

**California State University
Accountability
2004 Biennial Reporting**

Campus Summaries

2004

BAKERSFIELD

Indicator 1 – Quality of Baccalaureate Degree Programs – Assessment of Student Learning Outcomes

A paradigm shift has been slowly taking place on the CSUB campus in the last 5 years regarding the assessment of student learning. Academic programs have been systematically shifting from summative compliance reporting towards a formative problem-solving process for assessment. Recent 5-year program reviews more often focus on identifying problems and making meaningful revisions based on evidence from their respective assessments. The 5-year reviews completed by eight departments during the last two years—2002-03: Economics BA/BS, Political Science BA, Psychology BA/MA, Public Policy & Administration BA/MPA, and Computer Science BS; and 2003/2004--Mathematics BS, Spanish BA, and Geology BA/BS/MS—show an increased use of targeted data collection and a more sophisticated use of assessment in their planning process when compared to earlier 5-year reviews. All of these programs instituted higher quality assessments either in preparation of their review process or in response to the campus review of their report. The most dramatic example of this turn around is our Mathematics program. The math faculty developed a sophisticated 5-year assessment plan following their review and have been collecting targeted student learning outcome data in specific courses since Winter 2004. In addition, the Psychology program has moved from its initial portfolio model that did not provide sufficient information for making programmatic changes to a more sophisticated and targeted approach using embedded assessments in specific courses.

Programs currently undergoing 5-year reviews—Criminal Justice BA, English BA/MA, Environmental Resources Management BS, Religious Studies BA, Sociology BA/MA, and Theater BA—are now collecting student data for specific learning outcome objectives in identified courses; these data are evaluated and interpreted by a “committee” of departmental faculty. This more sophisticated assessment of student skill development and this type of data-driven decision-making continues to evolve as we gain more experience and continues to involve significantly more faculty each year. Our early efforts helped faculty learn the process of assessment, but our more recent efforts are focused on obtaining useful information for program improvement. We have learned that well-written measurable student learning outcomes provide the cornerstone of the assessment process, thus several programs are in the process of reviewing and improving their goals and objectives for future assessment projects.

CSUB administration has supported this establishment of a “culture of evidence” in a number of important ways. The campus has funded an Assessment Center, located at the Faculty Teaching and Learning Center, to provide “support for all campus groups in developing and maintaining an assessment culture.” One measure of the success of our Assessment Center is that a large number of programs—academic, academic support, and administrative—were involved in some type of assessment activity during the 2002-03 and 2003-04 academic years. On the academic side, all academic schools, Athletics, Counseling, Library, and Extended University were actively engaged in assessment projects. All departments in Business & Public Administration (3 of 3, 100%), all departments and undergraduate programs in Education (6 of 6, 100%), almost all departments in Humanities & Social Sciences (14 of 15, 93.3%), and almost all departments in Natural Sciences & Mathematics (5 of 6, 83.3%) were engaged in some form of assessment during the past two academic years. Only Art (HSS) and Physics (NSM) were not engaged in some assessment activity during this two-year period.

As of October 1, 2004, 31 of 32 (96.9%) baccalaureate degree programs at CSUB have established a systematic process for assessing student-learning outcomes. These assessments include (1) objective assessments embedded in essays, papers, oral presentations, or class projects; (2) major field tests exams comparing CSUB students to national samples; (3) survey, interview, and focus group data on student perceptions, attitudes and experiences; and (4) portfolio assessments of student learning outcomes.

General Education: Assessment of Student Learning Outcomes:

Through collaboration of the General Education Advisory Committee (GEAC) and the CSUB Assessment Center, the CSUB General Education (GE) program systematically assesses student-learning outcomes for specific GE goals and objectives each year. One good example was the assessment of GE B4, Quantitative Reasoning, during 2002-03. Final examinations for all sections of Math 140, Introduction to Statistics, included an embedded assessment question designed to measure student achievement of one GE B4 goal. While each instructor scored the question as part of his/her final exam, six math faculty also developed a special rubric for scoring this question relative to the GE B4 goal. The information relating to student achievement of the GE B4 goal was reported to both the Mathematics Department and the GEAC to generate suggestions for program improvement. In 2003-04, a follow-up embedded assessment measured the degree of transfer in math knowledge/skills from this GE course (Math 140) to upper-division research methodology courses using it as a prerequisite. In addition, student success

for those completing the GE course at CSUB was compared to those completing the “same” GE course at another institution. Other student learning outcome assessments for GE include faculty evaluation of public speaking skills video-recorded in courses (Communications 108) for GE A1, embedded assessment of critical thinking skills in courses (Philosophy 102) for GE A3, and assessment of critical thinking skills across several upper division GE courses.

Qualitative Assessment of General Campus Concerns

CSUB uses a variety of assessment techniques that involve the campus community. During 2002-03 and 2003-04, more than 250 campus faculty and staff and more than 350 students were involved in 32 different focus group assessment activities. During this 2-year period, 10 major focus group reports were released—Academic Integrity, Nursing Student Clinical Experience, Faculty Recruitment and Retention, Special Education, BBEST/Liberal Studies Advising, Employee Reclassification, Student Financials/Cashier, Child Adolescent Family Studies (CAFS), CAFS Head Start Program, and Mission and Goals. In addition, numerous faculty used the Group Interview Feedback Technique (GIFT) to improve the teaching and learning environment at CSUB. Our Program Focused Interview Technique (Program FIT) provided an overview of the experiences of more than 350 students in 11 academic programs—Physical Education & Kinesiology, English Advising, School Counseling, Faculty Mentor Program, Liberal Studies Math, Liberal Studies Science, Nursing, Sociology, Intensive Language Institute, Special Education, and Criminal Justice—during 2002-03 and 2003-04. The GIFT and Program FIT are important assessment tools that involve students directly in the improvement of our campus, and the participants report that they appreciate being asked for their feedback. We believe that this involvement actually increases their satisfaction with their educational experiences at CSUB.

CHANNEL ISLANDS

1 Quality of Baccalaureate Degree Programs

- 1.1 Description of process for establishing and assessing student learning outcomes in general education and in the majors and for achieving core competencies for the degree (Due in 2002 only).

