate advanced professional practice and training experiences.

Describe future curricular plans and their alignment with the college and university's mission and strategic plan.

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 7 and provide a justification if the units exceed 120.

Units for Graduate and Post-baccalaureate Credential Programs. graduate programs that exceed 30 required units for a Master of Arts degree or 36 required units for a Master of Science degree, provide a justification for the total program units. For post-baccalaureate credential programs that exceed units required by the California Commission on Teacher Credentialing, provide a justification for the additional units.

FACULTY

Describe and evaluate 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 to the program.

Describe how faculty members are engaged and supported in scholarship, research, and/or creative activity. Describe program support for and involvement in faculty development, especially new and non-tenured faculty.

IMPLEMENTATION PLAN

Preliminary Implementation Plan

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 with the Provost, Dean, and Vice Provost during the academic program review meeting.

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 recommendations.

Final Implementation Plan
The *final* implementation plan results from discussion and consultation among the program representative(s), the program administrator, college and university committees, the college dean, the Vice Provost, and the Provost.

The *final* implementation plan is to be submitted electronically to the Vice Provost no later than three weeks after the meeting with the Provost.

III. Process Overview and Chronology

The process follows the chronology and timeline found in Appendix 2 to ensure a meaningful review and feedback and timely submission of academic program review reports to the provost and CSU Board of Trustees.

IV. Programs To Be Reviewed

An academic department or unit conducts a review of each undergraduate degree, postbaccalaureate credential, and graduate degree program for which it is responsible. An academic program is a structured, usually sequential, grouping of courses forming a considerable part, or all, of the requirements for a degree or credential.

Each interdisciplinary major or stand-alone minor is subject to academic program review. (Minors embedded within a single academic program are reviewed as part of the program's normal academic program review and are not subject to the process described in this section.) Current interdisciplinary minor programs that are "stand-alone" minors (i.e., affiliated with more than one academic department) are listed in Appendix 3.

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 document is to be developed by the faculty of the interdisciplinary program and accompanied by signatures of the program faculty and dean(s).

V. Accredited Programs

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:

a) *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.
b) *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.
c) *The substitution is not approved.* The program is reviewed in accordance with the academic program review procedures.

VI. External Program Review For Non-Accredited Programs

(during the self-study phase)

For non-accredited programs, a program may request of the college dean that the program be subject to an external independent evaluation as part of the self-study phase of the academic program review. An external reviewer 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 subsequent levels for review. Funds for the external review are provided by the college dean. (See Appendix 6, External Reviewer for Academic Program Review, for a description of the process for hiring and conduct of work for external reviewers.)

VII. External Program 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. The external evaluators will be individuals of significant professional reputation in the field who will report their findings to the appropriate department and college. One of the evaluators 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.

The college dean is responsible for the overall coordination of the external review. Nominations for evaluators are solicited from the chair of the department of the program being reviewed and from other institutions, higher education associations, and professional organizations. These 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. Funds in support of the expenses of the external reviews are provided by the college dean.

VIII. Update of Academic Program Review Procedures

The academic program review procedures are updated as necessary for currency and consistency with university changes in structure, institutional data, and academic programs. Draft changes are submitted by the Vice Provost to the University Educational Policies Committee, Graduate Council, and Provost's Council of Deans for review and action, as necessary.

Source: Office of Academic Programs
Approved 2004/Updated 2008

Academic Program Review Data

Appendix 1

The Office of Institutional Research collects, analyzes, and summaries 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 DATA

- Overall Headcount Enrollment by Demographic Characteristics and Degree Level
- College Headcount Enrollment by Demographic Characteristics and Degree Level
- CSU Degree Program Headcount Enrollment by Demographic Characteristics and Degree Level

COURSE ENROLLMENT HISTORY

- CSU Degree Program FTES/FTEF/SFR by Course Level (All, Lower-Division, Upper-Division)
- Course History by Course Subject By Term for Academic Years

COURSE GRADE DISTRIBUTION

- Overall College Course Grade Distribution (CSU Stanislaus Total)
- Program Course Grade Distribution by Course Subject

DEGREES AWARDED

- University Degrees Conferred by Degree Type
- University Degrees Conferred by Demographic Characteristics and Degree Level
- College Degrees Conferred by College, Demographic Characteristics, and Degree Level
- Program Degrees Conferred by College and Degree Program
- Program Degrees Conferred by Program, Demographic Characteristics, and CSU Degree Program

TIME TO DEGREE (ANNUAL RETENTION AND GRADUATION RATES)

- Annual Retention and Graduation Rates for First-Time Full-Time Freshmen
- Annual Retention and Graduation Rates for First-Time Full-Time Freshmen by Degree Program at Entry
- Annual Retention and Graduation Rates for First-Time Full-Time Transfers
- Annual Retention and Graduation Rates for First-Time Full-Time Transfers by Degree Program at Entry

GRADUATING SENIOR SURVEY

- University, College, and Program Data

GRADUATE SCHOOL EXIT SURVEY

- University, College, and Program Data

ALUMNI SURVEY

- University, College, and Program Data

FACULTY

- Full time equivalent faculty – FTEF (tenured, tenure-track, visiting lecturer, part-time)
- Faculty released time

OTHER

- Data unique to each program's learning goals as requested by the college dean.
- Please email Dr. Angel Sanchez AASanchez@csustan.edu, Interim Director for Institutional Research, with your data request.

Academic Program Review Chronology

Appendix 2

TARGET DATE	ACTIVITY	√
By February 1	Vice provost notifies college deans and department chairs/program administrators the programs to be reviewed two years prior to the completion date of the self-study, recommendations, and implementation plan.	
By February 15	*Accredited programs* Department chair/program administrator requests of the college dean a substitution for the academic program review document.	
By March 1	*Accredited programs* 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. *Non-accredited programs* 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 – January 31	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 2 – October 31	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.	
By November 1	College dean forwards the self-study to the Office of Academic Programs.	
By November 2	Office of Academic Programs forwards the self-study to the UEPC (if requested) and/or to the Graduate Council (for master's and post-baccalaureate programs).	
November 3-30	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.	
By December 15	College dean submits to the vice provost a copy of the self-study; recommendations from external reviewer(s) (if applicable); responses from the department (if any); and reports from the college, UEPC, and/or the Graduate Council, where applicable.	
December 16 – January 31	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 preliminary implementation plan.	
February 1 – March 31	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. The college dean submits the final implementation plan electronically to the vice provost.	
By May 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 June 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 process within academic affairs and within the university's strategic planning processes.	

Listing of Degree Programs for Academic Program Review

Appendix 3

Degree Program	Academic Unit	Degree Type(s)	Hegis Code(s)	Last Review	Next Review
Agricultural Studies	Department of Agricultural Studies	BA	01014	N/A	2009-10
Anthropology	Department of Anthropology/Geography	BA	22021	2001-02	2008-09
Applied Studies	Interdisciplinary degree program (charter)	BS	49995	1998-99	2006-07
Art	Department of Art	BA/BFA	10021/10022	1999-00	2009-10
Biological Sciences	Department of Biological Sciences	BA/BS	04011	1999-00	2008-09
Business Administration	Department of Accounting and Finance Department of Management, Operations, & Marketing	BS/MBA MSBA	05011 05041	2003-04 n/a	2010-11 2010-11
Chemistry	Department of Chemistry	BA/BS	19051	2000-01	2008-09
Child Development	Department of Psychology and Child Development	BA	08231	2002-03	2009-10
Cognitive Studies	Interdisciplinary degree program (charter)	BA	49016	2002-03	2008-09
Communication Studies	Department of Communication Studies	BA	06011	2000-01	2007-08
Computer Information Systems	Department of Computer Information Systems	BS	07021	2003-04	2010-11
Computer Science	Department of Computer Science	BS	07011	2002-03	2009-10
Criminal Justice	Department of Criminal Justice	BA/MA	21051	2002-03	2010-11
Economics	Department of Economics	BA	22041	2001-02	2008-09
Education	Department of Advanced Studies in Education and Department of Teacher Education	MA/Post-baccalaureate Credential	08011	2002-03	2009-10
English	Department of English	BA/MA	15011	2001-02	2008-09
French*	Department of Modern Languages	BA	11021	2001-02	2008-09
Geography	Department of Anthropology/Geography	BA	22061	2002-03	2009-10
Geology	Department of Physics, Physical Sciences, and Geology	BS	19141	2000-01	2007-08
History	Department of History	BA/MA	22051	2002-03	2009-10
Interdisciplinary Studies	Graduate School and MA/MS Interdisciplinary Studies Committee	MA/MS	49993	2002-03	2009-10
Liberal Studies	Department of Liberal Studies	BA	49012	1999-00	2007-08
Marine Sciences	Department of Biological Sciences	MS	49022	2003-04	2010-11

Listing of Degree Programs for Academic Program Review

Appendix 3

Degree Program	Academic Unit	Degree Type(s)	Hegis Code(s)	Last Review	Next Review
Mathematics	Department of Mathematics	BA/BS	17011	2000-01	2007-08
Music	Department of Music	BA/BM	10051/10041	2002-03	2012-13
Nursing	Department of Nursing	BS	12031	2002-03	2007-08
Philosophy	Department of Philosophy	BA	15091	2000-01	2007-08
Physical Education	Department of Physical Education and Health	BA	08351	2003-04	2010-11
Physical Sciences	Department of Physics, Physical Sciences, and Geology	BA	19011	1999-00	2006-07
Physics	Department of Physics, Physical Sciences, and Geology	BA/BS	19021	1999-00	2006-07
Political Science	Department of Politics and Public Administration	BA	22071	2004-05	2011-12
Psychology	Department of Psychology	BA/MA/MS	20011	2003-45	2010-11
Public Administration	Department of Politics and Public Administration	MPA	21021	2004-05	2011-12
Social Sciences	Interdisciplinary degree program (charter)	BA	22011	2003-04	2010-11
Social Work	Department of Social Work	MSW	21041	2002-03	2010-11
Sociology	Department of Sociology	BA	22081	2002-03	2009-10
Spanish	Department of Modern Languages	BA	11051	2001-02	2008-09
Special Major	Dean, College of Arts, Letters, & Sciences	BA/BS	49993	2003-04	2010-11
Theatre Arts	Department of Theatre	BA	10071	2002-03	2012-13

*French major temporarily suspended effective fall 2006. Program to be permanently discontinued or reactivated fall 2009.

Listing of Degree Programs for Academic Program Review

Appendix 3

GENERAL EDUCATION

Degree Program	Academic Unit	Degree Type(s)	Hegis Code(s)	Last Review	Next Review
General Education	General Education Subcommittee *(performs role of GE program assessment)* (charter)	n/a	n/a	2002-03	2007-08
General Education Summit Program	General Education Subcommittee *(performs role of GE program assessment)* (charter)	n/a	n/a	2003-04	2010-11

HONORS PROGRAM

Honors Program	College of Humanities and Social Sciences (charter)	n/a	n/a	n/a	2006-07

INTERDISCIPLINARY MINOR PROGRAMS

Environmental and Resource Studies	College of Natural 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	2010-11
Gerontology	College of Humanities and Social Sciences (charter)	n/a	n/a	2005-06	2012-13
Latin American Studies	College of Humanities and Social Sciences (charter)	n/a	n/a	2004-05	2011-12
Permaculture	College of Natural Sciences (charter)	n/a	n/a	2005-06	2012-13

Interdisciplinary Programs and Honors Program Charter

Appendix 4

In addition to the criteria for the self study, interdisciplinary programs and the honors program provide an updated charter that governs program operations and is approved by dean and provost.

The charter includes, at a minimum, the following information:

1. Mission
2. Program and curricular description
3. 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

Appendix 5

The academic program review of general education includes the traditional program, both upper and lower division requirements/courses, and the Summit program. An updated charter governs program operations and is approved by dean and provost.

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, 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 GE program, and what actions for improvement are recommended.

Curriculum Map

- Illustrate GE learning goals by GE Area
- Track the introduction and reinforcement of GE learning goals in lower/upper division
- Assess student achievement and levels of attainment of GE 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 UEPC

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

Appendix 6

OVERVIEW

In accordance with academic program review policy and procedures, external program review for non-accredited programs may occur during 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.

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. This report is included in the self-study document.

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, including assessment results.
2. Focuses on the quality of student learning and the ability of the program to foster student learning.
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. Reviews sample student work from courses (introductory to culminating), as appropriate and with student and faculty identification removed from documents.
5. Employs other strategies appropriate to the discipline.
6. Conducts an exit meeting with department chair, program/departmental faculty, and college dean.
7. Writes summary of findings of strengths and areas for improvement related to student learning, assessment of student learning, curriculum, instruction, advising, faculty scholarship, diversity, quality of support from library and academic technology, 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 subsequent levels of review.

TIMELINE

The review is conducted over a 1-2 day period, resulting in a written document submitted to the department chair and college dean within two weeks of the visit.

MATERIALS PROVIDED TO THE EXTERNAL REVIEWER

The department chair coordinates the external reviewer's schedule. Prior to the campus visit, the department chair provides to the external reviewer a copy of the visitation schedule, draft 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. 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 $200 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.

Baccalaureate Degree Audit Information

Appendix 7

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		TOTAL UNIT DEGREE REQUIREMENTS *
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		TOTAL double-counted courses (add lines 9 and 10)
12		TOTAL units taken (subtract line 11 from line 8)

* Units beyond 120 required by a degree program (e.g., accreditation requirement) remain in effect.

Preparer/Date
Approved/Date

Signature Page
Academic Program Review

Appendix 8

_____

Title of Degree Major or Interdisciplinary Minor

SIGNATURES:

Program Faculty Member	Title	Date
Program Faculty Member	Title	Date
Program Faculty Member	Title	Date
Program Faculty Member	Title	Date
Program Faculty Member	Title	Date
Program Faculty Member	Title	Date
Program Faculty Member	Title	Date
Program Faculty Member	Title	Date
Program Faculty Member	Title	Date
Program Faculty Member	Title	Date
Program Faculty Member	Title	Date
Program Faculty Member	Title	Date
Program Faculty Member	Title	Date
College Curriculum Committee Chair		Date
College Dean		Date
Graduate Council (if applicable)		Date
University Educational Policies Committee (if applicable)		Date

AN EVALUATION OF THE ACADEMIC PROGRAM REVIEW PROCESS
SELECTED EXHIBIT G

The Academic Program Review (APR) process at CSU Stanislaus is the most important method by which the university evaluates the effectiveness of its academic programs. In 2000, a review of the APR process was initiated, primarily as a result of the increased emphasis on the demonstration of the quality of student learning, a general dissatisfaction with a burdensome process and timeline, and the perceived inconsistent use of outcomes at the college and university levels.

The Chancellor Office requirements changed to focus on assessment for program enhancement for student learning. For every program completing the academic review process in a given year a summary including the results of the assessment of student learning outcomes, the implications of the results for modification of program requirements, standards, and the changes made as a result of the assessment findings, is included in the annual academic Planning and Program Review reports.

Academic Program Reviews are also a critical component of the university's assessment and quality assurance processes, and a review of the Academic Program Review process is a stated outcome for CSU Stanislaus' reaccreditation efforts as part of its Capacity and Preparatory Review.

Under the guidance of the University Educational Policies Committee (UEPC), the Academic Program Review procedures are viewed as a dynamic, subject to continual examination and refinement, and a process that implements the APR policy in accordance with the university's *Principles for the Assessment of Student Learning*. As such, UEPC continues to evaluate the procedures and makes appropriate changes.

CHRONOLOGY FOR THE REVIEW OF APR

A summary of key actions related to the review of the Academic Program Review process follows:

2000/01
The Provost formed a committee to evaluate the 1996 Academic Program Review Process and to recommend a new pilot APR process. Membership includes administration and faculty governance members.

2001/02 AND 2002/03
The APR pilot process was implemented.

2003/04
As a result of the pilot process, revisions were made to the 1996 APR process and are reflected in the new 2005 APR.

2004/05 THROUGH 2006/07
The new APR process was approved and initiated for programs undergoing 2004/05 review and thereafter.

2007/08
An assessment of the 2005 Academic Program Review process was initiated as part of the university's reaccreditation self study and in consultation with the University Educational Policies Committee.

External reviewer Dr. Mary Allen evaluated the Academic program review process as part of her review of university-wide assessment.

Summary of Changes Made to the 1996 Academic Program Review Process As Reflected in the 2005 Academic Program Review Process

The following is a summary of changes, guided by campus values, which are reflected in the 2005 academic program review process:

STREAMLINED PROCESS/GREATER DEPTH

1. A review cycle of 7 years rather than 5 years.
2. Reduction of the number of review criteria with greater focus on commitment to student learning, faculty expertise, and future program planning and action.

STUDENT LEARNING

3. Centrality of the establishment and evaluation of programmatic student learning goals.
4. Greater reliance on data and assessment of student learning goals.
5. Addition of a "curriculum matrix" that displays student learning goals addressed in each course and other related information (e.g., assessment methods).

COLLEGE ACCOUNTABILITY

6. Greater decentralization for review by the faculty in the colleges rather than university level, including streamlining the process by eliminating the Academic Program Review Subcommittee of the University Educational Policies Committee.
7. Strengthening the role of the dean in ensuring departmental follow-up and accountability for program quality.
8. Meetings by provost with dean, department chair, and program faculty to affirm implementation plan based on APR.
9. Greater linkage between APR, program planning, strategic planning, and budgetary decisions.
10. Greater integration between undergraduate and graduate programs, with option of integrated documents for undergraduate and graduate.

EXTERNAL REVIEW OF QUALITY

11. Incorporation of accreditation review procedures into APR.
12. Opportunity for external program review during period of self-study.
13. Greater clarity of APR for interdisciplinary programs.

IMPROVED INFRASTRUCTURE

14. Better centralized institutional research support to departments in data collection, analysis, and interpretation.
15. Accountability for the implementation of the APR process shifted back to the vice provost.

PROPOSAL
ASSESSMENT OF THE 2005 ACADEMIC PROGRAM REVIEW PROCESS

An assessment of the 2005 Academic Program Review process includes the following methods:

EXTERNAL REVIEW – FALL 2007

An external review of the Academic Program Review process was conducted by Dr. Mary Allen. Recommendations resulting from this review will be incorporated into the findings.

INTERVIEWS – FALL 2008

Structured interviews will be conducted with department chairs, college deans, and provost for those programs that completed the new 2005 APR. The purpose of these interviews is to evaluate their experiences with the APR process and to secure their recommendations for improvement. (Criminal Justice, Gender Studies, Physics/Physical Sciences, and Political Science)

COMPONENTS FOR INTERVIEWS

1. Review Criteria, especially Student Learning
2. Institutional Research Data
3. Implementation Plan
4. Timeline
5. Department/College Review
6. Meetings with Dean and Provost
7. Overall effectiveness of APR
8. Other Criteria Identified by the Participants
9. Recommendations for Improving APR
10. WASC Rubric

ENGAGEMENT PILOT - 2008/09

As part of the case study, programs undergoing APR in 2008/09 will be invited to add an "engagement" criterion under the section on "Commitment to Student Learning" in which programs describe departmental efforts/accomplishments to promote student engagement in learning. They will also be asked to indicate their views for adding student engagement as a permanent criterion. Academic departments undergoing APR in 2008/09 include Anthropology, Biological Sciences, Chemistry, Cognitive Studies, Economics, English, and Spanish.

COMPONENTS FOR ENGAGEMENT PILOT

1. Review Criteria, especially Student Learning
2. Engagement as a Pilot Criterion
3. Internal/External Review Components
4. Institutional Research Data
5. Implementation Plan
6. Timeline
7. Department/College Review
8. Meetings with Dean and Provost
9. Overall effectiveness of APR
10. Other Criteria Identified by the Participants
11. Recommendations for Improving APR

Alignment – Spring 2009

University governance groups will be asked to assess the degree to which the university has integrated student learning assessment into its formal academic program review processes.

Department Chairs, deans, the Assessment of Student Learning Subcommittee, the Assessment Council, and the Assessment Leadership Team will be requested to use the *Rubric for Assessing the Integration of Student Learning into Program Reviews* (Dr. Mary Allen, October 2007), a rubric that provides guidance for assessing the degree to which the university has integrated student learning assessment into its formal academic program review processes.

Case Study - 2009/10

As a result of deliberations resulting from Reaccreditation Inquiry Circle 1, CSU will employ a case study as one method for evaluating the effectiveness of the APR. This methodology was adapted from the case study method as described in University of California, Berkeley's *Educational Effectiveness Analytical Essay for Improving Academic Program Review* (2002). Academic departments undergoing APR in 2009/10 cycle will be invited to participate in the case study (Agricultural Studies, Art, Child Development, Computer Science, Geography, History, Interdisciplinary Studies, and Sociology).

COMPONENTS FOR CASE STUDY

1. Review Criteria, especially Student Learning
2. Engagement as a Pilot Criterion
3. Internal/External Review Components
4. Institutional Research Data
5. Implementation Plan
6. Timeline
7. Department/College Review
8. Meetings with Dean and Provost
9. Overall effectiveness of APR
10. Other Criteria Identified by the Participants
11. Recommendations for Improving APR

Use of Results

The results of this assessment of the Academic Program Review process will be a list of recommendations for improving the APR for consideration by the University Education Policies Committee Subcommittee for the Assessment of Student Learning, the Assessment Council, and the Assessment Leadership Team. Actions, as appropriate, will be taken by the University Educational Policies Committee.

Recommendations to Date

APRIL 2008

Various groups or individuals (indicated in parentheses) have made the following recommendations for improving the current Academic Program Review procedures. These recommendations will be reviewed by the University Educational Policies Committee and the Graduate Council.

1. *Implementation Plan*. The submission of the *Implementation Plan* after meeting with provost has not occurred under the transition to new colleges/deans. Oversight of APR and ensuring complete cycle is imperative. (Staff) *Remediation underway as of 10/30/07*
2. *Faculty Position Allocations.* The use of APR as a key variable in deans' decisions for faculty position allocation/ budget. (Department Chair)

3. *Assessment Report.* Require program assessment reports as part of the APR process. (Program Assessment Coordinators; Dr. Mary Allen, Consultant)

4. *Student Engagement.* Add criterion for student engagement under the section on "Commitment to Student Learning" in which programs describe department efforts to promote student engagement in learning. (Reaccreditation Inquiry Circle 1)

5. *Executive Summary.* For graduate programs (master's), require a 1-2 page executive summary indicating priority actions in the Implementation Plan. (Graduate Council)

6. *IDEA Departmental Reports*. Include IDEA aggregate departmental reports as part of the APR Data Information. (Faculty, APR Workshop/Department Chair)

7. *External Reviewer.* Include a requirement for review of the program by an off-campus disciplinary expert(s). Clarify procedures for departments/colleges' hiring of external reviewers and the expectations for the conduct of their work. (Council of Deans, Department Chairs).

8. *Assessment Processes and Reporting.* Work towards greater alignment of the Academic Program Review and the Student Learning Assessment processes and reporting. (Dr. Mary Allen, Consultant)

9. *External Reviewers.* Greater use of external reviewers, with disciplinary and assessment expertise, in the Academic Program Review process. (Dr. Mary Allen, Consultant)

10. *College Committees.* Increased understanding of assessment for College committees that provide feedback on Academic Program Reviews. (Dr. Mary Allen, Consultant)

Source: Office of Academic Programs, 2008

California State University, Stanislaus

Graduation Writing Assessment Requirement Overview
Selected Exhibit H

The CSU system requires that all students satisfy a Graduation Writing Assessment Requirement (GWAR) in order to qualify for the award of any baccalaureate degree. Each campus develops a unique approach to the GWAR. Since 1991, GWAR has been satisfied at CSU Stanislaus through a two-step process: the Writing Proficiency Screening Test (WPST) and an upper division, discipline-specified Writing Proficiency (WP) course.

Two entities provide leadership and guidance for campus administration of the GWAR: the University Writing Committee and the Faculty Coordinator for the WPST.

The *University Writing Committee* is a standing subcommittee of the University Educational Policies Committee and is composed of seven members of the faculty (two members must be from the Department of English and the balance representing the colleges); the Faculty Coordinator serves *ex officio*. The UWC oversees policy development related to GWAR, oversees the development, regularly reviews the effectiveness, and approves the continuation of all WP courses. The University Writing Committee also responds to special appeals or petitions from students regarding the GWAR.

The *Faculty Coordinator for the WPST* organizes the administration and scoring of the WPST and, in partnership with the Writing Center, gives support and advice to students prior to the exam administration and subsequently in case of an unsuccessful attempt.

Implementation of the GWAR

The attached specific policies for implementation of the GWAR and Frequently Asked Questions were updated in 2006-07 following faculty review and extensive campus discussion.

The Writing Proficiency Screening Test (WPST)

The Writing Proficiency Screening Test (WPST) is administered four times a year. The test is designed to measure and ensure basic student writing competence and their preparation for upper-division writing in their discipline. Students are required to respond in essay form to a single prompt within ninety minutes. The prompts are developed by the Faculty Coordinator in consultation with the University Writing Committee, and tested for reliability and validity before use in actual WPST administrations. Faculty members and other qualified readers score the tests in dual independent readings. Significant differences in scoring are resolved by a third reading. Students are advised of their status as soon as practicable after the exam and scoring. Students who do not pass the WPST are given advice and options to ensure their subsequent successful performance. Further information and Frequently Asked Questions about the WPST are available on the WPST website.

WPST Scoring Guide

The WPST scoring rubric was developed by the University Writing Committee and is reviewed annually for usability, reliability, and consistency. The scores from two independent readings are added together; a score of seven is the minimum score for a pass. Scores of two or greater difference are considered significant; papers given such scores are automatically read by a third, experienced reader for resolution. The rubric below was in effect Spring 2008.

5: Highly competent, although it may have minor faults

Sustains an argument that acknowledges and develops the complexity of the issue

Displays fluent control over language

Uses relatively sophisticated language

Has a structure that is strong, with all parts integrated in the discussion of the issue

Develops an argument that acknowledges and develops the complexity of the issue

4: Adequate rather than competent

Acknowledges the complexity of the issue

Displays adequate control of language

Uses language appropriately

Has a clear structure although there may be occasional lapses in focus

3: Developing Adequacy

Often develops only one aspect of the issue, or may distort the issue

Contains generalizations with little support rather than developing an argument

Displays general control over language although there may be an accumulation of errors

Has a structure which may be unclear o which may limit the author's development of the issue

2: Inadequate

Exhibits any of the following characteristics:

Attempts to address the issue, but does not provide adequate development

Lacks control over language

Has no apparent structure

For English as a Second Language (ESL) Papers:

Readers should not penalize ESL writers excessively for slight shifts in idiom, problems with articles, confusion over prepositions, and occasional misuse of verb tense and verb forms, so long as such features do not obscure meaning.

Writing Proficiency Courses

Writing Proficiency (WP) courses are developed by faculty within the context of their disciplines. The courses are approved and are subject to regular review and recertification by the University Writing Committee.

The criteria for WP courses are four-fold:

1. WP courses have curricular content (that is, they are not "merely" writing courses)
2. WP courses integrate writing with the rest of the course in both content and pedagogy
3. WP courses provide meaningful assessment of and developmental feedback on writing
4. WP courses include instruction and appropriate warnings about plagiarism.

As courses within the discipline, each WP course is expected to meet these WP criteria in a manner appropriate to disciplinary requirements for writing skills. The course should be regularly offered and should have enrollments capped at 25 students to ensure sufficient individual attention and assessment.

Source: University Writing Committee and Writing Proficiency Screening Test Program documents,
Writing Proficiency Screening Test Program web site, 2008

California State University, Stanislaus

Graduation Writing Assessment Requirement
Implementation Policies
Selected Exhibit H

1. The Writing Proficiency Screening Test (WPST) is administered a minimum of 4 times per year. The prompts for the WPST are designed and tested by the WPST Coordinator, with the goal that every student should have the necessary background and experience to address the prompt.

2. The WPST Coordinator organizes WPST grading sessions shortly after each test offering. Each exam is graded holistically and independently by two trained readers referring to a six-point rubric that measures basic writing skills common to all disciplines. If the two readers' evaluations agree within one point, they are added to form a total score. If not, the exam is re-read by the chief reader who will resolve the discrepancy. The minimum passing score is seven.

3. WPST exam scores are posted to the student information system, and WPST status [Pass/Fail/Not Taken] for each student appears on course rosters for WP courses. Instructors have the responsibility to withdraw students who have not passed the WPST.

4. The WPST should be taken as soon as possible after successful completion of the Critical Thinking course. To encourage this, each semester the WPST Coordinator contacts instructors of the critical thinking course, asking them to tell their students to take the WPST as soon as possible after passing their course.

5. Students who take an equivalent exam, as determined by the University Writing Committee, or pass the GWAR while matriculated at another CSU campus may transfer credit for the WPST and/or GWAR to our campus. Such transfers are posted to the student information system and appear as PASS on grade rosters for WP courses.

6. The WPST Coordinator meets with students who have failed the WPST to advise them of their weaknesses and recommend ways to address them. Options range from ESL classes to individual or group sessions in the Writing Center. While the WPST score reports always advise students who have failed that they should schedule such a meeting, those who have failed at least once before are also sent a separate, strongly worded letter with a copy to their major department, urging them to do so.

7. Courses must be approved by University Writing Committee before being granted WP status.

8. Each WP Course offering is reviewed the first time an instructor new to the course teaches it and periodically for each course/instructor combination at five-year intervals.

9. Courses not previously approved for WP credit cannot be used to satisfy the GWAR, even on an independent or individual study basis. However, University Writing Committee will routinely approve petitions to award GWAR credit for a WP course given as independent study because of scheduling difficulties. Such courses must be supervised by an experienced instructor of the course, and adhere to the original approved course proposal.

10. The initial certification and subsequent re-certifications are based on four criteria:
    a) WP Courses have curricular content; i.e. the course is not just a writing course.
    b) WP courses integrate writing with the rest of the course, both in content and in pedagogy.
    c) WP courses provide meaningful assessment of and developmental feedback on writing.
    d) WP courses include instruction and warnings about plagiarism.

11. To be granted and maintain WP status, courses must be classified C-4, with enrollment capped at 25 students because of the additional interaction with students and effort involved in teaching WP courses.

12. The University Writing Committee monitors WP course enrollments to assure that no course routinely enrolls more than 25 students or routinely includes students who have not successfully completed the WPST prerequisite.

13. If a WP course proposal or offering seems to be out of compliance with established policies, before refusing certification or re-certification, the University Writing Committee contacts the instructor(s) and department informally and formally in an attempt to resolve the problems.

14. The WPST coordinator meets annually with staff in Outreach and Academic Advising to ensure that those staff are kept up-to-date on GWAR requirements and that those requirements are communicated effectively to incoming and current students.

Frequently Asked Questions about the GWAR

1. What kind of writing should I assign in my WP course, and what standards should I use to assess writing quality?

   Answer: WP instructors and their departments are in charge of defining what specific and general skills comprise competent writing in their discipline and how this may be developed and measured. The University Writing Committee requires only that instructors develop such definitions and standards, that they integrate them with curricular material, and that they teach their standards in a developmental way. We are also proposing to require that instructors teach about plagiarism, and actively guard against it.

2. My WP course has been selected for review by University Writing Committee. What materials does the University Writing Committee want me to submit, and how will these be evaluated?

   Answer: The University Writing Committee needs copies of the course syllabus and all other course handouts, a few samples of student writing showing developmental feedback, and a short cover letter from the instructor explaining how disciplinary writing is defined and taught in the course. The University Writing Committee reads these materials to find evidence that the instructor has a vision of what constitutes competent writing in the discipline and leads the students in a significant and developmental attempt to develop these competencies. The Committee does not second-guess either the definition of competent writing or the teaching methodology as long as they are clearly defined, integrated with course material, and developmental in nature.

3. What is meant by "developmental feedback"?

   Answer: Developmental feedback includes instructor and/or peer review of early drafts of some manuscripts that suggests what students can do to improve their work. The instructor should work with students iteratively to help them learn to perfect their writing. The Faculty Development Center regularly offers writing workshops illustrating a variety of developmental feedback techniques you may wish to try.

4. I have a student who has passed the WPST, but seems to lack basic writing skills in my class. How can this happen?

   Answer: One need not be a very good writer to pass the WPST; it tests only the most basic ability to form sentences and organize them into an essay. Nevertheless, you can be assured that students who pass the WPST have demonstrated at least that much ability in a controlled environment and you can hold them to that expectation in your class.

5. As the instructor of a WP course, can I admit a student who has not yet passed the WPST?

   Answer: As with any course prerequisite, the instructor has the authority to allow a student to take the course without having taken the WPST. Note, however, that this does NOT waive the University requirement that the student must pass the WPST before graduation. There are several other reasons why instructors should do this rarely, if at all:

   a) Most instructors do not have the time or experience to teach the very basic writing skills that are screened by the WPST. This test is there to make life easier for you (see FAQ #4).

   b) Students are confused, and instructors embarrassed, if a student passes a WP class but then has difficulty passing the WPST. This can happen because of undetected plagiarism or other grading mistakes.

   c) Good instructors subconsciously tailor the level of their teaching to the ability of their students. If a class includes students lacking the most basic skills, it lowers the level of instruction for everyone.

6. How can I effectively grade my students' writing assignments in my WP class and still have time left to teach my other classes?

   Answer: Grading writing is an intense and time-consuming process, and that is why WP course enrollments need to be capped at 25. Beyond that, it is helpful to think of it as "responding to" rather than "grading"; in brief comments, react to each student's writing both in terms of its content and presentation. Avoid the temptation to try to point out each detailed mistake, or rewrite papers for students. Attend workshops at the Faculty Development Center to learn other techniques that have worked for your colleagues.

7. Can I offer a section of our department's WP course that does not require the WPST, and that does not carry WP credit?

   Answer: No. In a given semester, GWAR credit cannot be awarded on a section-by-section basis.

8. Can I let a student take my WP course without having to do the writing assignments if they do not need GWAR credit for the class?

   Answer: No. The writing in WP courses is to be integrated with course content. If those parts can be separated, the course does not qualify for GWAR credit.

Source: University Writing Committee and Writing Proficiency Screening Test Program documents, Writing Proficiency Screening Test Program web site, 2008

California State University, Stanislaus

Leadership and Administrative Support for the General Education Program
Selected Exhibit I

The General Education Program at CSU Stanislaus is comprised of the traditional General Education Program, the First-Year Experience 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. Currently, the General Education Program requires students to complete 51 semester units—including nine upper division units—of selected courses within seven broad disciplinary 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

Organizational Structure for General Education

The organizational structure described here supports the General Education Program at CSU Stanislaus. The roles and responsibilities of each person and committee are specified and illustrate the support provided by administration and faculty. The key elements are the Office of the Vice Provost, the Faculty Director of General Education, the Office of Institutional Research, the Faculty Coordinator for the Assessment for Student Learning, and the General Education and Assessment of Student Learning Subcommittees of the University Educational Policies Committee.

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.

1. Serves as liaison for general education with the CSU Chancellor's Office.
2. Works with faculty governance committees to ensure policy development for general education remains consistent with CSU system and Title 5 regulations.
3. Facilitates the efforts of the University Educational Policies Committee for general education policy development and revision.
4. 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.
5. Assists the development and implementation of the assessment program for general education.
6. Works with the General Education Subcommittee to update general education information in university publications, including catalog and course schedule copy and the General Education web site.

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.

1. 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.

1. Works 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).
2. Works in collaboration with university offices and programs to ensure that accurate information about the General Education Program is communicated to new and continuing students.
3. Manages the college general education budget.
4. In consultation with the Faculty Director for General Education schedules and tracks course offerings including Stockton, day/evening, on instructional television, across disciplines, across time modules, etc.

FACULTY DIRECTOR OF GENERAL EDUCATION

The Faculty Director of General Education works with the College Deans, General Education Subcommittee and General Education Faculty oversees university-level educational initiatives and programs related to the traditional General Education Program and Summit Program.

Leadership and Coordination

The Faculty Director is responsible for leadership and day-to-day coordination and implementation of the General Education program policies and processes.

1. Provides students, faculty, departments, and colleges with information about the General Education program.
2. Acts as a resource for colleges, departments, and faculty interested in developing courses for general education.
3. 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.
4. Provides support for the articulation of general education courses with community colleges.
5. 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).
6. Consults with the General Education Subcommittee to maintain and update the university's General Education website to ensure currency of information.
7. Meets periodically with the Vice Provost to facilitate improvement of the General Education program and to monitor program implementation activities.
8. 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.
9. Facilitates the efforts of the General Education Subcommittee for policy recommendations (development and revision) to the University Educational Policies Committee.
10. Attends General Education Subcommittee meetings and Assessment of Student Learning Subcommittee meetings as an ex officio (non-voting) member.

Assessment of General Education

In consultation with the University Educational Policies Committee, the General Education Subcommittee, the Assessment of Student Learning Subcommittee, and the Faculty Coordinator for Student Learning, the Faculty Director is responsible for coordinating assessment of the General Education program and student learning outcomes for general education, as prescribed by the University Educational Policies Committee.

1. Assesses the quality of the General Education program.
2. Facilitates and supports assessment efforts of the General Education Subcommittee, as prescribed by the University Educational Policies Committee.
3. Acts as a resource for the General Education Subcommittee's activities and works collaboratively with the chair in the assessment of the General Education program, as prescribed by the University Educational Policies Committee.
4. Works with the Vice Provost to ensure the design, implementation, analysis, documentation, and funding of general education assessment.

Communication and Reporting

The Faculty Director is responsible for communicating broadly the goals and accomplishments of the General Education program.

1. Prepares appropriate reports related to general education in concert with the General Education Subcommittee, including those for accreditation.
2. Collaborates with University offices and programs to ensure that accurate information about the General Education program is communicated to new and continuing students.
3. In consultation with the General Education Subcommittee, prepares and updates the general education and graduation requirements information for university publications, including catalog copy and website in accordance with University procedures.

Resources

The Faculty Director is responsible for:

1. Overseeing allocations in support of general education.
2. Submitting budgetary requests in accordance with the Academic Affairs budgetary process.
3. Advocating for fiscal support for the General Education program and other initiatives of the General Education Subcommittee, as prescribed by the University Educational Policies Committee.

FACULTY COORDINATOR FOR ASSESSMENT FOR STUDENT LEARNING

The Faculty Coordinator for the Assessment for Student Learning works with the Faculty Director of General Education and the Assessment of Student Learning Subcommittee in support of the General Education Subcommittee for the assessment of the general education student learning goals.

1. Serves as a resource to the General Education Subcommittee with regard to assessment of student learning outcomes.
2. Ensures the university's general education assessment efforts are consonant with the Principles of Assessment of Student Learning, 2004.
3. Honors faculty time and instructional priorities by working with the Faculty Director of General Education and the General Education Subcommittee to incorporate assessment directly into general education curriculum at periodic intervals.

GENERAL EDUCATION SUBCOMMITTEE OF THE UNIVERSITY EDUCATIONAL POLICIES COMMITTEE

The General Education Subcommittee is primarily responsible for overseeing the General Education program at CSU Stanislaus. The responsibilities of the General Education Subcommittee, as formulated by the UEPC, are as follows:

1. Establish meeting dates by semester, to be published to the campus community.
2. Submit agendas and meeting minutes to the Recording Secretary of the UEPC. Transmit all agendas and meeting minutes to the campus community via electronic networks.
3. Review, approve or disapprove requests from departments/programs for courses to be included into the General Education Program, and make decisions for continuance or discontinuance of General Education course designations.
4. Implement policies and procedures that are submitted to the General Education Subcommittee from the UEPC; make recommendations to the UEPC for changes in general education policies and procedures.
5. Provide support for the articulation of courses from the community colleges.
6. Oversee preparation of General Education catalog copy.
7. Review each department/program's General Education courses on a seven-year cycle in coordination with the department/program's seven-year academic program review. Solicit input from academic departments regarding General Education course offerings; evaluate courses according to CSU Stanislaus' articulated General Education program goals, objectives, and criteria and provide an assessment to the UEPC.
8. Submit an annual year-end report to the UEPC, to include a summary of the year's events and recommendations for next steps.

ASSESSMENT OF STUDENT LEARNING SUBCOMMITTEE OF THE UNIVERSITY EDUCATIONAL POLICIES COMMITTEE (UEPC)

The Assessment of Student Learning Subcommittee provides guidance on the extent and type of academic assessment initiatives. The specific responsibilities of the Assessment of Student Learning Subcommittee, as formulated by the UEPC, are as follows:

1. Develop policies and procedures related to assessment of student learning to be submitted to UEPC for review and approval.
2. Consult with Program Assessment Coordinators, as requested, regarding the mission and scope of assessment plans to promote and improve student learning and the implementation of those plans within the University's academic programs.
3. Advise the Coordinator for Assessment of Student Learning of any identified programmatic or resource needs.
4. Establish meeting dates by semester, to be published to the campus community. Submit agendas and meeting minutes to the Recording Secretary of the UEPC and transmit all agendas and meeting minutes to the campus community via electronic networks.
5. Submit an annual year-end report to the UEPC, to include a summary of the year's events and recommendations for follow up actions.

Source: Office of the Vice Provost
2005/Updated 2008

CALIFORNIA STATE UNIVERSITY, STANISLAUS

GENERAL EDUCATION AND MULTICULTURAL COURSE GOALS
SELECTED EXHIBIT I

GENERAL EDUCATION COURSES

(Effective Fall 2000)

Each General Education 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.

MULTICULTURAL COURSES

(Effective Fall 1994)

In addition, 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.

Source: General Education Subcommittee of the University Educational Policies Committee, 2008

California State University, Stanislaus

General Education: Assessment Chronology
Selected Exhibit I

The General Education Program has taken the following steps toward assessment of the quality of general education.

1997/98

1. The provost established a General Education Task Force for the purpose of making recommendations for a general education curriculum plan and a structure for implementation and evaluation.
2. The General Education Task Force gathered information from the campus community regarding what students should know and be able to do as a result of their college experience at CSU Stanislaus.
3. The General Education Task Force hosted a university-wide workshop and gathered information that the General Education program should provide for interdisciplinary work, team teaching, and practical applications for student learning, specifically at the upper division level.

1998/99

1. The General Education Task Force researched possible models, narrowed the list to four models, and led university-wide discussions of these models for general education.
2. The General Education Task Force recommended to the University Educational Policies Committee an alternative upper division General Education Summit program built around a cluster model.
3. The General Education Task Force recommended the continuance of the traditional general education program that is comprised of 51 semester units, including nine upper division units.

1999/00

1. The Summit Program was approved as a 3-year pilot program, effective Fall 2001 through Spring 2004, with continuance subject to assessment and approval.
2. Revised General Education goals were approved effective Fall 2000.

2000/01

1. Provost allocated to the College of Arts, Letters, and Sciences a .5 Associate Dean position to provide leadership for the assessment of the general education program.
2. Campus team, as part of the American Association for Higher Education Summer Academy, developed a process for design and approval of cluster general education courses.
3. The General Education Subcommittee commenced a review of upper division general education courses for recertification in accordance with the academic program review cycle. Courses are evaluated on alignment with the general education goals by review of current syllabi and a response to the general education goals supplied by faculty members.
4. A retreat was held for college faculty, resulting in the development of a general education assessment plan, followed by submission to governance for action.
5. The Chancellor's Office funded a grant to CSU Stanislaus to develop a website as a resource for general education programs in the CSU system.
6. Assessment workshops with faculty were conducted for the purpose of enhancing understanding of general education learning goals and their assessment.
7. The Summit Program coordinator reported the goal to University Educational Policies Committee to secure approval of three General Education clusters for implementation in Fall 2001, with two additional clusters to be developed for academic year 2002/2003.

2001/02

1. Questions about self-report progress on general education goals were included in a senior exit survey and were analyzed in the aggregate.
2. The General Education Subcommittee began asking all faculty who teach general education courses to place the General Education Goals on their syllabi beginning Fall 2002.
3. During new student and faculty orientations, General Education Goals are presented by Student Affairs and the College of Arts, Letters, and Sciences.
4. The Summit program coordinator administered, surveys to students and faculty in nine traditional upper-division General Education classes and to Summit students and faculty at the end of the semester. Summit students were also asked to provide comments about the program on each survey. Student work was collected to be assessed using a rubric developed from the seven General Education learning goals.
5. Summit faculty met for a two-day workshop with Dr. Marie Eaton of Western Washington University to work on development of theme-based courses.

2002/03

1. Questions about general education goals were embedded in academic program reviews.
2. A pilot of assessment of Summit General Education was begun by collecting samples of student work; using a rubric developed from the seven goals of General Education.
3. The Summit coordinator administered a brief survey of traditional General Education students regarding enrollment in the Summit Program.
4. The First-Year Experience program was established with learning communities enrolled in 2-3 lower division general education classes. The First Year Experience seminar in each community also meets General Education Area E (Individual Resources for Modern Living). One of the learning goals in the seminar requires students to demonstrate their understanding of the relationship between the linked classes and the general education goals. To measure this student outcome, students complete a portfolio in which they address what they have learned about the way their classes are linked to the general education goals.

