The following timeline was created by the Graduate Council for continuing the assessment of graduate student learning goals.

The assessment of graduate student learning is conducted under the direction of the Graduate Council in consultation with the following persons/groups: faculty, Faculty Coordinator for Assessment of Student Learning, staff in the Graduate School, Office of Institutional Research, College Deans, Department Chairs, Office of Assessment and Quality Assurance, and the Vice Provost/Associate Vice President for Assessment and Quality Assurance.

1997/98

1. Graduate Council approved “Assessment Methods for Graduate Studies” report.
2. Data analysis presented as exhibit for WASC reaccreditation.
3. “Guidelines for Thesis/Project” document was put on reserve in the Library and at the Stockton Center for students. The document was also placed on the Graduate Studies website.

1998/99

4. Graduate Council developed/discussed the Graduate Education Mission Statement (deferred throughout the year).

1999/00

5. Graduate Council referred suggestions regarding a GRE Writing Assessment to the three academic deans; the suggestion was made to refer graduate students found to be experiencing difficulty to an advanced graduate writing course before beginning their thesis or project.

2000/01

7. Graduate Council implemented the Assessment of Graduate Learning Goals (Sept.21, 2000)
8. A Graduate Council subcommittee was formed to draft Graduate Internship Criteria to include number of hours required, maximum number of semester units permitted, required supervision, and assessment.
9. Graduate Council approved the Graduate Internship Criteria; distribution made to the deans, program director, and chairs of departments with graduate programs (Feb.2001).
2001/2002
10. Graduate Council moved to support the “Principles of Academic Assessment” (Nov. 15, 2001)
11. Graduate Council revised the brochure “Criteria for Evaluation of Graduate Courses.”

2002/03
13. Graduate School Student Learning goals implemented.

2003/04
15. “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
16. Graduate Council reviewed previous WASC self study and recommendations for assessment components to be incorporated into assessment plan.
17. Graduate Council reviewed current WASC standards for assessment and identified assessment components to be incorporated into assessment plan.

2006/07
18. Graduate Council reviewed previous WASC self study and recommendations for assessment components to be incorporated into assessment plan.
19. Graduate Council reviewed current WASC standards for assessment and identified assessment components to be incorporated into assessment plan.
20. Reviewed Graduate Assessment Plan and determined need for dedicated staff member to update document to reflect current assessment components.

2007/08
21. Developed “Graduate Curriculum Policies and Procedures,” affirmed by Graduate Council
22. External review of assessment conducted by Mary J. Allen.
23. Hired dedicated Graduate Assessment staff member to update assessment plan.
24. Gathered data and compiled inventory of University-wide assessment methods.
25. Reviewed previous CSU Accountability Report, Area 10 on Graduate Programs, and began draft report based on assessment data collected through 2007.
26. 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.
27. Reviewed existing graduate assessment plan and determined status of data collection.
28. Provided summary of assessment findings for review and appropriate action.
29. Reported selected areas of improvement.
30. Documented use/changes as a result of assessment findings.
2008/09

32. Discussed and took action to address recommendations made by the WASC visiting team.
33. Continued implementation of graduate assessment plan/report.
34. Provided summary of assessment findings for review and appropriate action.
35. Documented use/changes as a result of assessment findings.
36. Reported selected areas of improvement on Graduate School website.
37. Graduate Academic Culture
   a. Refined document summarizing GC’s ongoing discussions of graduate culture and possible actions at university, college, and program levels.
   b. Continued discussions of graduate culture from the perspective of the diversity of graduate students and student engagement.
   c. Reviewed/recommended possible ways to enhance commencement ceremonies for graduate students.
38. Academic Program Review
   a. Recommended to UEPC revised language in the APR document related to graduate education, e.g., graduate culture, external reviewers (encouraged, with funding), institutional research data unique for graduate programs, and others as determined by GC.
   b. Concluded a survey of use of external reviewers by our graduate programs; encourage use of external reviewers within and outside of the APR.
   c. Adopted a process for GC’s review of graduate APR’s. (Allen)
39. Library
   a. Assess and recommend ways to expand library services in support of high quality RSCA and graduate education.
   b. Assess the role of the library in the review/processing of graduate theses/projects; consider technological systems for processing and archiving.
40. Assessment Plan/Reports
   a. Reviewed assessment data specific to graduate programs as provided by the Office of Institutional Research.
   b. Provided feedback to IR as to the usefulness of measurements for graduate programs, recommendations for improvement of data displays, and examples of how data used for affirming and/or improving graduate programs overall.
   c. Updated and implement GC’s assessment plan. Reviewed graduate core indicators of quality for completeness and relevance. Where appropriate and available, established benchmarks for evaluating progress. (Allen)
   d. Updated individual graduate programs’ assessment plans and annual reports. Increased use of direct methods; included method and timeline for assessment of each student learning objective. Ensured evidence from direct methods is reflected in Academic Program Reviews. Ensured alignment between individual graduate program goals and student learning objectives. Included assessment of six graduate student learning goals as applied to the discipline. (Allen)
e. Refined graduate assessment section on Graduate School’s website. Created/posted online repository for graduate assessment plans and annual reports on university assessment web sites. Posted graduate assessment resources on website, e.g., course review checklist, portfolios, rubrics for culminating experiences, external reviewer process.

f. Increased use of institutional data by governance groups for assessment of quality of student learning and programs. Added assessment report as annual standing agenda item. (Allen)

g. Develop faculty development support for graduate assessment in consultation with the Faculty Coordinator for Assessment of Student Learning and the Director of Faculty Development. (Allen)

h. Discussed strategies and take action for increasing student involvement and awareness of assessment activities and outcomes at the graduate level.

41. Quality Assurance Processes

i. Update Graduate Curriculum Policies and Procedures document as a one-stop resource for faculty and illustration of quality assurance processes.

j. Assess CSU system policy, accreditation standards, and current CSU Stanislaus policy and procedures for graduate education from the perspective of doctoral education and the role of the Graduate Council in executing its responsibility for graduation education.

2009/10

42. Continued implementation of graduate assessment plan.

43. Continued review of assessment findings for appropriate action.

44. Documented use/changes as a result of assessment findings.

45. Reported selected areas of improvement on Graduate School website.

46. Refined individual graduate program assessment plan and reporting templates.

47. Prepared for possible meeting with WASC Visiting Team for Educational Effectiveness Review (March 3-5, 2010).

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