2002-03 Status

In fall 2002, CSUCI opened its doors to operation by admitting 630 upper division transfer students to eight majors. As part of the academic planning process associated with the development of these majors, the “long-forms” required programs to detail student learning outcomes.

2003-04 Status

During the second year of operation, the University undertook a campus-wide strategic planning effort—which set in place a new mission statement and strategic goals and objectives.

A campus-wide effort resulted in assessing the alignment of institutional mission-based and program-based student learning objectives. Individual efforts in assessing student learning took the form of pilot-projects in five program areas: business, biology, education, English, and computer science.

2004-05 Status and Goals

The University’s General Education Assessment Task Force is charged with developing an assessment strategy for general education. Additional campus efforts include the development of assessment strategies for overall student learning. The information obtained from these exercises will be used by the campus to make improvements in programs.

- 1.2 **A brief summary of campus academic program reviews (First due in fall 2004).**

The Faculty Senate has developed a program review policy. Our campus has not been in operation long enough to conduct five-year program reviews, however, as noted in 1.1—efforts are underway to establish policies and procedures for systematic evaluation of student learning.

CHICO

1. Quality of baccalaureate degree programs

1.1 In 2004 all academic departments report stated learning outcomes and programs under way to assess these learning outcomes. Indeed, 97% of our baccalaureate degree programs have student learning outcomes and associated assessment programs in place or under way. We continue to make progress toward our goal of fostering a culture of evidence to enhance our culture of learning.

2. Access to the CSU

2.1.a At CSU, Chico the category of first-time freshmen is impacted. Those not-admitted have been assisted in applying to other CSU campuses. About 25 to 30 percent of admitted freshman students enroll at Chico in fall semesters.

2.1.b Since CSU, Chico is not impacted at the upper division transfer level all fully eligible applicants have been admitted, except in the Nursing and Recording Arts programs. About 60 percent of admitted upper-division transfer students enroll at Chico in fall semesters. All qualified regional students have been accommodated each year.

3. Progression to degree

3.1.a Chico enjoys consistently high first-year to second-year progression rates. A key component of our success is the special efforts at student integration into the unique academic and social environment of CSU, Chico. Our progression rate has returned to its traditional value of nearly 82%; well above the national average for institutions of our type.

3.1.b Chico enjoys consistently high first-year to second-year progression rates for transfer students. Individual colleges undertake special efforts at integrating transfer students into their respective unique total learning environments. These efforts are reflected in the 83-84% persistence rates we experience in this category.

3.2 California Community College transfer students proceed through the upper-division coursework about as efficiently as do students who entered CSU, Chico as first-time freshmen. The units earned by CCC junior transfer students as they make their way to the baccalaureate degree are well within the "30% bench mark to degree," and reflect campus distribution of degree type and major degree program.

4. Persistence and graduation

4.1 Chico has one of the highest graduation rates of any CSU campus for first-time, full-time freshmen. The 2002-03 data show a 4% improvement in freshman graduation rates. Chico's CCC transfer group graduation rates fell slightly in 2002-03 over prior years. We have reviewed our program efforts in this area and expect to return to more successful rates.

5. Areas of special state need

5.1 Several factors conspire to cause fluctuations in teacher preparation program enrollments. General economic and state budget factors have caused postponement in teacher retirements and reduced hiring of new faculty due to a return to larger class sizes in public schools. In addition, incoming public school classes are smaller than graduating classes. As a result, enrollment predictions are difficult. CSU, Chico remains committed, however, to CSU goals in the area of teacher preparation.

6. Relations with K-12

6.1 CSU, Chico faculty and students have actively supported the two CSU-funded programs: PAD and CAPI. In addition, we support America Reads, Educational Talent Search, Math Links, MESA, Upward Bound, the Center for Mathematics and Science Education, CAVE, and numerous other individual efforts. Each year we have served 250 or more schools and thousands of students. We look forward to continuing our service tradition within the venues of the Early Assessment Program efforts.

6.2 The level of full-preparedness for college mathematics of CSU, Chico's regularly admitted freshmen increased dramatically to 69 percent in the Fall of 2002. The level of preparedness for college English increased slightly to 63.7 percent. We continue to be vigilant in these areas and will maintain our extensive K-12 outreach efforts.

7. Remediation

7.1 CSU, Chico remains strongly committed to helping all students succeed. Academic Year 2002-03 saw a decline in remediation proficiency rates to 78% due to course access difficulties. One hundred and eight students who did not complete remediation, were permitted to reenroll at CSU, Chico in fall 2003 to give them the promised one calendar year for remediation. As a result, 93% of the fall 2002 continuing freshmen class demonstrated full proficiency one year later.

8. Facilities Utilization

8.1 Chico's facilities utilization reflects its unique residential nature and its traditional student population that define that special set of educational experiences often referred to as the "Chico Experience." As a result, much of our facility utilization while categorized as non-instructional is nevertheless central to our mission and character. The campus recently adopted a new course scheduling policy that will improve the percentage of instruction that is non-traditional and have us better utilize increasingly scarce facility resources.

9. University Advancement

9.1 Total charitable giving continues to increase for CSU, Chico. From 2001 to 2002 charitable giving increased by approximately \$2.2 million. The announced retirement of the University's longtime president and uncertainty in the stock market are factors explaining the difference in performance versus goals for 2002-2003.

9.2 While CSU, Chico's performance in the area of special revenues remains healthy, it too has been negatively influenced by declines in stock market performance and corporate uncertainty in the face of international crises.

9.3.a CSU, Chico Alumni membership numbers continue to rise despite delays in completing the implementation of a new database causing a corresponding delay in membership recruitment. Renewed efforts in this area should result in further growth in formal alumni membership.

9.3.b The total number of addressable alumni continues to increase substantially as we have introduced a dedicated staff position responsible for tracing and updating records. Increased personnel in this area should lead to even greater improvement.

9.4 Although there is a slight increase in CSU, Chico's private funding from 2001-02 to 2002-03, it does fall short of the 10 percent goal. To date, we have been short staffed in our development efforts. The focus of the University's new president on advancement, however, is expected to strengthen the University's performance in this area.