2003/04

1. Students and faculty completed a survey that asked them to rate how well the class had accomplished the goals of general education.
2. For comparative purposes, the survey was also administered to students and faculty in nine traditional upper division general education classes from Mathematics/Sciences, the Humanities, and the Social Sciences.
3. Summit Program was approved for continuance, with a program assessment report to be provided in 2008.
4. Results of a survey administered to students and faculty from both traditional and Summit program were reported to the Academic Senate. Survey results displayed great success in student/student interaction as well as student/faculty interaction as well as a 77% rate of completion. Faculty stated that they expected more from summit students and students indicated that they worked harder. Students and faculty felt that more scheduling flexibility was needed in the program, so the program has been changed from a linked set of three courses to linked pairs.
5. Questions about General Education on the senior exit survey were revised for clarity.
6. Orientation for new faculty included a brief session on General Education learning goals.
7. The General Education Subcommittee conducted a survey of 100 general education courses and the ways in which the courses met the learning goals of general education.
8. A university-wide team of faculty, students, and administrators attended the Western Association of Schools and Colleges/American Association for Higher Education conference, "Building Learner-Centered Institutions," and identified the general education communication goal as a university-wide vehicle to foster the strategic goal for developing a community of learners. A plan was developed and brought back to campus for consideration by the General Education Subcommittee and other groups.

2004/05

1. An Executive Summary of the assessment of the First Year Experience program was presented to the Deans Council. Students completed portfolios (pre and post writing samples) in which they addressed what they have learned about the way their classes are linked to the general education goals. Results from the First-Year Initiative Survey were presented.
2. The General Education and Assessment of Student Learning Subcommittees coordinated a summer workshop for development of a working long-range assessment plan for general education.
3. Qualitative and quantitative data from students were collected for the Summit program.
4. Questions about general education goals were included on alumni surveys.
5. Institutional Research worked with the University Writing Committee and generated data about the Writing Proficiency Screening Test and writing proficiency courses.

2005/06

1. General Education Subcommittee considered recommending action on the American Council on Education Global Learning proposal.
2. General Education Subcommittee discussed the results of a survey instrument of faculty reporting emphasis they place on general education goals in courses (100 courses). Due to low response rate, the group decided to re-evaluate questions and then send survey to Institutional Research to further develop and administer.
3. The University Writing Committee reviewed data on the Writing Proficiency Screening Test and Writing Proficiency courses.
4. A Summit assessment team reviewed samples of student work to assess how each cluster met the seven goals of General Education.
5. Students in First Year Experience completed essays based on writing prompts during the first and final week of the semester. The results of the writing samples from the first and final weeks were compared.

2006/07

1. General Education Subcommittee discussed the creation of a position for Faculty Director of General Education
2. General Education Subcommittee continued discussion on the administration of the General Education Program Assessment Survey. Discussed the possibility of administering two surveys – one for faculty and a separate survey to students. General Education Survey to be administered to 250 faculty members. Graduate student to assist in the administration.
3. American Council on Education Initiative on Global Learning discussed by General Education Subcommittee and University Education Policies Committee.
4. Presentation on the CSU Stanislaus Summit Program was made at "Campus Practices for Student Success Conference," October 20, 2007 in Los Angeles.
5. General Education Subcommittee to develop the initial plan for conducting General Education Academic Program Review. General Education Subcommittee to develop initial plan for conducting the review. Review to be carried out by the Faculty Director of General Education when hired.
6. Academic Senate requested clarification of the Graduation Writing Assessment Requirement policy regarding Writing Proficiency Screening Test being a prerequisite for Writing Proficiency courses. University Educational Policies Committee decided (1) the University Writing Committee is proposing that the Writing Proficiency Screening Test is considered a prerequisite for Writing Proficiency courses, and that the University Writing Committee will consider (2) that Writing Proficiency courses can be taken without the Writing Proficiency Screening Test at the instructor's discretion.
7. Academic Senate passed as resolution stating that is the responsibility of Writing Proficiency instructors to withdraw students who have not passed the Writing Proficiency Screening Test.

8. General Education Subcommittee made its final recommendations for the Faculty Director of General Education to University Educational Policies Committee. University Educational Policies Committee forwarded recommendations to Senate Executive Committee.
9. General Education Academic Program Review timeline was adopted.
10. General Education Subcommittee continued its on-going assessment of the degree to which the university addresses the Western Association of Schools and Colleges requirements.
11. General Education Interim group formed to develop draft assessment plans for 4 General Education areas: A1, A2, B3, and C1. These plans will be approved by the departments involved and then forwarded to the campus. In addition, a timeline was drafted which included the development of an assessment plan for each lower division General Education Area.
12. Writing Proficiency Screening Test writing prompts revised to include diversity topics. Diversity data to be reviewed by General Education Subcommittee.

2007/08

1. General Education ad hoc group, consisting of Program Assessment Coordinators, drafted assessment plans for areas A1, A2, B2, and C1 and recommended to UEPC a plan for development of other areas. They also proposed implementation strategies.
2. The position of Faculty Director of General Education was established and the director selected.
3. General Education Subcommittee administered a General Education Survey of primary GE student program goals by GE area to 250 faculty members.
4. A writing prompt for evaluating diversity using the Writing Proficiency Screening Test was administered beginning spring 2008.
5. Transforming Course Design grant awarded to incorporate electronic technology in Summit cluster courses.
6. Began academic program review of traditional general education and the Summit program.
7. Extracted General Education data from National Survey of Student Engagement, Faculty Survey of Student Engagement, Individual Development and Educational Assessment, and Graduating Senior surveys, and data from two direct measures, Collegiate Learning Assessment and Writing Proficiency Screening Test for consideration by the Faculty Director of General Education and the General Education Subcommittee.

2008/09

1. Complete the academic program review of traditional general education and the Summit program.
2. As part of the Transforming Course Design grant, continue revisions in existing clusters courses and add 3 new Summit clusters.
3. Continue refining a holistic assessment process of the general education program.
4. The General Education Subcommittee will review the spring 2008 General Education Survey findings report and recommend/take appropriate actions.
5. University to consider ways of assessing entering student preparation, needs, and attitudes and linking these to general education requirements and other managed learning experiences. (Possible examples: include First Year Experience, Summit General Education program, Title V grant on mathematics and English).
6. Institutional Research to analyze the Writing Proficiency Screening Test diversity data and prepare a report to be considered by campus committees including the General Education Subcommittee and Faculty Director of General Education.

Source: Office of Assessment and Quality Assurance, 2008

General Education Goals

Appendix A

The following are goals for the general education program approved by the Academic Senate in winter, 2000.

Each general education 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 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.

The following are goals for multicultural general education courses, approved by the Academic Senate in spring, 1994.

In addition, 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.

California State University, Stanislaus

Global Learning Across the Disciplines
Selected Exhibit I

Global education across the disciplines seeks to equip students with knowledge of the diverse peoples, governments, histories, and natural systems that comprise the world—and the forces that continue to shape them. It produces graduates who respect the many groups that make up a global society and who have skills and perspectives to meet the challenges of an interdependent world. As students learn to see the "global in the local," global education allows students to understand how their own behavior affects and is affected by larger world patterns.

Learning Goals:

1. MULTIPLE PERSPECTIVES
   Learning outcome: Each student will demonstrate the ability to perceive any given event from more than one cultural viewpoint.

   Example: Students work in small, diverse groups to assess a current or historical issue from the different points of view represented in the group, and seek to understand the reasons behind the differing perspectives.

2. INTERDEPENDENCE
   Learning outcome: Each student will show how a given enterprise or living being depends upon and also influences the larger natural, economic, or social systems of which it is a part.

   Example: Welfare rolls in the Central Valley increased after the Asian financial crisis. This was a result of the reduced purchasing power of Asian currencies, which led people in Thailand, Japan, and elsewhere to reduce their purchase of imported food stuffs, including nuts and other agricultural products from the Central Valley.

3. EQUITY/LIVING RESPONSIBLY WITH OTHERS
   Learning outcome: Each student will show how the behavior of individuals, groups, and nations affects others, in terms of human rights and economic wellbeing.

   Example: Students will give examples of national policies that may have had unintended negative effects on other nations. Or: Students will identify their own behaviors that may unintentionally compromise the human rights or the dignity of others.

4. SUSTAINABILITY
   Learning outcome: Each student will demonstrate ways of handling environmental resources that will help or hurt future generations' ability to meet their own needs.

   Examples: Students will explain the long-term economic and environmental impact of continuing to develop Central Valley farmland for urban uses. Or: Students will explain the short-term and long term issues involved in harvesting the massive forests of Russia or the Amazon region for lumber to export.

Source: Assessment of Global Learning Goals in the General Education, 2003

CALIFORNIA STATE UNIVERSITY, STANISLAUS

UNIVERSITY LIBRARY STRATEGIC PLAN
SELECTED EXHIBIT J

THE CONTEXT FOR LIBRARY PLANNING

This plan updates and continues the previous Library Strategic Plan, which covered the period from 1999 to 2004. Strategic planning is a comprehensive and ongoing process, which means that the Library Strategic Plan must be updated and revised continuously as library services and new directions evolve over time. The goal of the library strategic planning process is to synthesize and document current thinking about library collections and services at California State University, Stanislaus, to provide guideposts for current and future pathways to change, and to measure the effectiveness of actions and accomplishments. Not only should our library strategic plan insure that university students, faculty and staff receive the greatest possible benefit from the wealth of information resources we provide, it must also reflect campus strategic and budget planning efforts and processes. The participation of library faculty and staff, as well as consultation with and feedback from our various campus and community constituencies, is essential.

The planning horizon for this iteration of the library strategic plan is a major capital project to expand and renovate the library facility, which is currently scheduled for completion in 2012. A feasibility study for the project, including program space requirements and general building design criteria, has been conducted, and the project awaits capital funding. This project will ultimately bring about a major transformation that will embrace teaching, learning, research, and scholarship and enable the University Library to continue meeting the library service and information resource needs of the university community for the foreseeable future.

The current strategic plan for the CSU libraries, *Advancing Together: 21st Century Strategies for the CSU Libraries*, developed by the Council of Library Directors, provides an excellent context for library planning at the campus level. Following is an excerpt from the introduction to that plan:

> To enhance support for the teaching, research and service mission of the California State University, the Council of Library Directors' (COLD) 2005 Strategic Plan is organized around four themes:
>
> - **Advancing Student Success**
> - **Advancing Scholarship**
> - **Advancing Outreach and Service to Our Communities**
> - **Advancing the Continuing Transformation of Library Services**

These themes were chosen to reflect the strategic objective of CSU libraries—excellent service to our students and faculty. To maintain high standards of service, the Plan highlights the continuing improvement of current collections and services and emphasizes the need to remain agile and innovative to develop the new services that will take us into the future.

The four themes of the CSU Libraries' strategic plan align with and augment the three key themes of the CSU Stanislaus strategic plan, and together they form the framework for the CSU Stanislaus University Library Strategic Plan. They are the foundation on which we will build action plans each year that will enable us to support campus goals and objectives, as well as track and respond to changes in the environment of libraries and higher education. The annual action plans will serve as a roadmap for library faculty and staff, guide the transformation of the collections and services of the University Library over the next five years and enact this Strategic Plan.

Advancing Student Success

In order for students to be successful at CSU Stanislaus and as 21st Century citizens, they must have the well developed information seeking and discovery skills that will equip them to be lifelong learners. This goal correlates with the first theme of the campus strategic plan, which is "student engagement, development, and academic achievement." The University Library, through this strategic plan, will focus on delivering instruction programs that increase the information fluency of students, faculty and staff. Collaborative endeavors with other campus entities will also be used to achieve this goal.

For example, the Office of Information Technology has been a major partner with the Library in enhancing students' access to electronic information resources and in providing the infrastructure needed for effective access. That continuing partnership will expand students' access to computer hardware and software, which has become integral to most of the university curricula and a necessity for student success. Partnership with the Faculty Development Center will continue to enable librarians to play an active role in preparing faculty to take advantage of technological advances in the delivery of the curriculum. The strong connection between library faculty and faculty in the academic departments and programs will be an additional tool used in this strategic plan to further develop students' information seeking and critical thinking skills.

RELATED GOAL AREAS

- *Partnerships and collaboration:* Strategies and activities will focus on enhancing established relationships and fostering new collaborations across campus, within the larger regional community, among the libraries on our sister campuses, and within the academic library community at large.

- *Information fluency:* Strategies will focus on developing library instruction programs. Activities will include infusing the General Education curriculum with library instruction, developing and offering credit bearing courses, enhancing and promoting workshop offerings, and strengthening ties with academic departments and programs.

Advancing Scholarship

This theme of the CSU Libraries' strategic plan aligns with the second theme of the campus strategic plan, which is "support for teaching, learning, scholarship, and service." The University Library through its strategic plan will support the research and scholarship of students and faculty by providing access to a comprehensive set of information resources, regardless of format or mode of delivery. It will strive to be a repository for the scholarly output of students and faculty, as well as an effective partner in providing access to historical artifacts, documents, and records of the university and the region. The library strategic plan will create mechanisms to build, fine tune, and increase access to the collection of library materials housed on site, as well as via electronic delivery and interlibrary cooperation, to information resources that are not held locally.

RELATED GOAL AREA

- *Collections:* Strategies will focus on clarifying and refining collection development policies to assure that adequate library collections and other information resources and services will be available to meet current and future needs of students and faculty. Activities will include participating in the development of new academic programs, regularly assessing collections, continuously reevaluating priorities, expanding the Library's role in archiving and providing access to graduate theses and projects, enhancing bibliographic control and access mechanisms, educating library users about collection strengths, and cooperatively developing and sharing collections with other libraries.

Advancing Outreach and Service to Our Communities

For the University Library, this theme will mean increasing awareness and use of the rich array of available information resources and library services in order to enhance teaching and learning. It will also mean maintaining the physical library as an inviting, technology-rich space where students, faculty, staff, and members of the community at large can come together to learn, interact and collaborate. Ultimately, the University Library will be a focal point for intellectual and cultural exploration on campus, for the City of Turlock and within the Central Valley. Strategies developed by the Library will support the third theme of the campus strategic plan, which is "the University and the community."

RELATED GOAL AREAS

- *Technology:* Strategies will focus on improving remote access to library collections and services by enhancing the infrastructure that supports them. Activities will include upgrading hardware and software, improving user interfaces, enhancing technology-based library services, increasing electronic resources, building the capacity to store and distribute digital collections, and making traditional print collections more easily accessible.

- *Library building:* Strategies and activities will focus on revitalizing and optimizing space in the current and future library facility by enhancing comfort, appeal, functionality, accessibility, capacity, and versatility.

- *Public relations:* Strategies will focus on promoting the library in order to increase awareness and use. Activities will include developing targeted outreach programs, developing partnerships with student and other constituent groups, co-sponsoring cultural events with our partners, and developing the use of newsletters and electronic media to enhance external communication.

Advancing the Continuing Transformation of Library Services

A major driver for the current library planning process is the need to respond creatively and aggressively to a changing environment. External factors that are influencing the development of collections and services include the increasing predominance of electronic communication and information exchange, the evolution of scholarly research and publication, and a growing emphasis on assessment and accountability. Another significant factor is the heightened focus on the academic library as a "learning commons." This notion recasts the academic library as a place that is openly accessible to all members of the campus community and where traditional library collections and services are melded with new and evolving information technologies and access mechanisms to create an environment that fosters information fluency and student success.

There are also internal factors that mandate a planned library response. They include increasing enrollment on the main campus and at the Stockton Center, implementation of a doctoral program, development of other new academic programs, WASC re-accreditation review and recommendations, expansion and renovation of the library facility, upgraded library computer systems and technical capabilities, and other campus and systemwide strategic initiatives. Library collections and services will be transformed by changes in the environment just as the Library itself will be transformed physically by a major renovation and expansion. The library strategic plan will anticipate changes in both the external and internal environment, identify actions that will drive the transformation in a positive direction and result in the most beneficial outcomes, and thereby support and contribute to the three themes of the campus strategic plan.

RELATED GOAL AREAS

- *Environmental scan:* Strategies will focus on tracking trends in library service and information technology, as well as in curriculum delivery and pedagogy.

- *Assessment:* Strategies will focus on assessing user needs, user satisfaction, effectiveness of services, adequacy of collections, value added to teaching and learning, benefits to campus constituencies and community, effectiveness of planning efforts, etc. Activities will include conducting focus groups, user satisfaction surveys, statistical analyses of collections and usage patterns, etc.

- *Continuous improvement:* Strategies will focus on examining the organizational structure of the library, developing the library faculty and staff, refining and clarifying roles and responsibilities, improving internal communication, and maximizing faculty and staff efficiency and productivity. Activities will include providing team building exercises, in-service workshops, external professional development and training opportunities, cross training, orientation programs for new employees, etc.

- *Funding:* Strategies will focus on developing avenues for new and expanded sources of funding. Possible activities include building partnerships with various campus constituencies, identifying sources of external funding, pursuing student fees, and reexamining and realigning library budget priorities.

California State University, Stanislaus

Academic Technology Plan
Selected Exhibit K

Institutions of higher education are undergoing rapid and dramatic change as technology transforms the teaching and learning process. In response, California State University, Stanislaus developed reports in 1997 and 1998 that shared ideas regarding how the institution could meet the academic technology needs of faculty and students. Some of what was outlined in these two reports was tied to funding that did not materialize; some of the proposed ideas have been implemented since that time.

This Academic Technology Plan is a work in progress, articulating a vision of the ways in which technology ought to contribute to the university's academic environment, and the necessary means to bring this vision to fruition. It was created over the 2001-2002 academic year in response to a CSU Chancellor's Office directive. Beyond that, however, the resulting Academic Technology Plan serves a very clear function in that it establishes priorities related to university strategic planning. The university must be able to respond to immediate needs as well as prepare for what will and ought to be part of the campus environment in 3 years. This cannot happen without a vision of how and why technology should be considered in instruction. It is important to note that the Academic Technology Plan does not address administrative uses of technology.

The plan was developed as a result of discussion and collaboration among and between many individuals and campus committees representing faculty, the Office of Information Technology, and the library. Instrumental in the plan's development were the Academic Technology subcommittee, the Off-Campus/Distance Learning Committee, the Faculty Development Committee, and the CSU Stanislaus academic technology planning team that participated in a 2-day Chancellor's office-sponsored workshop in San Jose. The plan was then approved by UEPC in May, 2002.

The Academic Technology subcommittee will be instrumental in operationalizing the Academic Technology Plan. The committee will review the plan annually to prioritize elements based on feedback derived from data collection. In addition, the committee must actively seek ways to find funding for what is articulated in this plan. The committee is charged with revising the plan every 3 years, a necessary function considering that technology is rapidly evolving and advancing. The first revision is scheduled for the 2006-07 academic year.

Technology itself will not change teaching or learning, nor will it automatically improve the educational process. There are critical issues that the university must address in order for CSU Stanislaus to be in a position to effectively infuse technology into our learning-centered institution. These specific issues relate to curriculum; professional development; infrastructure, hardware, technical support, and software; evaluation; and budget and funding.

Curriculum

UNIVERSITY MISSION

California State University, Stanislaus has identified itself as a learning-centered institution. The 1998 WASC document, *Pathways to Learning*, identified results of university-wide efforts to clarify this learning-centered theme. The report suggested, "Learning involves not only the acquisition of basic academic skills and the broad-based knowledge of a liberal education but goes beyond these to include inspiring and enabling students to become autonomous learners, critical thinkers, creative problem-solvers and thoughtful, reflective citizens with a passion for life-long learning." In response to this theme, the University's mission was re-examined and updated:

> 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 life-long learning.

To facilitate this mission, the university promotes academic excellence in the teaching and scholarly activities of faculty, and encourages personalized student learning. There is no doubt that technology factors into these endeavors.

VISION OF ACADEMIC TECHNOLOGY

The purpose of developing this Academic Technology Plan is related specifically to making learning accessible to students. The plan is about teaching and learning, and ways in which technology can enhance both. Our vision has been developed based on this principle.

Technology facilitates learning by engaging students in meaningful simulations, establishing collaborative environments, providing productivity tools by which communication can occur, and facilitating access to current resources within disciplines. In other words, technology can enhance the educational experience of students in varied ways. Given the wealth of possibilities regarding how technology can impact teaching and learning, it is important to develop a technological structure that clearly supports the learning-centered mission of CSU Stanislaus. There is no assumption that technology be universally integrated into all disciplines or courses; only that there is opportunity. It is understood that there are non-technology-based resources, activities, and strategies that are also effective, and that faculty are encouraged to draw upon what is most beneficial in their courses.

Despite a belief that technology may not always match curricular or instructional goals and objectives, it is clear that technology can be an important resource across disciplines. This suggests that all faculty and students should have access to modern technological resources that are not only general computing tools but are also technologies specific to individual fields of study. When used, technology should be well-integrated into programs and not viewed as an isolated add-on to curriculum.

SPECIALTY LABS

Technology is so integral to such instructional programs as geographic information systems, visual art and music technology that discipline-specific labs have been called for. Specialty labs to support the programs of nursing, computer information systems, the sciences and foreign languages are also already in place or in planning. While start-up funds for specialized labs are typically recognized as a major challenge, sustainability must be given equal attention when planning for such labs. Like all technology, specialized technology needs to be routinely and regularly updated or it becomes obsolete, and obsolete technology limits teaching and learning possibilities, eventually resulting in the effective loss of the initial investment. Support for knowledgeable and trained technical support staff must also be addressed prior to start-up in order to insure proper and secure maintenance as well as appropriate lab availability for students.

While this campus plan acknowledges the place and importance of specialty labs in academic technology, their discipline-specific nature and linkage to a particular academic program make it the responsibility of the appropriate department, school or college to provide initial and on-going funding for the hardware, software and technical support of specialty labs.

DISTANCE LEARNING

Quality of instructional programs should be maintained when technology is used to deliver courses. Students who enroll in courses that are offered via distance learning must be provided with the same amount and quality of support that students receive when they take classes via more traditional means. This support goes beyond merely having access to the library catalog online. It means that faculty, resources, and reference materials must be available and accessible beyond the physical campus.

ASSISTIVE TECHNOLOGY/ADA COMPLIANCE

The Americans with Disabilities Act requires the university to provide hardware and software that will enable students with disabilities to become self-sufficient learners. It also requires the availability of personnel who can assist students in ultimately achieving this independence. In 2001-02, the Academic Technology subcommittee worked with Office of Information Technology staff, library faculty, Disabled Student Services personnel, and the campus ADA-Compliance Officer to identify assistive technology needs and to develop a plan for responding to those needs. To date, however, no funding has been identified to implement the plan. Compliance, particularly as it relates to assistive technology, and including hardware, software and technical support, remains a pressing concern. The University's continued inaction in this area exposes it to liability.

INFORMATION COMPETENCY

Advances in technology have led to dramatic growth in the amount and availability of information. With these changes have come increased recognition of the significance of information competence for the teaching and learning processes. The Association of College and Research Libraries developed Information Literacy Competency Standards for Higher Education (2000). These Standards suggest students should be able to:

- Determine the nature and extent of information needed;
- Access the needed information effectively and efficiently;
- Evaluate information and its sources critically;
- Use information effectively to accomplish a specific purpose;
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

In addition to developing skills related to these Standards, CSU Stanislaus students are expected to communicate an understanding of synthesized information. As information-competent graduates, students will be assured of greater competitiveness in the information age if they develop the listed skills; they will have learned how to learn, and they will thus be prepared to be life-long learners.

The library serves a vital role in addressing the information competency of CSU Stanislaus students. Research indicates the most effective information literacy programs are those that are integrated into the curriculum and built upon strong alliances between discipline faculty and library faculty. Information competency skills are related to critical thinking skills in general, and therefore should be developed as a part of the general education of CSU Stanislaus students. Continued dialog between library faculty and discipline faculty is necessary to determine how to most effectively develop and assess such skills among students.

COMPUTER COMPETENCY

Educated citizens in general should be prepared for the 21st century, which includes effective use of computers and other technologies. As a result, CSU Stanislaus students are expected to have basic computer skills prior to enrollment. Currently, computer skills vary widely among students, which makes it difficult for faculty to require students to complete assigned technology-based activities. Though the university is the appropriate place for students to refine their computer skills and to develop skills specific to their discipline, establishing a basic computer proficiency level will help faculty in planning experiences that students are capable of completing, and it will make students aware of expectations prior to entry.

Development of a computer proficiency assessment required of all incoming students—both new freshmen and transfer students—is recommended. The purpose of the assessment is to determine current skill levels and provide suggested means by which students who fall below expected skill levels can acquire the proficiencies. Such options may include one-on-one assistance through the Tutoring Center, online training, workshops through Extended Education or local Adult Schools, or Modesto Jr. College's Open-Entry/Open-Exit courses. The assessment would not be tied to graduation requirements and would, instead, be merely advisory for students. Because no such assessment is currently administered on campus, the Academic Technology Subcommittee, or an appropriate sub-group, should assume responsibility for developing an instrument.

ACCREDITATION

Several accreditation reviews include an evaluation of the technological resources available to students, faculty, and staff. It is important that CSU Stanislaus provide adequate resources so that accreditation agencies do not identify stipulations based upon technology. NCATE, AACSB, and WASC are some examples of such accreditation reviews.

PROFESSIONAL DEVELOPMENT

Professional development needs to not only provide faculty members with skills in using technology, but also in integrating technology into curriculum. Research indicates that curriculum integration does not occur until personal proficiency with technology is first achieved. Professional development opportunities must ensure that faculty have proficiency with technology so that informed decisions can be made in regard to the use of technology in curriculum.

The CSU system-wide academic technology planning conference made it clear that providing some type of incentives for faculty to integrate technology is important. Stipends, release time, and/or materials should be made available to assist and/or facilitate faculty efforts to integrate technology into the curriculum. Non-financial incentives should also be considered. Certainly recognition within the Retention, Promotion, and Tenure process will encourage faculty who may otherwise choose to pursue other endeavors that are seemingly better rewarded in this process, to experiment and innovate with technology. Many California State University campuses offer a competitive proposal process to provide faculty with resources and equipment related to academic technology. It would be advantageous to institute such a model here at CSU Stanislaus.

Beyond incentives, the following issues and activities related to professional development have been identified as crucial in regard to academic technology on the CSU Stanislaus campus.

- On-demand training and assistance must be available to support faculty in their efforts to utilize technology efficiently and effectively at both personal and professional levels. The Faculty Development Committee/Faculty Center for Excellence in Teaching and Learning and the Office of Information Technology should work jointly to plan professional development events that meet campus needs. This may involve a combination of one-on-one or small group training as well as larger workshops. Curriculum development at a discipline level should also be supported.
- Develop or identify and acquire online assessment instruments to help faculty and staff determine their proficiency level with various software programs. Online training would then be offered at levels that are consistent with user needs, providing opportunities for flexible scheduling. Students could also capitalize upon such offerings, which will maximize the use of resources.
- Incentives or rewards should be provided to encourage faculty to teach appropriate courses via instructional television or via the Internet, and to recognize the extra work it takes to deliver such courses well.
- Adequate faculty training for Web-based distance learning courses has become a critical issue in many institutions of higher education. Increasing student demand for online courses is dictating mediation to the web. Support and assistance for online courses must be provided to maintain quality of such offerings.
- It would be advantageous to develop and share ideas regarding what *could* be done with different technology tools (such as tables in Word or email in web-based courses) to assist faculty in brainstorming possibilities related to their discipline and teaching style, then to deliver training that would teach those who are interested how to implement that idea. These sessions would not teach faculty how to use the software in general, but rather to apply software in specific curricular settings.
- To provide peer support, a list of "ambassadors," those proficient with certain software, could be generated. These ambassadors need some type of compensation to encourage them to help other faculty.
- Support must be provided to engage faculty in an exploration of their own individualized vision of how technology should/should not be integrated into their professional lives. This would relate to personal productivity tools, classroom applications of technology, and implications of the use of technology.
- Professional development includes the gathering and dissemination of research about the impact of technology on faculty, student learning, health, and attitude toward teaching. The Faculty Development Committee can assist by maintaining an ongoing campus conversation about these issues and others that are relevant such as Copyright/Fair Use and privacy issues. The results of these conversations should be woven into campus planning efforts and policies. We should, in all cases, be able to specify why we are investing in technology.

Infrastructure, Hardware, Technical Support, and Software

The CSU Stanislaus self-proclaimed learning-centered focus implies that this institution provides opportunities for students to experience education in ways that encourage critical thinking, problem solving, and reflection. Effectively used technology-based resources can be instrumental in achieving this goal. For technology to be effective, selected hardware and software must be readily available to faculty and students; technical support to maintain equipment and provide assistance must be timely; and faculty development opportunities must meet the needs of those who reach students.

There is no such thing as one-time funding for technology. Individual departments, colleges, the library, and the Office of Information Technology have been forced to finance technology in a piecemeal fashion, often adding components as one-time funds become available. This is an insufficient process that does not keep pace with the actual need.

The piecemeal approach also fosters the kinds of oversights involving technology that have been evident in recent grant-supported projects. Technology has become so ubiquitous and is so much a part of the campus infrastructure that grant writers often aren't even aware of the support implications of their requests. Campus procedures for grant applications should be revised to include the Associate Vice President for Information Technology's signature as one of the mandatory signatures. Such a review would insure that OIT is fully aware of all technology-based implications of proposed projects and that budget proposals accurately and completely reflect technology needs.

The CSU Stanislaus Academic Technology Plan articulates needs and priorities for hardware, software and support, all of which must be addressed with continuous funding. It is critical that this plan be recognized as part of campus strategic planning to ensure that appropriate financial resources are allocated to articulated needs.

TECHNICAL SUPPORT

The top priority identified by those involved in writing the Academic Technology Plan is providing adequate technical support. Nothing else in the plan will be successful unless sufficient funding is provided for such services, services which must be allocated as a recurring expense.

As CSU Stanislaus adds more hardware, the number of OIT staff members to support this hardware must also be increased. It is obvious that more equipment means more equipment failure, necessitating additional personnel to repair the problems. Furthermore, maintenance on equipment can extend the life and usefulness of purchases. Current technical support staff is so busy trying to keep up with equipment breakdowns that it is impossible for them to perform preventative maintenance. This just exacerbates the need for more technicians. Also adding to the problem is a lack of training for the technicians. It is essential that technical support staff members receive on-going training to keep abreast of procedures and techniques related to new technologies.

Personnel must be available to assist with technical problems during all class times, including weekends; a technician is needed in each building to troubleshoot problems that emerge during classes. Nothing will deter faculty from using technology more quickly than technical problems. Adequate technical support is an issue for the library as well, which is becoming increasingly computer-intensive.

Most college campuses provide a service-oriented help desk staffed by adequately trained students who can assist lab users as well as off-campus students in need of assistance. CSU Stanislaus provides some assistance to lab users during the 80 hours per week in which the labs are open. Quality of assistance varies greatly by personnel because little training is provided to the work-study students who staff the labs. Moreover, the campus offers no support to students who are using off-campus computers. Funding must be provided to ensure that adequate assistance with hardware and software is available to all students when the need arises.

Technical support is a necessary part of the academic environment. Funding this support is part of the total cost of ownership of electronic equipment, and it is essential if the university expects to make technology a viable tool for teaching and learning.

Beyond technical support, several items related to infrastructure, hardware, and software have been identified to help the university fulfill its learning-centered mission. Although all of these are important, items have been grouped into two levels. Tier 1 items are ideas that have been identified but un- or under-funded in the past. Tier 2 items will position CSU Stanislaus faculty to effectively integrate technology across all disciplines.

TIER 1

- Upgrade faculty computers on a 3-4 year cycle. Faculty will be required to submit an application for equipment upgrades; this application includes a justification or rationale for the request. An appropriate campus-wide committee will evaluate the requests and determine the awards. Computer lab and library equipment for students should also be updated every 3-4 years. Lab equipment upgrades extend to specialty labs as well, whether funding is provided centrally (i.e., from OIT's budget) or from the disciplines. Budgeting for such upgrades would guarantee that all faculty and students have access to adequate hardware with the capacity to handle modern computing needs. Among the CSU system, CSU Stanislaus is in the minority of campuses that do not have a plan to upgrade faculty and lab computers.

- Continue to increase the number of Smart Classrooms, where appropriate, and upgrade equipment on a 5-year cycle. Faculty are increasingly utilizing Smart Classroom equipment, but not all classrooms on campus contain the hardware that many have grown to expect. Individual components within existing Smart Classrooms are starting to fail as they are aging, and no provision has been made for their replacement. Because Smart Classrooms suggest a mode of pedagogy, it is important not to assume that all instructional rooms should be equipped with this gear. New purchases and installations should be made based on a needs analysis. In addition, an examination of smaller units which provide more flexible instructional environments, especially in cramped and crowded classrooms, must be encouraged.
- Demands for campus software licenses have increased, as have prices for such licenses. General-use software such as SPSS, Office, Blackboard, Turnitin.com, Visual Basic, and anti-virus software is used widely across campus by both faculty and students. This necessitates campus-wide funding of such licenses. Funding for discipline-specific software (GIS, business, etc.) also must be secured. Documentation software (e.g. Procite and Endnote) would assist campus efforts toward information competency, and therefore is also worthy of licensing on a campus-wide level.
- Facilitate faculty efforts to integrate technology into the curriculum by providing stipends for such work.

TIER 2

- Provide portable computer labs and wireless network access throughout campus. Many instructors only want to schedule a computer lab two or three times during the semester. Under the current system, these instructors are forced to reserve lab space for the entire semester. This results in scheduled labs being reserved but devoid of classes. A "rolling lab" of wireless laptops would provide the flexibility and access that would facilitate learning anywhere, anytime on campus. A cart specifically designed to store laptops could be reserved and wheeled to classrooms when the need arises. Each cart would be equipped with 20 laptops that have wireless network cards installed, and it would also contain a wireless hub that would plug into the room's Ethernet port. In addition to serving faculty needs for class purposes, these labs could also be used by library faculty when they engage in instruction with groups of students. To reduce the distance these carts must travel, it would be ideal to have one rolling lab per building.

  Flexible learning environments necessitate wireless connectivity in campus buildings. This would be useful for both faculty and students who bring in their own equipment (laptops and Personal Digital Assistants) to use. Perhaps arrangements could be made to extend wireless capacity to the new shopping center on Crowell Road. In addition to the noted wireless access, student network workstations need to be installed across campus so students can connect their laptops and PDAs to the network via Ethernet cables.
- Effective communication of information related to technology access and function is crucial. Currently faculty and students are unaware of many technology-based resources available on campus–workshops, equipment, network access information, available library resources, and more. A Communications Liaison, a faculty member with release time supported through the Faculty Center for Excellence in Teaching and Learning, could serve in this capacity as well as facilitating collaboration and cooperation between the library, the Office of Information Technology, students, and faculty.
- As students are increasingly expected to utilize electronic resources in class assignments, the library must be able to provide access to the resources that students require. There must be a provision for the upgrade of library support systems (such as OLLIE) on a routine cycle to insure the library's ability to support the research needs of students and faculty. As the campus grows, the number of computers available in the library to provide access to electronic information sources must also be increased as needed to meet the demand. Costs associated with these efforts will be significant and must be anticipated and funded in a timely and appropriate manner.
- A portable video-conferencing station in Turlock and in Stockton, and the necessary infrastructure in classrooms, would facilitate learning exchanges between these two sites on a more flexible basis than the current immobile video-conferencing structure provides. A portable station could be reserved and utilized from nearly every classroom on both campuses.
- Currently the CalREN2 project provides for Internet2 access throughout much of California. Unfortunately, CSU Stanislaus is not yet connected to this high-speed infrastructure. A connection to this network will allow faculty to consider delivery of courses in ways that are not currently possible. Administrators must look at ways to finance a connection. NSF offers funding with a match that could be tapped into. In addition, the university might explore the current Codec and/or ITFS delivery system to determine whether resources are being used effectively and efficiently or whether funding that supports these current delivery methods might be diverted to fund the Internet2 connection.

- It is important to obtain the storage capacity and speed to make streaming media feasible for large numbers of users on our campus. This will be especially essential as more courses migrate to a web-delivered mode.
- The campus must examine the feasibility of installing email/web kiosks throughout campus. These kiosks could be used for email and web searching as well as for course registration. Continue to monitor the viability of thin-client technology as a possible alternative to desktops in student labs and in the library.

Although it is important for individual campuses to have autonomy and local control over technology integration, some initiatives can be most effective when implemented at a CSU system-wide level. The work done by the Systemwide Electronic Information Resources (SEIR) office in negotiating licenses and purchases of library databases is an excellent example of what can be done. CSU Stanislaus has identified the following as areas in which system-wide assistance would be appropriate. Campus representatives on the system-wide Academic Senate must advocate for such endeavors.

SYSTEM-WIDE LICENSES

- Office suite. Software should be provided for faculty, staff, and computer labs on campus, and the software should be made available at low cost for faculty, staff, and students to use on home computers.
- SPSS. Software should be provided for faculty, staff, and computer labs on campus, and the software should be made available at low cost for faculty, staff, and students to use on home computers.
- Turnitin.com or an equivalent service for detecting plagiarism.
- Documentation software (e.g. Procite or Endnote).
- A web-based class management tool (Eg. Blackboard, WebCT). Individual campus licensing fees continue to increase.
- High-end web authoring/multimedia programs (Eg. Authorware).
- Licenses for computer-based training courses (Word, PowerPoint, Windows, etc.)
- Subsidize discipline-specific databases (Eg. AMSPEC: CRSP; SSDBA).
- Virus-protection and firewall software.

OTHER SYSTEM-WIDE ACTIVITIES

- Continue to explore student technology fees. Support is needed at the system-wide level in order to initiate a student fee at individual campuses. The benefit of such a fee is that campuses would be provided with continuous funding specifically tied to academic technology needs at the institution.
- Create a system-wide upkeep/maintenance program. Rather than relying on individual campuses to fully fund maintenance of infrastructure, the chancellor's office should recognize the need to provide resources that are crucial in the teaching and learning process.
- Provide training at the system-wide level for things like Macromedia courses; this would be specialized training appropriate for only limited personnel on each campus. Campuses would pay travel costs for those attending.

Monitoring and Evaluation

It is important that the Academic Technology Plan be examined on an annual basis, as the intent is for the plan to be an evolving document. The Academic Technology subcommittee will initiate this process each spring, and will involve others as appropriate. The purpose of the annual evaluation is to determine progress, and to initiate changes in the plan as needed. In addition to an annual evaluation, the entire Academic Technology Plan should be revised on a three-year cycle. Each major revision should go through faculty governance channels.

When the Academic Technology Plan is revisited annually, it is important for the Academic Technology subcommittee to utilize data to determine whether plan components are being implemented and whether they are effective. This data will help in formulating short- and long-term goals for developing campus capacity for technology. Data collection falls into two broad categories: assessing faculty/student use of technology and assessing the effectiveness of technology integration into curriculum.

ASSESSING FACULTY/STUDENT USE OF TECHNOLOGY

- The Office of Information Technology will systematically track technology-based resources available for full-time and part-time faculty. This information will assist with efforts to match goals with resources. There is software that can track this information more easily and accurately than what personnel can do manually; advantages and disadvantages of each method need to be weighed.
- The Office of Information Technology will provide the Academic Technology Subcommittee with Blackboard usage statistics.
- The campus Turnitin.com administrator will collect data annually to determine the extent to which the service is being used by faculty and students. This data can be helpful in assessing whether the campus site license should be renewed, or whether other services related to plagiarism should be explored.
- Office of Information Technology staff will monitor student use of computer lab facilities. Number of users by lab/location will be recorded hourly throughout the year. This information will provide data that can determine whether hardware availability and configuration is adequate, and whether lab availability needs to be adjusted.
- Office of Information Technology staff will record teaching lab usage throughout the year. This information will help in determining the need for additional lab facilities or other alternatives that can be scheduled for class use.
- Office of Information Technology staff will track all work order requests and the length of time needed to complete such orders to determine whether sufficient personnel is available to adequately address upkeep and maintenance.
- The Faculty Center for Excellence in Teaching and Learning will initiate surveys and/or conversations to determine faculty training needs. The Faculty Multimedia Center staff will also be involved in delivering large- and small-group training based on feedback they receive from individual faculty.
- The Academic Technology subcommittee will develop and administer a survey of student and faculty technology needs, distributed in alternate years. CSU San Bernadino and CSU San Francisco have both developed good instruments that may be useful to use as models in developing one that fits the needs of CSU Stanislaus.

ASSESSING THE INTEGRATION OF TECHNOLOGY INTO CURRICULUM (EFFECTIVENESS AND DEGREE)

- Library faculty will take a leadership position in monitoring information competency among students. One possible method could be based upon CSU Fullerton's model of tracking the number of courses that address information literacy standards.
- The Academic Technology subcommittee will monitor student performance on the computer proficiency assessment. An examination of these results will assist in determining whether such an assessment is needed and how the university should respond to deficiencies.
- The Academic Technology subcommittee will track the use of Smart Classrooms. Not all faculty actually utilize the components of these classrooms. For one week during each semester, faculty will be asked to record what transpires during class sessions. This will help to ascertain the need for additional Smart Classroom equipment as well as classroom furniture.
- The Academic Technology subcommittee will continue to monitor whether the university at large should support discipline-specific software licenses or whether departments or colleges should contribute resources toward such licenses.
- The Academic Technology subcommittee will work with Associated Students, Inc. to create a forum for students to voice concerns related to academic technology.
- The Off-Campus/Distance Learning committee will continue to monitor online courses. At this point, online learning is treated as are any distance learning courses. Pedagogical considerations for course delivery are up to the instructor and/or program. Since the content of the course is approved at several levels, no special consideration is given beyond curricular approval—which is the same for traditionally-delivered courses. If it is determined that the university wants to establish online programs, then it would be wise to consider quality control measures for such offerings.

Funding and Budget

The following budget outlines the support needed for items outlined in the Academic Technology Plan. Because support is needed beyond a single year, projected expenditures for a five-year period are outlined. Budget projections and summaries follow on the next five pages.

		2003-04	2004-05	2005-06	2006-07	2007-08	TOTAL	Funding Source
	Tier 1 items							
	SUPPORT							
1	Help Desk	45,000	46,000	47,000	96,000	96,000	330,000	
		40,000	40,000	40,000	40,000	40,000	200,000	OIT Budget
2	Blackboard Support technician	50,000	52,000	54,000	56,000	58,000	270,000	
3	Instructional Consultant	50,000	52,000	54,000	56,000	58,000	270,000	
	and training specialists	48,000	50000	52000	54000	56000	260,000	OIT Budget
4	Lab Monitors	15,000	15,000	16,000	16,000	17,000	79,000	
		35,000	35,000	35,000	35,000	35,000	175,000	OIT Budget
5	Lab Technician	35,000	36,000	37,000	38,000	39,000	185,000	
		35,000	36,000	37,000	38,000	39,000	185,000	OIT Budget
6	Classroom Support	70,000	72,000	74,000	76,000	78,000	370,000	
		114,000	116,000	118,000	120,000	122,000	590,000	OIT Budget
7	Support for faculty/depts for incr.	20,000	24,000	28,000	32,000	36,000	140,000	
	enrollments in Distance Learning							
8	ADA/Assistive Technology	35,000	32,000	45,000	37,000	50,000	199,000	
	HARDWARE & SOFTWARE							
9	**Smart Classrooms (new)**	50,000	50,000	50,000	50,000	50,000	250,000	
10	**Smart Classrooms (upgrade)**	25,000	25,000	25,000	25,000	25,000	125,000	
11	**Upgrade FT faculty computers**	150,000	150,000	150,000	150,000	150,000	750,000	
12	**General/Teaching Labs (hardware)**							
	Turlock	77,500	77,500	77,500	77,500	77,500	387,500	
		35,000	35,000	35,000	35,000	35,000	175,000	OIT Budget
	Stockton	27,500	27,500	27,500	27,500	27,500	137,500	
		10,000	10,000	10,000	10,000	10,000	50,000	Stockton Budget
	Library	17,500	17,500	17,500	17,500	17,500	87,500	
		5,000	5,000	5,000	5,000	5,000	25,000	Library Budget
13	Site Licensed Software							
	SPSS	3,500	3,600	3,700	3,800	3,900	18,500	
	Blackboard Course management	7,500	7,500	9,000	9,000	10,000	43,000	
	Turnitin.com	2,800	2,800	2,800	3,000	3,000	14,400	
	Antivirus software	20,000	20,000	25,000	25,000	27,000	117,000	
	Procite/Endnote	1,000	1,100	1,200	1,300	1,400	6,000	
	SAS	0	0	0	0	0	0	
	Office, Visual Basic etc.	0	0	0	0	0	0	CSU System
	Anti-Spam Software	12,000	1,800	1,800	1,800	1,800	19,200	

		2003-04	2004-05	2005-06	2006-07	2007-08	TOTAL	Funding Source
	PROFESSIONAL DEVELOPMENT							
14	Faculty Stipends for Tech. related							
	curriculum development	22,500	25,000	27,500	30,000	32,500	137,500	
	TOTAL for Tier 1 items	1,058,800	1,065,300	1,105,500	1,165,400	1,201,100	5,596,100	
	FUNDING SUMMARY - TIER 1							
	Requested Budget	736,800	738,300	773,500	828,400	859,100	3,936,100	
	OIT Budget	307,000	312,000	317,000	322,000	327,000	1,585,000	
	Stockton Budget	10,000	10,000	10,000	10,000	10,000	50,000	
	Library Budget	5,000	5,000	5,000	5,000	5,000	25,000	
	TOTAL for Tier 1 items	1,058,800	1,065,300	1,105,500	1,165,400	1,201,100	5,596,100	
	Tier 2 Items							
15	Portable Wireless Labs	43,000	43,000		43,000	43,000	172,000	
16	Wireless Connectivity	13,000	12,000	13,000	8,000	13,000	59,000	
17	Communication Liaison	4,500	5,000	5,500	6,000	6,500	27,500	
18	Integrated Library System upgrade	100,000	100,000	100,000	100,000	100,000	500,000	
19	Portable Video Conference Station	70,000	30,000	70,000	30,000	70,000	270,000	
20	Internet 2 Connection	375,000	45,000	45,000	45,000	45,000	555,000	
21	Streaming Media Server and storage	25,000	5,000	25,000	5,000	10,000	70,000	
22	Email/Web Kiosks	10,000	10,000	10,000	10,000	10,000	50,000	
	TOTAL for Tier 2 items	640,500	250,000	268,500	247,000	297,500	1,703,500	

Academic Technology Funding Plan – Narrative

It is clear from the annual technology survey of all the CSU campuses that CSU Stanislaus is ranks far below the CSU average in the area of support for academic technology. (See Attachment). The items in the Academic Technology funding plan have therefore been prioritized to achieve a level comparable to the other CSU campuses. Support for academic technology can no longer be limited to the traditional 8:00 a.m. – 5:00 p.m. time slot. Students and faculty need and expect support for longer hours on weekdays as well as on weekends. The items listed in this funding plan would advance CSU Stanislaus closer to the CSU average.

