

California State University, Stanislaus
UPDATED GRADUATE ASSESSMENT PLAN

Assessment of Graduate Studies at California State University, Stanislaus

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

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

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

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

Graduate Student Learning Goals

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

1. advanced knowledge, skills, and values appropriate to the discipline.
2. ability to be creative, analytical, and critical thinkers.
3. ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
4. relevant knowledge of the global perspectives appropriate to the discipline.
5. knowledge of new and various methods and technologies as appropriate to the discipline.

6. advanced oral and written communication skills, complemented, as appropriate to the discipline, by the ability to access and analyze information from a myriad of primary, print, and technological sources.

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

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

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

*Direct methods

Using the Data: Assessment Methods and Data Sources

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

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

<ul style="list-style-type: none"> <p>Academic Program Reviews.</p> <p>CSU system policy requires periodic review of all academic programs. The purpose of the university’s academic program review is to review and enhance the quality of graduate academic programs. To achieve this goal, academic program review procedures require an evidentiary self-study, critical reflection, and future planning for program improvement. The essential element is the identification and evaluation of student learning goals as a key indicator of program effectiveness. Conducted every seven years, the comprehensive review provides an evaluation of program goals, student learning objectives, enrollment trends, curriculum (curriculum map of course alignment with program goals and student learning outcomes), instruction, faculty, students, and program resources. In addition, the Graduate Council considers the structures and resources to sustain a graduate-level academic culture, defined as emphasis on high scholarly achievement and building a community of graduate scholars. The Graduate Council reviews its traditions, rituals, symbols, publications, and co-curricular activities to support strong graduate culture. An external review of graduate programs is encouraged as part of the Academic Program Review and is fiscally supported by the Office of Assessment and Quality Assurance. The academic program review concludes with an implementation plan to guide program improvement.</p> <p>In addition to reviewing the Academic Program Review of each graduate program, the Graduate Council also evaluates the effectiveness of the university’s academic program review procedures from the perspective of graduate education and makes recommendation for improvement.</p> <p><i>Using criteria for guiding its deliberations, the Graduate Council reviews graduate Academic Program Reviews and makes its recommendation for program continuance to the provost via the University Educational Policies Committee. The Graduate Council also reviews its procedures for conducting academic program reviews.</i></p> 	<p>Departmental and College Faculty, College Dean, Institutional Research</p>
<ul style="list-style-type: none"> <p>Accreditation Reviews.</p> <p>For those graduate programs in which program-based accreditation is available, CSU system policy requires the campus to see such accreditation for the purpose of demonstrating and improving program quality. Such accreditation processes are extensive, requiring reflective self-study and institutional review of the quality of graduate programs. Accreditation for various programs is prepared by faculty and reviewed by external, independent accrediting agencies on a schedule unique to each accredited program. Accreditation documents meet the university’s requirements for academic program review and follow the university’s policy for academic program review. All CSU Stanislaus graduate programs eligible for national accreditation have achieved accreditation. These include Business Administration, Education, Genetic Counseling, Nursing, Psychology (Behavioral Analysis), Public Administration, and Social Work.</p> <p><i>The Graduate Council reviews findings from external accreditation reviews and makes recommendations for program continuance to the provost.</i></p> 	<p>Departmental and College Faculty, College Dean, Institutional Research</p>