Dominguez Hills

Performance Area 1: Quality of Baccalaureate Programs

California State University, Dominguez Hills (CSUDH) is currently in its fourth iteration of a thorough process of program assessment. In 2002-2003, 42 programs (of a total of 50) submitted program assessment materials following a set of guidelines developed by a faculty-administrative team under the leadership of the Learning Outcomes Coordinator. A faculty team of reviewers (members of the University Student Learning Outcome Assessment Committee [USLOAC]) read and commented upon each of these sets of materials with specific suggestions about ways programs might improve their assessment plans and thus, ultimately, the utility of those plans in identifying ways to strengthen their curriculum and enhance student learning.

Feedback from faculty and administrators indicated that the learning outcomes assessment guidelines needed improvement. In response to this feedback and in an effort to streamline and make meaningful the student learning outcomes assessment process, USLOAC developed the Essential Elements of Learning Outcomes Assessment and a companion document, Learning Outcomes Assessment Indicators. These documents were used to report program student learning assessment activity for 2003-04. All but two of the 50 baccalaureate programs have submitted or are submitting their reports. These documents are also designed to integrate the student learning outcomes assessment reporting process with the University Program Review processes.

Program responses to two of the Essential Elements of Learning Outcomes Assessment are pertinent to a brief summary of assessment results and use of these results. They are: a) Identify the conclusion(s) drawn from assessment activity results and explain how they justify any action taken (curriculum, pedagogy, instructional methods, scheduling, mode of delivery, evaluation, etc.); and b) Describe action taken and provide evidence that it was or was not effective in improving learning and the program. Identify the program-level outcomes and/or assessment(s) that were revised.

The majority of programs identify conclusions that are data based, but in many instances are not drawn from program assessment results. Further, many programs are in the program assessment development stage (rubrics, portfolio criteria, etc.) and do not have the program assessment results to draw from at this point. Most programs "describe action taken". However, evidence is less forthcoming regarding whether action was effective in improving learning and the program. This is probably relative to the program's progress in developing and implementing program assessment methods. USLOAC anticipates that feedback to programs plus assistance in developing useful program-level assessment methods including criteria for measuring achievement, will result in advancing the campus profile on improving teaching and learning.

To align our General Education (GE) program with the CSU systems guidelines as outlined in Executive Order 595, curriculum changes that reduce the number of units in our GE program by six to nine (6-9) units will become effective Fall 2005. As part of our commitment to program review, the GE committee piloted two projects, one in embedded assessment – using regular assignments in upper-division GE classes to take a "snapshot" of student skills – and the other in syllabus analysis, determining the amount of reading and writing actually done by students in GE classes.

A GE Program Review process instituted by the GE Committee in 2003 began a five-year review cycle of Areas A through G. The assessment of General Education - Area A – Basic Skills that includes Composition, Logic/Critical Reasoning, and Oral Communication General Education courses was conducted in Spring 2004. Area B – Natural Science and Area C - Humanities will be reviewed this year. Chairs or coordinator's submitted syllabi, assessment of student achievement – analysis of Fall 2003 grades, samples of student work, a thorough analysis of results, and plans for addressing the concerns implicitly acknowledged in the analysis. Each area review team examined the materials submitted and made recommendations to the GE Committee, which determines the nature of implementation required.

The Program Review Panel is developing an integrated campus-wide assessment process that would combine the existing program review and student learning outcomes assessment process into a Performance Effectiveness Assessment Tool (PEAT). PEAT is comprised of both quantitative and qualitative components. It was presented to Academic Senate with questions, comments, or other feedback invited last spring and is being piloted this fall for comprehensiveness, adequacy, and usefulness.

Performance Area 6.2: Fully Prepared New Freshmen

In an effort to ensure the effectiveness of the Early Assessment Program (EAP) in each high school within Dominguez Hills' service area geographic information systems (GIS) analyses are being conducted to target the specific high schools that provide the largest number of first-time freshmen with the greatest remediation needs. Initially using Fall 2003 first-time freshmen data and the 2002-03 high school data (API scores, total number of graduates, and number of graduates who had completed the UC/CSU-required college preparation courses at the time of their graduation), this initial investigation was conducted to examine the characteristics of high schools to understand the demographics of our major feeder institutions and our first-time freshmen.

Of the 127 high schools nearest to the CSUDH campus, about 25% have API scores in the bottom 10% in the state. In fact, the distribution of API ranking among the 127 high schools is nearly bi-polar, with a marked bias toward the lowest deciles rank ($M=4.96$, $S.D. 3.127$). Less than 40% of the high school graduates have taken UC/CSU college preparation courses. Forty-five of these high schools provided no first-time freshmen to Dominguez Hills; one high school provided 37 but over three-fourths of the high schools provided five or less of our first-time freshmen. Of the 693 first time freshmen in the Fall 2003 cohort, only 6.63% required no remediation in English or math (16.2% did not need remediation in English and 20.3% did not need remediation in mathematics).

Additional analysis on the Fall 2004 entering first-time freshmen data will be conducted shortly to further target the specific high schools for EAP intervention.

FRESNO

1. Quality of baccalaureate degree programs

A student outcomes assessment plan has been developed for each of the 95 degree programs. These plans include mission, goals, objectives and an assessment plan based upon them. All programs have had an external team (two on-campus faculty and one off-campus representative of the discipline with assessment experience) assess the plans and a majority have been reviewed and approved by the University Program Review Committee. In addition to degree programs, outcomes assessment is being implemented for both the Smittcamp Family Honors Program and the university General Education Program. The status of student outcomes assessment plans can be viewed online at http://academicaffairs.csufresno.edu/assocprovost/SOAP/Program_Review/index.htm. The provost has announced that an assessment update is to be included as a component in annual reports. Department chairs are to provide a summary of the assessment activities carried out in the past year and any changes made in response to assessment results.