1. Students and faculty are on campus from 7:30 a.m. till 11:00 p.m. on weekdays and several hours on weekends. The forty hours per week that the help desk is currently open is inadequate. The plan requests funding for another employee to cover an additional forty hours immediately and another staff member in the year 2006-07 to achieve 24x7 coverage.
2. Currently over 4000 students use the Blackboard course management system for their coursework. It is therefore critical that the server be available at all times, and especially on weekends. Staff whose primary duty is to maintain many other servers are now performing the technical coverage of the Blackboard server. We are finding that this coverage is not enough to provide the service needed and expected. The request is for a technician whose primary focus will be the Blackboard server.
3. As more faculty begin using instructional technology materials on the web, in distance learning-settings and in the classrooms, there is need for an additional Instructional Design consultant to assist faculty with their curriculum preparation. This request will supplement current available assistance.

4. Current funding for student assistants covers only the open computer labs. There is a need to provide assistance to faculty when teaching in labs, especially with the use of the newer peripheral devices that are increasingly being used in the labs. The request will minimally fund additional wages for student assistants.
5. Even with over 75% of CSU Stanislaus students owning a computer, the usage of computers in the campus labs has not declined. Other CSU campuses provide at least one lab that is open 24 hours a day, 7 days a week. CSU Stanislaus labs are open only 80 hours a week and are usually staffed by student assistants. In order to provide the support needed for the hours the labs are open, additional staff must be hired. The request is for one additional lab technician.
6. Over 50% of classrooms on the main campus are smart classrooms. Many part-time faculty are not familiar with the equipment in classrooms and as with any equipment, failures do occur. Faculty depend on the equipment functioning properly at all times. To properly support this environment from 8:00 a.m. till 10:00 p.m. on weekdays and also on weekends, additional staff will be needed. Ideally a technician should be present in each classroom building for the coverage needed. The immediate need is for one additional technician and another two years later. These additional positions will still not be enough to cover each classroom building for 14 hours on weekdays and some hours on weekends.
7. In times of budget crisis, shortage of classroom space, and the anticipation of larger class sizes, distance learning options become increasingly important. Currently, there are no incentives available to faculty for teaching large classes. Other CSU campuses provide some incentive either to the faculty member or to the department. The requested funds would provide either financial incentive for faculty/departments who teach large class sizes via distance learning technologies, or provide funds for student assistants who can help the instructor manage the larger number of enrolled students.
8. Even though the funding for assistive technology for ADA compliance should include several devices across campus and the necessary support to support students and faculty, the initial requested amount includes only one such station and salary for a .5FTE staff member. The station consisting of a computer, necessary software and a handicap accessible workstation costs about $10,000. A half-time technician's salary is $25,000. The funding request for the following years includes maintenance costs, software and hardware upgrades and additional assistive technology stations.
9. Faculty requests for multimedia -equipped classrooms have increased dramatically over the past three years. There are over more than 25 classrooms on the main campus that need to be upgraded with permanently mounted projectors and control panels mounted either on a podium, or on the wall for smaller classrooms. The amount requested will upgrade 5 classrooms each year for the next 5 years.
10. In addition to creating new smart classrooms, it is also critical that the obsolete equipment in classrooms be replaced on a reasonably fixed cycle. The oldest smart classrooms on campus are about five years old and the electronic equipment is in need for of replacement. The amount requested will replace equipment in 5 classrooms each year.
11. A survey of computers on campus indicates that about 90 % of full time tenured/tenure track faculty have computers that meet the minimum standards set by the CSU system. The same can not be said about part-time faculty who often do not have adequate access to computers and/or have access to computers that fall far below standards. Ideally each tenured/tenure track faculty member's computer should be refreshed every three years. The amount requested will provide funds to purchase 100 computers which is roughly a third of the number of permanent faculty. If computers for tenured/tenure track faculty are refreshed every 3 years, part-time faculty will then have access to computers being replaced and these will be far better than what they currently have. Minimally, a $50,000 request each year will provide help to departments that currently do not have adequate resources to replace computers that are over three years old.
12. Due to the rapidly changing technology of computer hardware and software, the labs at Turlock and Stockton and computers available for public access in the library have to be maintained at the latest levels of available technology. Funding for this has never been allocated on campus. OIT, Stockton and the Library receive some limited funding but the amount is not adequate to maintain needed levels of technology. The amounts requested, along with the funding provided by each area, are for replacement of a third of the computers in each area every year (90 for Turlock, 30 for Stockton and 18 for the Library each year).

13. There have been no allocations by the campus to support the site licenses required for anti-virus, anti-spam, plagiarism detection, course management and other software needs arising from the changing technological environment. The amount requested will provide the funds for needed software.

14. The academic technology survey of the CSU campuses shows that CSU Stanislaus does not provide any stipends for technology related curriculum development. The average for other CSU campuses is $50,000 in the 2001-02 fiscal year. This request will enable us to begin planning and implementation of a program to assist and reward faculty who now incorporate technology into curriculum with no incentives.

Rationale: The Academic Technology Plan was developed as a result of discussion and collaboration among and between many individuals and campus committees representing faculty, the Office of Information Technology, and the library. Instrumental in the plan's development were the Academic Technology subcommittee, the Off-Campus/Distance Learning subcommittee, the Faculty Development Committee, and the CSU Stanislaus academic technology planning team that participated in a 2-day Chancellor's office-sponsored workshop in San Jose.

Rationale: The Academic Technology Plan is a thorough plan for maintaining and advancing the use of technology in our learning-centered University.

Academic Senate approved 4/8/03
President approved 5/8/03

CALIFORNIA STATE UNIVERSITY, STANISLAUS

ENHANCEMENT OF TECHNOLOGICAL SERVICES SINCE 1998
SELECTED EXHIBIT K

Year	Activity
1999	Established the Merced TriCollege Center
	Evaluated and consolidated instructional television delivery at all off-campus sites
2000	Increased access, number, and software sophistication of Library computers
	Increased access to campus computer laboratories
2001	Initiated use of Blackboard and WebCT platforms
2002	Established Blackboard as campus e-learning management platform
	Provided OIT staff members with an opportunity for professional development and training
	Completion of eight smart classrooms (one in Stockton)
	Provided major contributions to the Integrated Planning System
2003	Worked with the Academic Technology Subcommittee to revise the campus Academic Technology Plan.
	Supported the doubling of the number of courses on Blackboard from previous year
	Completed Phase 1 of the PeopleSoft Human Resources system
	Completed the construction phase of the TII project and migrated three buildings to the new network
	Developed process for upgrading faculty computers on three-year cycle
2004	Worked with the Academic Technology subcommittee to implement the Blackboard Enterprise LMS
	Established regular communications with faculty leadership regarding technological issues
	Implemented enhanced version of the Integrated Course, Enrollment, Workload, and Budget Planning
2005	Reviewed and implemented the Academic Technology Plan
	Allocated increased staff resources with addition funding provided to OIT
	Worked with University Extended Education to develop pilot programs to meet excess student demand for academic programs
	Implemented Finance modules for Common Management Systems
	Upgraded ten smart classrooms in Demergasso-Bava Hall with a new projector and control system
	Installed new anti-spam/anti-virus software to campus Exchange email server, reducing the number of reported viruses
	Received grant to develop a portal with a single sign-on feature
	Developed and implemented assessment of information technology in support of teaching and learning through Support Unit Review

Year	Activity
2006	Conducted eCollege pilot program for fully on-line courses
	Updated University websites using DataTel
	Initiated Blackboard course creation automation process
2007	Began implementation of the Web Accessibility Implementation Plan
	Began development of comprehensive information technology security policies
	Began development of a revised and expanded information technology strategic plan
	Began installation of wireless network capability throughout all campus facilities, both interior and exterior spaces
	Installed network equipment and smart classrooms in the new 110,000 square foot Naraghi Hall of Science
	Installed an emergency communications system so that all students, faculty and staff can be notified quickly using multiple technologies (phone, e-mail, text message) in the event of a campus emergency
	Replaced 110 faculty computers with the latest technology
	Enhanced the campus e-mail service to provide support for BlackBerry phones
	Implemented an improved internal process and new software to track staff fulfillment of work requests and other Help Desk related activities.
	Introduced the Ruckus music downloading service for free use by all CSU Stanislaus students as one response to the problem of illegal music and video downloading.
2008	Implemented the Student Administration module of the Common Management Systems
	Reorganized information technology units into a more effective structure
	Increased the number of fully online courses from 28 to 46 compared to the prior year
	Installed a single large-capacity uninterruptible power system for computer room use
	Installed private 1GB network link between the Turlock and Stockton campuses to improve service quality and reliability
	Installed a new digital media studio for the College of the Arts featuring the latest software and 25 Apple computers
	Upgraded seven additional campus classrooms to “smart” status with new projectors, document cameras, etc.
	Upgraded computer room electrical and HVAC distribution systems to improve reliability

Source: Office of Information Technology, 2008

California State University, Stanislaus

Policy on Undergraduate Academic Advising
Selected Exhibit L

I. Mission Statement

The advising mission at CSU Stanislaus is to provide current and prospective undergraduate students academic advisement that is accurate, consistent, and timely so that students can develop meaningful educational plans compatible with career and life goals.

II. Statement of Philosophy

Effective academic advising is essential to the realization of the University's instructional mission. The University strives to offer a workable program of academic advising for every enrolled undergraduate student. All students are entitled to accurate, reliable, consistent, and timely advising provided by faculty and Student Affairs Staff Advisors and to advising materials available on-line and in print. Students are encouraged, and in some cases required, to use advising services.

III. Goals and Objectives

A. THE GOALS OF ACADEMIC ADVISING AT CSU STANISLAUS ARE:

1. Provide accurate and timely advising to students.

2. Offer readily available advising to meet the needs of students.
   a. Be available during regularly scheduled advising hours.
   b. Provide sufficient advising hours for day, evening, and branch campus students.
   c. Provide multiple methods of current advising technologies.

3. Assist students with the development of meaningful educational plans and learning goals.
   a. Help students understand the value of the general education program.
   b. Assist students in choosing educational and career objectives compatible with their skills, interests, and abilities.
   c. Assist students for education beyond the baccalaureate.
   d. Assist first-time freshmen and transfer students in selecting appropriate courses.

4. Assist students with transitions from their previous academic environment.
   a. Assist first-time and transfer students with acculturation to the university setting.
   b. Assist and provide current and prospective students seeking information on major or minor declarations and/or changes.

5. Provide regular training for academic advisors on all relevant issues.
   a. Provide advisor training on available university and community resources.
   b. Maintain a current database for university and community resources for students and university advisors.

6. Recognize and reward faculty for outstanding advising.

IV. Roles and Responsibilities

Responsibility for the attainment of these goals is shared by students, faculty, staff and administration.

A. RESPONSIBILITIES OF STUDENTS

The ultimate responsibility for academic success rests with the student. Students are to seek academic advising at completion of 45 units and are expected to:

1. Comply with the University's published academic policies, regulations, and deadlines.

2. Meet regularly with an advisor in the student's major or, in the case of undeclared majors, advisors designated by the Academic Advising Office.
   a. Students who have declared a major shall comply with departmental policies requiring students to meet with advisors.
   b. Students who have not declared a major shall follow an academic advising plan for undeclared students.
   c. Student are strongly encouraged to take advantage of the resources available to them such as the student handbook, the academic calendar, the schedule of classes, and the university catalog when selecting or planning their program of study.

3. Meet with the major/concentration/program advisor at a point determined by the major department/ concentration/program(s) which lies between the completion of 75 and 90 units.

B. RESPONSIBILITIES OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

1. Administer and monitor the University's Advising Resource Center.
   a. Assign an appropriate administrator to coordinate university efforts to improve academic advising and to monitor the implementation of approved policies and practices.

2. Secure the support and resources needed to assure the success of the university advising program.

C. RESPONSIBILITIES OF COLLEGE DEANS

1. Supervise and monitor the development and implementation of clearly defined advising policies and practices within their colleges.

2. Provide guidance and assistance to academic departments/programs to improve academic advising.

3. Secure the support and resources needed to insure a successful advising program for their colleges.

4. Recognize outstanding advisors.

D. RESPONSIBILITIES OF ACADEMIC DEPARTMENTS AND PROGRAMS

1. Standardize and publicize a comprehensive plan defining the department's advising policies and procedures. It shall include:
   a. Procedures for advisor selection or assignment.
   b. Schedules for advising meetings with departmental advisors.
   c. Frequency of required or suggested meetings with department faculty and/or peer advisors.
   d. A plan for training and supervising peer advisors to insure they have knowledge of department programs and university policies (if the department elects to have a peer advisor program).

2. Regularly evaluate advising services, including evaluative feedback from students and faculty.

E. RESPONSIBILITIES OF FACULTY

Program faculty have responsibility for delivering advising services to students within their respective departments on matters related to the major degree programs of their departments.

1. General objectives of departmental advisors are to:
   a. Provide accurate, consistent, and timely information to allow students to develop meaningful educational plans compatible with career and life goals.
   b. Assist students in planning their academic programs within the major and in resolving problems related to their progress towards a degree within the major.
   c. Create a welcoming and supportive environment for advisees, recognizing a diverse student body.

2. Specific responsibilities of Faculty Advisors are to:
   a. Participate in advisor training sessions as needed in order to stay current on issues related to advising within the major.
   b. Help the advisee understand the academic process within the respective college and department.
   c. Explain department programs, options, entry requirements, expectations, and paths toward a degree.
   d. Help the advisee plan a course of study related to a major within the college and department.
   e. Refer advisees to other resources when appropriate.
   f. Assist the advisee in the graduation application and clearance process as it relates to their major.

F. RESPONSIBILITIES OF STUDENT SERVICE PROFESSIONAL ADVISORS

Student Service Professional Advisors are primarily responsible for delivery of academic advising services to freshmen and sophomore students except for those students in departments that choose to do their own academic advising. Some advising services are provided for juniors and seniors in special major or programs (e.g., Communicative Disorders, EOP, and students transitioning between majors).

1. General responsibilities of Student Service Professional Advisors:
   a. Assist students with the development of meaningful educational plans compatible with career and life goals.
   b. Work with the General Education Director and the General Education Subcommittee to provide general education advising for prospective, entering, and continuing students.
   c. Assist students in making course selections, including lower division major prerequisites and other program requirements.
   d. Create a welcoming environment for advisees.

2. Specific responsibilities of Student Service Professional Advisors:
   a. Provide accurate, consistent, and timely advising.
   b. Develop and administer a comprehensive academic advising program for students with undeclared majors.
   c. Administer an advising/counseling program for students on academic probation.
   d. Provide in-depth, on-going training for faculty and peer advisors.
   e. Organize and implement the University's orientation program for new students and coordinate these programs with departmental advising activities.
   f. Review and certify the general education/All-University Requirements portion of all undergraduate graduation evaluations.
   g. Assist Enrollment Services, including Admissions and Evaluations, and the Office of Information Technology in developing needed mechanisms for departments to implement their advising programs.
   h. Provide transfer evaluation review, course selection, and registration assistance to new and continuing students.
   i. Advise students regarding general education courses, major prerequisites, graduation requirements, university procedures, rules and regulations, and other student services.
   j. Assist students in identifying academic problems, evaluating them realistically, and dealing with their aptitudes and abilities as related to their particular needs.

k. Help students select appropriate educational goals and develop individual education plans.

l. Review and advise students regarding evaluations, remedial contracts, academic disqualification/reinstatements, petitions, and appeals.

m. Establish regular contact and monitor each student's academic progress, including assisting students with a smooth transition to their major departments.

n. Participate, when possible, in the planning and delivery of academic advising services for new students and parents during orientation.

o. Train and supervise peer advisors to insure they have knowledge of university resources, methods of student mentoring, and new student orientation.

G. RESPONSIBILITIES OF THE OFFICE OF ENROLLMENT SERVICES

1. Deliver in a timely manner the student data needed to maintain departmental advising files.

2. Coordinate the implementation of priority and late registration with departmental advising activities and University orientations.

3. Provide staff to assist with training and answering questions of faculty and peer advisors.

4. Provide degree audit information.

5. Include with the student's advising hold notification message the identification of the appropriate advisor for releasing the advising hold.

H. RESPONSIBILITY OF INFORMATION TECHNOLOGY

1. Provide the programming support needed to implement effective advising.

Academic Senate Approved 4/1/08
Pending Final Approval from President

THE CSU ACCOUNTABILITY PROCESS: BIENNIALLY REPORTED PERFORMANCE INDICATORS
SELECTED EXHIBIT M

	Performance Area and Indicator‡‡	Performance for 2000-01	Performance for 2001-02	Performance for 2002-03	Performance for 2003-04	Performance for 2004-05	Goals for CY 2004–05	Goals for CY 2006–07	Goals for CY 2008–09
1	**Quality of baccalaureate degree programs**								
	1.1 (For 2000-2002) Descriptions of processes for establishing and assessing student learning outcomes in general education and in the majors and for assuring that students are achieving core competencies for the degree.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
	1.2 (Starting with 2004 Report) A brief summary of campus academic program reviews, broadly characterizing assessment results and describing how those results have been used to improve teaching, learning, and the programs that were reviewed.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
2	**Access to the CSU**								
	2.1 The number of the following who applied to the university and were admitted:								
	(a) First-time freshmen	1,299.00	1,346.00	1,595.00	1,785.00	2,086.00	2,050.00	2,600.00	3,000.00
	(b) Upper-division CCC transfers	1,274.00	1,470.00	1,501.00	1,269.00	1,510.00	1,300.00	1,700.00	1,650.00
	2.2 For campuses that were impacted or had impacted programs--The number of the following eligible persons who applied to the university as their first choice during the open filing period and were *not* admitted: *- See Impacted Programs Aligning Dates*								
	(a) First-time freshmen**	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	(b) Upper-division CCC transfers**	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	2.3 For campuses that were impacted or had impacted programs--The number of the following eligible persons who applied to the university as their first choice during the open filing period and were *not* admitted, but who *were* admitted to another CSU campus: *- See Impacted Programs Aligning Dates*								
	(a) First-time freshmen**	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	(b) Upper-division CCC transfers**	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	**Progression to degree**	***Fall 2000 to Fall 2001***	***Fall 2001 to Fall 2002***	***Fall 2002 to Fall 2003***	***Fall 2003 to Fall 2004***	***Fall 2004 to Fall 2005***			
	3.1 First-year continuation rates								
	(a) First-time freshmen**	79.60%	82.70%	79.60%	80.60%	79.70%	80.80%	80.80%	82.00%
	(b) CCC transfers**	82.30%	82.20%	82.40%	83.10%	81.90%	82.10%	82.10%	83.00%
	3.2 Upper-division units earned to degree	***Graduated CY 2000-2001***	***Graduated CY 2001-2002***	***Graduated CY 2002-2003***	***Graduated CY 2003-2004***	***Graduated CY 2004-2005***			
	(a) Junior CCC transfers**	66.00	65.00	66.00	67.00	67.00	65.00	65.00	65.00
	(b) Native FTF**	68.00	65.00	66.00	66.00	66.00	67.00	66.00	66.00

table continues-->

THE CSU ACCOUNTABILITY PROCESS: BIENNIALLY REPORTED PERFORMANCE INDICATORS
SELECTED EXHIBIT M

	Performance Area and Indicator‡‡	Performance for 2000-01	Performance for 2001-02	Performance for 2002-03	Performance for 2003-04	Performance for 2004-05	Goals for CY 2004–05	Goals for CY 2006–07	Goals for CY 2008–09
4	**Persistence & graduation**	*Entering classes:*	*Entering classes:*	*Entering classes:*	*Entering classes:*	*Entering classes:*			
	4.1 Graduation rates from the campus of origin	*Fall 1995 freshman; Fall 1998 CCC transfers*	*Fall 1996 freshman; Fall 1999 CCC transfers*	*Fall 1997 freshman; Fall 2000 CCC transfers*	*Fall 1998 freshman; Fall 2001 CCC transfers*	*Fall 1999 freshman; Fall 2002 CCC transfers*			
	(a) Estimated total first-time freshmen who eventually will graduate**	55.80%	58.20%	51.40%	57.00%	58.50%	49.40%	52.20%	54.00%
	(b) Estimated CCC transfers (juniors) who eventually will graduate**	79.20%	78.50%	77.10%	78.10%	74.10%	77.10%	77.30%	78.00%
	Persistence & graduation	*Fall 1995 freshman;*	*Fall 1996 freshman;*	*Fall 1997 freshman;*	*Fall 1998 freshman;*	*Fall 1999 freshman;*			
	4.2 Graduation rates from any campus	*Fall 1998 CCC transfers*	*Fall 1999 CCC transfers*	*Fall 2000 CCC transfers*	*Fall 2001 CCC transfers*	*Fall 2002 CCC transfers*			
	(a) Estimated total first-time freshmen who eventually will graduate**	62.90%	66.70%	59.90%	65.20%	68.60%	Not applicable	Not applicable	Not applicable
	(b) Estimated CCC transfers (juniors) who eventually will graduate**	81.50%	80.90%	81.20%	81.00%	77.60%	Not applicable	Not applicable	Not applicable
5	**Areas of special state need**								
6	**Relations with K-12**								
	6.1 Fully prepared new freshmen**	*Fall 2000 entering class*	*Fall 2001 entering class*	*Fall 2002 entering class*	*Fall 2003 entering class*	*Fall 2004 entering class*			
	(a) Mathematics	43.69%	46.79%	61.30%	58.80%	55.70%	60.00%	62.00%	60.00%
	(b) English	46.21%	49.60%	50.10%	46.30%	47.90%	50.00%	52.00%	50.00%
7	**Completed remediation**	*Fall 2000 to Fall 2001*	*Fall 2001 to Fall 2002*	*Fall 2002 to Fall 2003*	*Fall 2003 to Fall 2004*	*Fall 2004 to Fall 2005*			
	7.1 Remediated within 1 year**	58.00%	69.00%	88.00%	86.00%	84.00%	89.00%	90.00%	90.00%
8	**Facilities utilization**	*CY 2000-2001*	*CY 2001-2002*	*CY 2002-2003*	*CY 2003-2004*	*CY 2004-2005*			
	8.1 State-supported course annual FTES occurring via the main campus:								
	(a) Evenings (after 4 pm)	1,252.80	1,338.40	1,390.40	1,383.30	1,428.40	1,338.00	1,378.00	1,434.00
	(b) Fridays	553.40	579.50	601.00	599.10	593.20	600.00	648.00	673.00
	(c) Weekends and term breaks (except summer break)	67.70	97.20	73.40	63.40	70.30	70.00	75.00	86.00
	(d) Summers	26.30	277.00	311.10	307.10	0.00	0.00	275.00	287.00
	(e) Distance learning****	Not available	125.50	0.00	0.00	1.30	0.00	0.00	143.00
	(f) Off-site (excludes CPEC approved off campus centers)	141.90	68.10	164.50	143.50	152.30	169.00	174.00	191.00
	(g) Overall non-traditional course offerings (formula: Add sub-indicators a through f)	2,042.10	2,485.70	2,540.40	2,496.40	2,245.50	2,177.00	2,550.00	2,677.00
	(h) Overall instruction in the college year	5,078.60	5,552.70	5,905.90	5,855.30	5,801.20	5,949.50	6,098.20	6,373.00
	(i) Percentage of non-traditional instruction (formula: g divided by h)	40.00%	45.00%	43.00%	43.00%	39.00%	37.00%	42.00%	42.00%
	(j) Number of CPEC-approved off-campus centers	1	1	1	1	1	1	1	1

table continues-->

THE CSU ACCOUNTABILITY PROCESS: BIENNIALLY REPORTED PERFORMANCE INDICATORS
SELECTED EXHIBIT M

	Performance Area and Indicator‡‡	Performance for 2000-01	Performance for 2001-02	Performance for 2002-03	Performance for 2003-04	Performance for 2004-05	Goals for CY 2004–05	Goals for CY 2006–07	Goals for CY 2008–09
	8.2 State-supported course annual FTES occurring via CPEC-approved center [Specify name of and report each CPEC-approved center]	***CY 2000-2001***	***CY 2001-2002***	***CY 2002-2003***	***CY 2003-2004***	***CY 2004-2005***			
	(a) Evenings (after 4 pm)	281.70	61.60	304.00	372.40	316.40	300.00	310.00	332.00
	(b) Fridays	2.90	0.00	4.30	7.50	8.10	4.00	5.00	6.00
	(c) Weekends and term breaks (except summer break)	19.70	41.60	46.70	39.70	29.10	40.00	42.00	45.00
	(d) Summers	7.10	28.10	25.70	36.50	0.00	0.00	25.00	28.00
	(e) Distance learning****	Not available	0.70	0.00	0.00	0.00	0.00	0.00	0.00
	(f) Off-site (excludes CPEC approved off campus centers)	8.10	7.30	0.00	0.00	1.70	0.00	0.00	0.00
	(g) Overall non-traditional course offerings (formula: Add sub-indicators a through f)	319.50	410.30	380.70	456.10	355.30	344.00	382.00	404.00
	(h) Overall instruction in the college year	563.80	621.20	630.80	669.20	441.40	512.70	526.00	554.00
	(i) Percentage of non-traditional instruction (formula: g divided by h)	57.00%	66.00%	60.00%	68.00%	80.00%	67.00%	73.00%	73.00%
9	**University advancement**	***FY 2000-2001***	***FY 2001-2002***	***FY 2002-2003***	***FY 2003-2004***	***FY 2004-2005***			
	9.1 Charitable Gift Receipts	$1,650,632	$3,538,161	$3,305,856	$1,950,791	$2,392,601	$3,150,000	Not applicable	Not applicable
	9.1.1 Charitable Gift Commitments******	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	$3,000,000	$3,850,000
	9.2 Alumni participation								
	(a) Alumni Association Members***	735.00	973.00	874.00	704.00	740.00	840.00	810.00	1,500.00
	(b) Total Number of Addressable Alumni	23,012.00	33,199.00	34,174.00	25,160.00	36,954.00	49,205.00	41,522.00	41,000.00
	9.3 Total Number of Individual Donors******	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	2,250.00	3,000.00
	9.4 Private Support Goal	4.00%	9.00%	6.50%	4.00%	5.00%	10.00%	6.00%	7.00%

‡‡ Performance data are provided by the Chancellor's Office, and each campus sets its own goals.

* Data first reported for 2000-2001.
** Regularly admitted students only.
*** Base year data are CY 1999-2000; no prior data were collected.
**** Data first available for CY 2001-2002
****** The Board of Trustees approved revised goal setting and performance measures for

NOTE: CSU Stanislaus is in the final year of first comprehensive campaign. Consequently, Charitable gifts will be leveling off from the successive high years of $5.7M and $4.3M.

California State University, Stanislaus

Accountability Report Summary: October 2006
Selected Exhibit M

1. Quality of Baccalaureate Degree Programs

CSU Stanislaus has promoted the assessment of student learning since the early 1990's. As a result, all degree programs have established and have been assessing formal student learning outcomes. Within the context of the Cornerstones' principle for public accountability, faculty have built on the traditional indirect methods to assess student learning (such as surveys) through more sophisticated direct measures of student learning. Examples include student portfolios, course-embedded assessment prompts, performance-based tests, and rubrics for writing assessment. The Collegiate Learning Assessment performance-based test of critical thinking and writing has been implemented as an external assessment of student performance. The academic program review process provides examples of ways in which student learning improved as a result of assessment information: curricula revised, pedagogy diversified, prerequisites adjusted, and admission policies altered. Two examples highlight the effective use of assessment results for improving student performance. The nursing program used assessment data from local and national tests to institute curricular changes and out-of class-resources to assist students in improving their knowledge of medical terminology, leading to substantially high pass rates on licensure examinations. The business administration faculty received a national award honoring their assessment efforts leading to curricular changes in international finance and human relations to be more responsive to workforce demands.

2. Access to the CSU

Student access to CSU Stanislaus has increased steadily as a result of vigorous enrollment management actions. This Cornerstones principle has been achieved through increasingly sophisticated recruitment materials and strategies, increased scholarships for high-achieving students, continued commitment to diverse first-generation college students, and strategic actions for increasing the number of freshmen. As a result, the University has increasingly enrolled larger first-time freshmen classes over the past several years. All eligible freshmen and transfers have been admitted, with the exception of the impacted pre-licensure nursing program. Several outreach programs have increased interaction with local high schools to encourage early testing and collegiate preparation. Additional partnership programs with community colleges have been undertaken to increase the upper-division community college transfer.

3. Progression to Degree

CSU Stanislaus has instituted several strategies to support students' progression to degree. First-time freshmen have the opportunity to complete a baccalaureate degree within four years. The University has maintained high one-year retention rates for both first-time freshmen and upper-division transfer students, with rates increasing slightly for full-time freshmen and transfer students. Through an advising program—Academic Wellness, implemented in 2005/06 by Student Affairs—five mandatory checkpoints support students' timely progression toward their degree objectives.

4. Persistence and Graduation

As part of its 2005 Graduation Rate Outcomes Study, the American Association of State Colleges and Universities featured CSU Stanislaus as one of 12 universities nationwide for its exceptional achievements in retaining and graduating students. These high persistence rates are attributable to many programs implemented in recent years, including the First-Year Experience, Supplemental Instruction, the Faculty Mentor Program, and the Summit Program (upper-division, theme and cohort-based general education). Student Affairs offers the Probation Project, providing intervention to students placed on academic probation. In 2003, the University began implementation of its Graduation Plan, setting targets and directed actions for improving the already high retention and graduation rates by focusing on sub-groups of higher-risk students.

6. Relations with K-12

Strong, sustained relationships with K-12 schools have been a hallmark of CSU Stanislaus. These relationships are evident most visibly by education faculty and are complemented by many examples of collaboration between faculty and their K-12 counterparts in the arts, humanities, sciences, and business. For example, faculty administer several state-wide subject matter projects related to writing, reading, literature, and mathematics. Support is also provided to teachers related to high school exit examinations. Many extramural grants provide direct support to K-12 teachers and students to enhance collegiate preparation in mathematics, sciences, and writing. Two sterling examples of professional development K-12 schools opened in 2006 at the Stockton Center as a result of education faculty's collaboration with local schools. The CSU Stanislaus Early College High School (6-12) results in a high school diploma and up to two years of transferable CSU credit. Similarly, Pittman School, in cooperation with the Aspire College Preparatory Academy, is designed to enhance K-8 curricula, student academic achievement, and teacher preparation. For both schools, the overarching goal is to increase the number of underrepresented and first-generation students prepared for collegiate work and graduating from the CSU.

7. Remediation

Consonant with Cornerstones' commitment to the highest standards of undergraduate education, CSU Stanislaus made steady improvement in successful remediation of students in one year, beginning with the fall 2001 freshman class. Since fall 2002, CSU Stanislaus has had proficiency rates equal to system-wide rates. The class of 2004 achieved a fully proficient rate of 97% within one year for those students returning the following fall.

8. Facilities

CSU Stanislaus exceeded the FTE goals set for 2004/05 in evening and overall non-traditional course offerings at both the Turlock and Stockton campuses. Enhanced facilities usage has occurred as a result of improving course scheduling modules at the Turlock campus, increased programs at the Stockton Center and other off-campus instructional delivery sites, and the pilot of on-line learning courses.

9. University Advancement

Over the past several years, University Advancement at CSU Stanislaus has increased annually its contributions in support of the academic mission of the University. Measures for all areas in 2005/06 surpassed goals achieved in 2004/05, although goals were not achieved at the level previously established in 2003/04. This slower-than-anticipated growth in charitable gifts and alumni-giving rates are attributable to the period of time for transitioning to new presidential and vice presidential leadership for advancement. As the campus grows under the leadership of President Shirvani and his new cabinet, CSU Stanislaus has begun to provide an invigorated framework for its continuing fiscal health.

Source: CSU Stanislaus Institutional Research

California State University, Stanislaus

Accountability Report Summary: October 2004
Selected Exhibit M

1. Quality of Baccalaureate Degree Programs

As one indicator of program quality in both baccalaureate and graduate programs, CSU Stanislaus has been active in the assessment of student learning goals since the early 1990's. The faculty has moved beyond forming assessment plans and is now using information resulting from their assessment of student learning goals to improve teaching and learning. Examples follow from those programs completing academic program reviews in 2002. The geography faculty has used assessment results to develop a greater emphasis on communication skills, human geography, and computer skills. As a result of assessment data from local and national standardized tests, the nursing program discovered a lack of student knowledge of medical terminology and instituted curricular changes, as well as out-of-class resources to assist the students. Overall, CSU Stanislaus students in 2003 passed the module exams at an increased rate compared to previous years. Having used more traditional assessment methods of faculty introspective and engagement in their professional fields to demonstrate currency and quality of programs, faculty in programs such as sociology and theatre has now implemented assessment methods tied to more explicit learning goals. Results of these methods will be reflected in subsequent program reviews.

Since our last report, several programs have undergone accreditation reviews, of which assessment of programs and student learning was central to our successful accreditation reviews. The College of Business received initial accreditation by AACSB, the College of Education received re-accreditation by NCATE and CCTC, the MPA program received re-accreditation by NASPAA, Chemistry received re-accreditation by ACS, Music received re-accreditation by NASM, Nursing received re-accreditation by CCNE, Social Work received re-accreditation by CSWE, and Theatre received re-accreditation by NAST.

2. Access to the CSU

In the fall of 2002, CSU Stanislaus instituted earlier deadlines for first-time freshman and undergraduate transfers. The nursing program has been impacted since 2002. Except for this impacted program, we are admitting all other freshmen and transfers who are deemed eligible and have applied prior to the deadline.

Access to CSU Stanislaus by high school graduates and community college transfers has also been addressed by long standing articulation agreements. The new Agricultural Studies program is truly a 2+2 program that greatly facilitates transfers from community colleges.

3. Progression to Degree

The university assures first-time freshmen the opportunity to earn a Bachelor's degree within four years.

Beginning in 2003, the campus began participation in the National Survey of Student Engagement as a selected campus in the project supported by the American Association of Higher Education, Building Educational Achievement for Minority Student (BEAMS). The campus is using results from the National Survey of Student Engagement to develop in 2004 a project to improve student connections to faculty.

4. Persistence and Graduation

In 2003, the campus completed its Graduation Plan, setting targets and articulating 11 recommendations. Among those recommendations was a comprehensive Advising Plan, completed in 2004. Both these plans are currently in the implementation process. Further new activities include the BEAMS project noted in 3 above (2003) and a graduating senior workshop series (2004).

5. Areas of Special Need

CSU Stanislaus has aggressively addressed the need for qualified teachers over the past few years. Changes in legislation through SB 2042 are likely to be roadblocks for students considering enrollment in Multiple Subjects, Single Subjects, or Special Education credentialing programs – especially for students whose first language is not English.

The University has also responded to the need for registered nurses by adding a pre-licensure program to the existing baccalaureate program (RN to BSN). This is the only four-year nursing program in the northern San Joaquin Valley.

6. Relations with K-12

In addition to the data reported for the CAPI and PAD programs, dozens of faculty provide their expertise, and over one thousand CSU Stanislaus students provide their time and reach out to area schools. Thousands of K-12 students in the region are affected by the university through theatrical performances, math programs, reading programs, business days, and many other activities.

The following are additional examples of specific outreach activities.

- Advancement Via Individual Determination (AVID) and California Academic Partnership Program (CAPP) are part of the partnership outreach with districts and schools and are administered through either County Offices of Education or individual districts.
- The College of Education and the College of Arts, Letters, and Sciences work with districts through five state-wide subject matter projects with centers on the campus: The Great Valley Writing Project (GVWP), the California Reading and Literature Project (CRLP), the California Math Project (CMP), the California Foreign Language Project (CFLP), and the California International Studies Project (CISP).
- In a combined effort, the CRLP and GVWP focused on secondary literacy issues through the Reading Institute for Academic Preparation (RIAP). Approximately 80 secondary-level district teachers were involved in 40 hours of institute training. Additionally, the projects supported teachers through workshops related to the California High School Exit Exams (CAHSEE).
- In partnership with Merced Joint Union High School District, Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP) served all seventh graders in two schools in Merced-Winton Middle School and Mitchell Senior Elementary.
- The Pre-Freshmen Enrichment Program (PREP) is a four-week intensive math/science academy for Junior High School students linked with GEARUP.
- The Central California Mathematics Project (CCMP) offers courses specially designed for teachers.
- Mathematics Professional Development Institutes (MPDI) is a partnership with Los Banos School district.
- The High School Math Access Program (HiMAP) is an on-going mathematics program for students in grades
- 7-12.
- Preparing Mathematicians to Educate Teachers (PMET) is an award-winning partnership that involves CSU Stanislaus faculty working with certificated practicing teachers and pre-service teachers.

7. Remediation

CSU Stanislaus made steady improvement in remediating successfully students in one year, beginning with the fall 2001 freshman class and exceeding the system rate with the class of 2002. The CSU Stanislaus class of fall 2002 achieved a fully proficient rate of 88% within one year for the students who returned the following fall. This percentage exceeds the system rate of 82% for that same year. The total fall 2002 proficiency rate that includes students who were proficient at entry and those who became proficient within one year is 97%, equal to the system-wide statistics.

9. University Advancement

University Advancement exceeded the goals that had been established and published previously for the year.

Source: CSU Stanislaus Institutional Research

California State University, Stanislaus

Accountability Report Summary: October 2002
Selected Exhibit M

1. Quality of Baccalaureate Degree Programs

Each campus will provide evidence of progress toward the identification of learning outcomes and the development of a process to assess student learning outcomes at the general education and program levels.

CSU Stanislaus has been active in addressing assessment of student learning issues since the early 1990s. These efforts have increased over the last five years.

- A revised academic program review pilot has been approved which incorporates assessment and planning into the review process.
- General education competencies have been developed and the institution is in the process of developing assessments and integrating those measures throughout the curriculum.
- An inventory of assessment practices of all undergraduate degree programs was undertaken in September 2002. The results of this inventory show that programs have been developing student learning goals. Some of the programs have also developed assessment plans and others are ready to advance to the next stage of implementation, specifically developing specific indicators for the general goal statements as well as plans to collect and analyze data which will be meaningful to faculty in future curriculum development and enhancement. It is anticipated that the programs in the Colleges of Education and Business will successfully meet professional association accreditation standards related to assessment of student learning. In addition, several of the programs in the College of Arts, Letters and Sciences are also preparing for, or already meet, professional accreditation standards in this area.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campuses.

All eligible students who applied to CSU Stanislaus over the past three years were admitted.

3. Progression to Degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have averaged 80 percent for first-time freshmen and 82 percent for California Community College transfers. For the last three years, as upper-division students progress toward the degree, junior transfer students averaged 67 semester units, and native freshmen averaged 67 units.

4. Persistence and Graduation

The CSU, through clear statements of graduation requirements, effective advising, and effective access to courses, will assist students to achieve their degree objectives.

For the past three years, 6-year graduation rates for first-time, full-time freshmen have steadily increased from 47 to 55 percent, which is above the national average of 41.1% (ACT). The persistence to graduation for California Community College transfer students has also increased from 75 to 79 percent over the same period.

5. Areas of Special Need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new type multiple, single subject, and special education credentials issued from CCTC, recommended by CSU Stanislaus (excluding interns), increased from 215 in 1998-99 to 382 in 2000-01. Multiple-subject credentials experienced the largest increase from 144 in 1998-99 to 321 in 2000-01.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 42 percent in fall 1998, 46 percent in fall 1999, and 44 percent in fall 2000. In English, the percentage of regularly-admitted first-time freshmen fully prepared was 57 percent in fall 1998, 49 percent in fall 1999, and 46 percent in fall 2000.

- The College of Education works in 50 school districts for the Alternative Certification Program.
- Central California Math Project – courses offered through Extended Education for credentialed teachers in the six-county area to improve math-teaching strategies involving 127 teachers from 12 school sites.
- High School Math Access Program that prepares students in mathematics involves 322 students and 12 public school teachers.

7. Remediation

The CSU successfully remediated, within one year, students who are not fully prepared to begin college-level mathematics and English.

Fall 2000 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated one year later totaled 58 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

CY 2000-2001	State Supported Course Annual FTES via main campus	State Supported Course Annual FTES via CPEC-approved center at Stockton
(a) Evenings (after 4 p.m.)	1,252.80	281.7
(b) Fridays	553.4	2.9
(c) Weekends and term breaks (except summer breaks)	67.7	19.7
(d) Summers	26.3	7.1
(e) Distance Learning*	Not Available	Not Available
(f) Off-site (excludes CPEC approved off-campus centers)	141.9	8.1
(g) Overall non-traditional course offerings (add a-f)	2,042.10	319.5
(h) Overall instruction in the college year	5,078.60	563.8
(i) Percentage of non-traditional instruction (g/h)	40%	57%

*These data will first be available in 2001/2002.

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions.

As of June 30, 2001, CSU Stanislaus' advancement efforts have resulted in raising more than $21.7 million. For fiscal year 2000-2001, projected voluntary support ($1,650,632), pledge commitments ($5,753,924), and additional special revenue ($6,860,237), totaled approximately $14,264,793.

As of June 30, 2002, CSU Stanislaus' vigorous advancement efforts have resulted in the completion of its first-ever comprehensive campaign, raising more than $25 million. For fiscal year 2001-2002, projected voluntary support ($3,538,161), pledge and testamentary commitments ($2,865,753), and additional special revenue ($7,181,307), totaled approximately $13,585,221.

Source: CSU Stanislaus Institutional Research

CALIFORNIA STATE UNIVERSITY, STANISLAUS

OFFICE OF THE PROVOST

MEMORANDUM

DATE: September 25, 2006

TO: Vice Presidents
Unit Administrators in Academic Affairs

FROM: William A. Covino, Provost and Vice President for Academic Affairs

SUBJECT: **Support Unit Review**

The Support Unit Review process calls for the provost to produce a five-year review schedule in consultation with other vice presidents and to initiate and oversee the annual review process. Your unit or sub-units in your area of responsibility are scheduled for this review in accordance with campus policy and procedures (attached).

At the conclusion of support unit reviews, the divisional vice president provides to the provost an executive summary for distribution to the campus community via the university's assessment webpage and the Academic Senate.

Consistent with our university's mission, it is expected that reviews of administrative offices contain a demonstration of the ways in which the units' services contribute to student learning and a learning-centered university. Further, the current Support Unit Review policy includes "Section 7—Special issues to be addressed" in which vice presidents are encouraged to develop a set of questions unique to each unit. I suggest that vice presidents ask units to address the following items with respect to student learning goals and contributions to a learning-centered university:

With respect to *support of student learning* as reflected in *administrative* offices,

1. describe how your unit contributed to and/or supported student learning and/or a learning centered environment;
2. briefly describe the assessment methods used to collect data concerning your unit's effectiveness in contributing/supporting student learning; and
3. briefly describe specific changes (as appropriate) that have been made as a result of your unit's review of its promotion or support of student learning.

The following attachments, extracted from the SUR Policies and Procedures document, summarize the process:

1. Attachment 1: Calendar for Support Unit Review
2. Attachment 2: Timelines: One Year and Two Year
3. Attachment 3: Phase I—Self-Review Format
4. Attachment 4: Phase II—External Review Team: Sample Questions
5. Attachment 5: Phase III—Executive Summary Format

WAC:je
Attachments
cc: Vice Provost
Director of Institutional Research

CALIFORNIA STATE UNIVERSITY, STANISLAUS

SUPPORT UNIT REVIEW POLICY AND PROCEDURES
SELECTED EXHIBIT N

I. INTRODUCTION

CSU Stanislaus is committed to a comprehensive periodic review of all support units that integrates rigorous assessment with ongoing strategic planning.

The primary goal of the review process is to provide a mechanism to ensure the improvement of support units on a continuous basis.

The assumption of the review process is that the responsibility for monitoring the status, effectiveness, and progress of units rests with the unit administrator and the vice president or president responsible for that unit. As a result, important functions of the process are to (1) meet the requirements of administrators for comprehensive information concerning the effectiveness of their units, (2) to determine if resources are being utilized as effectively and efficiently as possible, and (3) to determine if the unit is effectively supporting the mission of the university.

The review process helps to identify the future directions, needs, and priorities of support units. As such, support unit review is inextricably linked to strategic planning, resource allocation, and other decision-making at the unit and university levels. It is also an assumption that the review process is a participatory process that includes input from personnel in the unit as well as from units and individuals the unit is designed to serve.