<ul style="list-style-type: none"> • Admission Examinations. The purpose is to assess the degree of preparation for graduate studies as evidenced by scores on nationally-recognized qualifying examinations for program admission: Graduate Record Examination (GRE), the Miller Analogies Test (MAT), and the Graduate Management Admissions Test (GMAT). <i>As part of its review of new or revised graduate programs, the Graduate Council approves the admission examination and standards proposed by the program. The Graduate Council also periodically reviews overall findings from admission examinations when necessary to make informed decisions about student admission issues.</i> 	<p>Graduate School, Institutional Research</p>
<ul style="list-style-type: none"> • Culminating Experiences. The CSU system policy requires all graduate programs to require a culminating experience in the form of a thesis, project, and/or comprehensive examination. CSU policy specifies that each is to be equivalent in academic stature and expected rigor. This culminating experience is the primary direct method for assessing the achievement of the six graduate learning goals and the quality of overall student learning. An oral defense is required for all theses, and most projects. The Graduate Council has developed sample rubrics for evaluating theses, projects, and oral defenses which may be used or modified, at the program's discretion, to evaluate students' work. All theses and projects are bound in accordance with university regulations and become part of the library collection for access by other scholars. The CSU system requirements for comprehensive examination procedures address issues such as communication to students, prerequisites for taking the examination, methods for preparing and evaluating examination questions, and procedures for reexamination. Comprehensive examinations records are maintained in the program offices; program procedures are updated periodically and filed in the Graduate School. Another element of quality is to ensure students understand the importance of and expectations for culminating experiences. As such, the Graduate School offers a variety of online resources to help students successfully create exceptional theses and projects. The document "Thesis/ Project Preparation Guidelines," updated and approved by the Graduate Council in 2009, is used to guide students and chairs of thesis/project committees in ensuring that the high standards set forth in the document are met. The 2008/2009 Graduate Catalog also includes a description and criteria for thesis and project, which are consistent with Title 5 of the California Code of Regulations. <i>As part of its review of new and revised graduate programs, the Graduate Council approves the culminating experiences as proposed by the program, based upon the program's academic rationale. The Graduate Council periodically reviews overall academic rigor of theses/projects through reports provided by readers and the library dean and reviews/refines the efficiency and effectiveness of university processes in support theses, projects, and culminating examinations. The Graduate Council also reviews and updates documents for students to ensure clarity and quality.</i> 	<p>Library Dean</p>

<ul style="list-style-type: none"> • External Review. The purpose of the use of external reviewers is to provide independent, external meta-analysis of random stratified sample of one or more components of the graduate assessment program, such as culminating experiences (thesis, project, and comprehensive examination), course syllabi, overall graduate assessment, faculty scholarship, and other elements as determined by the Graduate Council. <i>The Graduate Council periodically employs external reviewers when deemed appropriate to provide an overall assessment of quality graduate education.</i> 	<p>Graduate School</p>
<ul style="list-style-type: none"> • Faculty Demographics. The purpose of reviewing faculty characteristics is to ensure those who teach graduate courses meet system and campus requirements. Data analyses include faculty rank, number of faculty delivering graduate education, number of faculty who have earned terminal degrees, variety of institutions from which degrees were earned, diversity (gender and ethnicity), and other variables related to faculty preparation and experience. <i>The Graduate Council reviews faculty data to address any issues that may arise with regard to delivery of graduate programs.</i> 	<p>Faculty Affairs, Institutional Research</p>
<ul style="list-style-type: none"> • Faculty Scholarly Productivity. The purpose of reviewing faculty scholarship (overall, not individual faculty) is to provide evidence of faculty productivity in research, scholarship, and creative activity commensurate with graduate education and regional accreditation standards. The currency and depth of faculty knowledge directly impacts the quality of a student’s educational experience and greatly influences the quality of student learning. <i>The Graduate Council reviews the Research Compendia and other sources of faculty scholarship such as those contained in Academic Program Reviews.</i> 	<p>Office of Research and Sponsored Programs, Institutional Research</p>
<ul style="list-style-type: none"> • Grade Point Average Data. The purpose of tracking and reviewing graduate grade point averages is to assess the academic performance of students overall (not individual programs). The required overall GPA (consisting of undergraduate and 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. All programs require graduate students to maintain a minimum 3.0 GPA as they progress through their coursework toward graduation. Periodically, GPA studies have been conducted to determine correlations between graduate students’ overall GPA at program entry and exit. <i>The Graduate Council reviews overall GPA data and encourages programs to reviews GPA analyses by discipline and other variables (on-site, Stockton, ITV) as part of its program’s assessment.</i> 	<p>Institutional Research, Graduate School</p>