Early assessment efforts raised concerns relative to student learning outcomes. The university's model syllabus template has been modified to raise the visibility of student learning outcomes. Departments were asked to provide complete sets of syllabi for courses offered fall 2004 as part of the WASC review effort. Half of the syllabi that were reviewed contained student learning outcomes written in terms of expectations of students rather than as teaching or course objectives. The General Education Committee has asked all faculty to complete an online survey describing when and how their course meets established general education student learning objectives. The university's Graduate Curriculum and Undergraduate Curriculum Subcommittees, and the General Education Committee have been diligent in reviewing new course syllabi for the required student learning outcomes and reviewing the course topics and assignments for alignment with the expected outcomes. Syllabi review will continue and we expect to see improved use of student learning outcomes leading to greater attention to instructional methodologies. In a recent Survey of Student Educational Experiences, undergraduate students reported that "the course syllabus makes clear what I am expected to learn" in most or all courses in General Education (77%) and in the major (83%).

The Undergraduate Program Review Committee has been actively involved in encouraging departments to begin using assessment data as they have commented on outcome assessment plans and program reviews. A number of departments with a history of accreditation have been using assessment data to make curricular changes for years. For example, the Liberal Studies program has standards that each course must meet and faculty from across campus have modified their courses to meet those standards-learning in the process how to develop measurable learning outcomes and assess them. The effort is spreading across campus. New courses are being developed in response to findings. For example, the Department of Music added Music 47 Introduction to Music Technology to their curriculum in response to alumni concerns expressed in outcomes assessment efforts. The department developed and taught the course for the first time this past year.

The educational effectiveness review conducted as part of the WASC accreditation process identified programs needing additional support in creating appropriate assessment vehicles and resources are being marshaled to provide that support. The Office of Institutional Research, Planning and Assessment will be augmented with an additional data analyst with expertise in assessment to assist the campus in this effort.

2. Access to the CSU

Only two impacted programs exist on campus. First time freshmen are not eligible for either program.

3. Progression to degree and 4. Persistence & graduation

The President appointed a Student Success Task Force that has focused on 5 major efforts: mandatory orientation, mandatory advising, roadmaps, learning communities and mentoring. Considerable progress has been made. Roughly 86% of first time freshmen and 93% of transfer students attended the orientation Summer 2004. Mandatory advising language has been added to the catalog. Roadmaps have been completed for most programs. A mentoring institute implementation plan has been developed and is being rolled out. Learning communities are being planned for the coming year. Most majors now have 120 unit minimums. The combination of these efforts is anticipated to improve continuation rates, time to graduation, and graduation rates

5. Areas of special state need

Credential numbers will not grow as rapidly in some areas in the next few years. The recent implementation of the CSET exam plus reduced demand for new teachers locally have both likely had an impact.

6. Fully prepared new freshmen and 7. Remediation

The Early Assessment Program and campus efforts targeting those in need of remediation should have an impact allowing the university to continue to make progress in reducing the need for remediation.

8. Facilities utilization

The campus is implementing a new scheduling software, conducting a space inventory, and examining classroom utilization to more effectively and efficiently manage facility resources. Attention is being given to web based courses. There has been a decrease in distance learning sites. The campus is planning for a summer term beginning in Summer 2006

9. University advancement

The university is embarking on a multi-year comprehensive campaign to raise support for academic programs. Progress continues to be made in finding lost alumni and increasing the number of alumni association members. The university will maintain its ambitious goal to raise 30% of its funding from private sources.

FULLERTON

1. Quality of baccalaureate degree programs

For this indicator on the assessment of student learning goals, the main elements of accountability involve (1) establishing student learning goals for each of our baccalaureate degree programs; (2) developing an assessment plan and using assessment strategies on an ongoing basis to measure students learning; and (3) using assessment results to inform curricular revisions and, ultimately, to improve student learning.

The assessment process begins with clear and assessable student learning goals and expectations for each degree program. At Cal State Fullerton, each of our undergraduate degree programs, including our General Education Program, have student learning goals. Student learning goals are used to fine tune course content and to develop classroom assignments and activities that develop the knowledge and skills that are the “marks” of a graduate of a particular degree program.

New degree programs [as well as minors and concentrations, options, and emphases within a program] are required to have clear and assessable student learning goals. Similarly, our new course proposal form is designed to ensure that every new course has student learning goals and that there is a direct link between the student learning goals and assessment strategies.

Annual reports and program reviews also include questions about (a) goals, and whether they have been reviewed for completeness and centrality; (b) assessments, focusing on general statements about the data developed in terms of the goals; and (c) program changes that have been undertaken in response to the findings.

Several departments on campus have developed assessment plans and are using assessment strategies on a regular basis to inform the teaching-learning process, including:

- Using summative assessments of core knowledge areas of the major to make informed judgments about student achievement.
- Requiring a common final in multiple sections of the same course.
- Using exit surveys to measure student attitudes and opinions about the curriculum for the purpose of making program improvements.
- Utilizing placement exams to measure a student’s knowledge or skills covered in prerequisite courses for the purpose of informing students and their teachers of their current level of knowledge or skill.
- Using pre- and post-tests to measure the “value-added” of a particular course or area of the major.
- Standardized tests are also used to measure student learning and to compare performance to rational norms.

Number of undergraduate degree programs that have learning goals and assessments underway.

- Number of Programs: 56
- Number with Learning Goals: 55
- Number with Assessments Underway: there are two (2) numbers
 - 46 have a written assessment plan
 - 31 have a written assessment plan and are using assessment strategies on an ongoing basis.

2. Access to the CSU

As these data indicate Fullerton continued to serve its region. Fullerton has been the number one California public university destination of CCC transfers since CY 1998-99.

3. Progression to degree

Fullerton has been making good progress in meeting its one-year return rate goals. The reduction in many bachelor’s degrees to 120 units should lead to further improvement in future performances related to upper division units to degree goals.

4. Persistence & graduation

Fullerton has made steady progress on improving its first-time freshmen and CCC transfer graduation rates. Fullerton has instituted mandatory orientation and advisement of all first-time freshmen. Current Fullerton retention and graduation initiatives will result in further improvement in these rates in the future.

5. Areas of special state need

Fullerton continues to recommend significant numbers of first-time, new-type credentials in areas of special state need. Fullerton's Center for Careers in Teaching continues to encourage and guide interested students to move toward careers in K-12 education. The campus is close to completing the development of a Multiple Subjects Integrated Teacher Education program for both native and transfer students (not to exceed 135 units).