This document sets forth the process for the review of support units. The vice presidents, or president may designate additional or more detailed procedures for the review of units within their administrative jurisdiction, as long as the common elements described in this document for all unit reviews are met. Because significant resources are invested in this process, it is essential that the review produce results that are useful to the unit and its leadership, to the unit's constituents, and to the university. Thereafter, the university's support unit review process is formally reviewed at least every five years to determine if it is functioning as intended and to incorporate appropriate changes into the process. The review process is initiated by the President's Cabinet or the Academic Senate.

II. OVERVIEW OF THE REVIEW PROCESS

All university units participate in support unit review, and are reviewed at least once every five years. Each vice president identifies which of his or her units and/or subunits is to conduct the support unit process within the division and ensures that all subunits either conduct the support-unit process or are a subunit of a larger collection of subunits that conduct the support unit process.

A specific list of support units are identified and placed on a five-year review schedule. The provost produces the five-year review schedule in consultation with the other vice presidents.

Each of the academic colleges participates in the support unit review process. Each college completes a single review of its support units, including the departmental administrative structure as part of that single review process. Academic programs are reviewed through the Academic Program Review process, which is described in a separate document.

In addition to the periodic full review in the support unit review process, each unit submits an annual report of the following: (a) the unit's achievements in relation to the unit's and the university's strategic goals and priorities and (b) the unit's contributions in addressing each of the specific WASC concerns that were identified in the most-recent WASC evaluation report. This additional step provides a consistent record of evidence of measurement and progress.

The support unit review process includes input from the broad university community, including faculty, staff, and students. The summary of results and recommendations of the support unit review are given to the broad university community, including the Academic Senate, for information and comments.

The Provost and Vice President for Academic Affairs oversees the support unit review process. Data and survey needs of administrative and academic support units are supported by the Office of Institutional Research.

The procedure for the review consists of three phases: (1) a self-study phase in which the unit prepares a report that contains detailed background data, administrative or academic support unit activities, strategic planning documents, future goals, assessment procedures, and other information as needed by the review team; (2) a review phase in which a review team examines the unit's self-study and makes recommendations for improvement; and (3) a strategic planning phase resulting in the development of a comprehensive strategic implementation plan based on the review results.

Each administrator is encouraged to adapt the review process to be consistent and compatible with existing assessment and evaluation frameworks that exist in the unit, including external accreditation and adherence to professional standards and practices. Throughout the review process, the structure and procedures used in the review process should be established in a manner that is consistent with the size, role, and organizational structure of the unit under review. The unit may also be asked to address relevant and timely issues and challenges facing the unit under review. The emphasis of the review is that each administrator may use this process as a tool that can be modified to meet the planning and management needs of the units within their areas of responsibility.

There are seven key dimensions that should be addressed during the unit review process:

1. Introduction and mission of the unit.
2. Role within the university and relationships to other units.
3. Plans and the planning processes of the unit.
4. Assessment processes and effectiveness of the unit, including measurement of outcomes.
5. Resource allocation and use.
6. Evaluation of the operation of the unit.
7. Special issues to be addressed.

The outcome of unit review should be a well-designed and agreed-upon strategic implementation plan for enhancement of the administrative or academic support unit. Plans should be explicit, realistic, viable, and should reflect the aspirations of each unit. The unit review process should focus on improvements that can be made using resources that currently are available to the unit.

III. The Self-Study Report – Phase 1

The unit is responsible for preparing the self-study report in a format and timeline as outlined by the vice president or president. The following guidelines are recommended areas that should be addressed in the self-study report. The vice president or president is responsible for identifying a specific focus of the self-study report where desirable and appropriate.

The Office of Institutional Research provides the unit with relevant data or other available information and assistance in presenting, analyzing, and interpreting the data. This office should be used to ensure comparable definitions and interpretation where appropriate. The Office of Institutional Research serves as a resource in the development, administration, and analysis of questionnaires, surveys, or interviews used in self-study reports, in accordance with university policy for human subjects research.

SELF-STUDY REPORT FORMAT GUIDELINES

1. **Introduction and mission of the unit:** Describe the roles and functions of this unit and the impact of this unit upon the institution by addressing the following elements:
    a. Mission and organization of the unit and sub-units.
    b. Brief description of the self-study process and participants.
    c. Services or functions provided:
        - Describe the work performed by the unit. Provide data that describes the amount of work or transactions handled by the unit.
        - Document recent trends and changes.

2. **Role within the university and relationship to other units:** Describe how this unit relates to other units on campus and how the current unit administrative structure serves the campus needs by addressing the following elements:
    a. Describe interrelationships of the unit with other units at the university, where applicable.
    b. Identify areas of possible function overlap or service duplication with other units offered at the university.

3. **Plans and the planning processes of the unit:** Describe the goals, strategic plan, and planning processes of the unit and how they contribute to the university's mission and strategic plan. Describe the consultative process used to establish these goals and explain how they are consistent with, and supportive of, the university's goals and plans, by addressing the following elements:
    a. List the unit goals and the strategies to achieve these goals:
        - Describe the planning process within the unit.
        - Provide implementation plans and timetables.
        - Include other materials used in the unit's planning process, if applicable.
    b. Discuss the centrality to the university mission:
        - Identify the relationship of the unit to the university's mission and strategic plan.
        - Describe its role and function support the university.

4. **Assessment processes and effectiveness of the unit including measurement of outcomes:** Describe how the unit is achieving goals set by the unit and its vice president or the university president and the effectiveness of service to its designated constituency, by addressing the following elements:
    a. Assessment of unit's quality:
        - Describe the assessment and evaluation processes of the unit and its functions (not the personnel employed in the unit).
        - Present evidence that this unit is achieving its goals.
        - Identify the kinds of data regularly collected to provide feedback to the unit on its achievement of objectives and the perceptions and attitudes of the users of the unit's services.
        - Identify specific outcome measures.
        - Summarize the results or attach copies of summary reports to the review if constituent interviews or surveys have been conducted regarding the effectiveness of this unit in meeting needs.
        - Describe the methods and results of input sought from the broad university community.
    b. Implementation of assessment:
        - Describe how data are used to improve the unit and its services. Give specific examples to support the conclusion.

5. **Resource allocation and use:** Describe how the unit maximizes its effectiveness in terms of available resources and how priorities for allocation of resources are determined in the unit, by addressing the following elements:
    a. Resource allocation: Provide data that describe the resources allocated to the unit over the last five years:
        - Staffing figures by headcount, FTE, category of position, funding source, gender, and ethnicity for the last five years.
        - Budget by funding source; expenditures by expenditure classification and funding source; external funding and income received for the last five years.
        - Current physical space available to the unit and its function.

b. Adequacy of resources: How adequate are the resources allocated to the unit to perform its mandated functions in each of the areas listed below? If any resource is judged inadequate, what solution does the unit recommend?

- Administrative and support staff.
- Facilities.
- Equipment/instrumentation/laboratories.
- Supplies and services.
- Information resources and services (library, computing).

6. **Evaluation of the operations of the unit:** Describe how the operating procedures of the unit are compatible with the policies and regulations of the university, and where appropriate, with administrative regulations and faculty governance structures, by addressing the following elements:

   a. Evaluation of the management of the unit:

   - How is appropriate staff involved in the decision-making process of the unit?
   - What mechanisms exist for staff to provide feedback to the unit?
   - What mechanisms exist for other units on campus to provide feedback to the unit?
   - How are data used to determine future goals and evaluate current performance?

   b. Assessment of climate and management:

   - Are personnel within the unit familiar with unit objectives and the importance of their work in achieving unit and campus objectives?
   - Is there effective communication among staff?

   c. Efficiency analysis: What recommendations does the unit suggest to…

   - Improve decision-making?
   - Eliminate duplication or non-essential work?
   - Simplify reporting relationships and communications?
   - Use resources available to it effectively?
   - Reduce or contain costs?

7. **Special issues to be addressed:** Each vice president or the president, where applicable, is encouraged to develop a set of questions that is timely and unique for issues facing the unit under review. Units may discuss the status of support units relative to similar programs at appropriate peer universities or departments. Data that compares the structure, activities, procedures, and practices of the unit against standards of professional associations may be included where appropriate.

8. **Appendices:** Attach to the unit's self-study report, where applicable.

   a. Tables, charts, and graphs that are referred to in the body of the self-study report.

   b. Organizational chart.

   c. Flow chart of major operations or systems.

   d. Workload data, measurements, and performance indicators used for major activities.

   e. Roster of current staff.

   f. Copies of significant policies.

   g. Reports and other supporting documents.

IV. The Review – Phase 2

The review team provides a mechanism for the administrative or academic support unit to benefit from perceptions and assessment of faculty, staff, and students from outside the unit, and, where appropriate, from outside the university. The review team should be representative of those that the unit serves. The review team provides an evaluation of the quality and effectiveness of the unit and make recommendations for improvement.

1. **Selection of review team and schedule for the review:** The review team is comprised of people mainly from outside the unit being reviewed as well as those involved in preparation of the self-study report to ensure continuity and appropriate interpretation of the data. When the unit has university-wide responsibility, all sectors are represented on the review team. The vice president's or president's responsibility includes soliciting nominations for team members from the faculty through Committee on Committees and the unit administrator and selecting the members and chair of the review team.

2. **Materials, information, and questions provided to the review team:** Upon appointment of the review team, the vice president or president provides, through the unit administrator, the following to each member of the review team.
    a. A copy of the university's support unit review process document.
    b. The unit's self-study report and all supporting documentation and attachments with the understanding that the review team may request additional information and interviews.
    c. An outline of specific questions the review team is asked to address. These questions are developed by the vice president, in consultation with the president, and after receiving suggestions from the unit administrator undergoing review, faculty governance, and others as deemed appropriate.
    d. A timetable for submission of the review team's preliminary and final reports.

3. **The review team's reports:** The review team presents its major findings and recommendations to the vice president or president, who, in turn, distributes the preliminary draft to the unit, so that the unit may correct any factual errors before the report is finalized. A final report is provided to the vice president or president by the review team within six weeks of the return to the review team of the preliminary draft. The vice president or president distributes copies of the final report to the unit administrator. The unit administrator distributes the final report to all members of the unit being reviewed. The executive summary, minus any references to individuals, is an open document and distributed to the campus community through the university web page and the Academic Senate.

4. **Unit response to the review team's report:** Following receipt of the final report of the review team, the unit being reviewed may provide the vice president or president with a written response to the review team's report findings and recommendations. The vice president or president distributes a copy of the unit's response to the review team, and president. In addition, the report and follow up documents will be distributed to the university community via the web.

V. Strategic Implementation Plan and Follow Up – Phase 3

As a result of this process, the vice president or president and the unit administrator jointly approves a strategic implementation plan for agreed-upon actions. This strategic implementation plan (1) identifies and prioritizes the goals of the unit over the next five years; (2) identifies the strategies which will be used to accomplish those goals, e.g., state what actions are to be taken by whom and include deadlines; and (3) identifies the expected outcome or results of the strategic implementation plan.

Academic Senate approved 5/11/04
President Approved 7/1/04

SUPPORT UNIT REVIEW MASTER CALENDAR
SELECTED EXHIBIT N

ACADEMIC AFFAIRS

AY 2004/2005
- CSU Stanislaus - Stockton
- Office of the Provost and Vice President for Academic Affairs

AY 2006/2007
- Research and Sponsored Programs
- Office of Assessment and Quality Assurance
- Office of the Vice Provost - Academic Programs

AY 2007/2008
- College of the Arts - Administrative Units
- College of Business Administration- Administrative Units
- College of Education - Administrative Units
- College of Human and Health Sciences - Administrative Units
- College of Humanities and Social Sciences - Administrative Units
- College of Natural Sciences - Administrative Units
- Institutional Research
- Library*
- Offices of Faculty Affairs
    - Faculty Development Center
- University Extended Education

AY 2008/2009
- Academic Senate Office
- Enrollment Services
    - Admissions and Records
    - Financial Aid and Scholarships
    - Graduate School
    - Student Recruitment and Outreach
- International Education

STUDENT AFFAIRS

AY 2003/2004
- Counseling*
- Disabilities*
- Educational Opportunity Program*
- Advising Resource Center*
- Housing*
- Retention Services*
- Student Health Center (Turlock/Stockton)*
- Student Leadership and Development/ Student Activities*
- Student Support Services*
- University Student Union*
- Office of the Vice President for Student Affairs

AY 2004/2005
- Athletics*
- Associated Student, Inc*
- Career Services*

AY 2005/2006
- Tutoring Services*

AY 2008/2009
- All departments in Student Affairs (with the exception of Tutoring Services)

* Co-curricular programs are defined as programs that have meaningful student learning objectives which can be measured using assessment methods. These programs have an additional requirement detailed in the Phase III support document.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

SUPPORT UNIT REVIEW MASTER CALENDAR
SELECTED EXHIBIT N

BUSINESS AND FINANCE

AY 2005/2006
- Public Safety
- Human Resources

AY 2007/2008
- Financial Services
- Office of the Vice President for Business and Finance

AY 2008/2009
- Facilities Services

UNIVERSITY ADVANCEMENT

AY 2008/2009
- Advancement Services
- Annual Fund/Scholarships
- Development
- Public Relations/Communication Services
- Office of the Vice President for University Advancement
- Special Events

PRESIDENT'S OFFICE

AY 2007/2008
- Office of Information Technology

AY 2008/2009
- Office of the President

California State University, Stanislaus

Student Affairs Assessment and Strategic Planning
Document Descriptions
Selected Exhibit O

Background: Student Affairs takes pride in delivering high quality services and in fostering the highest standards for student development programming. In order to deliver thoughtful and purposeful activities, services and programs, we must collaborate with others, use our resources wisely, assess our efforts and set strategic goals with clear action plans. The documents included in this packet offer reflections on assessment and planning beginning in 2002 at the department, division and university levels. A synopsis of each document is provided below.

Student Affairs Statement (2001-2007): The Statement is issued yearly to reaffirm our mission and vision and to establish priorities for the coming year based on assessment information or upcoming issues. A theme is usually articulated for each year. Themes for past years include the following:

- 2001-2002 Balance, Planning, Clarity
- 2002-2003 Cultivating Our Future
- 2003-2004 Responding to Change
- 2004-2005 United for Success
- 2005-2006 United for Success continued
- 2006-2007 United for Success continued
- 2007-2008 Refining and Learning

Assessment Process (2002-present): Our initial assessment began in 2002 with a Council for the Advancement of Standards (CAS) assessment of the majority of our units. Other units followed. Documents related to assessment included in this packet include the following:

- Assessment Project Description
- Assessment Division Executive Summary
- Assessment Narrative Observations
- Individual Department Executive Summaries (full versions are maintained by the departments)
- Assessment Strengths and Weaknesses Table

Assessment Exercises/Reviews at Retreats (2002-present): Every retreat has a significant portion of time devoted to assessment, planning and review. The documents below record our assessment activities at annual retreats. Unfortunately, there are a few gaps when proceedings were not recorded. However, the efforts were subsequently used to develop annual priorities.

- Assessment Retreat (2002): survey (see, we have a sense of humor), exercise and notes
- Review of University Priorities (spring 2003)
- WASC Retreat (spring 2004): documents and review of learning outcomes with emphasis on upcoming WASC visit. ALO present at retreat.
- Vision/Strategic Planning/Key Indicator Review (summer 2004): These excerpts describe the retreat process to review key indicators (from University's strategic plan) and determine congruence between Student Affairs priorities and University priorities.
- Assessment Team work (2006): Teams assessed 4 areas during the retreat: 1) Leadership: Assessing Student Governance and Participation; 2) Scholarship: Assessing Celebrations of Achievement; 3) Citizenship: Assessing Town/Gown Relations; 4) Relationship: Assessing Health, Recreation, Wellness, Athletics.
- Student Learning Outcomes exercise (2007): Retreat proceedings

Priorities and Action Planning (2002-2003): This document reviews the Student Affairs priorities set for 2002-2003 and notes the action plans developed, by unit, to accomplish the priorities. Given the variety of Student Affairs departments, some units will have action plans more focused in specific areas. A mid-year review was also conducted of the action planning in February. The action plans were reviewed at the summer retreat to determine progress, and an effort was made to categorize actions in areas of cognitive, behavioral and affective outcomes.

Addressing the Strategic Priorities (2002-2003): This document reflects on the University's overall Strategic Priorities as published in September 2002 and describes Student Affairs activities and contributions toward meeting these priorities. The University Strategic Priorities were developed through a retreat (August) of the President's Cabinet, Academic Senate, and Provost's Deans Council, and others.

Functions and Priorities (2004-2005): This table describes in priority order the functions within Student Affairs. It was developed by the Student Affairs Council as a tool for strategic planning and budgeting in February 2004. Review of these functions and priorities helped the Student Affairs Council develop scenarios for budget planning for 2004-2005.

Strategic Priorities Update (2003-2004): This document reviews the division's progress on 03-04 priorities.

Activity to Address University's Strategic Priorities (2003-2004, 2004-2005): This document seeks to align division and department activity with larger university efforts. A follow-up review was conducted in 2004-2005 and is summarized in the attached table.

Learning Outcomes Index (2006-2007): Student Affairs departments began to develop learning outcomes in 2005. In 2006 all departments prepared initial learning outcomes as part of their annual reports. This document summarizes the outcomes.

Outcomes and Actions Target (2004): Through the work of the Student Success Committee (a Student Affairs committee), the outcomes and actions target was developed based on Learning Reconsidered. The goal of the graphic is to represent visually the various planning, strategies, and actions underway to achieve student success. Subsequent learning outcomes have been developed to use this model.

Priorities and Outcomes Matrix (2006-2007): This table correlates priorities, learning outcomes, mission, vision and actions to the Learning Reconsidered outcomes (displayed in the target graphic).

Initiatives (2001-2007): Documents in this section respond to assessment and planning efforts and are essentially action planning guides. Some have been identified through the division, others through the Student Success Committee. Descriptions of these initiatives are shared with various groups and serve to focus the efforts and highlight activities needing attention. The cover table summarizes each initiative and the progress.

Discussion, Briefing and White Papers (2001 to present): The division occasionally gathers data to inform decision making through an investigative process involving analysis of issues, comparisons with other institutions, reference to scholarly work, focus groups, and task forces. The items noted below have all been used to help address planning goals and advancing priorities:

- Discussion Paper: Learning Disabilities and Testing Services (2001)
- White Paper: Providing Appropriate Academic Support Services (2002)
- White Paper: Academic Advising (2002)
- Analysis: Excellent Academic Advising, A Qualitative Study of Faculty and Students (2002)
- Task Force: Advising (2003-2004)
- Analysis: Activities for Success Matrix (comparing several relevant studies and scholarly works) (2002)

Student Outcomes Central to the Stanislaus Experience (2003): This document identifies student outcomes as evidence in the GE criteria, early strategic planning, and university mission statement.

Surveys (2001-present): Student Affairs conducts and references a number of surveys to inform assessment and planning. This document provides a table of surveys used.

Source: Vice President for Student Affairs, 2008

CALIFORNIA STATE UNIVERSITY, STANISLAUS

STUDENT AFFAIRS PRIORITIES AND LEARNING OUTCOMES 2007-08
SELECTED EXHIBIT O

PRIORITIES

STUDENT DEVELOPMENT

Civic Engagement

Wellness

Professional Identity

PROGRAM SUPPORT

Foster Youth

Student Recreation Complex

Parent Program

ADMINISTRATION

Professional Standards

Emergency Coordination

LEARNING OUTCOMES

- 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)
- Students will learn how to develop and construct an individual academic plan that will help them persist to graduation.
  (Persistence and Academic Achievement)
- Students will participate in the electoral process and demonstrate understanding of their responsibilities as citizens.
  (Civic Engagement)
- 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)
- Students will demonstrate reflective, thoughtful choices to form a healthy lifestyle, positive relationships and a proactive life plan.
  (Practical Competence)

Source: Office of Student Affairs, 2008

California State University, Stanislaus

Principles of Assessment of Student Learning
Selected Exhibit P

PRINCIPLE 1

The primary purpose of assessment at California State University, Stanislaus is improving student learning.

This is accomplished by the use of assessment information to improve program structure, course content, and pedagogy. Assessment should be primarily formative in nature. Formative assessment is often described as assessment for learning rather than assessment of learning and refers to all those activities undertaken by faculty that provide information used by faculty to modify teaching and learning activities.

PRINCIPLE 2

Assessment of student learning is based on goals reflected in the University's mission.

The faculty, given their curricular roles and responsibilities, have primary responsibility for the development, implementation, and ongoing use of academic assessment activities. Assessment is a process for educational improvement. The practice of assessment begins with a vision of the kinds of learning that faculty value most for students. The goals that faculty value determine what is selected for assessment as well as the assessment methods used.

PRINCIPLE 3

Assessment of student learning must have course and program significance.

Assessment strategies will be integrated into the curriculum and will be integral to the learning process. Faculty have primary responsibility for the development and maintenance of academic assessment activities and will identify the critical knowledge and skills that students need to master. Assessment activities are goal-oriented and involve comparing educational performance with the purposes and expectations of the faculty as expressed in program and course design. Assessment goals, objectives, and strategies should reflect the most important outcomes. Assessment processes are ongoing and open to modification and improvement.

PRINCIPLE 4

Assessment of student learning depends on clear and explicit learning goals.

Assessment is a continuous process aimed at understanding and improving curriculum, instruction, and services. It requires clearly defined objectives against which educational outcomes can be measured. Assessment goals at the course, program, or university level should be stated in terms that are clear and amenable to observation and measurement. Expectations are made explicit, appropriate criteria determined, information gathered and interpreted to determine how well performance matches those expectations and criteria. The resulting information is used to document and improve performance.

PRINCIPLE 5

Assessment involves a multi-method approach.

Assessment is most effective when it reflects an understanding that learning is a complex process. Assessment plans use multiple measures to assess student learning and multiple indicators of effectiveness reflecting the complexity of the goals of higher education. Assessment activities include a diverse array of methods and techniques, and faculty should choose those that are best suited to the program goals and student needs. In addition, faculty are encouraged to create innovative approaches to assessment that meet the needs of the students and programs.

PRINCIPLE 6

Assessment results will be used for decision making in planning and improvement processes.

Formative assessment involves using assessment information to feed back into the teaching/learning process. For assessment to function formatively, the results are used to adjust teaching, learning, and curriculum planning. To be effective, assessment results must be used appropriately to provide direction and guidance for improving curricula and related student experiences.

PRINCIPLE 7

The results of assessment activities will not be used for the evaluation of individual faculty.

Assessment activities are conducted solely for the purpose of program improvement. Distinguishing between faculty evaluation and the assessment of student learning is crucial to the success of any assessment program. Assessment is concerned with group level analysis rather than individual level analysis. Assessment must be understood as an evaluation of how the curriculum as a whole has affected student learning. Assessment data should be summarized to reflect programs, not to identify particular faculty. Assessment data will not be used for individual faculty evaluation or as a part of personnel decisions. At the same time, faculty should know that their participation in assessment activities is valued when they are considered for retention, promotion, and tenure.

PRINCIPLE 8

Assessment data will not be used to make comparison across programs, departments, or colleges.

Assessment data will be used only for the facilitation of student, program, college, and university development, and are not intended for comparative judgments. Assessment data will be made available to those most closely involved in and responsible for the learning that is related to the data.

PRINCIPLE 9

Successful assessment requires University support.

Assessment works best when undertaken in an environment that is receptive and supportive. Development of sustainable assessment efforts by faculty and programs require additional faculty time and departmental resources. California State University, Stanislaus is committed to the development of an ongoing program of assessment and will provide the necessary resources for assessment activities, including professional development for faculty. Innovation, alterations, and activities undertaken by departments and programs as a result of the assessment process must be seriously considered in the allocation of resources.

Academic Senate approved 5/11/04
President approved 7/1/04

TEN METHODS USED TO EXAMINE INSTITUTIONAL EFFECTIVENESS
SELECTED EXHIBIT Q

Ten Methods Used to Examine Institutional Effectiveness	**GOAL 1** *Assessment of Student Learning*	**GOAL 2** *Evaluation/Review*	**GOAL 3** *Accountability*
Assessment of Student Learning—Classroom Level: ***Methods faculty use to collect information, early and often, on how well their students are learning what they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve learning quality.*** [Adapted from Angelo, T.A. Ten Easy Pieces: Assessing Higher Learning in Four Dimensions. In T. A. Angelo (ed.) Classroom Research: Early Lessons from Success. San Francisco: Jossey-Bass. New Directions for Teaching and Learning, no. 46, Summer 1991, pp. 17-31.]	* Internal—Used by individual faculty members to verify and improve student learning.	+ Existence of the process serves as evidence of its application. Results are not reported.	+ Existence of the process serves as evidence of its application. Results are not reported.
Assessment of Student Learning—Program Level: ***An ongoing process aimed at understanding and improving student learning, involving (a) making our expectations explicit and public; (b) setting appropriate criteria and high standards for learning quality; (c) systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and (d) using the resulting information to improve performance.*** [Adapted from Angelo, T.A. Reassessing (and Defining) Assessment. The AAHE Bulletin, 48 (2), November 1995, pp. 7-9.]	* Internal—Used for programmatic improvement.	* Internal—Connected to program review. * External—Connected to program accreditation. Summary data are reported if required.	+ Existence of the process serves as evidence of its application. Results are not reported; the act of using the results for program improvement is reported.
Assessment of Student Learning—University Level: ***Multiple methods used by all faculty to design curricula, assignments, and assessment of student learning. Includes authentic and performance based; pedagogy systematically reviewed and revised based on assessment data*** (WASC Framework for Educational Effectiveness, 2005) ***Includes general education and university-wide goals addressed in curriculum and co-curriculum.***	* Internal—Used for programmatic improvement. *Student Learning enhancement and instructional effectiveness.	* Internal – Connected to university-wide assessment. * External – Connected to re-accreditation. Summary data reported.	* Existence of process serves as evidence of its application. Results reported in aggregate. * Examples of use of results for improvement of educational effectiveness are reported.
Evaluation of Instruction: ***Processes used to evaluate and improve instruction, which include a contractually mandated process whereby students provide feedback on their perceptions of teaching effectiveness.***	+ Internal—Used by individual faculty member.	* Internal—Used within departments and colleges to improve instruction, and used as required in the RPT process.	+ External—Aggregate data may be reported as required.
Academic Program Review: ***A process to examine the effectiveness of an academic program. The APR process is applied to degree programs, stand-alone minors, General Education, and academic centers and institutes. The process provides feedback (a) to the academic unit primarily responsible for the program, (b) to the appropriate academic administrators, and (c) to external units in the form of confirmation of the existence of the APR process and in the form of summaries of the outcomes.***	+ Internal—Program ASL considered. Used to support programmatic improvement.	* Internal—Used to verify and improve programmatic effectiveness.	+ External—Existence of the process serves as evidence of its application. Results are reported as required.
Support Unit Review: ***A process employed to examine the operational effectiveness (strengths and weaknesses) of university administrative units or multi-unit functions.***	* Internal—Process describes effect of unit/function on learning environment.	* Internal—Used to verify and improve effectiveness of unit/function.	+ External—Existence of the process serves as evidence of its application. Results are reported as required.
Specialized Program Accreditation: ***A process of program, unit, or discipline review where the examination of effectiveness is conducted within the context, requirements, and standards of a discipline-based accrediting body. The specialized program accreditation document and evaluation may be used in lieu of a separate academic program review process as determined by the provost.***	+ Internal and External—Program ASL considered. Results are reported as required by accrediting body.	* External—Used to verify and improve programmatic effectiveness.	+ External—Presence of accredited program serves as evidence of quality.
Institutional Accreditation: ***The process of evaluating and improving the institutional and educational effectiveness of California State University, Stanislaus within the context, requirements, and standards of the Western Association of Schools and Colleges.***	+ Internal and External—Program ASL considered. Results are reported as required by WASC.	* External—Used to verify and improve programmatic effectiveness.	* External—Presence of accreditation serves as evidence of quality.
Examination of Institutional Issues: ***The process of examining emerging issues at the university level. These examinations may be generated by emerging issues in higher education, in the CSU system, or in the immediate environment of CSU Stanislaus. Identification of institutional issues may be proactive or reactive.***	+ May involve Program ASL depending on issues.	*Internal—Used to examine emerging issues.	+ External—Presence of function may be an element of accountability.
Accountability/External Reports: ***External reporting is the process of collecting and reporting data, information, and/or analysis to meet the requirements of the CSU system, state government, federal government, or other key entities for which reports must be submitted to maintain the university's ability to achieve its mission. Accountability measures include the specific set of reporting elements employed in the CSU system's accountability-reporting process.***	+ External—Presence of process may be an element.	* External—Reports as required.	*External—Reports as required.

Source: Office of Assessment and Quality Assurance
2005/Updated 2008

**** Primary Purposes*** ***+ Secondary Connections***

California State University, Stanislaus

Roles and Responsibilities Assessment-Related Functions:
Who's Responsible For What
Selected Exhibit Q

	1	2	3	4	5	6	7	8	9	10
TEN METHODS →	**Assessment of Student Learning—Classroom Level**	**Assessment of Student Learning—Program Level**	**Assessment of Student Learning – University Level**	**Evaluation of Instruction**	**Academic Program Review**	**Support Unit Review**	**Specialized Program Accreditation**	**Institutional Accreditation WASC**	**Examination of Institutional Issues**	**Accountability External Reports**
Individual Faculty	Conducts ASL in their classrooms.	Contributes; collaborates. Collectively designs and implements.	Contributes indirectly through classroom assessment, teaching, and program changes. No individual course assessment identified; aggregate only.	Implements, administers, reviews, and responds.	Contributes, endorses, and collaborates.	Participates if required.	Contributes, endorses, collaborates, and participates.	Participates as requested.	Identifies issues; participates if necessary	
Individual Student	Establishes high expectations for responsibility and intellectual honesty in assessment activities. Provides primary assessment data.	Participates in learning communities, collaborative learning, and program evaluation.	Participates in policy development; representative on ASL Committee development and evaluation of the university's assessment programs.	Participates in policy development for student evaluation of instruction instrument/ procedures. Provides primary assessment data.	Participates in assessment of program quality.	Participates as requested by each unit.	Participates in self-review for meeting accreditation standards and in accreditation of individual programs.	Participates in assessment initiatives.	Reviews outcomes of assessment efforts; makes recommendations for improving university programs and services.	Reviews as requested or desired.
Associated Students Executive Council	Participates in policy development.		Participates in policy development; representative on ASL Committee; participates in the development and evaluation of the university's assessment program.	Participates in policy development for student evaluation of instruction instrument/ procedures.	Participates in policy development.	Participates as requested by each unit.		Representative serves on WASC Leadership Team; participates in assessment initiatives; liaison to ASI for student learning assessment.	Disseminates assessment information to students.	Reviews as requested or desired.
Assessment of Student Learning Subcommittee	Recommends policy.	Recommends policy. Advises ASL Associate regarding programmatic and resource needs. Advises UEPC regarding mission and scope of assessment plans. Advises UEPC regarding implementation of assessment plans.	Advises UEPC regarding policy on student learning. Advises Faculty Coordinator regarding issues and resource support.		Reviews and makes recommendations for improvement of the APR policy and procedures.			Participates and contributes.	Identifies issues; participates if necessary	Reviews and responds as appropriate per ASL Subcommittee's role.
General Education Subcommittee	Reviews General Education course proposals to ensure that appropriate Student Learning Objectives are included.		General Education Sub Committee evaluates GE courses, implements policies and procedures that UEPC submits to GE Sub	Recommends policy regarding teaching effectiveness as part of program review.	With the Faculty Director of General Education responsible for the completion of General Education APR.			Participates and contributes.	Identifies issues; participates if necessary	Reviews and responds as appropriate per GE Subcommittee's role.
University Educational Policies Committee	Recommends policy.	Recommends policy; provides support.	UEPC reviews and recommends policy, as necessary.	Recommends policy regarding teaching effectiveness as part of program review.	Reviews report. Recommends action. Recommends policy.	Provides input as needed.		Participates and contributes.	Identifies issues and participates if necessary. Recommends policy.	Reviews and responds as appropriate per UEPC's role.

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TEN METHODS →	**Assessment of Student Learning—Classroom Level**	**Assessment of Student Learning—Program Level**	**Assessment of Student Learning – University Level**	**Evaluation of Instruction**	**Academic Program Review**	**Support Unit Review**	**Specialized Program Accreditation**	**Institutional Accreditation WASC**	**Examination of Institutional Issues**	**Accountability External Reports**
Graduate Council	Recommends policy.	Recommends policy; provides support.	Recommends policy, as necessary. Evaluates assessment of graduate student learning goals and recommends actions for university wide improvement.	Recommends policy regarding teaching effectiveness as part of program review.	Reviews report and recommends action. Recommends policy.	Provides input as needed.		Participates and contributes.	Identifies issues and participates if necessary. Recommends policy.	Reviews and responds as appropriate per Graduate Council's role.
Senate Executive Committee	Facilitates policy.	Facilitates policy.	Facilitates policy discussions and development.					Participates and contributes.	Identifies issues and participates if necessary. Facilitates policy.	Reviews and responds as appropriate per SEC's role.
Academic Senate	Facilitates policy.	Facilitates policy.	Approves and recommends policy to President.	Recommends policy.	Recommends policy.			Participates and contributes. Reviews and endorses self study.	Identifies issues and participates if necessary. Facilitates policy.	Reviews and responds as appropriate per Academic Senate's role.
Faculty Coordinator for Assessment of Student Learning	Explores ASL issues with faculty. Advises faculty. Provides support. Promotes ASL at the classroom level.	Explores ASL issues with programs. Advises programs. Provides support. Promotes.	Provides support for enhancing quality of assessment efforts by faculty, provides faculty development activities, reviews over-all assessment results and recommends actions.	Advises.			Advises. Supports.	Participates and contributes.	Identifies issues and participates.	
Program Assessment Coordinators	Serves as a resource for colleagues in the development of embedded methods of assessment.	Facilitates the development and revision of the program assessment plan. Facilitates the development and implementation of program-level assessment methods, evaluation of results and developing actions based on results. Submits annual assessment reports to the FCASL.	Contributes indirectly through program-level assessment, teaching, and program changes. No individual programs identified; aggregate only.		Contributes by completing annual assessment reports which are used in the Academic Program Review.	Participates if required.	Contributes, endorses, collaborates, and participates.	Participates as requested.	Identifies issues; participates if necessary	
Faculty Development Center Director	Promotes ASL at the classroom level. Educates. Advocates.	Promotes. Educates. Advocates.	Designs and supports faculty development assessment activities. Enhances faculty expertise in assessing student learning.	Advises. Educates. Mentors.		Participates as required.	Advises. Supports.	Participates and contributes.	Identifies issues and participates.	
Faculty Director of General Education		Facilitates the development and revision of GE area assessment plans and the development and implementation of assessment methods for each area.	Facilitates the development and revision of the General Education assessment plan. Responsible for general education assessment reporting.		With the General Education Subcommittee responsible for the completion of General Education APR.			Participates and contributes	Identifies issues and participants. Takes action if appropriate.	Provides input.

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TEN METHODS →	**Assessment of Student Learning—Classroom Level**	**Assessment of Student Learning—Program Level**	**Assessment of Student Learning – University Level**	**Evaluation of Instruction**	**Academic Program Review**	**Support Unit Review**	**Specialized Program Accreditation**	**Institutional Accreditation WASC**	**Examination of Institutional Issues**	**Accountability External Reports**
Chairs & Program Heads	Encourages. Supports. Mentors. Reports presence of process as required.	Coordinates and implements. Reports presence of process as required. Supports Program Assessment Coordinator in facilitating the program assessment processes.	Supports university wide assessment as relates to academic disciplines, general education, and graduate education outcomes.	Reviews. Carries out. Mentors.	Writes the review. Implements the recommendations.	Participates as needed.	Conducts the review; participates in preparing the report. Holds ownership. Chair/program head/Program faculty hold ownership as appropriate to the specific accreditation.	Participates and contributes.	Identifies issues and participants. Takes action if appropriate.	Provides input.
Deans	Encourages, supports, coordinates, and reports presence of process as required.	Encourages, supports, coordinates, and reports presence of process as required.	Encourages, supports, and reports processes and use of assessment outcomes.	Reviews. Carries out. Mentors.	Oversees development of program review document. Reviews results with provost and program faculty. Recommends action. Takes action.	Reviews and recommends action. Implements as required.	Holds prime responsibility and leads the process.	Participates and contributes.	Identifies issues and participates. Takes action if appropriate.	Provides input. Coordinates, compiles, and produces reports as required.
Staff			Shared responsibility for creating a learning environment for students and self.		Participates and contributes as appropriate.	Participates and contributes.	Participates and contributes as appropriate.	Participates and contributes.	Participates and contributes.	
Office of Institutional Research	Assists by providing data if requested by faculty.	Provides data/information as necessary for review. Assists in collecting and compiling data.	Collects and provides data, for assessment of student learning. Assists faculty in assessment efforts. Reports in aggregate.		Assists in process design and in data collection and analysis. Stores data. Provides data/information. Assists in collecting, compiling, and analyzing data.	Assists in process design and in data collection and analysis. Stores data. Assesses review process.	Provides data and analysis as required.	Provides data and analysis as required. Responsible for mandated data portfolio. Participates and contributes.	Identifies issues and participates. Provides data and data collection instruments as needed.	Coordinates, compiles, and produces external reports as required. Participates as required.
Associate Vice President for Assessment and Quality Assurance	Assists with methods for classroom research and assessment, if requested by faculty.	Provides expertise to enhance quality of information gathered. Leads discussion; not directive. Educates; enhances quality.	Provides leadership for coordinating university wide assessment of student learning.		Assists in design of assessment strategies. Supports assessment initiatives.	Assists with assessment elements as requested. Ensures focus on student learning in reviews.	Assists with assessment elements as requested.	Coordinates assessment efforts in accordance with WASC standards.	Identifies assessment issues and participates in planning.	Coordinates, compiles, and produces external reports related to assessment, as requested.
Assessment Leadership Team			Provides advice regarding improvement of assessment practices. Review results from university-wide assessment and makes recommendation. Assists in evaluating the effectiveness of the university's assessment program.		Assists in evaluating the process.	Assists in evaluating the process.		Participates and contributes.	Identifies issues and participates. Advises action as appropriate.	Provides input.

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TEN METHODS →	**Assessment of Student Learning—Classroom Level**	**Assessment of Student Learning—Program Level**	**Assessment of Student Learning – University Level**	**Evaluation of Instruction**	**Academic Program Review**	**Support Unit Review**	**Specialized Program Accreditation**	**Institutional Accreditation WASC**	**Examination of Institutional Issues**	**Accountability External Reports**
Vice Provost	Encourages; supports.	Encourages; supports.	Encourages and supports.		Manages process, reports results as required, and archives. Supports implementation of recommendations as appropriate. Assesses review process.	Takes action as needed.	Serves as institutional officer for accreditation.	Serves as accreditation Liaison Officer. Coordinates process. Coordinates self study.	Identifies issues and participates.	Coordinates, compiles, and produces external reports as required.
Provost	Encourages; supports.	Encourages; supports.	Encourages and supports.	Implements required process.	Reviews results with dean and faculty. Implements results and recommendations. Supports process. Considers in budgetary allocations.	Reviews. Implements. Takes action. Manages process. Assesses review process.	Reviews. Implements. Takes action.	Monitors performance. Provides leadership in meeting standards. Oversees coordination of the process.	Identifies issues and participates. Takes action if needed.	Oversees reporting process. Approves reports before submission.
President's Executive Cabinet			Leads and supports.			Reviews. Implements. Takes action. Manages process. Assesses review process.		Leads for respective units.	Identifies issues and participates. Takes action if needed.	Oversees reporting process. Approves reports before submission.
President	Encourages; supports.	Encourages; supports.	Leads and supports.	Leads and supports.	Ensures consideration in budgetary allocations	Leads and considers findings.	Leads.	Leads.	Leads.	Leads.

Source: Office of Assessment and Quality Assurance
2002/Updated 2008

California State University, Stanislaus

Overview of Assessment
Selected Exhibit R

The purpose of this document is to provide an overview of assessment at California State University, Stanislaus.

HISTORICAL PERSPECTIVE

While CSU Stanislaus has engaged in assessment activities for many decades, a more formalized, coherent approach toward assessment began in earnest in the mid-1990's. In 1998, CSU Stanislaus completed its regional accreditation self-study document built upon an inquiry as to the ways in which CSU Stanislaus is—and wishes to be—a learning-centered university. This critical investigation allowed the campus to move beyond theoretical discussions to the beginning phases of transformation in which teaching and learning more systemically focused on learning goals and in which assessment of student learning became more directly linked to institutional decision-making, strategic planning, and budgetary allocations.

CHARACTERISTICS OF ASSESSMENT AT CSU STANISLAUS

Since that time, the University has continued to develop a conceptually strong assessment program that has the following characteristics in design and execution.

Processes for developing and implementing the assessment program result from widespread participation of faculty, administrators, staff, students, and the external community.

1. Assessment data are designed and used in positive ways for improving student learning and institutional effectiveness. Program or departmental assessment data are not used to make comparisons among university units or between individual faculty.
2. Working definitions of assessment reflect the University's values and are consonant with the University's principles of assessment of student learning.
3. Priorities for assessment are derived from the University's mission, relate to the University's strategic goals and priorities, and address WASC accreditation standards.
4. Assessment activities are incorporated into and are integral to the University's processes and structures.
5. Decisions are based on multiple indicators of effectiveness and consider the results from both qualitative and quantitative methods.
6. Results of assessment guide institutional decision-making and are used in institutional planning, evaluation, and resource allocation processes.
7. Appropriate resources are provided in terms of expertise, time, and money to promote assessment activities—both for centralized university-wide activities and program-specific assessment efforts.
8. Dissemination of assessment efforts and results is planned and implemented.

PRINCIPLES OF ASSESSMENT OF STUDENT LEARNING

The University's commitment to assessment honors a positive learning environment and the preeminent role of faculty in the fostering and assessment of student learning. Through the document *Principles of Assessment of Student Learning* (2004), the University affirms the compelling need for meaningful assessment practices in effective education, emphasizes the primary role of faculty in developing and implementing assessment measures, asserts the importance of separating assessment of student learning from faculty evaluation, privileges formative over summative assessment, and values assessment for the enhancement of teaching and learning.

INSTITUTIONAL INFRASTRUCTURE FOR ASSESSMENT AND QUALITY ASSURANCE

In fall 2004, CSU Stanislaus restructured its organizational approach for assessment (2006), of institutional quality. The Office of Assessment and Quality Assurance, led by the Associate Vice President for Assessment and Quality Assurance, was created to provide vigorous leadership and coordination for university-wide assessment and quality assurance. In addition, a university-wide assessment leadership team, comprised of assessment coordinators from academic and administrative units, has been formed and is under review.

This new structure allowed the Office of Institutional Research to focus on enhancing the amount and sophistication of its institutional research capacity, especially in support of the assessment of student learning. Institutional research is conducted by many units, with assessment tailored to specific program needs. Specific roles and responsibilities for institutional research throughout the University define and illustrate the myriad of methods and information used to evaluate and improve quality.

RELATIONSHIP OF ASSESSMENT INITIATIVES TO THE UNIVERSITY'S MISSION

Working definitions of assessment at CSU Stanislaus were developed, and assessment initiatives were implemented within the context of the CSU Stanislaus mission, vision, and values statements (2005). Each of these documents provides the philosophical underpinning in which learning is preeminent. For example, the mission makes clear the University's commitment to creating a learning environment, fostering diversity, and promoting lifelong learning. The vision proclaims the University's efforts to become a major center of learning for the Central Valley and beyond. The values reinforce the University's belief in the centrality of learning and its on-going commitment to a genuinely learning-centered university. It is the University's strategic plan that displays the University's mission, vision, and values in action and serves as the basis for the University's assessment initiatives.

RELATIONSHIP OF ASSESSMENT INITIATIVES TO STRATEGIC PLANNING

Under the leadership of a new president, the University revisited strategic planning in 2005-06. The Strategic Plan, *Framing the Future* (2007), displays the University's commitment to the principles articulated in the mission, vision, and values statements, and frames our future through three key themes: student engagement, development, and student achievement; support for teaching and learning, scholarship and service; and the University and the community. Under the leadership of the Provost, and with monitoring by the President and the President's Executive Cabinet, implementation began with the 2007-08 academic year. The budgetary process ensures a direct link to the strategic plan and the allocation of specific revenue sources to support the stated priorities. Similarly, the Office of Institutional Research will provide ongoing assessment of the strategic actions, including information from campus leaders about the effectiveness of the actions and the quality of outcomes.

INSTITUTIONAL EFFECTIVENESS

Two key documents describe how the University examines institutional effectiveness. The document *Ten Methods to Examine Institutional Effectiveness* (2008) details the methods used: assessment of student learning at the classroom, program, and university levels; evaluation of instruction; academic program review; support unit review; specialized program accreditation; institutional accreditation; examination of institutional issues; and accountability/external reports. This document also identifies the primary purpose for each method and three goals (assessment of student learning, evaluation/review, accountability). *Who's Responsible for What* (2008) details the roles and responsibilities for assessment for each of the ten methods. The development of this document has resulted in a common understanding of assessment and alleviated much of the concerns of the faculty with regard to the uses of assessment information.