<ul style="list-style-type: none"> • Student Profile and Enrollments. The purpose of reviewing student profile and enrollments is to assess graduate program's success in retaining and graduating high quality graduate students. Data analyses are conducted overall and disaggregated by program and student characteristics, including full-time/part-time student headcount and FTES, diversity (ethnic and gender), geographic origin (region, state, international), student persistence and graduation rates, and time to degree completion. <i>The Graduate Council annually reviews student characteristics, enrollments and program completion and as part of each program's academic program reviews/accreditation reports.</i> 	<p>Institutional Research, Graduate School</p>
<ul style="list-style-type: none"> • Student Scholarship. The purpose of reviewing student scholarship is to gauge the strength of graduate student scholarship in various venues. The Office of Research and Sponsored Programs reports the annual research, scholarship, and creative activity of students. Since 2006/07, master's theses and projects have been published in the annual <i>Research Compendium</i> along with faculty scholarship. The CSU conducts an annual Student Research Competition to promote excellence in undergraduate and graduate scholarly research and creative activity by recognizing outstanding student accomplishments. <i>The Graduate Council reviews the Research Compendia, the results of the Student Research Competition, and other sources of student scholarship as reported by individual graduate programs.</i> 	<p>Office of Research and Sponsored Programs</p>
<ul style="list-style-type: none"> • Student Awards and Honors. The purpose of reviewing student awards and honors is to assess the highest levels of student academic performance. Analysis includes, among others, the number of graduates awarded honors or distinction at commencement, graduate students receiving awards/honors from external venues, graduate students who qualify for membership in disciplinary honors societies and the interdisciplinary National Honor Society of Phi Kappa Phi. <i>The Graduate Council reviews student awards/honors as evidence of student academic performance.</i> 	<p>Institutional Research, Enrollment Services, Graduate School</p>
<ul style="list-style-type: none"> • Graduate School Exit Survey (University-Wide). The purpose of the exit survey is to assess students' perceptions of the quality of graduate student learning and program effectiveness. The survey includes questions on students' satisfaction in five categories: Achievement, Experience, Classroom and Campus Social Climate, Educational Plans and Career. This survey is administered annually to graduate students who have earned their master's degree during the previous academic year. Commencing in 2009, the survey began to be administered with the Graduate School letter of graduation clearance as a means to increase the return rate. This survey was administered in print from 1995-2004, and electronically 2005 and thereafter. <i>The Graduate Council reviews the exit survey results overall; graduate directors receive their individual program results for review and action.</i> 	<p>Institutional Research, Enrollment Services, Graduate School</p>

<ul style="list-style-type: none"> • Graduate Alumni Survey (University-Wide). The purpose of the alumni survey is to assess alumni's perceptions of the quality of student learning and institutional effectiveness. The survey includes questions on students' satisfaction and experiences in five categories: Educational Experience, Graduate Student Learning Goals, Overall Program Effectiveness, Employment, and Advanced Education. This survey is administered annually and tracks students at the 3rd, 10th, and 25th year after graduation. In 2005, this survey was revised and administered electronically through the university website. <i>The Graduate Council reviews the alumni survey results overall; graduate directors receive their individual program results for review and action.</i> 	<p>Institutional Research</p>
<ul style="list-style-type: none"> • IDEA Evaluation of Courses. The purpose of using the IDEA course evaluation instrument is to assess student opinions of course effectiveness, with a focus on student assessment of their achievement of 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. 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. 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. Each faculty member is required to evaluate a minimum of two courses annually. Items on the IDEA instrument are based on research and results are interpreted using a national database. Results from the IDEA provide a source of information about the 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. If requested, graduate directors receive their individual program results for review and action. <i>The Graduate Council reviews aggregated data for graduate programs as one measure of students' overall perceptions of the quality of graduate programs.</i> 	<p>Institutional Research</p>

<ul style="list-style-type: none"> • National Survey of Student Engagement – Graduate (NSSE). The purpose of NSSE is to evaluate the degree of graduate student engagement in college activities that correlate to student learning and personal development. Although NSSE provides normative data for undergraduate students, NSSE allowed CSU Stanislaus to conduct a special administration for graduate students on both NSSE and FSSE. Information consists of 84 questions clustered in 11 topical areas: Educational Tasks, Mental Activities, Reading and Writing, Homework and Exams, Personal Enrichment Activities, Out-of-Class Learning Experiences, On-Campus Relationships, Time Use, Emphasis of Post Baccalaureate Programs, Educational Outcomes, and Evaluation of the University. <p><i>The Graduate Council reviews aggregated NSSE results and compares to faculty responses on FSSE. The review relates especially to an evaluation of graduate culture throughout the curriculum and out-of class environment.</i></p>	<p>Institutional Research</p>
<ul style="list-style-type: none"> • Faculty Survey of Student Engagement – Graduate (FSSE). The purpose of FSSE is to review faculty expectations for graduate student engagement in educational practices as well as provide comparative data on NSSE with regard to the importance faculty place on various areas of learning and development, the nature and frequency of faculty-student interactions and faculty organization of class time. Survey consists of 120 questions clustered in 15 topical areas; the first 11 are identical to the NSSE. The additional four topics are Faculty Time/Use, Instructional Strategies, Teaching Improvement Activities, and Teaching Improvement Needs. <p><i>The Graduate Council reviews aggregated FSSE results and compares to NSSE responses.</i></p>	<p>Institutional Research</p>
<ul style="list-style-type: none"> • Program Approval Processes. The purpose of program approval processes is to ensure from the outset the overall academic rigor of graduate programs and the intellectual challenge for graduate students. The Graduate Council has established a comprehensive review process for the development of new and revised courses and graduate programs. <p><i>The Graduate Council review/approves graduate programs guided by criteria for graduate education and also reviews its program approval processes continually, refining them for greater clarity and effectiveness.</i></p>	<p>Departmental Faculty, College Curriculum Committee, College Dean</p>