6. Relations with K-12

Fullerton has been active in K-12 relations. First-time freshmen continue to show strong improvement in mathematics preparation. English preparation of new first-time freshmen lags mathematics preparation.

7. Remediation

Fullerton continues to make progress with the percentage of new students completing remediation within one year.

8. Facilities utilization

At Fullerton, college deans have been given targets for progress toward indicator 8.1. Staff reporting to the Vice President, Academic Affairs have facilitated this process and will continue to do so. Working with the Academic Senate, Fullerton has revised its template for MWF course offering times, and will monitor schedules to promote Friday and weekend classes. YRO summer demand is strong. Progress toward goals to date is satisfactory. The El Toro center has met/exceeded expectations and will continue to expand its offerings in the future.

9. University advancement

As is true at other campuses, Fullerton experiences volatility in its voluntary support receipts. Indicators (a), (b) and (c) for area 9.3 show progress. Recent advancement efforts should result in continuing improvement for areas 9.1 and 9.2.

HAYWARD

1. Quality of baccalaureate degree programs.

All degree programs have mission statements, learning objectives, and indicators. Institutionalizing assessment into decision making will be one of the thrusts for the upcoming WASC Education Effectiveness report. The Provost, Deans, and the office of Institutional Research and Assessment will coordinate efforts to support faculty in the collection, interpretation, and use of assessment results.

CSUH has a well-established program review process sanctioned by academic governance. This process is currently undergoing substantial changes to further refine and incorporate collection and use of assessment results to enhance program quality. In addition, the general education program has been the focus of the most consistent assessment efforts on campus. Processes to establish and assess student learning outcomes in the majors have been implemented by all colleges at the University.

College of Arts, Letters and Social Sciences. All programs in ALSS have assessment plans. The assessment plans include mission statements, program objectives, intended student learning outcomes, indicators of student achievement and methods of assessing these outcomes. Pilot assessments and new ways of embedding assessment into the major in existing classroom instruction and assessment procedures, will be expanded this year.

College of Business and Economics. As of 2003-2004, all degree programs had identified student learning objectives and had initiated collecting assessment data. By Fall 2004, both bachelor's degree programs in the College had developed and administered pretests for assessing students' subject matter knowledge as they enter their program. Timetables and assessment tools were established for collecting data during Winter and Spring 2005 on exiting student knowledge. During Fall 2004, the Economics program is collecting rubric-assessed evaluations of student writing, presentation, and technology use.

College of Education and Allied Studies. During 2003-04, all programs continued the implementation of assessment plans consistent with the rigorous standards of the National Council for the Accreditation of Teacher Education (NCATE). The non-NCATE programs in the college are also using the same planning guidelines.

Each program has an assessment plan including: (1) key transition points (2) major assessments; (3) a timeline for implementation of the assessment; (4) a process for collecting, analyzing, summarizing, and using data; (5) identification of CEAS operation; and (6) an explanation of how technology will be used in assessment.

College of Science. The College of Science has completed assessment plans for all of its baccalaureate programs. Five programs have completed at least the first assessment cycle, having collected and analyzed assessment data and considered changes. Two additional programs have collected their first assessment cycle data and are in the process of analyzing the data and considering programmatic changes in response to assessment. Four other programs will begin their first cycle of data collecting during the 2004-05 academic year. Most programs will be undergoing review process during 2004-05 and, consequently, will submit comprehensive assessment data for the reviews.

2. Access to CSU

All eligible applicants who applied to Hayward over the past three years were admitted.

3. Progression to degree

Efforts are underway in conjunction with the Chancellor's Office leadership, to develop roadmaps, adjust scheduling to meet student needs, establish mandatory audits of progress to degree, as well as enforcement of advising requirements. First-year continuation rates for first-time freshmen are excellent for Hayward. Current programming efforts for first-year students as well as retention programs are expected to push these rates even higher in the future.

4. Persistence and graduation

Graduation rates for first-time freshmen are high at 57%. Persistence to graduation for Community College transfer students has also been high at 74.1% last year.

5. Areas of Special state need

The numbers of first-time and new multiple, single subject, and special education credentials issued from CCTC has grown steadily. However, for 2006-7, this number is expected to decrease slightly for multiple subject and increase slightly in the other areas.

7. Remediation

CSU Hayward will remediate a high percent of students within the academic year and expects to continue to increase this rate consistent with Chancellor's Office policy.

8. Facilities Utilization

CSU Hayward has been pressured for adequate and appropriate instructional space and will continue to use facilities in the most effective manner possible.

9. University Advancement

Charitable gifts will increase from \$1.8m to \$3.4 in 2006-7. Alumni membership is also projected to increase.

HUMBOLDT

1. Geography: Assessment process revealed that the student learning outcome associated with the mastery of contemporary technology resources in the discipline showed inadequate preparation. Department made the choice to limit regional Geography courses and to use the resources for expansion of Mapping Sciences (digital cartography) offerings.

2. Art: Reviewing assessment process results, the department concluded that students were meeting student learning outcome expectations unevenly in the existing nine traditional studio art subdisciplines, due to budget-driven decline of resources, and that digital art course content in particular requires enhancement. A conflation of studio art subdisciplines is under way to allow for development of digital art courses.

3. Oceanography: Assessment retreat discussion of student learning outcome expectations for competence in Biological Oceanography revealed that the retirement of the primary faculty member in that subdiscipline was not being adequately offset by available coverage. Department made a case for a replacement position in this essential part of the curriculum, since no realistic acceptable course substitutions exist.

4. Music: Review of lower division student learning outcomes identified need for increased attention to student mastery of harmonic structure elements. Keyboard-based instruction was increased from two semesters to four, and prerequisites were established for this phase of the major.

5. Economics: Assessment process found that the mixing of general students and majors in the same upper-division class sections did not allow faculty to provide sufficient depth for many major students to meet learning outcomes. Variable unit courses (four units for major, three for general students) provide 25% more teaching time and higher expectations for the major, while at the same time accommodating service needs of the general campus population. A community-based experiential applied economics component (service-learning) was established that involves hands-on research experience for the major. A capstone experience was added in which students produce a portfolio of their work and create a self-assessment of the extent to which they meet the student learning outcomes for the major program.