ASSESSMENT OF ADMINISTRATIVE SUPPORT UNITS

The University conducts comprehensive periodic reviews of each of its academic and administrative support units through its Support Unit Review Policy and Procedures (2004). Support Unit Review provides a vehicle to integrate rigorous assessment with ongoing strategic planning and resource allocation. Important functions of the Support Unit Review are (1) to meet the requirements of administrators for comprehensive information concerning the effectiveness of their units; (2) to determine if resources are being utilized as effectively and efficiently as possible; (3) to determine if the unit is effectively supporting the mission of the University, particularly as related to student learning; and (4) to make improvements as a result of this assessment of unit effectiveness.

Additionally, *Quality Improvement Initiative* on-line surveys are used by CSU Stanislaus and throughout the CSU system to promote continuous quality and productivity improvement in academic and administrative support units. Supported by the CSU Chancellor's Office, the Quality Improvement Initiative offers strategies for quality enhancement through outcomes assessment and performance measures.

ASSESSMENT IN THE DIVISIONS

The following methods are used to examine institutional effectiveness unique to each of the four major divisions of the University:

Assessment within the Division of Academic Affairs

Within the Division of Academic Affairs, the document, Organization of Assessment in Academic Affairs (2008) describes how assessment for student learning is organized within Academic Affairs. Whether assessing individual courses, programs, departments, or colleges the goal is to promote student learning based on the goals reflected in the University's mission. In addition, administrative units participate in the Support Unit Review process at least once every five years.

Assessment within the Division of Business and Finance

The Division of Business and Finance has employed the methodology of Balanced Scorecard (2006), a performance management system, to assess individual processes and procedures, customer services, and employee relations. The Balanced Scorecard was selected as the method to provide assessment information for verifying the division's support of and contribution to the University's mission and strategic plan. The information is used to align vision and mission with customer requirements and day-to-day work, manage and evaluate business strategy, monitor operation efficiency improvements, build organization capacity, and communicate progress to all employees. The unit uses critical success factors to chart the path to successful outcomes and performance measures to track both strategic and operational progress.

Assessment within the Division of University Advancement

The Division of University Advancement employs the Support Unit Review process for evaluating its achievement of goals related to fundraising, university relations, public affairs and alumni affairs.

Assessment within the Division of Student Affairs

The Division of Student Affairs conducts audits of its effectiveness by employing standards from the Council of Assessment Standards as part of its Support Unit Review. As a result of the unit's self study and external review, action plans are formulated for enhancing quality of administrative units, student affairs programming, and student learning through co-curricular activities. In addition, the Student Affairs annual retreat focuses on program enhancement through assessment, including an evaluation of the WASC standards with regard to support for student learning through co-curricular programs.

UNIVERSITY-WIDE ASSESSMENT OF STUDENT LEARNING

The Inventory of University-Wide Assessment Methods (2008) describes university-wide assessment initiatives (indirect, direct, and core indicators) and specifies the purposes of the methods, types of data, and uses of information. The University uses local, system, and national surveys for providing assessment data. These surveys are employed as a means to secure helpful information about our students' learning inside and outside of the classroom, to understand better the profile of our student body as they engage in both curricular and co-curricular activities, and to secure information that helps make informed decisions regarding the University's effectiveness. The University identified peer institutions as a method for placing institutional data in an external context and for making comparisons to similar universities. CSU Stanislaus identified peer institutions most similar in mission and relevant characteristics such as classification, student enrollments, fees, faculty, and accreditation. For example, local surveys of undergraduate (Graduating Senior Survey) and graduate students (Graduate School Exit Survey) at time of graduation and of alumni (baccalaureate and master's) are administered by the Office of Institutional Research.

In addition, the CSU system periodically administers student surveys. One example is the Student Needs and Priorities Survey (SNAPS), last administered in 1999. Students rated their satisfaction level in the following areas: instruction and learning environment, campus services, advising, reasons for enrolling, obstacles to obtaining educational goals, desired learning opportunities, transition to university, and diversity. The University added questions about general education, and the data were analyzed in both aggregate and disaggregate (by demographic and characteristics) forms.

Another example is the National Student Satisfaction Inventory (Noel-Levitz), a standardized national instrument designed to collect information to support University efforts to increase student success and the retention of students. This survey, administered in 1999 and 2008, provides national norms for comparison of our student responses with those at other

similar universities. This inventory elicits student responses on both importance and satisfaction for the following areas: academic advising, campus climate and life, support services, instruction, financial aid, safety, student centeredness, and general education.

National surveys administered at CSU Stanislaus include the National Survey of Student Engagement (NSSE), administered in 2003, 2004, and 2006, and planned every three years thereafter. This instrument is designed to measure the degree of student engagement in college activities that research studies have shown are positively correlated to student learning and personal development. Using comparative data from other similar universities, CSU Stanislaus is able to evaluate its strengths and weaknesses as perceived by the students.

In 2007, CSU Stanislaus administered the Faculty Survey of Student Engagement (FSSE) which parallels the NSSE. The FSSE is designed to measure faculty expectations for student engagement in educational practices. The results of this survey will be used as comparative data to assess the alignment of faculty and student perceptions.

In 2007 CSU Stanislaus, in cooperation with Indiana University, administered the NSSE and FSSE to graduate students and faculty. These surveys paralleled those administered to the undergraduate students and faculty and provide information as to the strengths and weaknesses identified by students and faculty.

Beginning 2005 and again in 2007 the Library administered the LibQUAL+ survey. This survey is an indirect assessment used to improve and market library services. Beginning 2008 the Library will replace the LibQUAL+ survey with the Quality Indicators (QI) Survey provided by the Chancellor's Office. The QI survey will be administered every year through 2010.

The University also gathers university-wide data which is published in the Fact Book, and the Institutional Evidence Portfolio. Other university-wide data that illustrate program quality include professional accreditation—the number of programs accredited and reaccredited by disciplinary accreditation agencies for which accreditation is available; employability—the number of students who are employed in their chosen fields/profession; and post-graduate study—the number of students completing master's and doctoral degrees.

In addition, the CSU System's Accountability Report contains data such as enrollment management information (applications, admissions, retention, graduation, and time to degree), facilities utilization, university advancement, and community and school partnerships.

DIRECT ASSESSMENT METHODS AND MEASURES

The overall goal for the assessment programs at CSU Stanislaus is to build on the traditional indirect methods for assessing quality (surveys, focus groups, and interviews) and to employ a wider variety of methods to assess student learning and institutional quality, including direct measures of student learning. Leadership for this effort is provided by the Faculty Coordinator for Assessment of Student Learning, the Assessment of Student Learning Subcommittee, and the Assessment Council.

As a means of direct assessment, CSU Stanislaus has piloted and plans to administer the *iSkills* (Educational Testing Service) in 2008. This assessment is a direct measure of students' cognitive and technical skills through engagement in real-time, scenario-based tasks. The test specifically measures higher-order student achievement of information retrieval and competency, one of the seven student learning goals of general education.

The Collegiate Learning Assessment (CLA), administered in 2006-07 and 2007-08, is an instrument which allows for a direct measure of student learning by combining two types of testing instruments, real-life performance tasks and writing prompts. These are used to measure student learning in the areas of critical thinking, analytic reasoning, and written communication. The CLA will be administered at least every three years.

CSU Stanislaus also administers a locally developed writing assessment to measure student achievement in written communication. The Writing Proficiency Screening Test (WPST) (2008), is administered to all students before their junior year. In this test, students are given an hour and a half to write an essay to demonstrate their writing ability and competence for enrolling in a junior-level writing proficiency course. This test is administered 3 or 4 times each year.

ASSESSMENT OF DISCIPLINES AND PROGRAMS

In its 1998 application for reaccreditation to the Western Association of Schools and Colleges, CSU Stanislaus' major theme was the development of a learning-centered environment. In its reaffirmation of accreditation, WASC indicated a need for increased efforts at measuring and improving student learning. Since the report was issued in 1998, academic departments have substantially increased efforts at measuring student learning and using the feedback from those efforts to improve learning, teaching effectiveness, curricula, and student progress in major programs.

Each academic department has employed assessment directly related to the department's student learning goals (2008). Departments' descriptions of requirements for graduation are available in the CSU Stanislaus catalog as well as the individual department websites.

In academic programs, faculty are beginning to complement indirect program assessment with the direct assessment of student work embedded in coursework. For example, some programs have added capstone courses in which faculty construct assignments that allow faculty to observe directly students' demonstration of the course and program learning goals. Other programs use capstone courses to provide settings for students to demonstrate their cognitive, affective, and performance achievement through course simulations or field-based settings. Service-learning courses are another vehicle for examining student learning through field applications and reflective analysis.

Some departments have designed assessment methods at prescribed points in the major that allows graded course assignments to be used simultaneously by the program faculty to evaluate students' collective performance. The use of scoring, templates, and rubrics for evaluating students' individual and collective learning is also evidenced in the departments' assessment practices, as is the increased use of student portfolios. Some departments have built into their periodic reviews faculty discussions of achievement levels for successful demonstration of student learning outcomes. This collective and collaborative review of student learning by departmental faculty is essential for ensuring the highest level of student learning.

ASSESSMENT OF STUDENT LEARNING IN GENERAL EDUCATION

Along with their work in the major field of study, undergraduate students are required to demonstrate achievement in seven General Education Goals (2000), prior to graduation. General education is central to the mission of CSU Stanislaus and its explicit commitment to a quality liberal education. The purpose of general education is to provide a common educational experience for students, regardless of major field of study. The faculty are committed to ensuring that the general education program cultivates the knowledge, skills, and values characteristic of a learned person.

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). Currently, the General Education Program requires students to complete 51 semester units, including nine upper division units, of selected courses within seven broad disciplinary categories. The Summit Program, approved in May 2004, after three years of pilot, provides an alternative to the traditional general education program. Built around a cluster model, the Summit program encourages engagement as upper-division students work in cohort groups for 2 or 3 classes.

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* (2008) 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.

Assessment results for general education are communicated through meeting minutes and annual reports of the General Education Subcommittee. In addition, the University Educational Policies Committee, the General Education subcommittee, the Assessment of Student Learning subcommittee, and the academic administration review the results of general education assessments and recommend appropriate actions for improvement to the Academic Senate and the President.

OVERSIGHT OF PROGRAM ASSESSMENT OF STUDENT LEARNING

The University accomplishes the systematic review of program quality and student learning through a variety of processes.

Academic Program Review

Every seven years, academic departments and programs conduct academic program reviews (2008), in accordance with university policy. Revised in 2004, this review process establishes the centrality of the evaluation of student learning goals, uses the results from assessment of program quality and student learning goals to plan future program development, provides greater responsibility for assessment at the college level, adds a mandatory meeting with the provost at the conclusion of the process to review findings, and links program review with strategic planning and budgetary decisions. An assessment of the effectiveness of this revised academic program review is scheduled for 2008/09, three years after its implementation and the completion of two cycles of review.

Graduation Writing Assessment Requirement

An overall assessment of the Graduation Writing Assessment Requirement (GWAR) is undertaken every five years to ensure students are developing the core learning competency with respect to written communication. In addition, each Writing Proficiency course is reviewed every 5 years. GWAR is based on a model of writing-across-the curriculum.

Assessment of Graduate Student Learning Goals

Graduate programs have developed and subscribe to overall graduate learning goals. To ensure the quality of the advanced programs and student learning experiences, the Graduate Council has established six learning goals that are to be achieved by each graduate student. *Assessment of Graduate Student Learning Goals* (2008) provides an overview of the methods, results, and uses of assessment data for graduate programs.

STUDENT ROLE IN ASSESSMENT

The campus Assessment Plan states that "students are partners with the faculty, staff, and administration in the learning process." The University systematically conducts assessments in which students' participation is central; for example, measuring student learning outcomes in the major and general education, submitting course and program evaluations, and conducting student satisfaction surveys. In addition, representatives of student government are members of the Assessment Leadership Team and all four of the self-study Inquiry Circles.

DISSEMINATION AND DOCUMENTATION OF INSTITUTIONAL IMPROVEMENT

The websites for the Office of Assessment and Quality Assurance and the Office of Institutional Research provide information and summary of assessment results, as well as examples of how results were used for improvement. Assessment results are reviewed by faculty, staff, students, and administrative officers through formal governance committees, system administration, and accrediting agencies.

Further, CSU Stanislaus participates in the Voluntary System of Accountability. In 2008, this web display will include a *College Portrait* that provides three types of information: student characteristics, including admission and graduation data; students' 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 on the Collegiate Learning Assessment.

ASSESSING THE ASSESSMENT PROGRAM

The University employs periodic review of its assessment program (2008), both internally and externally. The reviews examine the University's structures and resources in support of assessment, progress in enhancing the number and quality of assessment methods, documented uses of assessment information for improving student learning and institutional quality, campus values related to assessment, and perceptions of the quality of the assessment program. The President's Executive Cabinet, the Provost's Council of Deans, and governance committees review the recommendations resulting from these reviews and take appropriate actions to enhance quality and efficiency. The recommendations and actions are posted on the Office of Assessment's website. The most recent review in 2007 was conducted by Dr. Mary Allen, a respected expert on the assessment of student learning.

Source: Office of Assessment and Quality Assurance
2005/Updated 2008

California State University, Stanislaus

Assessment Action Plan
Selected Exhibit S

This action plan for assessment was developed in 2003/04 through extensive consultation with university governance groups and was implemented fall 2005. The overall goal of the plan is to implement a strong, integrated university-wide assessment program that contributes to quality of teaching and learning and institutional effectiveness. The most essential elements of this action plan are the assessment of student learning and support for faculty in promoting and evaluating student learning.

ACADEMIC PROGRAM REVIEW

1. Implement and assess the effectiveness of the newly revised academic program review process. (Vice Provost) *scheduled for assessment 3 years after implementation – interim report spring 2008, to be completed 2008/09*
2. Refine graduating senior surveys, alumni surveys, and graduate student (master's) surveys. (Institutional Research and AVP of Assessment and Quality Assurance) *completed fall 2005*
3. Conduct academic program review workshops (Vice Provost and College Deans) began *spring 2005, occurs annually; ongoing*
4. Work toward greater alignment of the Academic Program Review and the Student Learning Assessment processes and reporting. (Assessment of Student Learning subcommittee working with the Faculty Coordinator for the Assessment for Student Learning and the Associate Vice President for Assessment and Quality Assurance) *underway spring 2008*
5. Increase use of external reviewers, with disciplinary and assessment expertise, in the Academic Program Review process. (Deans) *discussed spring 2008*
6. Increase understanding of assessment for College committees that provide feedback on Academic Program Reviews. (Deans and Department Chairs) *discussed spring 2008*

BUDGET AND RESOURCES

7. Evaluate effectiveness of budget infrastructure and allocation processes. (VP Business and Finance and Provost) *completed fall 2005; second review spring 2008 as part of SUR*
8. Evaluate sufficiency, renewal, and deployment of finances in support of teaching and learning. (VP Business and Finance and Provost) *ongoing*
9. Evaluate effectiveness of budget allocations to support assessment activities. (Provost) *completed fall 2005; reaffirmed spring 2008*
10. Evaluate extent to which assessment evidence presented by academic units affects budgetary allocations. (Provost) *annual; ongoing via Academic Program Reviews*

CO-CURRICULAR

11. Evaluate effectiveness of student services co-curricular programs in accordance with national standards and take appropriate action for improvement. (VP Student Affairs, Director of Service Learning and International Education) *CAS self-study completed spring 2003; next Support Unit Review 2008/09*

COMMUNICATION AND DISSEMINATION

12. Formulate and implement a communication plan to disseminate information related to assessment efforts (within university and to external community). (Vice Provost and Vice Presidents) *websites established spring 2006; dissemination process refined fall 2008*
13. Implement and evaluate methods for encouraging and accomplishing a culture of evidence. (President's Cabinet)
14. Increase support of assessment efforts by enlisting governance groups in action phases of the assessment process. (Faculty Coordinator for the Assessment of Student Learning with Assessment of Student Learning Subcommittee, University Educational Policies Committee, General Education Subcommittee, Director of the Faculty Center for Excellence in Teaching and Learning, Senate Executive Committee, and Graduate Council) *began fall 2005; ongoing*

CORE QUALITY INDICATORS

15. Identify critical core indicators of quality that transcend annual goals and priorities, monitor progress, and take appropriate actions for quality improvement. (Provost with President, President's Cabinet and Council of Deans) *completed spring 2006; updated summer 2007*

DEFINITIONS AND GOALS FOR ASSESSMENT

16. Create a glossary of assessment terms for CSU Stanislaus. (Faculty Coordinator for the Assessment of Student Learning) *completed spring 2005; updated spring 2007*
17. Define goals of assessment program at CSU Stanislaus. (AVP for Assessment and Quality Assurance) *completed fall 2004*

DEVELOPMENT/FUNDRAISING

18. Evaluate sufficiency of process and outcomes of development/fundraising in support of teaching and learning. (VP University Advancement and Provost) *process, completed spring 2005; outcomes, ongoing*

DIVERSITY

19. Evaluate success in attaining University's commitment to diversity. (President, Provost, Deans, Director of Human Resources, AVP Faculty Affairs, VP Student Affairs, AVP Enrollment Management, Faculty Governance and Student Leadership) *ongoing*

ENROLLMENT SERVICES

20. Evaluate effectiveness of enrollment management—targets/accomplishments, profile, and services. (AVP Enrollment Management) *support unit review occurring in 2008/09*
21. Collect information on students' academic progress and basic college-readiness skills. (AVP Enrollment Management) *ongoing*

FACILITIES

22. Evaluate quality, sufficiency, renewal, and deployment of facilities in support of teaching and learning. (VP Business and Finance) *support unit review occurring in 2007/08*

FACULTY DEVELOPMENT

23. Develop assessment-related faculty development and learning opportunities for faculty. (Director of the Faculty Center for Excellence in Teaching and Learning with Faculty Coordinator for the Assessment of Student Learning) *provided in fall 2005; ongoing*
24. Increase participation by a broad range of faculty in assessment development opportunities. (Director of the Faculty Center for Excellence in Teaching and Learning with Faculty Coordinator for the Assessment of Student Learning) *began winter 2006; ongoing*
25. 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) *began fall 2004; ongoing*
26. Recognize faculty members' assessment accomplishments. (President, Provost, Deans, Faculty Coordinator for the Assessment of Student Learning, and Director of the Faculty Center for Excellence in Teaching and Learning) *began spring 2007; ongoing*
27. Integrate assessment as an important service component into the recognition and personnel review processes. (Faculty Development Center Director, University Retention, Promotion and Tenure Committee and College Deans) *began spring 2008; ongoing*

INFORMATION TECHNOLOGY

28. Develop and implement assessment of the quality of information technology in support of teaching and learning. (AVP Information Technology) *support unit review completed 2007/08*

INTERDISCIPLINARY

29. Document accomplishment of assessment of learning goals in university-wide programs such as international education (Director of International Education), service learning (Director of Service Learning), honors (Director of the Honors Program), and overall (Faculty Coordinator for the Assessment of Student Learning). *international education support unit review scheduled for 2008/09; service learning scheduled for 2007/08; honors academic program review 2006/07 completed*

LIBRARY

30. Develop and implement assessment of the quality of the library in support of student learning. (Dean, Library) *support unit review completed in 2007/08*
31. 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; ongoing*

ORGANIZATION

32. Develop and document organizational infrastructure and roles and responsibilities for university-wide assessment. (AVP for Assessment and Quality Assurance and Faculty Coordinator for the Assessment for Student Learning) *completed fall 2005; updated 2008*
33. Create leadership groups for assessment (AVP for Assessment and Quality Assurance) *completed winter 2006*
34. Place assessment on agenda of Council of Deans, incorporate assessment leadership achievements into administrative evaluation processes. (Provost) *began 2007; ongoing*
35. Host Third Assessment Summit in spring 2009. (President and Provost)

PLANNING

36. Develop and implement coherent action plan for assessment/quality assurance related to institutional effectiveness. (AVP for Assessment and Quality Assurance) *completed spring 2005, updated annually*
37. Conduct an inventory, document assessment accomplishments, and initiate actions for assessment goals not yet realized. (AVP for Assessment and Quality Assurance) *began spring 2005; ongoing*

PROGRAM-LEVEL ASSESSMENT

38. Align curriculum with student learning objectives (e.g., matrix of course embedded learning goals). (Deans and Faculty Coordinator for the Assessment of Student Learning) *fall 2005 and ongoing through academic program review processes*
39. Enhance quality of direct assessment methods to evaluate student learning and competence in major field. (Faculty Coordinator for the Assessment of Student Learning) *fall 2005; ongoing*
40. Increase visible leadership of Department Chairs in involving departmental faculty in program assessment activities and outcomes. (Deans, Department Chairs and Faculty Coordinator for the Assessment for Student Learning) *spring 2008; ongoing*
41. Increase leadership role of Deans for ensuring on-going program assessment support. (Deans) *spring 2007; ongoing*
42. Develop multi-year program-level assessment plans that cycle through outcomes over a 4-5 year period. (Faculty Coordinator for the Assessment for Student Learning and College Deans) *spring 2008; ongoing*

GENERAL EDUCATION

43. Document accomplishments for assessment of general education learning goals. (Vice Provost with Faculty Director of General Education, Faculty Coordinator for the Assessment of Student Learning and General Education Subcommittee Chair) *began fall 1998; ongoing*
44. Enhance quality of assessment methods to evaluate student learning in both traditional and Summit general education. (Faculty Director of General Education and Faculty Coordinator for the Assessment of Student Learning with General Education Subcommittee and Vice Provost) *underway*
45. Develop and implement assessment plans for each area of General Education. (Faculty Director of General Education and Faculty Coordinator for the Assessment for Student Learning) *began summer/fall 2007; ongoing*

GRADUATE PROGRAMS

46. Document accomplishments for assessment of graduate (master's) learning goals. (Graduate Council, Graduate School, Faculty Coordinator for the Assessment of Student Learning and College Deans) *support unit review for Graduate School scheduled for 2008/09*
47. 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. (Graduate Council, Graduate Program Coordinators, Deans and the Faculty Coordinator for the Assessment for Student Learning) *began fall 2008*

STAFF DEVELOPMENT

48. Promote training on assessment for administrators and staff. (Vice Presidents) *began fall 2005; ongoing*
49. Increase participation by a broad range of staff and administrators in assessment development opportunities. (Vice Presidents) *began winter 2006; ongoing*

STUDENT DEVELOPMENT

50. Promote leadership and participation of students in the assessment of student learning and institutional effectiveness. (VP Student Affairs and Faculty Coordinator for the Assessment of Student Learning) *began fall 2005; ongoing*

SUPPORT UNIT REVIEWS

51. Identify and enhance specialized assessment initiatives within each division. (Vice Presidents) *ongoing*
52. Incorporate student learning assessment more visibly into the support unit review process. (Provost) *began spring 2006; ongoing*
53. Implement process for evaluating effectiveness of administrative units – SUR (Provost) *completed 2006*
54. Evaluate effectiveness of Support Unit Review process. (Provost with AVP for Assessment and Quality Assurance and the Assessment Leadership Team) *began spring 2008; to be completed 2009/10*

UNIVERSITY-WIDE ASSESSMENT

55. Secure approval of *Principles of Assessment of Student Learning. completed fall 2004*
56. Evaluate effectiveness of University-wide Assessment Methods. *spring 2006; ongoing*
57. Document use of assessment and actions taken to improve instructional quality within the divisions.
58. 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 institutional research data for discussion by specified groups and track resulting actions. (Director of the Office of Institutional Research) *began spring 2008*
59. Increase statements of support for assessment achievements by senior administration. (President and Provost) *ongoing*
60. Ensure CSU Accountability Report contains descriptions of student learning goals and their assessment as per system requirements. (Institutional Research and AVP of Assessment and Quality Assurance) *completed fall 2004; ongoing*

WASC

61. Continue actions to address WASC recommendations received in 1999 as related to assessment. (Provost) *underway 2000; ongoing*
62. Promote understanding of WASC standards as related to assessment and educational effectiveness. (Vice Provost/ AVP of Assessment and Quality Assurance with Vice Presidents) *complete fall 2004; ongoing*
63. Develop and update electronic Data Portfolio/institutional presentation consistent with WASC standards. (Institutional Research) *underway summer 2005; ongoing*

WEBSITE

64. Develop and maintain website for the Office of Assessment for Student Learning. (Faculty Coordinator for the Assessment for Student Learning) *completed spring 2006; ongoing*
65. Develop and maintain website for the Office of Assessment and Quality Assurance. (AVP of Assessment and Quality Assurance) *completed spring 2006; ongoing*
66. Develop and maintain website for General Education. (Faculty Director of General Education) *completed spring 2006; ongoing*
67. Develop website for Office of Academic Programs, including Academic Program Review policy and procedures. (Vice Provost) *completed spring 2006; ongoing*

President approved 2005
Updated annually – last updated 2008

CALIFORNIA STATE UNIVERSITY, STANISLAUS

ASSESSMENT METHODS AND SOURCES USED BY ACADEMIC PROGRAMS: CATEGORIES AND DEFINITIONS SELECTED EXHIBIT T

The following categories describe methods used by academic programs in their assessment of student learning objectives. The list is not intended to be exhaustive.

EVALUATORS

INTERNAL REVIEWS

Faculty from the department use a variety of methods (e.g. rubrics, exams) to assess student work at the program-level to evaluate and enhance student learning.

SPECIALIZED PROGRAM ACCREDITATION

A form of external review, specialized/disciplinary program accreditation is a review process conducted within the context, requirements, and standards of a discipline-based accrediting body.

EXTERNAL REVIEWS

External reviews conducted by a qualified external evaluator who uses criteria (e.g., rubric) developed by the program, an external expert, or an organization, for the purpose of providing an evaluation of student work samples in support of academic department efforts to evaluate and enhance student learning.

METHODS

DIRECT

CAPSTONE PROJECTS

Capstone projects are used to assess and reveal comprehensive student achievement on the established student learning objectives of their major program. They are either part of a course or completed independently as deemed by the program.

COMPREHENSIVE EXAMINATIONS

An intensive examination (oral, written, or both) is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter.

CREDENTIAL, CERTIFICATION AND LICENSURE EXAMINATIONS

National or state developed tests or examinations used to certify or license a student.

EMBEDDED ASSESSMENT

Data collected from existing course assignments and/or course exams are used to assess achievement on one or multiple program learning objectives. Students generally are graded on this work.

INDIVIDUAL/GROUP PROJECTS

Student produced work (e.g., art, music, web, power-point presentations), which demonstrate the application of skills and ideas taught in a course, are assessed using a rubric linked to specific student learning objectives.

FIELDWORK/INTERNSHIP/SERVICE LEARNING

Student work performed in the field under supervision. Field supervisor assesses student preparation for and/or performance in the field.

LABORATORY REPORTS
Laboratory reports which record processes in the laboratory setting are used to evaluate students' understanding of theory and their ability to apply the material.

LOCALLY DEVELOPED EXAMINATIONS
Locally developed examinations designed by program faculty members to measure student achievement of one or multiple learning objectives.

NATIONALLY-NORMED TESTS
Nationally-normed tests, developed by professional associations or professional testing agencies, are specific to a discipline. Student scores can be assessed for achievement as well as used in comparison to national norms.

PERFORMANCE EVALUATION
Student performance are assessed using criteria (i.e., rubric) to evaluate how well an objective is achieved through application (e.g., piano recital).

STUDENT PORTFOLIOS
Students analyze their achievement of learning objectives and present evidence, comprised of existing student work, which supports their conclusions. They can also evaluate what changes are necessary and formulate a plan accordingly.

STUDENT PRESENTATIONS
Student presentations (oral presentations, audio/visual/ PowerPoint, website) evaluated using established standards and criteria (e.g., rubric).

THESIS/PROJECTS/DISSERTATION
Undergraduate (e.g., Honors) and graduate (Masters) thesis or dissertations (Doctoral) are the culmination of a student's research that evidences originality, critical and independent thinking, and appropriate methodology.

INDIRECT

EMPLOYER SURVEYS
Survey used to assess employer's perceptions of graduates' ability to perform skills and/or possession of the necessary knowledge.

FOCUS GROUPS/ INTERVIEWS
Planned discussions among groups of participants (e.g., students, employers, administrators) who are asked a series of carefully constructed questions about their beliefs, attitudes, experiences and observations.

INSTITUTIONAL DATA
Institutional data such as graduation rates, demographics, time-to-graduation and enrollment used to display program effectiveness.

STUDENT EVALUATION OF COURSES
Student evaluations measure student perceptions of learning,. These evaluations can be nationally published instruments such as the Individual Development and Educational Assessment (IDEA) forms or departmentally developed instruments.

STUDENT PLACEMENT
Assess program effectiveness by evaluating student employment and graduate placement.

STUDENT SURVEYS (PROGRAM)
Program–developed surveys administered to students and alumni to gauge student opinions on their overall experience with the program as well as their perceived achievement of student learning objectives.

STUDENT SURVEYS (UNIVERSITY)

The following surveys are administered annually and collect programmatic data which are provided to each academic program. Aggregate data from surveys are posted on the Office of Institutional Research website at http://130.17.202.107/

- Graduating Senior Survey
- Alumni Survey
- Graduate School Exit Survey
- Graduate Alumni Survey

ADAPTED FROM:

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Assessment methods used by academic departments programs. (n.d.). Retrieved February 2, 2007,from University of Colorado at Boulder at http://www.colorado.edu/pba/outcomes/ovview/mwithin.htm

Dictionary of Student Outcome Assessment (n.d.) Retrieved February 5, 2007 from James Madison University at http://people.jmu.edu/yangsx

Source: Office of Assessment and Quality Assurance
Updated 2008

PROGRAM-LEVEL ASSESSMENT METHODS MATRIX: BACCALAUREATE
SELECTED EXHIBIT T

Methods and Sources shown in the following groupings: **- Evaluators - Direct Methods - Indirect Methods**	Evaluators			Direct Methods														Indirect Methods						
	Internal Reviews	Specialized Program Accreditation	External Reviews	Capstone Projects	Comprehensive Examinations	Credential, Certification and Licensure Examinations	Embedded Assessment	Individual/Group Projects	Fieldwork/ Internship/ Service Learning	Laboratory Reports	Locally Developed Examinations	Nationally-normed Tests	Performance Evaluation	Student Portfolios	Student Presentations	Thesis/ Projects/Dissertations	Employer Surveys	Focus Groups/Interviews	Institutional Data	Student Evaluation of Courses	Student Placement	Student Surveys (Program)	Student Surveys (University)
Agricultural Studies	x						x							x			x		x	x		x	x
Anthropology	x			x			x		x										x	x		x	x
Applied Studies	x	x					x							x	x				x	x		x	x
Art	x	x					x							x	x				x	x			x
Biological Sciences	x	x		x	x		x			x									x	x		x	x
Business Administration	x	x						x			x	x			x				x	x		x	x
Chemistry	x	x			x	x	x			x		x			x				x	x			x
Child Development	x		x											x			x		x	x			x
Cognitive Studies	x																		x	x			x
Communication Studies	x			x			x												x	x			x
Computer Information Systems	x	x		x					x										x	x		x	x
Computer Science	x			x			x	x							x				x	x			x
Criminal Justice	x								x								x		x	x	x	x	x
Economics	x																		x	x			x
English	x			x			x									x			x	x		x	x
Geography	x																		x	x	x	x	x
Geology	x																		x	x			x
History	x			x	x		x	x			x					x			x	x	x		x
Liberal Studies	x	x		x		x	x	x	x				x	x	x				x	x			x
Mathematics	x			x			x								x			x	x	x		x	x
Music	x	x		x									x					x	x	x	x		x
Nursing	x	x				x	x		x			x			x		x		x	x		x	x
Philosophy	x			x			x									x			x	x		x	x
Physical Education	x	x		x			x												x	x			x
Physical Science	x			x				x							x				x	x			x
Physics	x			x				x							x				x	x			x
Political Science	x				x		x												x	x		x	x
Social Science	x																		x	x			x
Sociology	x						x												x	x		x	x
Spanish	x			x			x	x					x		x				x	x			x
Special Majors	x																		x	x			x
Theatre Arts	x	x	x	x				x					x						x	x		x	x

Source: Office of Assessment and Quality Assurance, 2008

PROGRAM-LEVEL ASSESSMENT METHODS MATRIX: GRADUATE
SELECTED EXHIBIT T

Methods and Sources shown in the following groupings: **Evaluators** **Direct Methods** **Indirect Methods**	Evaluators			Direct Methods												Indirect Methods						
	Internal Reviews	Specialized Program Accreditation	External Reviews	Comprehensive Examinations	Credential, Certification and Licensure Examinations	Embedded Assessment	Individual/Group Projects	Fieldwork/ Internship/ Service Learning	Laboratory Reports	Locally Developed Examinations	Nationally-normed Tests	Performance Evaluation	Student Portfolios	Student Presentations	Thesis/ Projects/ Dissertations	Employer Surveys	Focus Groups/Interviews	Institutional Data	Student Evaluation of Courses	Student Placement	Student Surveys (Program)	Student Surveys (University)
Business Administration	x	x		x				x							x	x	x	x	x		x	x
Criminal Justice	x			x		x	x							x	x			x	x			x
Ecology and Sustainability	x					x			x						x	x	x	x	x		x	x
Education	x	x		x	x	x	x	x		x		x	x	x	x	x	x	x	x	x	x	x
English	x			x		x	x							x	x	x		x	x		x	
Genetic Counseling	x	x		x	x	x	x	x	x					x	x	x		x	x	x	x	x
History	x			x											x			x	x	x		x
Interdisciplinary Studies	x			x											x			x	x		x	
Marine Sciences	x					x	x		x					x	x			x	x		x	
Psychology	x	x			x			x							x	x	x	x	x	x	x	x
Public Administration	x	x	x	x		x		x							x	x	x	x	x		x	x
Social Work	x	x				x		x							x	x	x	x	x	x	x	x

Source: Office of Assessment and Quality Assurance, 2008

CALIFORNIA STATE UNIVERSITY, STANISLAUS

GRADUATE ASSESSMENT:
MAY 2008 WORKING DRAFT FOR GRADUATE COUNCIL
SELECTED EXHIBIT U

This document is an update of the 1997 Graduate Assessment Plan. At that time, the Graduate Council was a leader in creating an assessment approach centered on program student learning goals. In 2002, the Graduate Council created university-wide graduate student learning goals that transcended the disciplinary student learning outcomes unique to each graduate program and began a method for collecting information that focused on student learning as well as overall program and faculty quality. This updated 2008 report provides a description of graduate assessment methods, timeline, and preliminary data analyses.

Current graduate programs at CSU Stanislaus include Business Administration, Criminal Justice, Ecology and Sustainability, Education, English, Genetic Counseling, History, Interdisciplinary Studies, Marine Sciences, Psychology, Public Administration, and Social Work.

PHILOSOPHY

The Graduate Council recognizes the complexity of assessment and the importance of designing measures that are multidimensional, meaningful, and oriented toward program improvement and enhanced student learning. Each measure contributes to answering the important question of the degree to which our graduate programs achieve their shared goal of producing graduates who can not only demonstrate relevant subject matter competence, but who also are articulate, critical thinkers, capable of working individually and collaboratively, cognizant of global perspectives, competent with current methods and technology, and able to use a variety of sources and communication techniques.

The Graduate Council subscribes to the philosophical conviction that the quality of teaching is inextricably connected to the quality of student learning. Thus, while we recognize the importance of student learning outcomes as the primary component of program assessment, we avoid reliance on this measure alone as we engage in a critical, comprehensive analysis of the quality of our graduate programs and our graduate students. Each method contributes to ascertaining the degree to which our graduate programs achieve their shared goal of educating competent and educated graduate students.

Knowing both the importance of assessment and the varied application of assessment by different graduate programs, the Graduate Council has endorsed a list of the methods which are currently used for university level assessment. It should also be noted that the graduate programs approach assessment of their specific program goals and student learning outcomes in various ways. Consequently, the methods used at the program level are diverse and linked to individual disciplinary student learning outcomes. A summary of program level methods is displayed in Appendix A, "Program-Level Assessment Methods and Sources for Graduate Degrees."

UNIVERSITY-WIDE GRADUATE STUDENT LEARNING GOALS

In 2002, the Graduate Council developed and approved six general student learning goals. Many graduate programs currently shape their stated student learning objectives around these Graduate School learning goals, providing a close alignment between program and university objectives.

1. Students will demonstrate advanced knowledge, skills, and values appropriate to the discipline.
2. Students will demonstrate the ability to be creative, analytical, and critical thinkers.
3. Students will demonstrate 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. Students will demonstrate relevant knowledge of the global perspectives appropriate to the discipline.

5. Students will demonstrate knowledge of new and various methods and technologies as appropriate to the discipline.
6. Students will be required to demonstrate 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.

	University-wide Methods																		
Assessment of Graduate Program Quality	Academic Program Review	Accreditation	Admission Examinations	Course Syllabi	Culminating Experience: Thesis, Project, Comp Exam	External Reviewers	Faculty Demographics	Faculty Scholarship	Grade Point Average	Student Demographics	Student Scholarship	Student Awards and Honors	Graduate Exit Survey	Graduate Alumni Survey	IDEA Evaluations	NSSE	FSSE	Program Approval Process	Student Portfolios (TBD)
Student Learning Goals	x	x			x	x			x		x		x	x	x				
1. Advanced knowledge, skills, values			x		x				x				x	x	x				
2. Creative, analytical, critical thinking			x		x				x				x	x	x				
3. Individual and collaborative scholarship					x				x		x		x	x	x				
4. Global perspectives					x				x				x	x	x				
5. Methods and technologies			x		x				x				x	x	x				
6. Varied communication, source analysis			x		x				x		x		x	x	x				
Student Academic Performance	x	x			x	x			x	x	x	x	x						
Faculty Quality	x	x		x		x	x	x					x	x	x	x	x	x	
Course Quality	x	x		x		x		x	x				x	x	x	x	x	x	
Student Engagement										x	x	x			x	x	x		
Post-graduation Success										x			x	x					

University-Wide Assessment Methods

The following assessment methods are used at the university level to evaluate the six student learning goals, academic performance, faculty and course quality, student engagement, and student success after graduation. For each, a brief statement of purpose and methodology follows, accompanied by the office or persons responsible for gathering and analyzing these data.

• *Academic Program Review.* The purpose is to review and enhance the quality of academic programs. To achieve this goal, academic program review procedures encourage self-study and planning within programs and strengthen the connections among the strategic plans of the program, the college, and the university. 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 includes assessment plans, program objectives, curriculum, faculty, students, program resources, and contains a curriculum map which clearly demonstrates course alignment with program goals and student learning outcomes. An external review of graduate programs is part of the Academic Program Review.	Departmental Faculty, Graduate Council, Provost, and President.
• *Accreditation.* The purpose is for 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 agencies on a scheduled basis.	Departmental Faculty, Accrediting Body.
• *Admission Examination.* The purpose is to assess the degree of preparation for graduate studies as evidenced by scores on nationally-recognized admission tests. Graduate Record Examination (GRE) scores are required by twelve programs as part of the admission criteria, but the faculty has insisted that no absolute minimum scores are established for program admission decisions. Instead, the GRE is used as one indicator along with other criteria for making student admission decisions. The Miller Analogies Test (MAT) is required by the Education graduate program. A formula which combines the MAT score with the GPA of the last 60 units of undergraduate coursework is used by program faculty as a minimum admission criterion. For admission to the MBA, a minimum score of 450 has been established for the Graduate Management Admissions Test (GMAT).	Graduate Program Directors, Graduate School, Institutional Research.
• *Course Syllabi.* The purpose is to provide evidence that course syllabi reflect academic rigor appropriate to graduate education, one measure of course quality and faculty quality for instructional design. University policy requires each department to ensure that students are provided information about their courses, no later than the end of the first week of classes and that any changes in course requirements be communicated to students in an expedient and timeline manner. Such information to include, as appropriate to the course, course goals, objectives, and requirements; grading policy; attendance requirements; policy on due dates and make-up work; required texts and other materials; policy on assignments; and availability of instructor outside of class, including office hours and telephone. Because overall academic rigor of course expectations and the intellectual challenge for students in a master's degree program are paramount for program quality, criteria and a review process for the development of syllabi for the program have been established. Syllabi are evaluated for their integration of the university-wide and program student learning objectives, types of assignments, and pedagogical approaches using the document "Graduate Curriculum Policies and Procedures," approved by the Graduate Council and updated in February 2008.	Departmental Faculty, Graduate Council, Office of Quality Assurance.

• *Culminating Experience (thesis, project, or comprehensive examination) with oral defense.* This method remains the primary direct means for assessing the achievement of the six graduate learning goals and the quality of overall student learning. The culminating experience is designed specifically to provide confirmation of advanced disciplinary knowledge, skills, and values, critical and creative thinking, independent research, relevant global perspectives, current theory and technology, oral and written expression, and other elements related to specific disciplines. An oral defense is required for all theses, and many programs require oral defense for the project as well. Rubrics may be used, depending on the program, to evaluate the quality of the culminating experience. Comprehensive examination procedures on file in the Graduate School. Theses and Projects are bound and become part of the library collection. 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 September 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 2007/2008 Graduate Catalog also includes a description and criteria for thesis and project, which are consistent with Title 5 of the California Code of Regulations.	Thesis/Project Chair, Department Faculty, Library.
• *External Reviewer.* The purpose of this method is to provide independent, external assessment of one or more components of the university-wide assessment program, such as culminating experiences (thesis, project, and comprehensive examination), course syllabi, overall graduate assessment, faculty scholarship, and elements as determined by the Graduate Council.	Graduate Council, External Reviewer.
• *Faculty Demographics (degree, diversity, and experience).* The purpose is to provide demographic data for faculty who teach graduate courses, including the number of faculty who have earned terminal degrees, the variety of institutions from which degrees were earned, diversity of gender and ethnicity, and other variables related to faculty preparation and experience.	Faculty Affairs, Institutional Research.
• *Faculty Scholarly Productivity.* The purpose 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. Analysis uses data from the Research, Scholarship, and Creative Activities Compendia. Also evidenced in vitae of faculty.	Office of Research and Sponsored Programs, Graduate Program Directors, Institutional Research.
• *Grade Point Average.* The purpose is to assess the academic performance of students within the graduate programs. The required overall GPA (consisting of undergraduate and post-baccalaureate coursework) for graduate students at time of entry into the university is a minimum of 2.5; most programs require a 3.0. Most programs require graduate students to maintain a minimum 3.0 GPA as they progress through their coursework toward graduation. Requires analyses by discipline and other variables (on-site, Stockton, ITV) as compared to benchmark measures such as system, state, or national norms.	Institutional Research, Graduate School, Graduate Program Directors.
• *Student Demographics.* The purpose is to assess graduate student and program emphasis on completing a master's degree. Requires analysis student persistence and graduation rates and time to degree completion.	Institutional Research, Academic Affairs.
• *Student Scholarship.* The Office of Research and Sponsored Programs reports the annual research, scholarship, and creative activity of students. Starting in AY 2006/07, Master's theses and projects are published in the annual Research Compendium alongside faculty scholarship. ORSP also conducts an annual Student Research Competition to promote excellence in undergraduate and graduate scholarly research and creative activity by recognizing outstanding student accomplishments.	Office of Research and Sponsored Programs.
• *Student Awards and Honors.* The purpose is to assess the highest levels of student academic performance. Analysis includes the number of graduates awarded honors or distinction at commencement and the percentage of students who qualify for membership in honors societies such as the interdisciplinary Phi Kappa Phi.	Institutional Research, Enrollment Services, Greek Advisor, Graduate School.

• *Graduate Exit Survey (University-Wide)*. The purpose is to assess students' perceptions of the quality of graduate student learning and program effectiveness. The survey includes questions on students' satisfaction in 5 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 degree during the previous academic year. This survey was administered in print from 1995-2004. Beginning in 2005, the survey was revised and administered electronically through the university website.	Institutional Research, Graduate Program Directors.
• *Graduate Alumni Survey (University-Wide).* The purpose is to assess alumni's perceptions of the quality of student learning and institutional effectiveness. Instrument includes questions on students' satisfaction and experiences in 5 categories: Educational Experience at CSU Stanislaus, 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.	Institutional Research, Graduate Program Directors.
• *IDEA Evaluation of Courses.* The purpose is to assess student opinions on course effectiveness in helping them achieve faculty-identified course objectives and student learning objectives. Since 1993, CSU Stanislaus has used a course evaluation system called the Individual Development and Education Assessment Student Evaluation of Courses (IDEA) developed by Kansas State University. The report is tailored to fit each instructor's teaching objectives. Teaching effectiveness is determined by student ratings of their progress from among 12 learning objectives chosen by the instructor. Items on the IDEA instrument are based on research and results are interpreted using a national database. In fall 2007, CSU Stanislaus began using the IDEA diagnostic tool to provide aggregate, institutional, longitudinal information to the faculty about overall teaching and course quality. The information generated from the student evaluation of courses by the IDEA provides evidence overall of students' positive perceptions of the quality of graduate courses and faculty. Each faculty member is required to evaluate a minimum of two courses annually. The Graduate Council examines relationships between the professors' identification of major objectives on the IDEA forms and the six University-wide student learning goals when it reviews course syllabi and conducts its program review. The Graduate Council also assesses the types of course assignments and pedagogical approaches used by faculty. Faculty identify each of the 12 IDEA course objectives they deem essential, the primary teaching approach used in the course, types of course assignments, and circumstances that impact learning. Provides evidence of variety and sophistication of faculty teaching methods and course assignments to ensure the rigor of master's degree programs. An analysis of the types of course assignments is used to display the rich array of pedagogical approaches, both traditional and alternative. Students rate learning objectives identified by the faculty, linked with primary teaching approach; students also rate the overall quality of the instructor and the course. Aggregate data purposefully do not include identifiers for courses, students, faculty members, departments, or colleges.	Institutional Research, Graduate School, Graduate Program Directors, Graduate Council.
• *NSSE (Graduate National Survey of Student Engagement).* The purpose is to measure the degree of graduate student engagement in college activities that correlate to student learning and personal development. This survey includes questions on class participation, academic rigor, amount of effort put into classwork and overall experience. Analysis includes demographic data and comparisons between faculty and students. The current instrument consists of 84 questions clustered in 11 topical areas, to be administered every three years.	Institutional Research, Provost, Graduate Council, Alumni Affairs, Graduate Program Directors
• *FSSE (Graduate Faculty Survey of Student Engagement).* The purpose is to measure faculty expectations for graduate student engagement in educational practices as well as provide comparative data to be used with the Graduate National Survey of Student Engagement (NSSE). Questions address 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 identical to the NSSE for ease of comparison. Starting in 2007, the FSSE will be administered every three years.	Institutional Research, Provost, Graduate Council, Alumni Affairs, Graduate Program Directors

• *Program Approval Process.* The purpose is to ensure the overall academic rigor of course expectations and the intellectual challenge for students in a graduate program. Criteria and a review process for the development of syllabi for the doctoral program have been established by the Graduate Council. Course proposals must be approved by the department and college curriculum committees, the Graduate Council, and the Vice Provost.	Graduate Faculty, Curriculum Committee, Graduate Council, Vice Provost.
• *Student Portfolios (to be determined).* The purpose is to provide evidence of students' growth throughout their graduate experience. University-wide program was approved by Graduate Council in 1997. Randomly selected students asked upon entering the program to keep a portfolio of papers, research reports, examinations, and other evidence of student learning in accordance with requirements established by the Graduate Council. Program currently on hiatus.	Graduate Council.