Graduate Council: Reviewing and Reporting on Graduate Assessment Results

In accordance with this assessment plan, the Graduate School prepares an annual *Graduate Assessment Report* for consideration by the Graduate Council. The report, comprised of data from the previous academic year, compares assessment findings from subsequent years and provides longitudinal data/findings for areas that show significant changes. Where available and applicable, the assessment report provides comparisons of findings to peer institutions. Examples of sources for benchmarking include the CSU system's annual *Statistical Abstract* and *CSU Accountability Report* that contain current and longitudinal data on student characteristics, retention and graduation rates, among others. National assessment measures include benchmarked information as a routine reporting element (such as NSSE). Other sources used for benchmarked graduate enrollment data are provided by the Council of Graduate

Schools, College Results On-line, *Hispanic Outlook in Higher Education*, and the Education Trust. When including benchmarked data in the graduate assessment reports, the Graduate School includes benchmarked data from peer institutions most similar in mission, values, student profile, size, and other relevant characteristics.

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

Sources of Information for Assessment of Graduate Programs

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

Graduate School: http://www.csustan.edu/Grad/Graduate_Assessment.html

Graduate assessment plan, report, and other resources.

Office of Assessment of Student Learning: www.csustan.edu/asl

Individual graduate programs' assessment plans and reports

Office of Assessment and Quality Assurance: www.csustan.edu/oaqa

Bibliography of assessment books housed in the library, templates for external reviewers, assessment grant information and application forms, summary of campus actions resulting from review of assessment, and other resources.

Office of Institutional Research: <http://www.csustan.edu/ir/Pages/eportfolio.html>

The Institutional ePortfolio includes executive summaries of all university-wide assessment methods, core indicators measures and data sources, and benchmarking/peer institutions information.

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

Appendix A: Assessment of Graduate Program Quality: Core Indicators

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

Core Indicator 1: Quality of Programs

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

Core Indicator 2: Quality of Teaching

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

Core Indicator 3: Quality of Faculty Development

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

Core Indicator 4: Quality of RSCA

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

Core Indicator 5: Quality of Engaging Students in Learning

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

Core Indicator 6: Quality of Students

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

Core Indicator 7: Quality of Support for Learning

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

**Core Indicator 8: Quality of Achieving Equity and Diversity
Student Access and Success**

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

Campus and Classroom Climate

Measure	Data Collection and Evidence
Student/Faculty/Staff perceptions of campus climate	Graduate Exit Survey
Student engagement in the classroom	Graduate National Survey of Student Engagement
Student engagement in campus events	Graduate National Survey of Student Engagement
Students/faculty/staff perceptions of co-curricular/academic support services	Graduate Exit Survey Graduate National Survey of Student Engagement

Diversity in the Classroom/Curricula

Measure	Data Collection and Evidence
Degree to which diversity is included in the curriculum	Graduate Learning Goals Program Curriculum Maps Course Syllabi Research Compendium Research, Scholarship, and Creativity Grants
Level of student involvement/exposure to diversity courses	Service Learning Course Data

Institutional Commitment to Diversity

Measure	Data Collection and Evidence
Diversity of faculty/staff compared regionally and nationally	Faculty Composition
Scholarly diversity of faculty	Diversity-related Research, Scholarship, and Creative Activities