6. Forestry: Study of the student learning outcomes established for the baccalaureate degree led to the conclusion that revision of curriculum and outcomes was needed to reflect contemporary career objectives in the professional preparation Bachelor of Science degree major. The result was the establishment of a new option in Wildland Fire Management within the major program.

7. Journalism and Mass Communication: This department was one of the first on campus to establish learning assessment outcomes, because the relatively rapid changes in the field are greatly driven by digital advances. To maintain ability of faculty to address student learning outcomes in photojournalism and video production, the department has moved completely away from "wet chemistry" photo techniques to digital photography, and digital taping has replaced analog-based instruction.

8. Rangeland Resources and Wildland Soils: Assessment review brought concern that at the present time the faculty resources subdisciplinary specialties are able to serve the established baccalaureate-level learning outcomes in this professional Bachelor of Science program adequately, but imminent retirements of senior faculty need to be planned for to maintain program integrity. Upper division outcomes review (primarily via alumni input) led to greater policy law content in the major, and the establishment of an introductory course.

9. Wildlife: Program Review Self Study established that the single option in Wildlife Management and Conservation was not adequate to address learning outcomes derived from certification standards of the Wildlife Society, and led to the establishment of a second Bachelor of Science program option in Conservation Biology/Applied Vertebrate Ecology.

10. Philosophy: yearly assessment retreat examined exit interviews, alumni surveys, and undergraduate surveys, which led to the conclusion that student learning outcomes in ethics, would be better served by implementing a new minor in that area, and that the fostering of self-direction and student motivation would be enhanced by incorporating more electives in the BA program.

LONG BEACH

Indicator 1 - Quality of Baccalaureate Degree Programs: In the past two years, most CSULB academic programs established student-learning outcomes and began to identify assessment methods and tools to assure that students are achieving core degree competencies. A position of Coordinator of Assessment and Program Review has been established and charged with linking outcomes assessment with program review and planning. The campus Assessment Committee oversees a budget that supports outcomes assessment at the course, major, departmental, and college levels. An annual award for the best practices in assessment, as reported during the program review process, has been established. For general education, a faculty task force identified eight student-learning outcomes in three stages (foundation, exploration, and capstone) mapped across five categories of courses (communication; physical universe; humanities and the arts; social and behavioral sciences; and self-integration). Seven completed or ongoing assessment activities for one of these outcome areas, written communication, have been identified. All courses proposed for general education certification or recertification must identify student learning outcome objectives that link the course to the outcomes established for the general education program.

In the past two years, most CSULB reviews were conducted for programs with external accreditation. Results demonstrate that programs are taking steps to address concerns of accrediting agencies about student learning goals, outcomes assessment, and use of data to improve programs. For example, two departments in the College of Engineering were merged in response to concerns identified by ABET, the college's accrediting body. A campus task force developed a new policy to revitalize program review which emphasizes learning outcome assessment. The Academic Senate is reorganizing to strengthen program review and to integrate it with student learning outcome assessment. The Division of Academic Affairs has also revised its guidelines and procedures for program review to complement the proposed policy changes and Academic Senate reorganization and to link the results to long term planning.

Indicator 2 - Access to the CSU: CSULB became impacted to freshmen in fall 2002 and to transfers in spring 2004; the campus currently has impacted programs in ten departments. In recent years, the state budget situation forced rapid shifts in admissions policies that created an undesirable degree of unpredictability for freshman and transfer applicants. Hopefully, with the Compact agreement, the future budget situation will stabilize, allowing consistency of admissions standards.

Indicator 3 - Progression to Degree: CSULB achieved its stated goal of 85% first-year continuation rates for freshmen and transfer students. We offer a comprehensive freshman experience that includes guaranteed courses, mandatory advising, learning communities for about two-thirds of freshmen, and a freshman seminar. Improvement of retention for transfer students may be due to articulation agreements that facilitate a smooth transition from a community college to CSULB. Transfer students have been able to graduate from CSULB with a similar number of units compared to students who enter the campus as first-time freshmen.

Indicator 4 - Persistence and Graduation: CSULB has seen a steady increase in 6-year graduation rates and the campus achieved its stated 56% goal. Four-year transfer graduation rates have improved and two-year rates have doubled in seven years. The estimated eventual graduation rate for transfer students far exceeded the 70% goal for CY 2004-2005.

Indicator 5 - Areas of Special State Need: In the past year, CSULB produced an all-time high number of new teachers exceeding 1,000. The Integrated Teacher Education Program (for elementary certification) has been reduced in length to 135 units. Many students are taking advantage of the opportunity to complete in four years. In the most rapidly growing area, Single Subject, CSULB is preparing more high school teachers than any other CSU. Admissions to the Special Education program are especially strong. While the campus did not make its 2002-2003 target of graduating 80 new special education teachers, we did achieve that goal in 2003-2004. Multiple Subjects, the largest teaching program, has continued to experience growth. CSULB instituted an expanded Advising Office to ensure professional advising at every stage.

Indicator 6 - Relations with K-12: During the 2002-03 year Long Beach was very active in a number of K-12 partnership activities including the California Academic Pre-collegiate Initiative (CAPI) and Pre-collegiate Academic Development (PAD) programs. The number of K-12 schools and students served far exceed the goals established for 2002-03 as a result of the dramatic expansion of College of Education's SERVE program supported by PAD funds. SERVE involved 1,810 Liberal Studies students in serving 23,148 K-12 students in 435 schools. The CSULB

CAPI program served 6,765 students in eight high schools, providing English and Mathematics tutoring and professional development for teachers. The University also continued its federally funded programs (College Assistance Migrant Program, Talent Search and Upward Bound) as well as the Educational Opportunity Program, University Outreach and School Relations, and college-based outreach programs. With the elimination the CAPI and PAD programs, future work with public schools must be sharply reduced and CSULB will have little ability to help improve the preparation of students for college.

Indicator 7 - Remediated within One Year: CSULB achieved its 2002-03 goal for timely remediation. The campus has an office dedicated to tracking students in need of pre-baccalaureate work and ensuring that they receive services in a timely manner.