Analysis of Assessment Data for Graduate Studies 2001-08

This report summarizes the results of assessment activity for the University-wide Graduate Studies Program 2001-2008. The methods and sources are listed in alphabetical order, not in the order they appear above, since many of them provide multiple levels of student learning, faculty quality, and program quality assessment. Information regarding individual graduate programs assessment plans and reports can be found on the Assessment of Student Learning website

- *Academic Program Reviews.* All graduate programs have completed self-studies and received university approval during their most recent seven-year rotation.

  The Academic Program Review (APR) process at CSU Stanislaus is the most important method by which the university evaluates the effectiveness of its academic programs. In 2000, a review of the APR process was initiated, primarily as a result of the increased emphasis on the demonstration of the quality of student learning, a general dissatisfaction with a burdensome process and timeline, and the perceived inconsistent use of outcomes at the college and university levels.

  The Chancellor's Office requirements changed to focus on assessment for program enhancement for student learning. For every program completing the academic review process in a given year a summary including the results of the assessment of student learning outcomes, the implications of the results for modification of program requirements, standards, and the changes made as a result of the assessment findings, is included in the annual academic Planning and Program Review reports. Academic Program Reviews are also a critical component of the university's assessment and quality assurance processes, and a review of the Academic Program Review process is a stated outcome for CSU Stanislaus' reaccreditation efforts as part of its Capacity and Preparatory Review.

  Under the guidance of the University Educational Policy Committee (UEPC), the Academic Program Review procedures are viewed as a dynamic process, subject to continual examination and refinement, which implements the APR policy in accordance with the university's Principles for the Assessment of Student Learning. As such, UEPC continues to evaluate the procedures and makes appropriate changes.

- *Accreditation*. We have secured accreditation for our graduate programs for which national, professional/disciplinary accreditation is available. Business Administration (Spring 2003), Education (Fall 2001), Psychology Master of Science (Spring 2002), Public Administration (Fall 2003), and the Social Work program (Spring 2002) have all obtained final accreditation in the last seven years. The Education and Psychology MS programs are seeking reaccreditation in AY 2007/08, and Social Work has begun the review process for reaccreditation in AY 2009/10. The Genetic Counseling program undergoes professional accreditation for the first time in AY 2012/13 after it has graduated 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) scores is 498. Data reflect all students who identified CSU Stanislaus as a score recipient, not only those who enrolled. In Fall 2008, the Graduate Council will begin to record graduate admission examination scores into the university's data system.

- *Course Syllabi.* For 2007/08, the Graduate Council audit of course syllabi indicates high level of compliance with graduate standards. From among 41 submissions of new or modified courses, 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 handbook, instructional units, presentations to external community and agency groups, flowcharts, policy development, scientific field studies, children's book, 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.* For AY 2004/05, 127 theses and projects were submitted and judged to have met the quality standards for graduation. In AY 2005/06, 138 theses and projects met all requirements. In AY 2006/07, xx theses and xx projects were approved and reported in the annual Research Compendium. As required, all theses provided conclusive evidence of advanced written and oral communication. Seven graduate programs also offer comprehensive examinations, either optional or mandatory. The Graduate Council is currently reviewing rubrics for the evaluation of culminating experiences.

- *External Reviewers.* Dr. Mary Allen, a nationally recognized assessment expert, conducted three days of in-depth interviews in Fall 2007 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. The Allen Report concludes as follows: "Much is being done and is being done well, but there is room for improvement." We concur and are acting on her recommendations for refining our efforts.

  A meta-review of culminating experiences by an external reviewer is currently under consideration, to be submitted for approval by the Graduate Council in Fall 2008. If approved, this review will be accomplished the following academic year.

- *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) and AY 2006/07 (177 of 281 reporting). Results from these years indicated that 39% of faculty who taught at least one graduate course (67 of 174 total) reported publication of a refereed scholarly work, while 33% reported an externally-funded grant. These data under-represent faculty scholarly activity given limitations in data collection. The Graduate Council will review the Research Compendium.

- *Grade Point Averages.* The mean overall GPA at program completion for AY2006/07 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.* Institutional Research is currently implementing a system to systematically collect these data.

- *Student Scholarship, Research, and Creative Activity.* In support of student scholarship, research, and creative activity, CSU Stanislaus promotes student participation in scholarly activities such as conferences and competitions.

  On Wednesday, March 5, 2008, CSU Stanislaus held its 22nd Annual Student Research Competition at the Faculty Development Center, featuring presentations by twenty-five students. This was a great opportunity for the university to highlight and celebrate the academic accomplishments of our diverse student population.

  On April 12, 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. CSU Stanislaus is proud to be hosting this conference in 2009.

- *Student Awards and Honors.* Seventy-six students, approximately 36% of the graduating class, were awarded honors or distinction at commencement in Spring 2007, which means they earned at least a 3.9 grade point average and were recommended by their department for distinction. In AY 2005/06, 63 students (28.77%) received honors or distinction. In AY 2004/05, 72 students (36.18%) received this recognition upon graduation.

  Student Awards. From the 2008 Student Research Competition, the three undergraduate winners, three graduate winners, plus four 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 2007, three graduate students qualified to advance to the statewide competition, and one received a second place award at the statewide level.

  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.

Phi Kappa Phi Honors Society. The criteria for membership in Phi Kappa Phi are quite rigorous. Graduate students must have a minimum cumulative graduate GPA of 3.85 at end of the Fall semester, and a minimum undergraduate cumulative GPA of 3.6. They must be approved by faculty in 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 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 ten were inducted. In 2005/06, 41 were eligible, 7 were inducted. In 2004/05, 40 graduate students met the eligibility requirements, though only four were inducted.

- *Graduate Exit Survey.* The Exit Survey was most recently administered in Spring 2006 and Spring 2007. Results from the two years 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 Summer 2007, and 29 former students 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.

  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.

- *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 twelve course learning objectives, a mean of 3.4 to 4.4 on a 5-point Likert 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% as 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% as 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% 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. 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. It would not be an exaggeration to say that many graduate students are "time starved."

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 did not write a paper of 20 pages or more in the past year, and not many students said they tutored or taught other students (13.2%), worked with faculty outside the classroom (9.8%), or participated in service learning (6.6%). 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).* 19% 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 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.

- *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 two new graduate programs using this rigorous process. The new Genetic Counseling Master of Science program and the Education Doctoral program begin in Fall 2008. The CSU system praised these proposals as exemplary, to be used as models for other campuses. The Nursing program is currently undergoing the approval process for a proposed graduate-level degree.

Source: Office of Assessment and Quality Assurance
May 2008, DRAFT

Program-Level Assessment Methods and Sources for Graduate Degrees

	Evaluators			Direct Methods												Indirect Methods						
Methods and Sources shown in the following groupings: - Evaluators - Direct Methods - Indirect Methods	Internal Reviews	External Reviews	Specialized Program Accreditation	Comprehensive Examinations	Credential, Certification and Licensure Examinations	Embedded Assessment	Individual/Group Projects	Fieldwork/ Internship/ Service Learning	Laboratory Reports	Locally Developed Examinations	Nationally-normed Tests	Performance Evaluation	Student Portfolios	Student Presentations	Thesis/ Projects/ Dissertations	Employer Surveys	Focus Groups/Interviews	Institutional Data	Student Evaluation of Courses	Student Placement	Student Surveys (Program)	Student Surveys (University)
Business Administration	X		X	X				X							X	X	X	X	X		X	X
Criminal Justice	X			X		X	X							X	X			X	X			X
Ecology and Sustainability	X					X			X						X	X	X	X	X		X	X
Education	X		X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X
English	X			X			X	X		X		X	X	X	X			X	X		X	X
Genetic Counseling	X		X	X	X	X	X	X	X					X	X	X		X	X	X	X	X
History	X			X											X			X	X	X		X
Interdisciplinary Studies	X			X											X			X	X		X	X
Marine Sciences	X					X	X		X					X	X			X	X		X	X
Psychology	X		X		X			X							X	X	X	X	X	X	X	X
Public Administration	X	X	X	X		X		X							X	X	X	X	X		X	X
Social Work	X		X			X		X							X	X	X	X	X	X	X	X

Source: Office of Assessment and Quality Assurance, 2008

California State University, Stanislaus

Graduate Assessment Appendix B: Timeline

1997

1. Graduate Council approved "Assessment Methods for Graduate Studies" report
2. Data analysis presented as exhibit for WASC reaccreditation

2001/02

3. Graduate Council approved six Graduate School Student Learning Goals

2002/03

4. Graduate School Student Learning goals implemented
5. Graduate Council "Assessment Methods for Graduate Studies" report updated

2003/04

6. "Principles of Assessment of Student Learning" were developed by the Assessment of Student Learning Subcommittee, approved by the Academic Senate and the President, July 2004

2005/06

7. Graduate Council reviewed previous WASC self study and recommendations for assessment components to be incorporated into assessment plan
8. Graduate Council reviewed current WASC standards for assessment and identified assessment components to be incorporated into assessment plan

2006/07

9. Graduate Council reviewed previous WASC self study and recommendations for assessment components to be incorporated into assessment plan
10. Graduate Council reviewed current WASC standards for assessment and identified assessment components to be incorporated into assessment plan
11. Reviewed Graduate Assessment Plan and determined need for dedicated staff member to update document to reflect current assessment components

2007/08

12. Developed "Graduate Curriculum Policies and Procedures," affirmed by Graduate Council
13. External review of assessment conducted by Mary J. Allen
14. Hired dedicated Graduate Assessment staff member to update assessment plan
15. Gathered data and compiled inventory of University-wide assessment methods
16. Reviewed previous CSU Accountability Report, Area 10 on Graduate Programs, and began draft report based on assessment data collected through 2007
17. Graduate Council reviewed summary reports for IDEA course evaluations, Graduate Exit Survey, Graduate Alumni Survey, Graduate National Survey of Student Engagement, and Graduate Faculty Survey of Student Engagement
18. Reviewed existing graduate assessment plan and determined status of data collection
19. Provided summary of assessment findings for review and appropriate action
20. Reported selected areas of improvement
21. Documented use/changes as a result of assessment findings

2008/09

22. Prepare for possible meeting with WASC Visiting Team for Capacity and Preparatory Review
23. Continue implementation of graduate assessment plan/report
24. Provide summary of assessment findings for review and appropriate action
25. Document use/changes as a result of assessment findings
26. Report selected areas of improvement on Graduate School website

2009/10

27. Continue implementation of graduate assessment plan
28. Continue review of assessment findings for appropriate action
29. Document use/changes as a result of assessment findings
30. Report selected areas of improvement on Graduate School website
31. Prepare for possible meeting with WASC Visiting Team for Educational Effectiveness Review

THEREAFTER ANNUALLY

32. Continue implementation of graduate assessment plan
33. Provide summary of assessment findings for review and appropriate action
34. Document use/changes as a result of assessment findings
35. Report selected areas of improvement on Graduate School website

Source: Office of Assessment and Quality Assurance
May, 2008 DRAFT

California State University, Stanislaus

Assessing the Assessment Program
Selected Exhibit V

Timetable

CSU Stanislaus conducts both internal and external assessments of the effectiveness of the assessment program. The timetable is as follows:

Fall 2003	External	Informal	Barbara Cambridge, American Association for Higher Education	Complete
	Internal	Informal	President Hughes, and Provost Dauwalder	Complete
Fall 2004	External	Informal	Barbara Cambridge, American Association for Higher Education	Complete
Spring 2005 through Spring 2007	Internal	Informal	WASC Leadership Team Review of WASC Standards and Assessment Requirements	Complete
Fall 2007	External	Formal	Mary Allen, Consultant	Complete
Spring 2008	Internal	Formal	Assessment Leadership Team – begin formal review of Support Unit Review	In Process
	Internal	Formal	Assessment Leadership Team – begin formal review of Academic Program Review	In Process
Fall 2008	External	Formal	WASC – Capacity and Preparatory Site Visit (October 1-3)	
	Internal	Formal	Assessment Leadership Team – conclude formal review of Support Unit Review	
	Internal	Formal	Assessment Leadership Team – conclude formal review of Academic Program Review	
Spring 2009	External	Informal	Assessment Forum – External Presenter to be determined	
Spring 2010	External	Formal	WASC – Educational Effectiveness Site Visit (March 3-5)	
Fall 2010	Internal	Informal	After WASC Re-accreditation Report	
Spring 2013	External	Formal	External Reviewer to be determined	

Elements for Review

Elements for review of the assessment program include the following:

1. collective values for the importance, purposes, and benefits of assessment
2. commitment to continuous quality improvement
3. shared responsibility for assessment and respective roles of faculty, administration, staff, students, and external community
4. faculty and senior administration leadership in student learning assessment
5. progress in direct measures of student learning
6. progress in methods for evaluating institutional quality
7. progress in documenting uses of assessment information for quality improvement
8. institutional structures/organization in support of assessment
9. institutional resources in support of assessment
10. how assessment affects faculty

Each review results in specific recommendations for improvement of the assessment program. These recommendations are reviewed by the faculty leadership, faculty governance committees, student governance committees, and administration for appropriate action. The recommendations and actions taken in response are posted on the website of Office of Assessment and Quality Assurance.

2003 Review of Assessment

An internal review of the university's structure in support of assessment and quality assurance occurred and was reviewed informally by Dr. Barbara Cambridge during the 2003 President's Assessment Summit. Her observations focused on the following major issues of presidential leadership, organizational structures, and university-wide understanding and commitment to assessment.

PRESIDENTIAL LEADERSHIP

In 2003, President Marvalene Hughes identified a singular and important strategic goal that guided the university in realizing its commitment to student learning and assessment "…to renew, strengthen, and expand its commitment to a learning-centered strategic plan by developing and implementing a model of institutional assessment that engages all units and programs on all operational levels…"

ORGANIZATIONAL STRUCTURES

As a result of thee 2003 internal and external reviews, in fall 2004, CSU Stanislaus restructured its organizational approach for assessment of institutional quality. The Office of Assessment and Quality Assurance, led by the Associate Vice President for Assessment and Quality Assurance, was created for the purpose of providing vigorous leadership and coordination for university-wide assessment and quality assurance.

This allowed a refocusing of the Office of Institutional Research on service and mobilized its resources to enhance the amount and sophistication of its institutional research capacity. A previous structure attempted to link – in one office – strategic planning, assessment, accountability, and institutional research. While connections among these elements remain fundamental to the university's effectiveness, an assessment of organizational outcomes resulting from this model illustrated that this approach diluted the myriad and complex functions associated with each of these areas, especially with regard to assessment of student learning.

In addition, the formation of a university-wide Assessment Leadership Team, complemented by assessment coordinators from academic and administrative units was proposed and is under review.

UNIVERSITY-WIDE COMMITMENT TO ASSESSMENT

Although the early focus of assessment was primarily in academic affairs and academic assessment of educational effectiveness, CSU Stanislaus' commitment to learning-centered required greater understanding and communication across University division. A second President's Summit was planned, with a focus on assessment across the university's four major divisions.

Faculty support for assessment was also a concern. Some faculty and staff were suspicious of assessment, wary of workload and budget issues, and concerned about how assessment will be designed and carried out. As a result, the faculty coordinator for the assessment of student learning worked with faculty and the AVPAQA worked with staff to address these issues and ensure the campus worked in positive ways in support of assessment. Faculty-led efforts through academic governance structure, combined with administrative support, would continue to help to allay these fears and focus our attention on the shared value of improving learning and teaching.

2004 Review of Assessment

In 2004, Dr. Barbara Cambridge led the Second President's Assessment Summit. Her observations of assessment at CSU Stanislaus included overall progress, organizational structure, relationships of assessment to strategic planning, assessment methods, and students' role in assessment.

OVERALL PROGRESS

Significant progress was made in assessment since her visit the previous year. This progress was apparent in the number and quality of assessment activities, the campus community's understanding and views toward fostering improvement in learning, and the organizational structure for assessment.

ORGANIZATIONAL STRUCTURE

The new organizational structure and new leadership have given vitality to assessment efforts. However, in the absence of a university-wide assessment committee, the AVPAQA must work through informal connections, rather than formal university consultation. An assessment committee would be essential to promote, communicate, advocate, and review assessment initiatives.

RELATIONSHIP OF ASSESSMENT AND STRATEGIC PLANNING

The assessment of the university's achievement of its strategic planning goals may be too complex to be manageable and sustainable. Fewer priorities (2-3 at the most) would allow the university to concentrate its energy into stronger assessment and make a difference in quality.

DIRECT AND INDIRECT ASSESSMENT METHODS

Most of the university's assessment methods tend to be indirect, gathering information from surveys and self-report instruments. The University's challenge is to increase its efforts (through departments, the University Writing Committee, and the University Faculty Development Committee) to support faculty to use a broad variety of approaches to the assessment of student learning, including possibly in-class essays, process-oriented research papers, dialog journals, on-line chat rooms, portfolios, and capstone courses/seminars in the major.

STUDENTS' ROLE IN ASSESSMENT

The challenge for most universities is to increase students' understanding of assessment and how engaging in assessment during their college years not only improves the quality of teaching and learning but also enhances their skill set for in their employment.

2005 through 2007 Review of Assessment

Various faculty and administrative groups conducted an informal evaluation of the assessment program at CSU Stanislaus as part of its self study for reaccreditation by the Western Association of Schools and Colleges.

PRELIMINARY SELF-REVIEW OF WASC STANDARDS AND CRITERIA FOR REVIEW

The university campus evaluated its progress under each of the four WASC standard and criteria for review. For those items related to assessment, findings indicated strong consensus among campus groups with regard to the importance and urgency of addressing the following:

- Developing indicators and evidence for achievement of educational objectives
- Developing clearer requirements for student achievement at entry-level and graduation
- Evaluating student use of library and information resources
- Evaluating student co-curricular learning goals
- Demonstrating that faculty take collective responsibility for demonstrating attainment of student learning goals and use of results for program improvement
- Demonstrating that planning processes are informed by analyzed quantitative and qualitative data, evidence of educational effectiveness, and student learning

2007 Review of Assessment

In October 2007, Dr. Mary Allen, a nationally recognized leader in assessment of student learning and author of several textbooks on general education, conducted a comprehensive review of assessment efforts at CSU Stanislaus. After three days of in-depth interviews with many groups and individuals, she issued a report organized around three broad questions. Overall, Dr. Allen indicated that CSU Stanislaus has demonstrated many excellent accomplishments and is making substantial progress in implementing assessment effectively.

HAS CSU STANISLAUS INSTITUTIONALIZED ASSESSMENT?

Examples of Positive Achievements

1. Substantial progress toward institutionalization.
2. Strong and multi-layered infrastructure to support assessment.
3. Widespread campus commitment to improving quality through assessment.
4. Excellent commitment to the *Principles of Assessment of Student Learning*.

5. Program Assessment Coordinators as a highly effective method for the assessment of student learning outcomes for academic programs.
6. Strong faculty leadership for assessment by the Senate Executive Committee and the Assessment of Student Learning Subcommittee.
7. Centrality of assessment of student learning in the Academic Program Review Process.
8. An emerging "culture of evidence."

Areas for Continued Development

9. Permanent fiscal investment in assigned time for Program Assessment Coordinators and Faculty Coordinator.
10. Immediate attention to the assessment of the general education program.
11. Revived assessment of student learning goals for graduate education.
12. Greater alignment of the Academic Program Review and the Student Learning Assessment processes and reporting.
13. Greater use of external reviewers, with disciplinary and assessment expertise, in the Academic Program Review process.
14. Integration of assessment as an important service component into the recognition and personnel review processes.
15. Increased student involvement and awareness of assessment activities and outcomes.

DO THE FACULTY AND ADMINISTRATORS HAVE A COMMON UNDERSTANDING OF THEIR SHARED RESPONSIBILITIES AND ROLES IN ASSESSMENT?

Examples of Positive Achievements

16. The roles and responsibilities for assessment were developed through shared governance and widely understood by faculty and administration.
17. Faculty respect positive support provided by the Faculty Assessment Coordinator and professionals in the Office of Assessment and Quality Assurance.

Areas for Continued Development

18. More visible leadership of the Department Chairs in involving departmental faculty in assessment activities and outcomes.
19. Greater leadership role of the Deans for ensuring on-going assessment support.
20. More visible statements of support for assessment achievements by President and Provost.

HAS THE CAMPUS IMPLEMENTED ASSESSMENT EFFECTIVELY?

Examples of Positive Achievements

21. Faculty recognition of their role in leading assessment of their academic programs.
22. Positive momentum, with Assessment Council and Program Assessment Coordinators deserving credit for much of the progress related to academic programs.
23. Websites as repository for assessment efforts.
24. Assessment Leadership Team for understanding institution-wide assessment efforts and use in institutional improvement.
25. Support Unit Review Process for non-instructional units linked to student learning/success.

Areas for Continued Development

26. Increased understanding of assessment for College committees that provide feedback on Academic Program Reviews.
27. Development of multi-year plans that cycle through outcomes over a 4-5 year period.
28. Faculty development support for assessment, with special expertise provided by the Faculty Development Director.
29. Provision of institutional data by the Office of Institutional Research and increased use of institutional research data by faculty and governance groups for assessment purposes.

NOTE:

Non-instructional programs may require more support and training, but this assessment review did not provide for sufficient evaluative depth to draw conclusions.

Source: Office of Assessment and Quality Assurance
2005/Updated 2008

California State University, Stanislaus

Summary of Dr. Mary Allen's Review of Assessment with Action Items
Selected Exhibit V

Dr. Mary Allen, a nationally recognized leader in assessment of student learning and author of several textbooks on general education, conducted a review of our assessment efforts at CSU Stanislaus in Fall 2007. After three days of in-depth interviews with many groups and individuals, she issued a report organized around three broad questions. Overall, Dr. Allen indicated that CSU Stanislaus has demonstrated many excellent accomplishments and is making substantial progress in implementing assessment effectively.

Has CSU Stanislaus institutionalized assessment?

EXAMPLES OF POSITIVE ACHIEVEMENTS

1. Substantial progress toward institutionalization.
2. Strong and multi-layered infrastructure to support assessment.
3. Widespread campus commitment to improving quality through assessment.
4. Excellent commitment to the *Principles of Assessment of Student Learning.*
5. Program Assessment Coordinators as a highly effective method for the assessment of student learning outcomes for academic programs.
6. Strong faculty leadership for assessment by the Senate Executive Committee and the Assessment of Student Learning Subcommittee.
7. Centrality of assessment of student learning in the Academic Program Review Process.
8. An emerging "culture of evidence."

AREAS FOR CONTINUED DEVELOPMENT

9. Permanent fiscal investment in assigned time for Program Assessment Coordinators and Faculty Coordinator.

   Action Needed:

   - Review with Provost. *(Associate Vice President for Assessment and Quality Assurance and Faculty Coordinator for Assessment for Student Learning)*

   Action Taken:

   - Provost approved 3 WTU's of release time per academic year for each Program Assessment Coordinator through academic year 2009/10. *(Spring 2008)*

10. Immediate attention to the assessment of the general education program.

    Action Needed:

    - Further develop and implement assessment plans for each area. *(Faculty Director of General Education to work with the General Education Subcommittee, the Faculty Coordinator for Assessment for Student Learning, and faculty from each GE area)*

    Action Taken:

    - Former Chair of the General Education Subcommittee and Program Assessment Coordinators from programs in areas A1, A2, B3 and C1 drafted assessment plans for those areas. *(Summer/Fall 2007)*
    - 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 area. *(Spring 2008)*

11. Revived assessment of student learning goals for graduate education.

Action Needed:

- 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. *(Associate Director of the Graduate School to work with Graduate Program Coordinators and the Faculty Coordinator for the Assessment for Student Learning)*

Action Taken:

- Associate Vice President for Assessment and Quality Assurance and the Faculty Coordinator for the Assessment for Student Learning with the support of the Associate Director of the 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)*

12. Greater alignment of the Academic Program Review and the Student Learning Assessment processes and reporting.

Action Needed:

- Review ways to align the two processes (e.g. incorporate annual assessment reports in the Academic Program Review, required external review component). *(Assessment of Student Learning subcommittee working with the Faculty Coordinator for the Assessment for Student Learning and the Associate Vice President for Assessment and Quality Assurance)*

Action Taken:

- Assessment of Student Learning Subcommittee and the Faculty Coordinator for the Assessment for Student Learning began reviewing the alignment of the annual program assessment reports and Academic Program Review. *(Spring 2008)*

13. Greater use of external reviewers, with disciplinary and assessment expertise, in the Academic Program Review process.

Action Needed:

- Work with programs to include periodic external reviewers as part of the Academic Program Review. *(College Deans)*

14. Integration of assessment as an important service component into the recognition and personnel review processes.

Action Needed:

- Continue to encourage departments to include assessment activities in their program elaborations. *(Faculty Development Center Director and the University Retention, Promotion and Tenure committee)*
- Provide Program Assessment Coordinators with possible language for RPT files. *(Faculty Development Center Director)*

Action Taken:

- Director of the Faculty Development Center 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)*
- Director of the Faculty Development center meet with Program Assessment Coordinators and provided possible language to be used in departmental personnel documents. *(Spring 2008)*

15. Increased student involvement and awareness of assessment activities and outcomes.

Action Needed:

- Include the Student Body President and Executive Director of Associated Students, Inc. as members of the Assessment Leadership Team. *(Associate Vice President for Assessment and Quality Assurance)*

DO THE FACULTY AND ADMINISTRATORS HAVE A COMMON UNDERSTANDING OF THEIR SHARED RESPONSIBILITIES AND ROLES IN ASSESSMENT?

EXAMPLES OF POSITIVE ACHIEVEMENTS

16. The roles and responsibilities for assessment were developed through shared governance and widely understood by faculty and administration.
17. Faculty respect positive support provided by the Faculty Assessment Coordinator and professionals in the Office of Assessment and Quality Assurance.

AREAS FOR CONTINUED DEVELOPMENT

18. More visible leadership of the Department Chairs in involving departmental faculty in assessment activities and outcomes.

    Action Needed:

    - Encourage department chairs to support Program Assessment Coordinators and include assessment as a regular discussion item in departmental meetings. *(College Deans and Faculty Coordinator for the Assessment for Student Learning)*

19. Greater leadership role of the Deans for ensuring on-going assessment support.

    Action Needed:

    - Encourage Deans to support Program Assessment Coordinators and include assessment as a regular discussion item in college meetings. *(Provost and Faculty Coordinator for the Assessment for Student)*

    Action Taken:

    - Provost, Vice Provost and Associate Vice President for Assessment and Quality Assurance and the Faculty Coordinator for the Assessment for Student Learning met with the deans to discuss the organizational structure of assessment in Academic Affairs. *(Spring 2008)*

20. More visible statements of support for assessment achievements by President and Provost.

    Action Needed:

    - Keep the President and Provost apprised of assessment activities. *(College Deans and Associate Vice President for Assessment and Quality Assurance)*

    Action Taken:

    - Provost placed assessment on the Council of Deans agenda; incorporated assessment findings into College budgetary proposals; hosted a reception for Program Assessment Coordinators, deans, department chairs, and other faculty providing leadership in assessment. *(Spring 2008)*
    - President and Provost to host the Third Assessment Summit in spring 2009.

HAS THE CAMPUS IMPLEMENTED ASSESSMENT EFFECTIVELY?

EXAMPLES OF POSITIVE ACHIEVEMENTS

21. Faculty recognition of their role in leading assessment of their academic programs.
22. Positive momentum, with Assessment Council and Program Assessment Coordinators deserving credit for much of the progress related to academic programs.
23. Websites as repository for assessment efforts.
24. Assessment Leadership Team for understanding institution-wide assessment efforts and use in institutional improvement.
25. Support Unit Review Process for non-instructional units linked to student learning/success.

AREAS FOR CONTINUED DEVELOPMENT

26. Increased understanding of assessment for College committees that provide feedback on Academic Program Reviews.

    Action Needed:

    - Include faculty with program/university-wide assessment experience on curriculum committees. *(College Deans and Department Chairs)*

27. Development of multi-year plans that cycle through outcomes over a 4-5 year period.

Action Needed:

- Continue working with Program Assessment Coordinators as they work with their departments to revise/create assessment plans which assessment outcomes over a multi-year schedule. *(Faculty Coordinator for the Assessment for Student Learning and College Deans)*

28. Faculty development support for assessment, with special expertise provided by the Faculty Development Director.

Action Needed:

- Provide workshops on assessment. *(Faculty Development Director)*
- Provide resources for faculty to attend assessment workshops. *(College Deans and Office of Assessment and Quality Assurance)*

Action Taken:

- Assessment workshops conducted by the Faculty Development Director, Faculty Coordinator for Assessment for Student Learning, Program Assessment Coordinators, other knowledgeable faculty members and invited guest speakers. *(Spring 2008)*

29. Provision of institutional data by the Office of Institutional Research and increased use of institutional research data by faculty and governance groups for assessment purposes.

Action Needed:

- Make data findings more available to faculty, establish schedule for distribution of institutional research data for discussion by specified groups and track resulting actions. *(Director of the Office of Institutional Research)*

Source: Office of Assessment and Quality Assurance
2007/Updated 2008

California State University, Stanislaus

University-Wide Assessment Methods Administration
Selected Exhibit W

Assessment Method	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Undergraduate										
Campus Faculty Survey									X	
Collegiate Learning Assessment									X	X
First Year Initiative Survey							X	X	X	
Graduating Senior Survey					X	X	X	X	X	X
Aggregate IDEA Student Evaluation of Courses							X	X	X	
iSkills							X			
LibQual Survey							X		X	
Student Needs and Priorities Survey (SNAPS)		X								
Student Satisfaction Inventory (Noel-Levitz)	X									X
Undergraduate Alumni Survey (1year)		X		X	X					
Undergraduate Alumni Survey (3 year)								X	X	X
Undergraduate Faculty Survey of Student Engagement (FSSE)									X	
Undergraduate National Survey of Student Engagement (NSSE)					X	X		X		
Writing Proficiency Screening Test	X	X	X	X	X	X	X	X	X	X
Graduate										
Graduate Alumni Survey (3 year)								X	X	X
Graduate Exit Survey							X	X	X	X
Graduate Faculty Survey of Student Engagement										X
Graduate National Survey of Student Engagement										X
Aggregate IDEA Student Evaluation of Courses							X	X	X	
Staff and Administrator										
Staff and Administrator Survey										X

Sources: CSU Stanislaus Institutional Research and Office of Assessment and Quality Assurance, 2008

INVENTORY OF UNIVERSITY-WIDE ASSESSMENT METHODS
SELECTED EXHIBIT W

Assessment Method	What is it?	What questions are addressed?	GE Goals Measured?	When is it taken?	Who takes it? *Who uses the information?	Where is the information reported?
INDIRECT ASSESSMENT - PUBLISHED SURVEYS						
First Year Initiative Survey	Nationally benchmarked survey of student perceptions of First Year Experience (FYE) programs.	Students' perceptions of first-year experience; added additional questions on General Education goals.	All	Fall 2004 Fall 2005 Fall 2006 *Discontinued Use	FYE Students	General Education Website
Individual Development and Educational Assessment (IDEA) (Aggregate)	Published instrument used to measure students' perception of progress and evaluation of course and instructor.	Students' perceptions of the instructor; personal progress; difficulty of the course; and students' motivation levels and attitudes. Questions may be added for university-wide assessment.	Subject Knowledge; Communication; Inquiry; Information Retrieval	Each semester; faculty select 2 courses per year.	Students enrolled in courses to be evaluated.	Institutional Research Website
National Study of Student Engagement (NSSE)	Published instrument used to measure the degree of student engagement.	Students' perceptions on their own participation in campus activities, what they have gained from classes, perceptions of faculty-student interaction; allows for nationwide comparison.	N/A	Every three years: Spring 2003 Spring 2004 Spring 2006 Spring 2009	Sample of entering freshmen and seniors after enrollment (600-700).	Institutional Research Website
Faculty Survey of Student Engagement (FSSE)	Published instrument used to measure faculty expectations of student engagement.	Faculty perceptions of how often their students engage in different activities; the importance faculty place on various areas of learning and development; the nature and frequency of faculty-student interactions; how faculty members organize class time.	N/A	Every three years: Spring 2007 Spring 2009	Sample of faculty who teach undergraduate courses.	Institutional Research Website
Student Satisfaction Survey (Noel-Levitz)	Published instrument that provides information on student satisfaction.	Current student perceptions of campus; measures satisfaction with academic and co-curricular programs and services. Collects "early warning" information for retention.	N/A	Spring 1997 Spring 2008	Sample of undergraduate and graduate students.	Institutional Research Website
Student Needs and Priorities Survey (SNAPS)	California State University systemwide student opinion survey.	Students' perception of the university and campus climate including instruction, campus services, academic advising, intervention programs, and other support services.	Communication; Inquiry; Information Retrieval;	1999 *Discontinued Use	A sample of undergraduate students	Institutional Research Website

*Note: For a list of who uses the information refer to "Distribution of University-wide Assessment Methods and Findings"

Assessment Method	What is it?	What questions are addressed?	GE Goals Measured?	When is it taken?	Who takes it? *Who uses the information?	Where is the information reported?
INDIRECT ASSESSMENT - PUBLISHED SURVEYS						
LibQUAL Survey	Published instrument used to improve and market library services.	Users' opinions of service quality.	N/A	Spring 2005 Spring 2007 *Discontinued Use	Student, Faculty and Staff	Institutional Research Website
Quality Improvement Survey	California State University systemwide surveys designed for specific areas of the University (i.e. Library, Graduate Programs, etc.).	Students' perceptions on performance, customer satisfaction and process improvement.	N/A	Spring 2009 Spring 2010	Sample of undergraduate and graduate students.	Institutional Research Website
INDIRECT ASSESSMENT - CAMPUS DEVELOPED SURVEYS						
Undergraduate Senior Exit Survey	CSU Stanislaus survey. IRB Approved 6/23/2005.	Students' satisfaction and experiences in 10 categories including overall satisfaction with the academic and co-curricular program offered at the university.	All	Annually: 2002-03 2003-04 2004-05 2005-06 2006-07 2007-08	Undergraduate students who have graduated during the previous academic year.	Institutional Research Website
Undergraduate Alumni Survey (1 year out)	CSU Stanislaus survey tracking undergraduate students after graduation.	The undergraduate alumni survey includes questions about student satisfaction and experiences in 4 categories and includes questions on overall educational experience, educational plans and achievements, employment information and overall satisfaction.	All	Annually: 1999-00 2001-02 2002-03	Undergraduate Alumni	Institutional Research Website
Undergraduate Alumni Survey (3 years out)	CSU Stanislaus survey tracking undergraduate students at the 3rd, 10th, and 25th year after graduation.	The undergraduate alumni survey includes questions about student satisfaction and experiences in 4 categories and includes questions on overall educational experience, educational plans and achievements, employment information and overall satisfaction.	All	Annually: 2005-06 2006-07 2007-08	Undergraduate Alumni	Institutional Research Website
Graduate School Exit Survey	CSU Stanislaus survey. IRB Approved 9/22/05.	Students' perceptions of the quality of the graduate program. Includes 5 categories that include perceptions of academic achievement, overall experience, classroom and campus climate, educational plans and employment information.	All graduate learning goals	Annually: 1995 2005-06 2006-072007-08	Graduate students who have earned their master's degree during the previous academic year.	Institutional Research Website

*Note: For a list of who uses the information refer to "Distribution of University-wide Assessment Methods and Findings"

Assessment Method	What is it?	What questions are addressed?	GE Goals Measured?	When is it taken?	Who takes it? *Who uses the information?	Where is the information reported?
INDIRECT ASSESSMENT - CAMPUS DEVELOPED SURVEYS						
Graduate Alumni Survey	CSU Stanislaus survey tracking graduate students at the 3rd, 10th, and 25th year after graduation.	Graduate alumni perceptions of the quality of student learning and institutional effectiveness. Includes 5 categories addressing student perceptions of overall educational experience, achievement of graduate learning goals, current employment and educational plans and achievements.	All graduate learning goals	Annually: 2005-06 2006-07 2007-08	Graduate Alumni	Institutional Research Website
Staff and Administration Survey	CSU Stanislaus Survey	This survey is designed to examine staff and administrator's perception of their contributions and to assess institutional priorities.	N/A	Every three years: Fall 2007 Fall 2012	Staff and Administrators	Institutional Research Website
Stockton: Student Needs Survey	CSU Stanislaus Survey	Students' perceptions of campus facilities; student support services, convenience of library and bookstore hours, scheduling of classes, and academic services (such as writing tutors).	N/A	Every five years: 1999 Partial in 2004	Sample of undergraduate and graduate students attending classes on the Stockton campus.	CSU Stockton Website
DIRECT ASSESSMENT - PUBLISHED SURVEYS						
Collegiate Learning Assessment (CLA)	Developed by the Council for Aid to Education (CAE) and the RAND Corporation.	The CLA is an instrument which allows for a direct measure of student learning by combining two types of testing instruments, real-life performance tasks and writing prompts. These are used to measure student learning in the areas of critical thinking, analytic reasoning, and written communication.	Inquiry & Critical Thinking; Communication	Every three years: 2006-07 2007-08	Freshmen and Seniors	Institutional Research Website
iSkills	Published by Educational Testing Services.	Students' abilities to use digital technology and communication tools. Assesses students' understanding of ethical/legal issues of access and use of information.	Information Retrieval	Pilot Winter 2005 Fall 2008	Sample of undergraduate and graduate students and all Ed.D. students	Institutional Research Website
DIRECT ASSESSMENT - CAMPUS DEVELOPED TESTS						
Writing Proficiency Screening Test	CSU Stanislaus Test	Students are given an hour and a half to write one essay to demonstrate their writing ability and competence. Prerequisite to Writing Proficiency course (Writing Across the Curriculum).	Communication	Before students' junior year.	All undergraduate students.	Writing Proficiency Screening Test Website

*Note: For a list of who uses the information refer to "Distribution of University-wide Assessment Methods and Findings"

Assessment Method	What is it?	What questions are addressed?	GE Goals Measured?	When is it taken?	Who takes it? *Who uses the information?	Where is the information reported?
SURVEYS CONSIDERED/NOT SELECTED						
INDIRECT ASSESSMENT - PUBLISHED TESTS						
Cooperative Institutional Research Program (CIRP) Freshmen Survey	Published instrument administered by the Higher Education Research Institute (HERI).	Measures students' expectations for college, high school experiences, career and degree goals, attitudes, values, and life goals, background information, reasons for attending college, and financing.			Entering freshmen.	
College Student Survey (CSS)	Published instrument administered by the Higher Education Research Institute (HERI)	Academic achievement and engagement; satisfaction with the college experience; student involvement; cognitive and affective development; student values, attitudes and goals; degree aspirations and career plans; technology use.			Upper division students.	
Higher Education Research Institute (HERI) Faculty Survey	Published instrument used to measure faculty-student interaction.	Faculty-student interaction; undergraduate teaching and curricular issues; use of technology; diversity and civic engagement.			Faculty	
Institutional Priorities Survey (Noel-Levitz)	Published instrument used to measure faculty/staff perceptions of student satisfaction.	Parallels the Student Satisfaction Inventory and allows for comparison of faculty, staff, and student priorities.			Faculty; Administration; Staff	
Your First College Year (YFCY)	Published test administered by the Higher Education Research Institute (HERI)	Academic achievement and engagement; learning strategies and pedagogical practices; residential and employment experiences; interactions with family, peers, faculty, and staff; patterns of behavior; student values and goals; satisfaction, self-confidence, and feelings of success			Freshmen	

*Note: For a list of who uses the information refer to "Distribution of University-wide Assessment Methods and Findings"

Source: Office of Assessment and Quality Assurance, 2008

CALIFORNIA STATE UNIVERSITY, STANISLAUS

DISTRIBUTION OF ASSESSMENT INFORMATION COVER MEMORANDUM
SELECTED EXHIBIT W

The Office of Institutional Research is disseminating assessment information to various governance committees and individuals for review and response. Enclosed is a listing of the planned distribution to various committees.

Part of this process is a request for the various governance groups and individuals to provide responses to the questions below. These questions are intended to improve the presentation and usefulness of the assessment information.

We welcome your response and recommendations to improve our institutional research services.

Your efforts are most appreciated.

QUESTIONS

1. Is this information helpful for assessing and improving student learning? If no, in what ways may the assessment method be improved to provide meaningful information?

2. What recommendations, if any, does the committee have for improving the presentation of the assessment information?

3. What actions/recommendations for addressing issues contained in the assessment information resulted from the committee's review?

4. Is the committee interested in receiving this assessment report – or others-- in the future?

Enclosure – Distribution Matrix

Source: Office of Institutional Research, 2008

CALIFORNIA STATE UNIVERSITY, STANISLAUS

DISTRIBUTION OF UNIVERSITY-WIDE ASSESSMENT FINDINGS
SELECTED EXHIBIT W

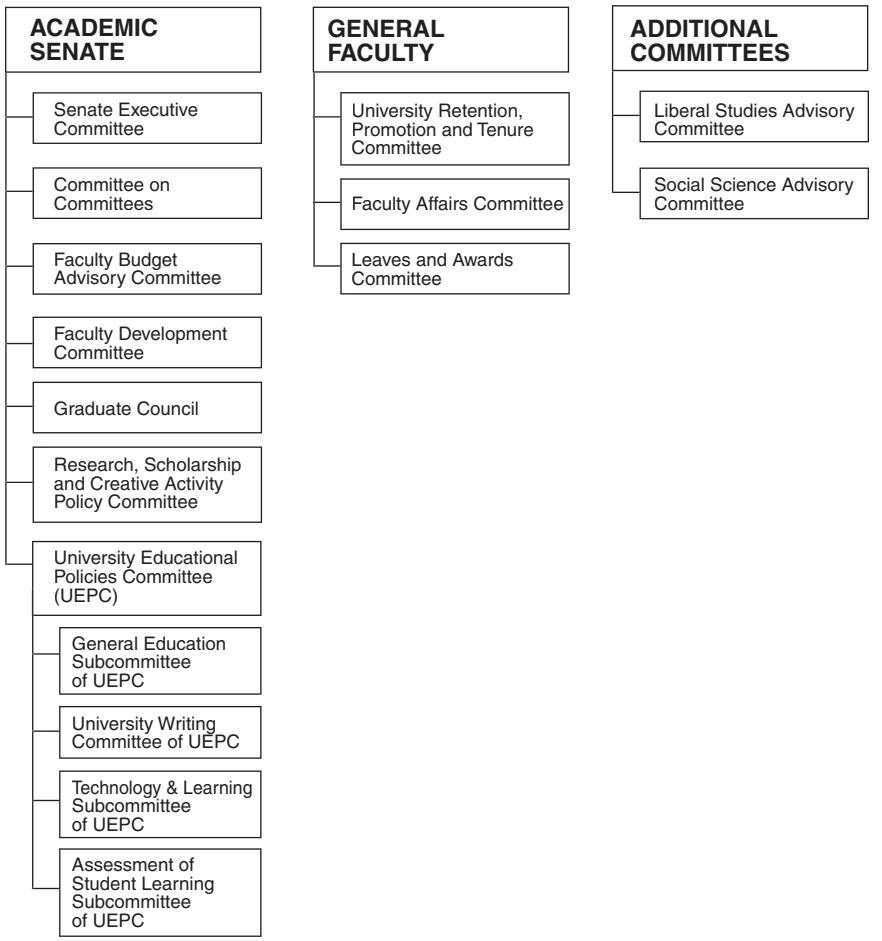
	Report Completed	Senate Executive Committee	Academic Senate	University Educational Policies Committee	Technology and Learning Subcommittee	Assessment of Student Learning Subcommittee	General Education Subcommittee	University Writing Committee	Graduate Council	Assessment Leadership Team	Assessment Council	President's Cabinet	Provost's Council of Deans	ASI Student President	Student Affairs	College Deans *Disaggregated by College and Program	Department Chairs *Disaggregated by Program
UNDERGRADUATE																	
Collegiate Learning Assessment 2006-07	Mar 08			University Educational Policies Committee to receive reviews from four (4) subcommittees.		X	X	X		X	X	X	X	X		X	X
Collegiate Learning Assessment 2007-08	Aug 08					X	X	X		X	X	X	X	X		X	X
General Education extracted from IDEA 2004-05 and 2005-06	May 08					X	X			X			X			X	X
General Education extracted from Graduating Senior Survey 2004-05, 2005-06, and 2006-07	May 08					X	X			X			X			X	X
General Education extracted from NSSE 2003, 2004, 2006	May 08					X	X			X			X			X	X
Graduating Senior Survey 2004-05	Apr 08				X	X	X			X	X	X	X	X	X	X	X
Graduating Senior Survey 2005-06	Mar 08				X	X	X			X	X	X	X	X	X	X	X
Graduating Senior Survey 2006-07	Mar 08				X	X	X			X	X	X	X	X	X	X	X
IDEA Student Evaluation of Courses 2004-05	May 08					X	X			X	X	X	X	X		X	X
IDEA Student Evaluation of Courses 2005-06	May 08					X	X			X	X	X	X	X		X	X
National Survey of Student Engagement 2003	Mar 08				X	X	X			X	X	X	X	X	X	X	X
National Survey of Student Engagement 2004	Mar 08				X	X	X			X	X	X	X	X	X	X	X
National Survey of Student Engagement 2006	Mar 08				X	X	X			X	X	X	X	X	X	X	X
Faculty Survey of Student Engagement 2007 and Campus Faculty Survey 2007 Addendum	Mar 08				X	X	X			X	X	X	X	X	X	X	X
Comparison of 2006 NSSE and 2007 FSSE	Mar 08				X	X	X			X	X	X	X	X	X	X	X

	Report Completed	Senate Executive Committee	Academic Senate	University Educational Policies Committee	Technology and Learning Subcommittee	Assessment of Student Learning Subcommittee	General Education Subcommittee	University Writing Committee	Graduate Council	Assessment Leadership Team	Assessment Council	President's Cabinet	Provost's Council of Deans	ASI Student President	Student Affairs	College Deans *Disaggregated by College and Program	Department Chairs *Disaggregated by Program
UNDERGRADUATE																	
Student Satisfaction Survey (Noel-Levitz) 2008	July 08			University Educational Policies Committee to receive reviews from four (4) subcommittees.	X	X	X			X	X	X	X	X	X	X	X
Undergraduate Alumni Survey 3yr out, 2002-03 & 2003-04	Apr 08					X				X	X	X	X	X	X	X	X
Undergraduate assessment evaluation by Dr. Mary Allen 2007-08	Oct 08					X	X			X	X	X	X			X	X
Graduating Writing Proficiency Requirement 2003-04	May 08					X	X	X		X	X	X	X	X		X	X
Graduating Writing Proficiency Requirement 2004-05	May 08					X	X	X		X	X	X	X	X		X	X
Graduating Writing Proficiency Requirement 2005-06	May 08					X	X	X		X	X	X	X	X		X	X
Graduating Writing Proficiency Requirement 2006-07	May 08					X	X	X		X	X	X	X	X		X	X
GRADUATE																	
Graduate Alumni Survey 3yr out, 2002-03 and 2003-04	Apr 08								X	X	X	X	X	X	X	X	X
Graduate Assessment evaluation by Dr. Mary Allen 2007-08	Oct 08								X	X	X	X	X			X	X
Graduate School Exit Survey 2004-05	May 08				X				X	X	X	X	X	X	X	X	X
Graduate School Exit Survey 2005-06 and 2006-07	Apr 08				X				X	X	X	X	X	X	X	X	X
Graduate National Survey of Student Engagement 2007	Mar 08				X				X	X	X	X	X	X	X	X	X
Graduate Faculty Survey of Student Engagement 2007 and Campus Graduate Faculty Survey 2007 Addendum	Mar 08				X				X	X	X	X	X	X	X	X	X
IDEA Student Evaluation of Courses 2004-05	May 08								X	X	X	X	X	X		X	X
IDEA Student Evaluation of Courses 2005-06	May 08								X	X	X	X	X	X		X	X
STAFF/ ADMINISTRATOR																	
Staff and Administrator Survey 2007-08	Apr 08								X	X		X	X			X	X

Source: CSU Stanislaus Institutional Research and Office of Assessment and Quality Assurance, 2008

California State University, Stanislaus

Academic Senate and General Faculty Committees
Selected Exhibit X



California State University, Stanislaus

Constitution of the General Faculty
Selected Exhibit X

Preamble

Orderly faculty participation in policy making, and a clearly defined organizational structure designed to promote such participation, will contribute to a clear understanding of the mutual problems and responsibilities of the executive, academic and administrative personnel of California State University, Stanislaus. Effective faculty formulation of policies requires the establishment of a representative body which provides for faculty planning and consideration in the development of policy, and ensures effective communication between faculty and administration in policy matters.

To meet this need, the Constitution of the General Faculty of California State University, Stanislaus, provides that:

There shall be established an Academic Senate elected by, and representative of, the faculty body.

The Academic Senate shall meet regularly to identify and represent faculty viewpoints in the determination of policy.

There shall be established standing committees as may be necessary to serve efficiently the best interests of the University.

In agreement with a policy approved by the Trustees of The California State University, the President of California State University, Stanislaus, may delegate any of the President's functions to executive officers, faculty members, or student organizations or agencies, provided this delegation does not remove final authority and responsibility from the President. To this end, the President shall employ democratic processes which involve faculty consultation in policymaking.

Successful faculty-administration relationships and the ultimate value of the contributions made by the faculty in policy areas require that Senate recommendations be accepted by the University whenever there is no compelling reason to reject them.

Article I. Name and Purpose of the Organization

Section 1.0 The name of the organization shall be the General Faculty of California State University, Stanislaus.

Section 2.0 The purpose of this organization of the faculty is to provide for the orderly cooperation of the administrative and academic faculty in the interests of the University as a whole.

Article II. Duties and Responsibilities of the General Faculty

Section 1.0 It shall be the duty and responsibility of the General Faculty to formulate, recommend, review and revise all academic, personnel, and professional policies pertaining to its members, including fiscal policies related thereto, broadly and liberally defined.

Section 2.0 It shall be the duty and responsibility of the General Faculty to assure through well- established and well defined channels of communication the maximum cooperation between teaching and administrative members in order that policy and administrative implementation shall be consonant.

Section 3.0 It shall be the duty and the responsibility of the General Faculty to present through proper channels to the Trustees of The California State University and/or the Academic Senate of The California State University any appropriate recommendation relating to, but not limited to, those policy matters enumerated in Article II, Section 1.0.

Section 4.0 The General Faculty reserves the right to direct the Speaker, the presiding officer of the General Faculty (Article III., Section 2), to express sentiments of the General Faculty independent of action taken by the President of the University.

Section 5.0 The President of the University shall speak officially for the University.

Article III. Organization of the General Faculty

Section 1.0 Membership of the General Faculty of California State University, Stanislaus, is defined to include the President of the University and all full-time academic and academic-closely related employees. Academic closely related employees include librarians, counselors, and employees with academic rank. In general, membership in the General Faculty shall be limited to professional employees whose duties pertain to instruction, instructional support, and student counseling.

1.1 Associate membership in the General Faculty shall include academic and academic-closely related personnel employed less than full time. They shall have the privilege of debate, but shall have no vote.

Section 2.0 Officers of the General Faculty shall be the Speaker, Speaker Elect and the Clerk.

2.1 Election of the Speaker Elect and Clerk shall be conducted by the Committee on Committees, according to the procedures in Article VI., Section 3.2.

2.2 The Speaker Elect shall succeed to the office of Speaker.

2.3 Terms of office for the Speaker, Speaker Elect and Clerk shall be for one year commencing with the final day of scheduled classes for the academic year.

2.4 Duties of officers of the General Faculty shall be as follows:
The Speaker shall be the presiding officer of the General Faculty, shall chair the Academic Senate and the Senate Executive Committee, and shall speak officially for the Academic Senate and for the General Faculty. The Speaker shall be an ex officio member of all committees of the Academic Senate. The Speaker Elect shall assist the Speaker and shall assume the responsibilities of the office in the Speaker's absence. The Speaker Elect shall be a member of the Committee on Committees. The Clerk shall record and preserve the minutes and records of the General Faculty and of the Academic Senate. The Clerk shall forward copies of General Faculty and Academic Senate actions, agenda, and minutes of meetings to all persons and organizations that should have knowledge of them.

Section 3.0 Regular meetings of the General Faculty shall be held once during the first month of and once during the last month of each academic year. Times for these two meetings shall be set by the Speaker with the advice and consent of the President of the University. Additional meetings shall be called when requested by the President of the University, the Executive Committee of the Academic Senate, or by a petition signed by twenty-five percent of the faculty.

3.1 Agenda for regular meetings of the General Faculty shall be established by the Speaker with the advice of the President of the University. Items for the agenda may be submitted by a petition signed by ten percent of the General Faculty.

All agenda items for regular meetings shall first have been presented to the Academic Senate. The agenda shall be provided to the faculty at least two academic workdays prior to the meeting.

3.2 A quorum for a regular meeting of the General Faculty shall consist of forty percent of the members of the General Faculty who are on full-time duty during that term.

3.3 All matters put to a vote at a regular meeting shall be decided by a majority of those present, provided that a quorum is present.

3.4 Except as it conflicts with the Constitution, Robert's Rules of Order (Newly Revised) shall govern procedures in all meetings of the General Faculty.

Section 4.0 The General Faculty of the University may call for an initiation of General Faculty actions by a petition, submitted to the Speaker, of forty percent of the General Faculty. The General Faculty of the University may call for a referendum of Academic Senate actions by a petition, submitted to the Speaker, of twenty-five percent of the General Faculty. Contents of a petition for initiation of or referendum on action, must be made available to the faculty within five instructional days after its submission. A faculty vote shall be taken within ten instructional days after the contents of the petition have been circulated. Such ballots shall be accompanied by arguments favoring and opposing the proposed action; the responsibility for preparing the favorable argument shall rest with the mover of the proposal; the responsibility for

preparing the adverse arguments shall be determined by the Executive Committee of the Academic Senate in consultation with those who opposed the motion. The ballot shall be conducted by the Committee on Committees. Faculty initiation and referendum actions shall require approval by a majority of the General Faculty votes cast on the ballot.

Section 5.0 The President of the University shall take action on policy recommendations of the General Faculty under Article III., Sections 3.3 and 4.0, or Article V., Section 5.2, within thirty calendar days of proper notification of such recommendations. Should the President of the University decline to concur in such policy recommendations of the General Faculty, it shall be the responsibility of the President to explain the reasons in writing to all members of the General Faculty or to present the President's position in person to the Academic Senate within a reasonable time. The President of the University shall have final authority and responsibility for the operation of the University.

Section 6.0 The members of the General Faculty may initiate an election for the recall of any elected officer or elected representative of the General Faculty by submitting, to the Speaker (or Speaker Elect if it is a recall of the Speaker), a recall petition containing the signatures of forty percent of that officer's or representative's constituency. Upon receipt of a valid recall petition, the Speaker shall instruct the Committee on Committees to conduct, within ten instructional days after receipt of the petition, a recall election. A two-thirds majority vote of the appropriate constituency effects recall.

Article IV. Committees of the General Faculty

Section 1.0 There shall be a standing committee of the General Faculty on retention, promotion and tenure, hereinafter referred to as the University Retention, Promotion and Tenure Committee (URPTC).

1.1 The URPTC shall be composed of seven 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 Article VI., Section 3.2.

a) Department chairs and faculty members whose work assignment includes an administrative assignment as defined in the Collective Bargaining Agreement between the CFA and the Board of Trustees of the CSU, shall be ineligible to serve on the URPTC. No one may serve at more than one level of review in the retention, promotion, and tenure process.

b) The URPTC shall, from among its members, elect its own chair each year.

c) Members of the URPTC shall have terms of office of two years. The terms shall be staggered. The terms of newly elected members shall commence with the final day of scheduled classes for the academic year.

d) For purposes of nomination and election of URPTC members or approval of retention, promotion and tenure procedures, only those members of the General Faculty who are subject to review by the URPTC shall be eligible to vote.

1.2 The duties of the URPTC shall be to:

a) Publish each Spring semester, with the approval of the President of the University, an "Annual Calendar" which shall consist of dates in the next academic year for the transmittal of documents pertaining to evaluations of and recommendations on candidates for retention, promotion and tenure.

b) Review files and recommendations on all candidates for retention, promotion and tenure and submit its confidential recommendations to the candidate and the appropriate administrative officer in accordance with the principles, criteria, and procedures adopted by the General Faculty.

Section 2.0 There shall be a standing committee of the General Faculty on faculty affairs, hereinafter referred to as the Faculty Affairs Committee (FAC).

2.1 The FAC shall be composed of seven full-time tenured voting faculty members, which may include librarians and/or counselors, including a chair, and chair-elect. Elections for all members shall be conducted by the Committee on Committees according to the procedures in Article VI., Section 3.2.

a) The Chair shall serve as a member of the Senate Executive Committee.

b) The Chair-elect shall serve one year as a member of the committee and the following year as the Chair. The Chair elect will serve as chair in the absence of the Chair.

c) Other members of FAC shall have terms of office of two years. The terms shall be staggered. The terms of newly elected members shall commence with the final day of scheduled classes for the academic year.

2.2 The duties of the FAC shall be to:

a) Expedite the resolution of professional concerns of members of the General Faculty (including questions of academic freedom and professional ethics) when requested to do so by one or more of the individuals involved in or directly affected by the matter.

b) Address questions regarding faculty morale when requested to do so by the Academic Senate or by a committee of the General Faculty and submit for the General Faculty's approval policy recommendations in the best interest of general morale at California State University, Stanislaus.

c) Develop and recommend to the Academic Senate faculty personnel policies, in general to include but not limited to promotion, tenure, retirement, leaves of absence, sabbatical leaves, research grants, awards, publications, selection and retention of instructional staff and such other faculty personnel matters as may be referred to the committee by the President of the University or the Academic Senate.

d) Interpret the Constitution and Standing Rules with reference to all policies, procedures, and actions of the General Faculty and its committees, the Academic Senate and its Committees, officers of the General Faculty and the President of the University.

Section 3.0 There shall be a standing committee of the General Faculty on leaves and awards, hereinafter referred to as the Leaves and Awards Committee (LAC).

3.1 The LAC shall be composed of five tenured voting faculty unit employees, no more than one member from any college and may include librarians and/or counselors. All committee members shall be elected by tenured and probationary faculty unit employees. Elections by the General Faculty shall be conducted by the Committee on Committees, according to the procedures in Article VI, Section 3.2.

a) The LAC shall, from among its members, elect its own chair each year.

b) Members of the LAC shall have terms of office of two years. The terms shall be staggered. The terms of newly elected members commence with the final day of scheduled classes for the academic year.

3.2 The duties of the LAC shall be to:

a) recommend policies and procedures to the Academic Senate concerning faculty leaves and awards;

b) make specific recommendations consistent with established policies and procedures, to the Provost/Vice President for Academic Affairs regarding the granting of faculty leaves and awards. The LAC shall consider affirmative action goals in its deliberations and recommendations.

Section 4.0 Each committee of the General Faculty shall establish its own procedures for the performance of its duties, consistent with those procedures established in this Constitution and in previous actions of the General Faculty.

Section 5.0 The Speaker may appoint faculty ad hoc committees to consider matters not within the province of any standing committee of the General Faculty or of the Academic Senate. Ad hoc committee reports shall be timely and shall be filed in writing with both the Speaker and the Clerk for transmission to the General Faculty or the Academic Senate for action, as appropriate to the topic. Such ad hoc committees shall have a limited life as specified at the time of their appointment.

Article V. The Academic Senate

Section 1.0 The Academic Senate is the official representative body of the General Faculty.

Section 2.0 All members of the General Faculty are eligible for election to the Academic Senate. Voting membership of the Academic Senate shall be as follows:

a) One Senator elected by and from the General Faculty in each academic department, the library, and the counseling unit.

b) The General Faculty's representatives to the Statewide Academic Senate.

c) The members of the Executive Committee of the Academic Senate.

d) The Provost/Vice President for Academic Affairs and Vice President for Student Affairs.

e) Two voting student members of the Academic Senate selected by the Associated Students, according to their procedures.

f) One voting member of the Academic Senate elected by and from the CSUS Emeritus and Retired Professors' Association.

g) One voting member of the Academic Senate elected by and from all full and part-time lecturers (all non tenure-track Unit 3 employees).

h) One voting member of the Academic Senate elected by and from all full-time permanent staff (The term 'staff' shall mean any staff employee who is full-time permanent employee in bargaining units 1, 2, 4, 5, 6, 7, 8, and 9.).

2.1 Elections to the Academic Senate shall be by written ballot of the appropriate faculty, or, in the case of staff, the appropriate constituency. Notification of the results of the ballots shall be made to the Speaker by the fifteenth of May.

2.2 The term of office for all Senators elected under Article V., section 2.0 (a), shall be two years commencing with the final day of scheduled classes for the academic year. Terms shall be staggered.

2.3 The General Faculty's representatives to the Statewide Academic Senate shall be elected according to the provisions of the Constitution of that body. The elections shall be conducted by the Committee on Committees, according to the procedures in Article Vl., Section 3.2 no later than the fifteenth day of May.

Section 3.0 The Speaker, Speaker Elect, and Clerk of the General Faculty shall serve the respective functions as officers of the Academic Senate, their duties as officers are specified in Article III., Section 2.4 (a), (b), and (c). Agenda for Academic Senate meetings shall be established by the Speaker with the advice of the Senate Executive Committee.

Section 4.0 There shall be at least one regular meeting of the Academic Senate each month during the academic year. Special meetings may be held on call of the Executive Committee or on petition of twenty-five percent of the Senate's membership.

4.1 All meetings of the Academic Senate shall be open to members of the General Faculty.

4.2 The quorum for Academic Senate meetings shall consist of sixty percent of the voting membership of the Academic Senate.

4.3 A proxy notification shall be a written communication to the Clerk of the Senate authorized by the absent member and must be delivered by email or in person to the Clerk before the proxy holder may participate as a member in the Senate meeting.

4.4 Except as it conflicts with this Constitution, Robert's Rules of Order (Newly Revised) shall govern procedure in all meetings of the Academic Senate.

Section 5.0 The duties of the Academic Senate, delegated to it by the General Faculty, shall be:

a) To formulate, recommend, review, and revise all academic, personnel, and professional policies pertaining to the General Faculty, including fiscal policies related thereto, broadly and liberally defined.

b) To assure through well-established and well-defined channels of communication the maximum cooperation between the teaching and administrative members in order that policy and administrative implementation shall be consonant.

c) To present through proper channels to the Trustees of The California State University and/or the Academic Senate of The California State University any appropriate recommendation regarding to, but not limited to, those policy matters enumerated in Article V., Section 5.0 (a). Such recommendations may ask for amendments to or the elimination of any law, code section, regulation or policy when the General Faculty deems it to be in the general welfare of this, of any, or of all The California State University.

5.1 The Academic Senate shall have no authority to make judgments regarding the application of grievance, disciplinary, hiring, retention, promotion or tenure procedures, the granting of faculty leaves and awards, the conducting and certifying of General Faculty elections or final interpretation of the Constitution and Standing Rules of the General Faculty. Such authority is reserved to the General Faculty as specified in this Constitution.

5.2 All actions of the Academic Senate are subject to referendum by the General Faculty for a period of ten instructional days following the date of distribution of Academic Senate minutes (see Article III., Section 4.0). In the absence of a call for referendum, Academic Senate actions shall be General Faculty policy recommendations.

5.3 The President of the University shall take action on policy recommendations of the General Faculty under Article III., Section 3.3 and 4.0, or Article V., Section 5.2, within thirty calendar days of proper notification of such recommendations. Should the President of the University decline to concur in such policy recommendations of the General Faculty, it shall be the responsibility of the President to explain the reasons in writing to all members of the General Faculty or to present the President's position in person to the Academic Senate within a reasonable time. The President of the University shall have final authority and responsibility for the operation of the University.

5.4 The Academic Senate reserves the right to direct the Speaker to express sentiments of the Academic Senate or of the General Faculty independent of action taken by the President of the University.

Section 6.0 The Academic Senate shall establish and amend Standing Rules of the General Faculty to provide for orderly and efficient conduct of General Faculty business consistent with this Constitution. A two-thirds majority of the voting membership of the Academic Senate shall be required to establish or amend Standing Rules.

Article VI. Committees of the Senate

Section 1.0 There shall be a standing executive committee of the Academic Senate, hereinafter referred to as the Senate Executive Committee (SEC).

1.1 The SEC shall be composed of nine voting members, including the Speaker, Speaker-elect, Clerk, the Chair of the University Educational Policies Committee, the Chair of the Faculty Affairs Committee, the Chair of the Graduate Council, the Chair of the Faculty Budget Advisory Committee and the two Statewide Academic Senators.

a) The Speaker shall chair the SEC.

1.2 The duties of the SEC shall be to:

a) Advise the Speaker on matters of procedure and the agenda for Academic Senate meetings.

b) Advise the President of the University on the appointment of faculty members to institutional and advisory committees.

c) Coordinate the work of the Academic Senate, Committees of the Academic Senate and Committees of the General Faculty.

d) Act for the Academic Senate whenever the Academic Senate cannot achieve a quorum. Such actions must be presented to the Academic Senate for ratification at the next scheduled Academic Senate meeting.

e) Annually prepare the slate of nominees for positions open on the Committee on Committees.

Section 2.0 There shall be a standing committee of the Academic Senate on educational policies, hereinafter referred to as the University Educational Policies Committee (UEPC).

2.1 The UEPC shall be composed of twelve voting members including a chair and chair-elect who are both tenured. There shall be eight additional faculty members including a library representative, a counseling representative, and one representative from each college, and the Speaker.

The elections shall be conducted by the Committee on Committees, according to the procedures in Article VI., Section 3.2.

One full-time student shall be appointed by the President of Associated Students for a one year term. An executive secretary shall be appointed by the President of the University.

a) The Chair shall serve as a member of the Senate Executive Committee. The term of office of the Chair shall be one year.

b) The Chair-elect shall serve one year as a member of the committee and the following year as the Chair. The Chair elect will serve as chair in the absence of the Chair. The chair-elect shall serve as a member of the Faculty Budget Advisory Committee.

c) Faculty members of UEPC, except the chair and chair-elect shall have terms of office of three years. The terms shall be staggered at the onset by lot. The terms of new members shall commence on the final day of scheduled classes of the academic year.

2.2 The duties of the UEPC, undertaken in conjunction with College curriculum committees, shall be to:

a) Formulate, review, and recommend to the Academic Senate undergraduate curricular policy.

b) Review and evaluate proposals for new undergraduate programs and courses for study based on approved criteria and procedures.

c) When requested, evaluate 7-year program reviews for existing undergraduate, graduate degree, and post baccalaureate programs, and recommend one of the following: continuation without modification, continuation with specified modifications, or discontinuance.

d) Review plans for academic development in both on- and off-campus undergraduate programs (including extended education and distance learning).

e) Submit an annual report to the General Faculty at the Spring General faculty meeting.

f) Consult with and recommend to the Provost/Vice President for Academic Affairs in the interpretation of the University's undergraduate curricular and instructional policies.

g) Maintain close liaison with the Faculty Budget Advisory Committee and the Graduate Council and consult with these bodies on policy issues of mutual interest, such as scheduling, grading, calendar preparation, registration, and resource allocations.

h) Oversee and evaluate the General Education Program.

i) Prepare the academic calendar.

j) Upon proper constitution of the curriculum committees within the colleges, the UEPC may delegate any of its powers to those committees. The curriculum committee of each college shall inform the committees of the other colleges of matters which may impact their respective curricula through the distribution of their minutes. If no objections are expressed within fifteen (15) working days from distribution, the proposed changes will become effective and will be reported to the Vice Provost. The following issue(s) shall be referred to UEPC.

1) an objection that cannot be resolved by the respective committees or the deans of the respective colleges within a reasonable period of time;

2) matters where there is no established university curricular policy;

3) matters where there is a dispute over the interpretation of existing policy;

4) matters where there are extenuating circumstances that require immediate attention or determination.

k) College committees shall have authority to:

1) approve new courses not for General Education credit;

2) delete existing courses;

3) change titles, descriptions, and unit values of existing courses;

4) approve cross- and dual-listed courses;

5) approve changes in the majors provided such changes do not increase the total number of units in the combined required prerequisite and major courses and do not require an increase in university resources. This authority includes all courses in the regular semesters and the Winter Term except Multidisciplinary courses.

l) In all other curricular matters, college committees shall make recommendations to the appropriate subcommittee of the UEPC. In no case should these matters come to UEPC without the recommendation of the college committee.

m) The UEPC reserves the right to review any matters delegated to the college committees.

2.3 UEPC shall, in consultation with the Committee on Committees, establish and discontinue ad hoc subcommittees as it deems appropriate and necessary. There are four standing subcommittees of UEPC: General Education;

University Writing, Assessment of Student Learning, and Technology and Learning. The name, function and membership of all subcommittees shall be published to the faculty. The Committee on Committees shall appoint subcommittee members in consultation with the chair of UEPC.

Subcommittee membership shall be:

General Education Subcommittee: Six members from the faculty; no more than one from each college. There shall be at least three tenured members on the subcommittee.

University Writing Subcommittee: Seven members from the faculty; two faculty from the English Department, five additional faculty with no more than one from any college.

Assessment of Student Learning Subcommittee: Five voting members, four faculty with no more than one from any college, and one student representative appointed by the President of Associated Students. The Coordinator for Assessment of Student Learning and the Director of the Faculty Center for Excellence in Teaching and Learning shall be ex-officio, non-voting members.

Technology and Learning Subcommittee: Seven voting members: a library representative, five additional faculty with no more than one from any college, and a student representative appointed by the President of Associated Students.

At least three of the faculty members will be tenured. At least three of the faculty members will have experience in the instruction of distance-learning courses and the student will have completed a course with a distance-learning component. The Chief Information Officer shall be an ex-officio, non-voting member.

Terms of the subcommittee members shall be two years, terms to be staggered at the onset by lot. Subcommittee members may include non-members as well as members of UEPC. Each subcommittee elects its own chair each year.

The charge of a subcommittee shall be to formulate, review, and recommend to UEPC any policy issue within its purview. Subcommittees under whose purview is the approval of courses for general education or writing proficiency credit have the authority to approve or disapprove those courses.

Section 3.0 There shall be a standing committee of the Academic Senate on committee membership and structure, hereinafter referred to as the Committee on Committees (COC).

3.1 The COC shall be composed of six voting faculty members, including the Speaker and Speaker-elect. Four tenured members of the faculty shall be elected by and from the General Faculty from a slate of nominees prepared by the Senate Executive Committee with no more than one elected member from each college, the library, or counseling. Elections shall be conducted by the COC according to the procedures in Article VI, Section 3.2.

a) The COC shall, from among its members, elects its own chair each year.

b) Elected members of the COC shall have terms of office of two years. The terms shall be staggered.

3.2 The duties of the COC shall be to:

a) Appoint the academic faculty members to the Liberal Studies Advisory Committee, the Social Science Advisory Committee, and such other committees as the Academic Senate may stipulate. The COC shall consult with the President of the University or Provost/Vice President for Academic Affairs prior to making these appointments.

b) Make recommendations on committee structure.

c) Nominate candidates for offices of the General Faculty and for elective committees of the General Faculty and the Academic Senate except for positions on the COC.

For each of the offices of Speaker-elect, Clerk, and the General Faculty's representatives to the Statewide Academic Senate, nominations of at least two candidates for each office shall be made by the COC. Additional nominations may be made by petition of at least ten percent of the General Faculty.

The COC shall make nominations for all other elective positions. Additional nominations may be made by petition of at least ten percent of the General faculty.

In preparing the slate of nominees for all elected positions on General Faculty or Academic Senate Committees and in making non-elective appointments to committees, the COC shall strive for broad representation from the colleges, library, and the counseling unit of the University.

d) Conduct all university-wide elections and ballots. Elections and ballots shall be by mail.

Regular elections for officers and committee membership must be held no later than the fifteenth of May.

For each of the offices of Speaker-elect, Clerk, and the General Faculty's representatives to the Statewide Academic Senate, if no candidate receives a majority of the votes cast on a ballot, runoff elections shall be held between the two candidates receiving the highest number of votes, until one candidate receives a majority of the votes cast.

e) Conduct ballots on initiation of or referendum of General Faculty actions, according to the procedures in Article III., Section 4.0. f) Conduct recall elections when so instructed by the Speaker (or Speaker-elect in the event of recall of the Speaker), according to the procedures of Article III., Section 6.0. g) Conduct ballots on amendments to this Constitution, according to the procedures of Article VII., Sections 4.0 and 5.0.

3.3 The COC shall establish the fewest number of committees consistent with optimal operation of the University. No new Academic Senate or General Faculty committee or subcommittee shall be established without approval of the COC or the Academic Senate. This does not apply to administratively appointed committees or to ad hoc committees meeting two semesters or less. The COC shall seek to reduce the number of committees by making appropriate recommendations to the Academic Senate.

3.4 The COC shall take steps to ensure more effective faculty government by overseeing committee assignments. The COC shall circulate to all faculty each February a request for committee preferences. After reviewing this list of preferences, the COC shall prepare a slate of nominees to be submitted for election, for all committees other than the COC. The Senate Executive Committee shall prepare a slate of nominees for COC. Additional nominees for any elected committee may be submitted by the faculty by the petition of at least ten percent of the General Faculty. For non-elective committees, the COC shall, as described in Section 3.2 (a), fill positions, taking steps to assign to committees faculty who have relevant expertise and who will serve responsibly. This committee shall strive to distribute committee assignments broadly and shall seek new leadership from among the newer faculty.

3.5 The COC makes its own rules of procedure, consistent with the procedures outlined in this Constitution and subject to review by the Academic Senate.

Section 4.0 There shall be a standing committee of the Academic Senate on budget matters, hereinafter referred to as the Faculty Budget Advisory Committee (FBAC).

4.1 The FBAC shall be composed of fifteen voting members, including nine elected, tenured/tenure track faculty members: a chair, a chair-elect, and seven faculty members with one from the library and one from each of the colleges of the University. In addition, an ASI Senate member designated by the President of Associated Students, shall act as a student voting member for a one year term. An executive secretary shall be appointed by the President of the University. The Speaker, Chair-elect of the University Educational Policies Committee, the Chair-elect of the Graduate Council, and one tenured faculty member of the Accounting Department appointed by the SEC/COC, shall serve as ex officio voting members. The elections shall be conducted by the Committee on Committees according to the procedures in Article VI., Section 3.2.

a) The Chair of the FBAC shall be a member of the Senate Executive Committee. The term of office of the Chair shall be one year.

b) The Chair-elect shall serve one year as a member of the committee and the following year as the Chair. The Chair-elect will serve as chair in the absence of the chair.

c) Elected members of the FBAC, except the chair and chair-elect, shall have terms of office of three years. The terms shall be staggered. The terms of newly elected members shall commence with the final day of scheduled classes for the academic year.

4.2 The duties of the FBAC shall be to:

a) Function as one of the University's campus budget advisory committees (see Chancellor's memorandum BA-87-14).

b) Advise the Administration with respect to University budget policy, planning, and resource allocation, including the development and/or allocation of special funds.

c) Review and interpret budget requests and budget allocations to the General Faculty by reports to the Academic Senate.

d) Conduct special studies regarding budget allocations, when so requested by a committee of the General Faculty or of the Academic Senate.

e) Maintain close liaison with the University Educational Policies Committee.

Section 5.0 There shall be a standing committee of the Academic Senate on faculty development, hereinafter referred to as the Faculty Development Committee (FDC).

5.1 The FDC shall be comprised of six voting faculty members including five, each from a different college. Elections shall be conducted by the Committee on Committees according to the procedures in Article VI., Section 3.2. The Speaker shall be an ex officio voting member of the FDC. An executive secretary appointed by the Provost/Vice President for Academic Affairs and the Director of the Faculty Center for Excellence in Teaching and Learning shall be ex officio, non-voting members.

a) The FDC shall, from among its members, elects its own chair each year.

b) Elected members of the FDC shall have terms of office of two years. The terms shall be staggered. The terms of newly elected members shall commence with the final day of scheduled classes for the academic year.

5.2 The duties of the FDC shall include the following:

a) To help faculty improve their competence as teachers and scholars.

b) To promote the professional development of the faculty.

c) To encourage faculty research, scholarship, creativity, and artistic activity.

d) To promote an atmosphere of shared scholarly activity.

e) To advise the Provost/Vice President of Academic Affairs on faculty development.

Section 6.0 There shall be a standing Graduate Council of the Academic Senate.

6.1 The Graduate Council shall be composed of a chair and chair-elect, and the graduate program coordinator from each department that offers a master's or doctoral degree. Should the sponsoring unit be a college rather than a department (e.g. the College of Business sponsors the MBA), the graduate program coordinator of the college shall serve on the Graduate Council. In departments where the master's degree has multiple specializations and a program coordinator for each specialization (e.g. the Department of Teacher Education), then one of the department's graduate coordinators shall be elected by the department to serve on the Graduate Council for a two-year term. The Graduate Council Chair shall serve as the Academic Senate's representative. The Interdisciplinary Studies Committee shall elect one of its members to serve a one-year term. All faculty members on the Graduate Council must be tenured or tenure track. The Associated Students shall appoint a graduate student to serve a one-year term. An executive secretary appointed by the President shall be a voting member of the Council. The Director/Coordinator of the Graduate School shall serve as recording secretary for the Council.

Ex officio members without vote shall include: the Provost/Vice President for Academic Affairs, the College Deans, the Dean of Library Services, the Director/Coordinator of the Graduate School, and the chief administrative officer of Research and Sponsored Programs.

Elections for the chair-elect will be conducted by the Committee on Committees, according to the procedures in Article VI., Section 3.2.

a) The Chair will serve as a member of the Senate Executive Committee of the Academic Senate. The term of office of the Chair shall be one year.

b) The Chair-elect shall serve one year as a member of the committee and the following year as chair. The Chair-elect will serve as chair in the absence of the Chair. The Chair-elect shall be a tenured member of the faculty, preferably from a discipline offering a graduate program. The Chair-elect shall be a member ex-officio of the Faculty Budget Advisory Committee.

6.2 The duties of the Graduate Council shall be to:

a) Formulate, review, and recommend to the Academic Senate graduate curricular policy.

b) Review and evaluate proposals for graduate and post baccalaureate credential programs and courses of study based on approved criteria and procedures.

c) Evaluate seven-year reviews of graduate and post baccalaureate credential programs and recommend to the University Educational Policies Committee continuation without modification, continuation with specified modifications, or discontinuance.

d) Review plans for academic development of new graduate and post baccalaureate credential programs in both on and off-campus/distance learning programs.

e) Submit an annual report to the general faculty at the Spring General Faculty meeting.

f) Maintain close liaison with the University Educational Policies Committee and consult with this body on policy issues of mutual interest, such as scheduling, grading, calendar preparation, registration, and resources.

g) Establish criteria, standards, and procedures for all aspects of graduate course offerings.

6.3 The Graduate Council shall, in consultation with the Committee on Committees, establish and terminate working subcommittees it deems appropriate and necessary. There is one standing subcommittee of the Graduate Council: Interdisciplinary Studies. The name, function, and membership of subcommittees shall be published to the faculty. The Committee on Committees shall appoint subcommittee members in consultation with the Graduate Council. The standing subcommittees shall be made up of five members, normally with no more than one from any program. Terms of the subcommittee members shall be three years, terms to be staggered at the onset by lot. Subcommittee membership may include non-members as well as members of the Graduate Council. Each subcommittee elects its own chair each year. The charge of a subcommittee shall be to formulate, review, and recommend to the Graduate Council any policy issue within its purview. Ad hoc subcommittees may be composed of more or less than five members and the length of service may vary as needed.

Section 7.0 There shall be a standing committee of the Academic Senate on research matters, hereinafter referred to as the Research, Scholarship, and Creative Activity Policy Committee (RSCAPC).

7.1 The RSCAPC shall be comprised of thirteen voting members including a chair and chair-elect who are both tenured. There shall be one tenured/tenure-track faculty representative from and elected by each college and the Speaker shall be an ex-officio voting member; there shall be one student representative (graduate student preferred) appointed by the Associated Students; there shall be one representative each from and appointed by both the UEPC and the GC; there shall be one representative from and appointed by the library faculty; and there shall be an ex-officio non-voting member from Grants and Sponsored Programs.

The term of office of the chair shall be one year. The Chair-elect shall be elected from the faculty at large. The election for chair-elect shall be conducted by the Committee on Committees, according to the procedures in Article VI.; Section 3.2

The Chair-elect will serve as chair in the absence of the chair.

The faculty committee members shall serve a two year term, staggered at the onset by lot.

The appointed committee members shall serve a one-year term.

7.2 The duties of the RSCAPC shall consist of:

a) Research, scholarship, and creative activity policy development and recommendation to the Academic Senate and faculty;

b) coordinating the promotion and support of research, scholarship, and creative activity for undergraduate and graduate students;

c) advocating funding recommendations for faculty research, scholarship, and creative activity, fellowships, publications, Journal of Research, faculty symposia, and travel;

d) providing support for WASC re-accreditation in areas relevant to research, scholarship, and creative activity, performance, and policy;

e) providing advice to administration on issues related to system initiatives on research, scholarship, and creative activity, including academic planning related to research, scholarship, and creative activity; and

f) consulting, as appropriate, with other university committees before proposing research, scholarship, and creative activity policy to the Academic Senate.

Article VII. Amendments

Section 1.0 Constitutional Amendments may be proposed (1) by the Academic Senate in a majority vote, (2) by the Faculty Affairs Committee, (3) by a petition signed by at least twenty-five percent of the General Faculty, or (4) by the President of the University.

Section 2.0 All proposed amendments shall be submitted to the Faculty Affairs Committee and shall be accompanied by a clause specifying the effective date of implementation. The Faculty Affairs Committee shall notify the General Faculty of proposed amendments within five days of receiving them.

Section 3.0 For amendments proposed by the Faculty Affairs Committee, by petition, or by the President, the Academic Senate shall have the opportunity to make a recommendation. For its review and possible recommendation, the Senate shall have up to three consecutive meetings from the time the amendment is submitted to the Faculty Affairs Committee. Regardless of any Senate recommendation, amendments proposed by the Faculty Affairs Committee, by petition, or by the President shall be submitted to a vote of the General Faculty unless withdrawn by the proposer.

Section 4.0 Proposed amendments shall be submitted to a vote of the General Faculty by mail ballot. In cases where there has been a senate review under the provisions of section 3.0 of this Article, balloting shall commence within twenty instructional days after completion of the review. Otherwise balloting shall commence within twenty instructional days after the submission, in accordance with Section 2.0 of this Article, of the amendment to FAC. The ballot shall be returned within five instructional days.

Section 5.0 Proposed amendments require both approval by a two-thirds majority of the votes cast by the faculty and approval by the President of the University.

List of Amendments

Amendments to this Constitution have been approved, according to the procedure in Article VII., on the following dates:

December 31, 1979
May 27, 1981
October 16, 1981
May 4, 1982
October 19, 1983
June 13, 1983
December 16, 1984
March 19, 1984
October 9, 1984
January 14, 1985
December 10, 1986
June 1, 1988
March 1, 1989
May 11, 1989
May 22, 1989
May 12, 1990
May 22, 1991
March 12, 1992
May 12, 1993
April 3, 1996
June 4, 1996
May 5, 1997
May 14, 1997
March 15, 1999
May 20, 2000
December 11, 2000
May 24, 2001
November 15, 2001
May 1, 2003
March 20, 2005
December 5, 2005
March 7, 2007

California State University, Stanislaus

Approval for Curricular Actions
Selected Exhibit Y

Code for Required Approval for Curricular Actions

AS	Academic Senate		
C	Chancellor	**LS**	Liberal Studies Advisory Committee
CC	College/Curriculum Committee	**P**	President
D	College/Dean	**UEE**	University Extended Education
DC	Department Chair	**UEPC**	University Educational Policies Committee
GC	Graduate Council	**UWC**	University Writing Committee
GE	General Education Subcommittee	**VP**	Vice Provost

Programs

Discontinued Programs *(Bachelor's, Master's, Credential)*
DC CC D UEPC or GC AS VP P C

New Degree Programs *(Major, Credential)*
DC CC D UEPC or GC AS VP P C

New Certificate Programs
DC CC D UEPC or GC AS VP P

New Minor, Concentration, Emphasis, Option
DC CC D UEPC or GC VP P

Revised Programs *(Major, Minor, Concentration, Emphasis Option, Certificate, Credential)*
If increase in units, effect on other programs, and/or increase in resources:
DC CC D UEPC or GC VP

If none of the above: DC CC D VP

Courses

Cross- and Dual-listed Courses
DC CC D VP

Deactivated/Reactivated Courses *(Not General Education, Not Writing Proficiency)*
DC CC D VP

Deleted Courses *(Not General Education, Not Writing Proficiency)*
DC CC D VP

General Education Courses *(New, Modified, Deactivated, Deleted)*
DC CC D GE VP

Liberal Studies
DC CC LS D VP

Modified Courses *(Not General Education, Not Writing Proficiency)*
DC CC D VP

Multidisciplinary/Interdisciplinary Courses

DC CC D VP

New Courses *(Not General Education, Not Writing Proficiency)*

DC CC D VP

New Prefixes and Prefix Changes

DC CC D VP

Selected Topics Courses

DC CC D VP

Writing Proficiency Courses *(New, Modified, Deactivated, Deleted)*

DC CC D UWC VP

PROGRAMS/COURSES OFFERED THROUGH UNIVERSITY EXTENDED EDUCATION

Certificate Programs *(non-credit)*

DC CC D UEE

Contract Courses *(Carries Extended Education Credit Only)*

DC CC D UEE

Regular Extension Courses *(Carries Extended Education Credit Only)*

DC CC D UEE

Special Session Courses *(Carries Academic Credit)*

DC CC D VP UEE

Special Session Approved Degree Programs *(Carries Academic Credit)*

DC D VP UEE

The University Educational Policies Committee and Graduate Council reserve the right to review any matters delegated to the college committees.

Source: Office of Academic Programs
Updated 2008

California State University, Stanislaus

Baccalaureate Curriculum Policies and Procedures
Selected Exhibit Y

The purpose of this document is to provide a source of information for faculty proposing and approving new baccalaureate programs (majors). Please follow the template required by the CSU system, *Proposing New CSU Degree Programs*, AA-2007-2, and, if applicable, the WASC template for Substantive Change Proposals, 2007.

RATIONALE FOR BACCALAUREATE PROGRAM

1. Fit with institutional mission.
2. Curricula to reflect needs of students and of the state or societal need for advancement of knowledge.
3. For applied programs and professions, demonstration of needs of region and/or state and employment opportunities.
4. Foundation program for all CSU campuses in the system consists of the liberal arts and sciences, business administration, and teaching. Societal need and student demand are not preeminent criteria for offering baccalaureate programs in these disciplines: anthropology, art, biology, chemistry, economics, English, foreign languages, geography, geology, history, mathematics, music, philosophy, physics, political science, psychology, sociology, speech/communication, and theatre arts/drama.

ASSESSMENT

5. New programs are subject to the university's academic program review five years after program implementation and every seven years.
6. Faculty identify program goals and student learning outcomes and map outcomes to specific courses indicating where content is introduced, reinforced, and practiced at an advanced level.
7. Faculty exercise collective responsibility for establishing, reviewing, fostering, and demonstrating students' attainment of student learning goals.
8. Faculty clearly define and state levels of student achievement necessary for graduation (more than simply an accumulation of courses or credits).
9. Expectation for student learning is embedded in the standards faculty use to evaluate student work.
10. Assessment of student learning outcomes includes direct methods of student work, with evidence from external constituencies such as employers and professional societies included in such reviews.
11. Assessment plans to include goals/objectives that are measurable, manageable, and meaningful.

DEGREE REQUIREMENTS

12. The degree program is broadly based and of high academic quality.
13. *Degree Designations:* The CSU Board of Trustees has approved the following degree nomenclature: Bachelor of Arts, Bachelor of Sciences, Bachelor of Fine Arts, and Bachelor of Music.
14. Bachelor of Arts
    a. Total Degree -- 120 units (justification if exceed 120 units required)
    b. Major – minimum of 24 semester units, at least 12 upper division
    c. General Education -- 51 units, at least 9 upper division, and at least 9 in residence
    d. Writing Proficiency Course – not applicable to 51 units of general education
    e. Upper Division -- At least 40 upper division semester units
    f. Residence -- 30 units of the program must be earned in residence at CSU Stanislaus, with 24 of these in upper division and 12 in the major
    g. Minor -- 12 or more semester units, of which six must be in upper division credit, may be required for a baccalaureate program; units must be outside of those required for the degree.
    h. Concentration/Emphasis/Options -- a series of courses within the same discipline of the degree program. Not required to share a common core requirement but students must complete a degree program that meets common academic expectations.