Indicator 8 - Facilities Utilization: BeachBoard, CSULB's instructional technology learning management system, facilitates distance and hybrid classes making non-traditional scheduling patterns more feasible. BeachBoard is used by 1,696 course sections, 814 faculty and 27,717 unique students. CSULB has also successfully moved freshman classes into a Monday-Wednesday-Friday schedule to even out facilities use throughout the week.

Indicator 9 – Advancement: CSULB achieved its second most successful fundraising year in 2003-04, having raised more than \$33 million, nearly 30 percent over goal. More than \$1.247 million was raised by the Annual Fund, representing 110 percent of its goal and a new campus record. The campus also set numerous donor-related records: nearly 20,000 donors overall, nearly 13,000 alumni donors, and more than \$342,000 were received from parents. Alumni giving exceeded \$2.3 million and individuals accounted for 56.6 percent, or \$18.7 million, of giving. CSULB's continued focus on planned giving once again proved fruitful: the campus raised over \$11.8 million in bequest intentions, as compared to \$5.2 million the previous year. Cash gifts and bequests accounted for nearly 68 percent of CSULB's fundraising total.

LOS ANGELES

INDICATOR #1 - Quality of Baccalaureate Degree Programs

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.

California State University, Los Angeles (CSULA) is engaged in the assessment of student learning outcomes in its major degree programs and in general education. The University, through the program review process, evaluates implementation of student learning outcomes assessment, and the extent to which the assessment results are used to improve programs. Since 2002, the following programs have been reviewed:

PROGRAMS REVIEWED 2002-2003

PROGRAMS REVIEWED 2003-2004

Programs	Degrees	Programs	Degrees
Biology	BS, MS	French	BA, MA
Communications Disorders	BA, MA	Geography	BA, MA
English	BA, M A	History	BA, MA
Microbiology	BS	Japanese	BA
Music	BA, BM, MA, MM	Kinesiology	BS, MA
Political Science	BA, MA	Psychology	BA, MA, MS
Public Administration	MS	Spanish	BA, MA
Rehabilitation Services	BS, MS		
Social Science	BA		

Student learning outcomes assessment has produced both confirmation of the effectiveness of programs, and findings that give rise to change. Departments have utilized assessment findings to make modifications to their programs in order to more effectively meet the identified goals and objectives of their programs. In the Department of Biological Sciences the expected skills, knowledge, and attitudes were identified. As guided by University policy, the Department implemented assessment measures that were both direct, and indirect, as well as qualitative and quantitative. A survey of undergraduate students showed that while students enter the program with attitudes that are desired, the program reinforces and improves those attitudes. The Department's course alignment project determined that all of the desired skills were developed in the programs. Data collected from one assessment measure, the pilot capstone course project, confirmed the conclusions of another assessment measure, the course alignment project. The Department used the assessment results to modify instructional strategies and course content, and acted to place greater emphasis on the role of ethical conduct in the pursuit of scientific knowledge, reinforcing basic statistical analysis of the data, even in introductory level courses.

Several departments use written assignments to assess learning outcomes of both individual student performance and degree programs. In the Department of English essays of student work were selected from specific undergraduate courses and a grading rubric applied. Each essay was evaluated according to skills deemed appropriate to the level of study, and in relationship to other essays. As a result of these initial assessments the Department proposed a list of specific learning objectives for the core course sequence. The syllabi were reviewed to determine if the content of specific courses was appropriate and consistent between different offerings and instructors. English curriculum was modified to include more 20th century theorists in the content. The Department noted that initial assessment activities raised the Department's consciousness about the need to examine the curriculum in light of growing evidence that not all learning goals and objectives were being met. The Department of Political Science actively implemented a number of assessments of their programs, including the use of a written assignment. Pro-seminar papers were exchanged for rating with another CSU, and the resulting assessment made it clear that the Department needed to continue its emphasis on writing in every lower and upper division course. Special focus was given to the Department's grading practices for writing assignments in general education courses. In the graduate program more emphasis was placed on research papers and written exercises in graduate courses.

Assessments are found in various stages within degree programs. In the Rehabilitation Services and Rehabilitation Counseling programs "mid-course corrections" are done during the fifth week of the quarter when students anonymously assess the course. Changes are then made to improve the course while it is being taught. The Social Science Program's use of a senior capstone assessment revealed that while the assessment indicated that the

program goals were being met, the capstone course for the program was not fulfilling its intended purpose. To that end the capstone course has been rewritten.

The assessment of the General Education Program has been ongoing since AY 2000/2001. Pilot testing of an array of assessment measures has assisted in determining those that will be administered according to a developed timeline. Recent assessment measures implemented by the General Education (G.E.) Subcommittee have focused on upper division G.E. courses and Block B, Natural Sciences. At CSULA required upper division G.E. courses are offered as groups of courses centered around thematic topics. Data about the themes (i.e., GPA, enrollment patterns, full-time or part-time faculty) was reviewed by the G.E. Subcommittee. A survey of students was also administered to obtain student perceptions of the learning objectives for theme courses, and written essays were administered to a sampling of classes to ascertain the integration of the theme topic from the perspective of the natural and social sciences, and the humanities. Additionally, a course syllabus analysis was undertaken to determine how the upper division theme goals and objectives were identified in upper division G.E. courses.

The results of the multiple assessment measures have produced a number of actions intent on strengthening the ability of students to meet the learning outcomes for the upper division G.E. themes. University policy regarding the course syllabus was modified to require that specific information be placed in syllabi of upper division G.E. courses. The G.E. Subcommittee has recommended the distribution of a template to all G.E. instructors to guide syllabus development. It was also determined that one of the themes is no longer viable, and a transition plan was created to delete it. Courses showing little evidence of meeting the learning outcomes and requirements of G. E. were deleted from continuing themes, and a call went out to the campus for new courses to refresh the existing themes.