15. Bachelor of Science
    a. Total Degree -- 120 units (justification if exceed 120 units required)
    b. Major – minimum of 36 semester units, 18 upper division
    c. General Education -- 51 units, at least 9 upper division, and at least 9 in residence
    d. Writing Proficiency Course – not applicable to 51 units of general education
    e. Upper Division -- At least 40 upper division semester units
    f. Residence-- 30 units of the program must be earned in residence at CSU Stanislaus, with 24 of these in upper division and 12 in the major
    g. Minor -- 12 or more semester units, of which six must be in upper division credit, may be required for a baccalaureate program; units must be outside of those required for the degree.
    h. Concentration/Emphasis/Options -- a series of courses within the same discipline of the degree program. Not required to share a common core requirement but students must complete a degree program that meets common academic expectations.
16. Bachelor of Fine Arts and Bachelor of Music
    a. Total Degree -- 120 units (justification if exceed 120 units required)
    b. Major – minimum of 70 units , with at least 25% (18 units) devoted to theory and content, as distinguished from studio, production, and performance
    c. General Education -- 51 units, at least 9 upper division, and at least 9 in residence
    d. Writing Proficiency Course – not applicable to 51 units of general education
    e. Upper Division -- At least 40 upper division semester units
    f. Residence-- 30 units of the program must be earned in residence at CSU Stanislaus, with 24 of these in upper division and 12 in the major
    g. Minor -- 12 or more semester units, of which six must be in upper division credit, may be required for a baccalaureate program; units must be outside of those required for the degree.
    h. Concentration/Emphasis/Options -- a series of courses within the same discipline of the degree program. Not required to share a common core requirement but students must complete a degree program that meets common academic expectations.

COURSES

Please submit new course proposals simultaneously with the proposal for a new degree program.

17. *Academic Rigor.* Require disciplinary content and intellectual rigor appropriate to baccalaureate education.
18. *Prerequisites.* Require academic prerequisites that provide foundational knowledge and prepare the student for advanced study throughout the curriculum.
19. *Course classification:* Follow system and campus definitions for normal course classifications and corresponding normal class sizes course classification (C/S/K designations)
20. *Review Process.* Process established for review/approval of course syllabi, including student learning outcomes linked to program goals, currency, academic rigor, required texts, course assignments, evaluation methods, grading standards, and pedagogy appropriate for course modality.
21. *Cross Listed Course.* Course offered by two disciplines or courses offered both lower and upper division course numbers.
22. *Dual-Listed or Dual-Enrolled Course.* Course offered under both undergraduate and graduate course numbers and ones that enroll both undergraduate and graduate students should be offered only under limited, justifiable circumstances. Graduate students enrolled in undergraduate courses (4000) are expected to complete one or more additional assignments that reflect rigorous graduate work. Differential grading standards for graduate students. Quality of written and oral performance of graduate students expected to be at least one grade point higher than that of undergraduate students.
23. *Internship Course.* Applies also to clinical practice, cooperative education, fieldwork, and practicum courses. Requires students to engage in supervised academic study through participation in an applied setting. 40 clock hours per unit for undergraduate courses; 60 hours per unit for graduate courses.
24. *Special Topics Course.* May be offered as an elective but not as a required core course in the major. A special topic course may be offered only twice with the same title and course content.

25. *Individual Study.* May not be part of a proposed degree program. Available only to students with demonstrated capacity for independent study and may not supplant regularly offered course. Maximum of 9 units applicable toward degree program.
26. *Student Course Fees.* Must be approved as per campus and system policy.

COURSE GRADING OPTIONS

27. Specify use of plus/minus designations in combination with letter grades on course syllabus.
28. Grading Options
    - Grading Option 1: Courses graded exclusively Credit/No Credit (Credit for grades A, B, and C; No Credit for grades D and F)
    - Grading Option 2: Courses graded A, B, C, D, F and student option for Credit/No Credit (No Credit for grades D and F)
    - Grading Option 3: A, B, C, D, F
    - Grading Option 4: A, B, C, and N/C (remedial courses only)

FACULTY

29. Sufficient number of faculty to deliver the program so that students may complete the degree program in four years.
30. Balance of full-time and part-time faculty.
31. Orientation of off-campus or part-time faculty to program needs and institutional ethos.
32. Faculty with educational attainment (doctorate or other appropriate terminal degree) and relevant professional experience and expertise in curricular areas of program.
33. Quality and extensiveness of faculty's ongoing research, scholarship, and creative activity.
34. Preparedness of faculty to support modality of instruction.

INSTRUCTIONAL/TECHNOLOGICAL SUPPORT

35. Laboratory, equipment, and instructional technology resources at level adequate for baccalaureate study in the discipline (Consult with Office of Information Technology).

LIBRARY SUPPORT

36. Adequacy of current library holdings and identification of additional library resources in support of the new baccalaureate program (Consult with the Dean of Library Services).

PROGRAM APPROVAL

37. Degree programs must meet all academic standards and receive presidential approval, whether offered through state or self-support (special session).
38. *State Support.* Programs offered through state-support generate FTES. Students earn academic credit.
39. *Special Session.* Programs offered through special session are self-support and do not generate FTES. Students earn academic credit. Shall not supplant state-supported programs; other criteria apply.
40. A maximum of 24 semester units taken through special session/open university in non-matriculated status may be applied toward the baccalaureate degree.

Document Sources

The sources of information include various accreditation, CSU system and CSU Stanislaus documents, including the following:

EP&R 76-36	Faculty Workload Policy (1976)
AAR 92-07	Amendment to Coded Memorandum EP&R 76-36, Faculty Workload Policy (1992)
WASC	Western Association of Schools and Colleges Standards (2001)
6/AS/04/UEPC	Principles of Assessment of Student Learning, CSU Stanislaus (2004)
AA-2007-2	Proposing New CSU Degree Programs, Bachelor's and Master's Levels, Offered through Self-Support and State-Support Modes

Source: Office of Academic Programs
Updated 2007

California State University, Stanislaus

Graduate Curriculum Policies and Procedures
Selected Exhibit Y

The purpose of this document is to provide a singular and helpful source of information for faculty proposing new graduate programs – master's degrees and doctoral programs.

Proposing New Master's Degrees

RATIONALE FOR PROGRAM

1. Demonstration of quality/academic rigor for graduate study
2. Demonstration of need for program
3. Demonstration of student demand
4. Demonstration of employment demand

DEPARTMENT CAPACITY

5. Sponsoring department is well established and has achieved a level of quality affirmed by academic program review.
6. Impact of proposed graduate program on corresponding bachelor's degree of the department.
7. Department's capacity to support the level of research required for a graduate program.
8. Offer at least four graduate-level courses each college year (in addition to independent and supervision courses).

DEGREE DESIGNATIONS

9. The CSU has approved the following degree designations for graduate degrees:

Master of Arts (MA)	Master of Public Administration (MPA)
Master of Arts in Teaching (MAT)	Master of Public Health (MPH)
Master of Business Administration (MBA)	Master of Public Policy (MPP)
Master of City Planning (MCP)	Master in Public Policy and Admin. (MPPA)
Master of City and Regional Planning (MCRP)	Master of Science (MS)
Master of Engineering (MEng)	Master of Social Work (MSW)
Master of Fine Arts (MFA)	Master of Urban Planning (MUP)

10. The following definitions of degrees are provided by the Western Association of Schools and Colleges (*WASC Handbook of Accreditation*/2001, pages 121-122), a source that may be useful in determining master's degree designations for specific programs at CSU Stanislaus.

    M.A., M.S.: A first graduate degree, representing at least one year of post-baccalaureate study (30 semester or 45 quarter units), or its equivalent in depth and quality. The distinctions between M.A. and M.S. are similar to those between B.A. and B.S. Some M.A. and M.S. degrees are merely continuations at a higher level of undergraduate work without basic change in character. Others emphasize some research and may lead to doctoral work.

    M.B.A., M.P.A., M.S.W., etc: Professional degrees requiring up to two years of full-time study. Extensive undergraduate preparation in the field may reduce the length of study to one year.

CURRICULUM

11. *Total Units.* A minimum of 30 semester units for a M.A. and 36 semester units for a M.S.; more total units for applied programs if justified by accreditation, licensure, or professional requirements.
12. *Graduate Units.* At least 70% of the semester units at graduate 5000-level courses (a minimum of 21 units in M.A. and 25 units in M.S.).
13. *Residency*. 21 units of coursework must be in residence at CSU Stanislaus.
14. *Special Session, Open University, Extension, Correspondence Credits.* May not be used to meet graduate program requirements without prior authorization by the Dean of the Graduate School.
15. *Prerequisite Study*. Graduate courses should have academic prerequisites that provide foundational knowledge and prepare the student for advanced study.
16. *Baccalaureate Preparation.* Graduate programs must require a baccalaureate degree in the discipline or closely related disciplines from an accredited university.
17. *Individual Study.* No more than 20% of the unit requirements are in individual study courses (maximum of 6 units for M.A. and 7 units for M.S.).
18. *Research Methods*. Demonstration of fundamental knowledge of research methods appropriate to the discipline.
19. *Required culminating experience.* Required thesis, project, and/or comprehensive examination that demands demonstration of quality of student writing (foremost), breadth of disciplinary knowledge, depth in specific areas, ability to integrate learning, and originality. Choice of culminating experience appropriate to discipline, and each equivalent in academic rigor. Required oral defense for thesis and project.
20. *Thesis/project units.* No more than 6 units of credit for thesis/project applicable toward the degree.
21. *Continued Enrollment in Culminating Experience.* Students must register in a 7005 thesis/project course or 7006 comprehensive examination course each semester or term until all degree requirements are met.

COURSES

22. *New Courses*. New course proposals must be submitted simultaneously with the proposal for a new graduate program.
23. *5000-level Courses*. Without an overriding rationale, departments or programs that do not offer a graduate degree program may not offer 5000-level graduate courses.
24. *Writing Proficiency.* Required demonstration of written communication as required by the CSU for graduate writing proficiency. May either be satisfied by completion of the course designated by the department for assessing writing proficiency in English or an alternate plan adopted by department and approved by the Graduate Council.
25. *Student Learning Outcomes.* Identify student learning goals/outcomes, specific to the type of course and linked to overall student learning goals for the program.
26. *Advanced Study.* Criteria for developing and reviewing master's course proposals.
    a. *Comprehensive Information.* Clear, concise, and orderly organization of information.
    a. *Advanced Disciplinary Content and Intellectual Rigor.* Expectation of advanced intellectual challenge and mastery of requisite knowledge and skills. Investigation of theories, principles, and assumptions underlying the discipline.
    b. *Sophisticated critical and creative thinking.* Advanced cognitive complexity commensurate with graduate education. Integration of knowledge and preparation for specialization. Critical and creative application of disciplinary content and methods.
    b. *Research*. Demonstration of competence in scholarly presentation of the results of independent study and demonstration of fundamental knowledge of research and scholarship appropriate to the discipline.
    c. *Diversity*. Imparts within its scholarly or professional context an appreciation of intellectual contributions of women and minorities; diverse perspectives; prepares scholars for a diverse society.
    d. *Written Communication*. Advanced written communication skills. Number, type, length, and complexity of writing assignments. Fluency of communication linked to audience.
    e. *Oral Communication.* Advanced oral communication skills. Number, type, length, and complexity of oral presentations. Fluency of communication linked to audience.
    f. *Technological Literacy.* Expectation for students' ability to find, evaluate, use, and communicate information from various technological formats, synchronous and asynchronous as appropriate.

g. *Course Student Learning Outcomes.* Clear, explicit, measurable course learning objectives that faculty expect students to achieve for each course (sometimes divided into content knowledge, performance skill, values/ attitudes). Linked to program goals, student learning outcomes, and core elements.

h. *Required Texts/Scholarly Readings*. Statement of required texts and scholarly readings. Appropriateness for graduate study: number, currency, complexity, and primary source. Synthesis and evaluation of readings.

i. *Library Usage/ Information Competence/.* Extensive library resource usage; bibliographic literacy, with emphasis on primary sources of information.

j. *Course assignments.* Number, varied, academically rigorous methods for evaluating student performance; linked to specified student learning outcomes/program goals.

k. *Weighting of Assignments.* Percentage of individual assignments contributing to final course grade, with most weight normally assigned to individual student assignments demonstrating achievement of course goals.

l. *Grading*. High standards for student achievement. Specification of use of +/- grading.

m. *Pedagogy*. Appropriate for course modality and program level, may be varied, traditional and/or mediated instruction.

27. *Course Requirement Information (Course Syllabi)*

The CSU Stanislaus Academic Senate resolution, approved by the President in 1982, requires each department to ensure that students are provided information about their courses, no later than the end of the first week of classes and that any changes in course requirements be communicated to students in an expedient and timeline manner. Such information to include, as appropriate to the course, course goals, objectives, and requirements; grading policy; attendance requirements; policy on due dates and make-up work; required texts and other materials; policy on assignments; and availability of instructor outside of class, including office hours and office telephone number.

28. *Types of graduate courses:*

Fieldwork and Clinical Practice. Requires that graduate students have a high level of theoretical competence and master of advanced skills necessary to perform professional duties with minimum direction and with judgment of a higher order.

Introductory Course. Restricted to professional graduate programs in which students are not required to have completed a baccalaureate degree in the same discipline as prerequisite to entrance into the program. Other graduate programs should not be introductory in either content or title.

Individual Study. Requires student to conduct an individual study directly related to the objectives of the graduate program (and may not supplant a regular course offering); required demonstration of competence through a scholarly presentation of the result of independent study.

Internship. Requires graduate students to engage in supervised academic study through participation in an applied setting.

Laboratory. Focuses on data gathering and analysis, with an emphasis on research and investigation rather than laboratory techniques; uses specialized facilities and relatively independent investigation by students.

Culminating Experience. Successful completion of a graduate thesis, project, or comprehensive examination. The quality of the work, in both content and written expression, is the major consideration in judging acceptability of the culminating experience. The choice of the experience should be the most appropriate to the discipline and as required by the program. An oral defense is required for theses and projects.

Continuing Enrollment. Applicable to those students who have completed all registration for graduate coursework must maintain enrollment each semester or term until all degree requirements are met (course numbers 7005 for thesis/project and 7006 for comprehensive examinations).

Seminar. Requires students to assume primary responsibility for an investigation that will contribute to achievement of the course objectives. Students are expected to report, interpret, and defend their research findings orally and in writing. In addition, within the framework of the seminar goals, student participation in course planning and evaluation is desired.

Special Topics Courses. A graduate special topic course may be offered as an elective but not a required core course. A special topic course may be offered only one time.

CLASS SIZE AND MODE OF INSTRUCTION

29. Normal class sizes and normal course classification levels (other may apply):

C-4 Discussion	normal limit 25	1 WTU per unit
C-5 Graduate Seminar Courses	normal limit 15	1 WTU per unit
C-6 Clinical Processes, Graduate	normal limit 10	1 WTU per unit
S-3 Supervision of Fieldwork, Thesis, Projects	ratio of 1:25	.5 WTU 1.5 hrs per wk
S-4 Supervision of Fieldwork	ratio of 1:18	.67 WTU 2 hrs per wk
S-5 Supervision of Fieldwork	ratio of 1:12	1.0 WTU 3 hrs per wk

COURSE GRADING OPTIONS

30. Graduate courses are normally graded by Grading Option 3: A,B,C,D, F grades exclusively.
31. For fieldwork, clinical courses, or thesis/project, courses may employ Grading Option 1: Courses graded exclusively Credit/No Credit (Credit for grades A and B; No Credit for grades C, D and F).
32. Use of plus/minus grading in combination with letter grades to be stated on course syllabus.

COURSE GRADING FOR GRADUATE STUDENTS ENROLLED IN 4000-LEVEL UNDERGRADUATE COURSES

33. Graduate students expected to complete one or more additional assignments.
34. Differential grading standards to reflect higher standard of quality expected by graduate students. Quality of written and oral performance of graduate students expected to be at least one grade point higher than that of undergraduate students.

FACULTY

35. A minimum of 5 faculty with education and expertise to deliver the program.
36. A graduate director assigned for program oversight.
37. Faculty with educational attainment (doctorate or other appropriate terminal degree) and relevant professional experience in curricular areas of program.
38. Faculty with extensive experience in offering graduate programs, including supervision of student research.
39. Quality and extensiveness of faculty's ongoing research, scholarship, and creative activity.
40. Faculty engage students directly in scholarship and creative activity and foster a research-oriented culture at the graduate level.

LIBRARY SUPPORT

41. Consult with the Dean of Library Services to make an assessment of current library holdings and/or needed additional support to assure adequate library resources for the new program.

TECHNOLOGY AND INSTRUCTIONAL SUPPORT

42. Laboratory, equipment, and instructional technology resources at level adequate for advanced research and quality student graduate work.

PROGRAM ASSESSMENT

43. Identify and assess program goals.
44. To improve currency and effectiveness, new programs are subject to the university's academic program review.

STUDENT LEARNING ASSESSMENT

45. Faculty take collective responsibility for establishing, reviewing, fostering, and demonstrating students' attainment of student learning goals.
46. Clearly defined entry-level requirements.
47. Clearly defined and stated levels of student achievement necessary for graduation (more than simply an accumulation of courses or credits).
48. Expectation for student learning embedded in the standards faculty use to evaluate student work.
49. Assessment of student learning outcomes includes direct methods of student work, with evidence from external constituencies such as employers and professional societies included in such reviews.
50. Graduate programs and nomenclature are consistent with expectations of respective disciplines and professions.
51. Graduate curricula 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.

SOURCES

For master's degrees, this information was derived from various CSU system, WASC, and CSU Stanislaus documents, including the following:

ER&R 76-36	Faculty Workload Policy (1976)
ER&R 82-39	Definitions of Graduate Level Instruction (1982)
Faculty Handbook	Course Requirement Information (1982)
AAP 91-04	Recommendations of the Advisory Committee to Study Graduate Education in the CSU. Implementation Plan for the Recommendations on Graduate Education (1991)
AAR 92-07	Amendment to Coded Memorandum EP&R 76-36, Faculty Workload Policy (1992)
Graduate Council	Criteria for Evaluation of Graduate Courses (1996)
WASC	Western Association of Schools and Colleges Standards (2001)
AA-2004-39	Additional Academic Planning Guidelines Suggested by the Division of Academic Affairs, the Committee on Academic Planning and Program Review, and/or the Committee to Study Graduate Education in the CSU (2004)
AA-2007-2	Proposing New CSU Degree Programs (2007)

PROPOSING NEW DOCTORAL PROGRAMS

DEGREE DESIGNATIONS

1. The CSU has approved the following degree designations/authorization for the offering of independent doctoral programs: Doctorate of Education, Educational Leadership (EdD).
2. Proposals for the Ed.D. must follow the proposal format and criteria that have been created specifically for this degree program.
3. Doctorates offered jointly with the campuses of the University of California or private universities are authorized. Proposals for joint doctorates must be approved in accordance with system procedures for joint doctorates with the University of California and/or with private universities. Campuses may establish policies governing doctoral programs offered jointly with other institutions.
4. The following definitions of degrees are provided by the Western Association of Schools and Colleges (*WASC Handbook of Accreditation*/2001, pages 121-122), a source that may be useful in determining doctoral degree designations for specific programs at CSU Stanislaus.

   Ph.D.: The standard research-oriented degree which indicates that the recipient has done, and is prepared to do, original research in a major discipline. The Ph.D. usually requires three years or more of postgraduate work including an original research thesis or project.

   Ed.D. Psy.D., M.D., J.D., etc.: Degrees with emphasis on professional knowledge. These degrees normally require three or more years of prescribed postgraduate work.

COURSE APPROVAL PROCESS/CRITERIA

5. Because overall academic rigor of course expectations and the intellectual challenge for students in a doctoral program are paramount for program quality, criteria and a review process for the development of syllabi for the doctoral program have been established by the Graduate Council. Course proposals must be approved by the department and college curriculum committees, the Graduate Council, and the Vice Provost.
   a. *Comprehensive Information.* Clear, concise, and orderly organization of information.
   b. *Advanced Disciplinary Content.* Mastery of requisite knowledge and skills for doctoral study.
   c. *Intellectual Challenge and Cognitive Complexity*. Demonstration of highly sophisticated, integrative thinking, critical analyses, creative thinking, and originality in applied research projects and dissertation. Integration of theory and practice. Interdisciplinary thinking and cognitive complexity.
   d. *Doctoral Culture.* Expectations for doctoral level course requirements explicitly stated on course syllabi, applied, and evaluated.
   e. *Course Student Learning Outcomes.* Clear, explicit, measurable course learning objectives that faculty expect students to achieve for each course (sometimes divided into content knowledge, performance skill, values/attitudes). Linked to program goals, student learning outcomes, and core elements.

f. *Course assignments.* Number, varied, academically rigorous methods for evaluating student performance at doctoral level. Linked to specified student learning outcomes/program goals. Predominance of assignments to require research and written competency; Essay examinations only.

g. *Weighting of Assignments.* High expectations for doctoral study; largest percentage of course grade related to individual student assignments (versus group projects).

h. *Course Embedded Assessment.* Include statement that randomly selected, anonymous student work will be used for program assessment and improvement.

i. *Required Texts/Scholarly Readings.* Statement of required texts and scholarly readings. Appropriateness for doctoral study, number, currency, complexity, and primary source. Readings linked to (grounded by) research, philosophical, and theoretical underpinnings. Synthesis and evaluation of readings.

j. *Research*. Demonstration of competence in scholarly presentation of the results of independent study and demonstration of fundamental knowledge of research and scholarship appropriate to the discipline and doctoral education.

k. *Grading*. High standards for doctoral study and student achievement.

l. *Pedagogy*. Appropriate for course modality and doctoral program, varied, traditional, and mediated instruction.

m. *Diversity*. Imparts within its scholarship or professional context an appreciation of the intellectual contributions and diverse perspectives; prepares scholars for a diverse society (gender and ethnicity of authors, course readings/research about diversity elements).

n. *Written Communication.* Number, type, length, and complexity of writing assignments. Fluency of communication linked to audience.

o. *Oral Communication.* Number, type, length, and complexity of oral presentations. Fluency of communication linked to audience.

p. *Technological Literacy*. Student ability to find, evaluate, use, and communicate information from various technological formats, synchronous and asynchronous as appropriate – e.g., use of learning management systems for teaching and learning, software applications databases, on-line instruction; ethical use of technology.

SOURCES

Policies and procedures for proposing a Doctor of Education degree are identified in the following documents:

AA-2006-36	Doctor of Education Degree Proposal Process (2006)
Executive Order 991	Doctor of Education Degree Programs (2006)
Memorandum	Template for WASC Substantive Change Proposals (2006)

Affirmed by the Graduate Council November 20, 2007
Revised 2008

California State University, Stanislaus

Faculty Center for Excellence in Teaching and Learning
Selected Exhibit Z

History

The Faculty Center for Excellence in Teaching and Learning was established in 1997 in response to long-expressed requests from faculty for increased support in their teaching, scholarship, and professional development and enhancement of the sense of community among all faculty. In 1997 the Center began with a part-time director and a part-time staff person whose vision was "to promote the spirit of innovation and collaboration among faculty, staff, students, and administrators at CSU Stanislaus." That vision included the building of a "Faculty House" – a space that would "draw faculty together, providing a comfortable place for collegial interactions as well as professional consultation." This vision became a reality in 2003, when a generous donation from the Mary Stuart Rogers Foundation enabled the construction of the 10,000 square-foot John Stuart Rogers Faculty Development Center, a facility that greatly surpassed original visions and expectations. The John Stuart Rogers Faculty Development Center currently houses the Faculty Center for Excellence in Teaching and Learning, as well as offices for Service Learning, Assessment of Student Learning, the Faculty Multimedia Laboratory, the Academic Senate, and the California Faculty Association. The Faculty Center for Excellence in Teaching and Learning currently has a faculty director and a full-time administrative support person. The activities of the Faculty Center for Excellence in Teaching and Learning are advised and monitored by the Faculty Development Committee.

Mission

The primary mission of the CSU Stanislaus Faculty Center for Excellence in Teaching and Learning is to support faculty in their roles as teacher, learners, scholars, and members of the University and wider community as a means of enhancing student learning. Enhancement of faculty skills, professional fulfillment, promotion of collegiality, and a sense of campus community are integral to this mission. The Faculty Center for Excellence in Teaching and Learning staff take a visionary role to promote the spirit of innovation and collaboration among faculty, staff, students, and administrators at CSU Stanislaus. Faculty Center for Excellence in Teaching and Learning services are available to all University faculty, at all stages of their professional careers, as well as student teaching assistants.

Goals

The goals of the Faculty Center for Excellence in Teaching and Learning are related to four pivotal areas:

1. Excellence in Teaching and Learning
2. Support of Professional Development
3. Effective Use of Technologies
4. Campus Community and Collegiality

Excellence in Teaching and Learning

- Assist faculty in their efforts to advance student learning through innovative, effective, teaching strategies
- Enhance teaching and learning and a sense of campus community through outreach to faculty by means of workshops, seminars, one-on-one assistance and consultation, classroom observations, video feedback, and other activities that inspire reflection and action concerning teaching and learning
- Create a teaching and learning resource center through the acquisition and maintenance of journals, books, videos, reprints, and related software
- Foster dialogue about teaching and learning among colleagues throughout the university

SUPPORT OF PROFESSIONAL DEVELOPMENT

- Provide assistance for faculty including workshops and individual consultations on grant writing, research projects, and professional presentation skills
- Provide information concerning opportunities for internal and external grants, other funding possibilities, and programs for professional development and research, including international programs
- Provide resources for faculty to attend teaching-related conferences and events to enhance their professional development

EFFECTIVE USE OF TECHNOLOGIES

- Provide workshops and individual assistance for faculty who wish to integrate technology into their classrooms
- Establish a computer laboratory for faculty who wish to learn and experiment with instructionally related software
- Help coordinate services throughout the University to provide total technological support for faculty

CAMPUS COMMUNITY AND COLLEGIALITY

- Sponsor orientations for new faculty and new department chairs
- Create opportunities for faculty to meet and discover one another's skills and shared interests
- Develop a comfortable setting for faculty to meet, read, and write on both a formal and informal basis
- Nurture a sense of community and purpose among faculty, staff, and students

Faculty Development Committee

The Faculty Development Committee, a standing committee of the Academic Senate, consists of six faculty members and the Vice President of Faculty Affairs (executive secretary). Since the Faculty Development Committee works very closely with the Director of the Faculty Center for Excellence in Teaching and Learning, the Director is an ex-officio member. The charge of the Faculty Development Committee parallels that of the Faculty Center for Excellence in Teaching and Learning in many respects. Its duties are 1) to assist faculty in improving their competence as teachers and scholars; 2) to promote the professional development of the faculty; 3) to encourage faculty research, scholarship, creativity, and artistic activity; 4) to promote an atmosphere of shared scholarly activity; and 5) to advise the Provost/Vice President of Academic Affairs on faculty development matters. The Faculty Development Committee, in tandem with the Faculty Center for Excellence in Teaching and Learning, sponsors and organizes many important campus activities such as the two-day orientation for new faculty, the publication and distribution of the *Faculty Survival Guide*, workshops on teaching, learning, research and the Retention, Promotion, and Tenure (RPT) process. The campus "Instructional Institute Day" was established by the Faculty Development Committee in 1991 and has been an annual event since.

Overview of Recent Activities

The Faculty Center for Excellence in Teaching and Learning sponsored 95 sessions related to the improvement of teaching and learning in 2006-07, with approximately 100 workshops during the fall of 2007, and approximately 100 sessions again in the spring of 2008. The variety of these sessions is displayed in the Spring 2008 schedule of activities, which is located on the Faculty Center for Excellence in Teaching and Learning's website. In addition, since 2003, the Faculty Center for Excellence in Teaching and Learning has sponsored an average of 80 technology-related workshops, with an average of 200 attendees per year.

Instructional Institute Day

Since its inception over a decade ago, the Faculty Center for Excellence in Teaching and Learning and the Faculty Development Committee have sponsored an annual Instructional Institute Day, an all-day workshop with breakout sessions on topics related to teaching effectiveness. These meetings are held annually in February and are attended by an average of 50 faculty members from across campus. Titles and presenters of 2003-2008 Instructional Institute Days illustrate the variety of topics and the quality of presenters:

2003: *Actively Engaging Students in the Learning Process*
Dr. Don Maas, California Polytechnic State University, San Luis Obispo

2004: *Learning from Text: Improving CSU Stanislaus Students' Comprehension of Their Text Materials*
Dr. Mary Ellen Vogt, California State University, Long Beach

2005: *Creating a Climate for Collaborative Learning: How Do You Deal With Difficult Students, Difficult Topics, and Instances of Incivility?*
Dr. Susan Rice, California State University, Long Beach

2006: *Playing Nice in Academic - Creating a Civil Climate on Our Campus*
Dr. Susan Rice, California State University, Long Beach

2007: *Extending Active Learning into the College Lecture Class*
Dr. Donald Paulson, California State University, Los Angeles

2008: *The Art of Becoming a Skillful Teacher: Technique, Insight and Awareness*
Dr. Stephen Brookfield, University of St. Thomas Minneapolis-St. Paul

Source: Faculty Center for Excellence in Teaching and Learning documents and web site, 2008

CALIFORNIA STATE UNIVERSITY, STANISLAUS

PRINCIPLES, CRITERIA, AND PROCEDURES FOR RETENTION, PROMOTION, AND TENURE REVIEW
SELECTED EXHIBIT AA

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

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 'Scholarship or other creative activities' criterion and may submit elaborations of the other three criteria. 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.

A. Teaching proficiency, including preparation, classroom presentation, student advising, and adherence to departmental guidelines and university wide academic standards.

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.

*The terms "department" and "departmental" refer to the faculty of a department within a school, the faculty of a division within a school, and the faculty of a school without departments.

III. ELIGIBILITY

These procedures shall apply to tenure track faculty appointed to the rank of Instructor, 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.

[1998 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. The normal period of probation for Counselor Faculty Unit Employees hired prior to the effective date of this Agreement shall continue to be a total of four (4) 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:"Promotion of a tenured faculty unit employee shall normally be considered after he/she has (a) been granted four (4) MSAs under the salary schedule in effect prior to the effective date of this Agreement, eight (8) Service Salary Step Increases under the revised salary schedule, or a combination of both which does not exceed the total of eight (8) Service Salary Step Increases on the revised salary schedule, (b) has served four (4) years in the same rank/classification, or (c) has reached the maximum salary for a given rank/classification, consistent with provision 14.10 of this Article. This provision shall not apply if the faculty unit employee requests in writing that he/she not be considered."]

A. REVIEW LEVELS, TYPES OF REVIEW, AND TIMES OF REVIEW

1. *Levels of Review:* Department (RPT Committee and Chair), School or College Dean (or equivalent), University RPT Committee, 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 VPAA (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:

1) when there is a negative review for retention at any level;

2) in the third and the sixth years after teaching begins;

3) ordinarily for promotion and tenure during the sixth year;

4) 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 full-time 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 five (5) full-time tenured voting faculty members at the rank of full professor, librarian, or counselor (SSP-AR) 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.

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 admissable.

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, judgement, 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 seven (7) 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; School Dean, 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 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.

   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.

*Conference Committee will consist of the Vice President for Academic Affairs and all members of the University Retention, Promotion and Tenure Committee.

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.

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 departments' 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* 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 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 Vice President for Academic Affairs and to the University RPT Committee. The Vice President and the University RPT Committee shall each conduct an independent review. For each candidate, the Vice President 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 Vice President shall share with each other any new information each requests of and receives from a candidate.

J. *The Conference Committee*, which shall consist of the Vice President for Academic Affairs and the University RPT Committee, shall seek to achieve common rank-order for all of the candidates recommended for promotion. The RPTC and the Vice President shall submit separate lists of those names to the President on or before the date set forth in the RPT calendar. The ranking of the persons shall depend upon their qualifications as set forth in the criteria for promotion and upon their relative standing with all others being considered during any given year. When the President's impending decision differs from the recommendation of the RPTC or the Vice President, the President shall consult with the Conference Committee before the decision is final.

K. *Individual's without tenure* who have been judged meritorious of tenure and promotion but may be denied promotion because of lack of funds may be recommended for tenure if they have served the normal six years in rank. (The six year requirement in rank shall not affect the probationary period of faculty candidates appointed prior to October 1, 1983.)

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 seven (7) 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 seven (7) 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 Section 15.12b of the Agreement between The Board of Trustees of the California State University and the California Faculty Association (1991-93) 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

FORMAT FOR RETENTION, PROMOTION, AND TENURE FILE
SELECTED EXHIBIT AA

I. A copy of the candidate's letter of appointment and information regarding subsequent changes in that appointment, including joint appointments.

A. *Teaching Proficiency including preparation, classroom presentation, student advising, and adherence to departmental guidelines and university-wide academic standards.* Please provide materials and information that reviewers will need in order to appropriately evaluate your teaching proficiency.

1. Basic documents to be included:
   a. IDEA evaluation data (see memorandum: IDEA Data for RPT Review)
   b. Any student input received by the Department RPT Committee during periods scheduled for student consultation. (see Agreement 15.15, 15.16)
   c. Any other standardized teaching evaluation instrument that the department may employ

2. Include descriptions of teaching preparation, presentation, methods and course development. Describe student advising activities.

3. Additional materials may be placed in the WPAF if you believe it reflects your Teaching Proficiency. Such evidence may include, but need not be limited to:
   a. Course syllabi or other course materials
   b. Reports from colleagues concerning your teaching
   c. Information from others concerning your effectiveness as a student adviser
   d. Information on student mentoring activities
   e. Contribution to student graduate committees, theses and projects

B. *Scholarship and other equivalent creative activities.*
Please provide materials, information and documentation that reviewers will need in order to appropriately evaluate your scholarship and/or other equivalent creative activities. This information should include, but need not be limited to: books and monographs, articles published in refereed journals, works accepted for future publication, documentation of acceptance for publication, papers delivered at professional conferences (including documentation of presentations), book reviews, computer software, and other equivalent creative activities.* When more than one author or creator is involved, please clarify the nature and extent of your contributions.

Please indicate whether or not papers published or delivered at conferences were refereed.

C. *Extent and appropriateness of professional preparation*
Please provide the information requested on the Professional Data Sheet.

D. *Participation in university affairs*
Please provide the information that reviewers will need in order to appropriately evaluate your participation in university affairs. Such information may include, but need not be limited to, committee assignments (indicate chairmanships), sponsorship of university clubs, relevant speaking engagements and community activities, and CSU system activities.

Source: Office of Faculty Affairs, 2008

CALIFORNIA STATE UNIVERSITY, STANISLAUS

PROCEDURES WITHIN THE OFFICE OF RESEARCH AND SPONSORED PROGRAMS FOR ANNUAL RSCA SUMMARY TABLE AND *RESEARCH COMPENDIUM* CALL
SELECTED EXHIBIT BB

APRIL

1. The Office of Research and Sponsored Programs distributes to the Deans the call for research, scholarship, and creative activity (RSCA) via email.

   Included in the call:

   Letter template of explanation and request for faculty

   RSCA reporting template for faculty

   RSCA compilation reporting template for the Deans

2. Deans to distribute RSCA call and reporting template to faculty.

MAY

3. Faculty submit individual RSCA contributions, using the provided template, to the Dean's office for compilation.

4. Office of Research and Sponsored Programs begins collection of additional information to be included in the Annual RSCA Summary Table and the Research Compendium from the following designated contacts: Honors' Theses (Director of Honors Program); Master's Theses (Dean of Library Services); Master's Projects (Dean of Library Services); Doctoral Dissertations (Dean of Library Services); and CSU Stanislaus Student Research Competition (AVP, Research and Sponsored Programs)

JUNE

5. Each dean's office compiles faculty reports using one college template.

6. Deans forward college RSCA compilation to the Office of Research and Sponsored Programs for initial review.

7. Office of Research and Sponsored Programs completes collection of additional information as noted in no. 4 above.

JULY

8. Office of Research and Sponsored Programs reviews college reports and works with college analysts to acquire additional information as needed.

AUGUST

9. Office of Research and Sponsored Programs makes final edits on college reports and additional information to be included in Annual RSCA Summary Table and the Research Compendium.

SEPTEMBER

10. The Office of Research and Sponsored Programs forwards final draft of the Annual RSCA Summary Table and the Research Compendium to the Vice Provost and Provost for review.

11. Upon final review, Office of the Provost forwards print-ready Annual RSCA Summary Table and Research Compendium to University Communications for President's review and printing.

Source: Office of Research and Sponsored Programs, 2008

CALIFORNIA STATE UNIVERSITY, STANISLAUS

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY REPORTING TEMPLATE
SELECTED EXHIBIT BB

College	
Number of Faculty	
Number of Faculty Responses	

1. Books and Monographs -

	Last name, First name. Department. Author(s) last name, first initial. *Title of Monograph.* City of Publication: Publisher, year.

2. Book Chapters -

	Last name, First name. Department. Author(s) last name, first initial. "Title of the Chapter." In *Title of the Book*, __ ed., edited by first initial, last name. City, State abbreviation: Publisher, year.

3. Published Articles in Professional Journals (refereed or non-refereed) -

	Last name, First name. Department. "Title of Article." *Name of Journal* no. (year): pages. Refereed /Non-refereed.

4. Published Case Studies with Teaching Notes -

	Last name, First name. Department.

5. Editorship (regular or guest) –

	Last name, First name. Department. Regular/Guest/Associate/ Managing Editor. *Title of Journal.*

6. Editorial and Review Board Memberships –

	Last name, First name. Department. Type of member. Name of Corporation, Group, or *Journal.*

7. Grants (applied for/funded; university, local, state, federal, private or corporate) –

	Last name, First name. Department. Type of grant. "Title of grant," funded by Name of agency (university/local/state/federal/private/corporate).

8. Published Computer Software -

	Last name, First name. Department. *Title of Software.* City, State abbreviation: Publisher, Year.

9. Published Curriculum Materials -

	Last name, First name. Department. Name of curriculum material, Name of entity materials published for. City, State abbreviation: Publisher, Year.

10. Published Reviews of Books and Software -

	Last name, First name. Department. Author(s) last name, first initial. *Title of book or software.* City, State abbreviation: Publisher, year. In *Name of Journal* (month year): page numbers.

11. Conference Presentations (paper, research, or workshop) –

	Last name, First name. Department. "Title of Presentation." Paper/Research/Workshop at Name of Conference, City, State abbreviation, Month Year.

12. Conference Participation (discussant, chair, or moderator) –

	Last name, First name. Department. Discussant/Chair/Moderator. Name of Conference, Sponsor of Conference (if applicable), City, State abbreviation, Month Year.

13. Conference Proceedings –

	Last name, First name. Department. "Title of Article/Speech." In *Title of Proceeding*, City, State abbreviation, Month Year.

14. K-12 School-based Activities (workshops, presentations, or consultant) –

	Last name, First name. Department. Workshop/Presenter/Consultant/Judge/Reviewer. Title of group or activity. Name of Organization. City, State abbreviation, Month Year.

15. Exhibits and Performances -

	Last name, First name. Department. Exhibit/Performance/Presentation. *Title* or "Title." Group or Organization, City, State abbreviation, Month Year.

16. Consultant (to businesses, agencies, or other external groups) –

	Last name, First name. Department. Consultant. Name of Business, Agency or Group. City, State abbreviation.

17. Reviewer (conference papers, journal articles, books, or software) –

	Last name, First name. Department. Conference Paper/Journal/Book/Software Reviewer. *Title of Conference Paper/Journal/Book/Software* or Name of Group. City, State abbreviation.

18. Educational Media Production -

	Last name, First name. Department. Name of product. Internet website.

19. Non-Refereed Publications (newspaper or magazine articles) –

	Last name, First name. Department. "Title of Article." In *Name of Newspaper or Magazine.* Month Year.

20. Literature Citations (your work in the work of others) –

	Last name, First name. Department. In Author(s) last name, first initial. "Title of Article," *Title of Journal* no. (no.) (Month Year): page numbers. OR **Last name, First name.** Department. In Author(s) last name, first initial. "Title of Chapter," *Title of Monograph.* City, State abbreviation: Publisher, Year.

21. Program and Curricular Development and Assessment –

	Last name, First name. Department. Name of program or curricular development and assessment. Name of agency (if applicable). City, State abbreviation.

22. Published Maps -

	Last name, First name. Department. *Title of Map.* In *Title of the Book*, __ ed., edited by first initial, last name. City, State abbreviation: Publisher, year.

23. Published Abstracts and Encyclopedia Articles (refereed or non-refereed) –

	Last name, First name. Department. "Title of Abstract or Article." In *Title of Publication or Encyclopedia.* City, State abbreviation: Publisher, Year.

24. Other (please specify) –

	Last name, First name. Department.

25. Recognitions and Awards:

University -

	Last name, First name. Department. Type of Recognition or Award. Name of College or University. City, State abbreviation.

Disciplinary –

	Last name, First name. Department. Type of Recognition or Award. Name of Disciplinary Group. City, State abbreviation.

Civic or Service Organization –

	Last name, First name. Department. Type of Recognition or Award. Name of Civic or Service Organization. City, State abbreviation.

Scholarly Prizes and Honors –

	Last name, First name. Department. Type of Recognition or Award. Name of Scholarly or Honors Organization or Group. City, State abbreviation.

26. Directed students in their research culminating into either a publication, presentation, or both –

	Last name, First name. Department. Citation for publication; conference title, location, and month/year for presentation

27. Supervised students as research assistants in your research, scholarship, or creative activity –

	Last name, First name. Department. Number of students and title(s) of research, scholarship, or creative activity.

Source: Office of Research and Sponsored Programs, 2008

CALIFORNIA STATE UNIVERSITY, STANISLAUS

RESEARCH COMPENDIUM

2006-2007

CALIFORNIA STATE UNIVERSITY, STANISLAUS

OFFICE OF THE PRESIDENT

January 2008

Dear Colleagues,

It is with great enthusiasm that we present the second annual Research Compendium of California State University, Stanislaus. This publication not only represents the collective intellectual works of our faculty and graduate students over the last year but also is indicative of high caliber research, conference participation, and scholarly works for which we are becoming more and more well known.

I commend you on the incredible amount of time and effort these works required. You should be proud of your accomplishments. It is the time and effort you spend on these works that adds so much to the reputation and offerings of our university. Not only are our faculty, staff, students, and alumni improved by your work, but so is our community, both locally and globally.

I look forward to watching this list grow as our scholarly efforts expand. This year's compendium includes more than 1,500 publications, submissions, grants, presentations, and awards. Thank you for your contributions both in and out of the classroom.

Regards,

Ham Shirvani
President

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CALIFORNIA STATE UNIVERSITY, STANISLAUS

UNIVERSITY-WIDE RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY SUMMARY
JUNE 1, 2006 - MAY 31, 2007

No.	ACTIVITY	COA	CBA	COE	CHHS	CHSS	CNS	LIBR	Activity Totals
1	Books and Monographs	5	2	3	3	6	1	0	**20**
2	Book Chapters	0	7	1	1	7	9	0	**25**
3	Published Articles in Professional Journals	2	22	16	4	10	20	1	**75**
4	Published Case Studies w/Teaching Notes	0	0	0	0	0	0	0	**0**
5	Editorship	0	11	5	0	2	2	0	**20**
6	Editorial and Review Board Memberships	2	15	4	0	12	1	0	**34**
7	Grants	9	9	15	13	35	44	0	**125**
8	Published Computer Software	0	0	0	0	0	3	0	**3**
9	Published Curriculum Materials	0	1	2	0	7	1	0	**11**
10	Published Reviews of Books & Software	2	0	0	0	14	2	3	**21**
11	Conference Presentations	14	49	58	24	81	26	1	**253**
12	Conference Participation	14	13	10	2	25	10	0	**74**
13	Conference Proceedings	0	27	5	0	1	4	0	**37**
14	K-12 School-based Activities	34	1	29	0	11	19	0	**94**
15	Exhibits and Performances	128	0	0	0	0	3	0	**131**
16	Consultant	12	2	6	4	9	12	0	**45**
17	Reviewer	2	24	5	7	20	16	5	**79**
18	Educational media production	2	6	0	0	4	0	0	**12**
19	Non-Refereed Publications	7	2	8	0	5	1	1	**24**
20	Literature Citations	0	21	1	10	14	71	0	**117**
21	Program and Curricular Dev. and Asses.	7	0	12	2	18	7	0	**46**
22	Published Maps	0	0	0	0	0	0	0	**0**
23	Published Abstract and Encycl. Articles	0	4	0	1	2	7	0	**14**
24	Other	28	10	15	1	27	16	0	**97**
25	Recognitions and Awards:								
	University	2	2	4	2	8	4	0	**22**
	Disciplinary	1	4	0	0	4	0	0	**9**
	Civic or Service Organization	0	1	2	0	3	1	0	**7**
	Scholarly Prizes and Honors	1	4	0	1	4	2	1	**13**
26	Directed students in research	6	1	2	1	12	7	0	**29**
27	Supervised students as research assistants	5	0	1	5	4	17	0	**32**
28	Student Master's Theses	0	0	41	31	3	0		**75**
29	Student Master Projects	0	1	6	0	0	0		**7**
30	CSU Student Research Competition	2	0	2	2	10	2		**18**
	College Totals	**285**	**239**	**253**	**114**	**358**	**308**	**12**	**1,569**
	Faculty Response Percent	**83%**	**85%**	**40%**	**33%**	**86%**	**50%**	**44%**	