MARITIME ACADEMY

1.0 Quality of Baccalaureate Degree Programs:

1.1 The process is a mixture of faculty and administrative initiatives mandating assessment of learning at the course, departmental, and institutional levels. In accordance with Accountability goals set for 2004-2005, the campus has begun to establish a "Writing Across the Curriculum" program, begun work on assessing information fluency, and established a requirement that all new classes have an assessment plan. In addition, a writing committee has begun to implement the recommendations of the Chancellor's Office for the GWAR. All programs have established outcomes and must include these, along with course outcomes, on syllabi. By May 2005, all courses and departments must have assessment plans. The leadership program is progressing, fueled by a campus-wide retreat, the work of various committees, and the appointment of a Commandant of Cadets. In February 2005 the campus plans to send a team to the WASC/AAHE Learning Forum program in order to plan institutional goals and tactics aligned with the Strategic Plan. Goals for 2006-2007 entail implementation of previous goals for writing, information literacy, leadership, and assessment, along with activities designed to create the next WASC proposal. By 2006-2007 departmental and class assessment data will be collected and analyzed for ways to "close the loop."

1.2 External and internal program reviews, particularly in marine "licensing" majors, rely heavily on externally mandated assessment criteria. Thus, results of licensing exams and similar measures contribute to appropriate administrative changes. Nevertheless, other measures for program review are also underway at the departmental level. Using its assessment plan, the Mechanical Engineering program has developed an integrated series of computer and communications courses. The Marine Transportation department has concluded a curriculum review and is in the process of adjusting the "road map" to graduation, one that more accurately meets Title 5 GE requirements as well as addressing program objectives by adding course content in oral communications and ethics. Business Administration has created a special topics course that allows for utilizing the experiences and expertise of visiting International Scholars. In addition, the Business Department has assessment goals in place for program-wide implementation. Programs in Marine Engineering Technology and Facilities Engineering Technology are organizing their assessment plans to ensure at least one feedback loop prior to the next scheduled General ABET review. Global Studies and Maritime Affairs has completed its first year as an academic program and is now working with two years of students and progressing toward developing and implementing appropriate upper-division coursework. As a result of a CSU Information Competence Initiative Grant, students in the first three courses in the GSMA sequence are now being assessed for information competence. General Education is under review, and the goal is to bring its offerings more fully in compliance with all the requirements of Title 5. By 2006, campus procedures for internal program review will be established and implemented, with a timeline establishing 5-year cycles.

2.0 Access to the CSU:

As a specialized campus with a unique four-year program, Cal Maritime enrolls mainly freshmen. Over the past few years the number of applicants has steadily increased, with many selecting Cal Maritime as the only choice. For 2004-2005 the Office of Admission enrolled 220 of more than 1,000 applicants, and for 2006-2007 it hopes to enroll at least 245. So far the campus has been able to accommodate all applications for admission. Plans are under way to purchase additional land so this growth can continue.

3.0 Progression to degree:

With students focused on career goals and the employment rate for graduates at around 100%, Cal Maritime enjoys better-than-average retention rates.

4.0 Persistence and Graduation:

Cal Maritime students carry unusually heavy course loads but are still focused on graduation and career goals. Though graduation rates are affected by vagaries such as transfers, military obligations, and major life events, most students persist, and the institution is committed to raising goals in persistence and graduation.

6.0 Relations with K-12

Though Cal Maritime is unique in having no teacher education program, attempts are still being made to provide a liaison with the K-12 system. In spring 2004 the Office of Admission hired an Early Assessment Program Coordinator to visit local high schools and help teachers prepare students in the 10th through 12th grades for college. The Center for Excellence and Learning provides an intense summer academic

enrichment program for A and B high school students who may not have been contemplating college enrollment.

7.0 Remediation:

Cal Maritime enjoys exceptional remediation rates, with all continuing students remediated within the first year.

8.0 Facilities Utilization:

As a unique institution, Cal Maritime has no distance learning or off-campus centers, but FTES is about 1.2 times higher than its actual student headcount. A few special sessions are offered during the summer, mostly in areas where lab and simulator times are highly utilized, such as Ship Simulator and Navigation courses and labs.

9.0 University Advancement:

9.1 Charitable Gifts:

Under a new Vice President, the Office of Advancement has set for 2004-2005 goals almost 10% higher than those set during the previous cycle.

9.2 Special Revenues:

As with charitable gifts, the new target is almost 10% higher.

9.3 Alumni Participation:

Between 2001 and 2003, formal association membership increased 397%. During the 75th anniversary celebration on October 2, 2004, alumni enjoyed special events and participated in a festival attended by members of the local and campus community.

9.4 Private Fund Goal:

The rate for both reporting periods is set at 10%.

MONTEREY BAY

1. Quality of baccalaureate degree programs

Each campus will provide 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.

In Fall 2002 program directors completed an Annual Program Improvement Update Report based on Program Review results. Directors were asked to reflect on and assess with their faculty those goals and objectives previously proposed for their programs in their Five-year Plans, and to identify those goals and objectives that have already been achieved, and those which are targeted for future attention. A summary of the progress reports includes the following achievement of improvements:

- Clearer descriptions of Major Learning Outcomes and development of assessment protocols
- Increased interdisciplinary and cross-department collaboration
- Development of the capacity to collect and analyze student evidence
- Increased development and support for community partnerships
- Improved advising for students
- Program expansion

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

CSUMB continues to admit all eligible students.

3. Progression to the degree

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

First year continuation rates for both 2002-2003 first-time freshmen and CCC transfer students indicate an increase over the previous college year, with CCC transfer students continuing through the university at a higher rate than their first-time freshmen counterparts. Efforts to retain and move CCC transfer students through CSUMB to graduation are strong, while these same efforts for first-time freshmen require strengthening. Efforts, such as CSUMB's "Freshmen Experience", strengthening of the lower-division undergraduate advising process, and clarifying degree pathways are expected to strengthen the continuation rate for future cohorts of first-time freshmen.

Moreover, the gap between the number of units earned to degree between first-time freshmen and CCC transfer is closing. Although 2002-2003 results are slightly higher than desired, movement towards the established goal of 74 units for both groups is progressing, particularly for CCC transfer students.

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.

Although CSUMB's graduation rates continue to fluctuate from year-to-year, they remain competitive within and without the system. Strengthening the undergraduate advising process, greater clarity of the pathways to degree and graduation requirements, and efforts to improve retention rates are currently underway in support of bring both stability and improvement to the percentage of students reaching their degree objects for both native and CCC transfer students.

5. Areas of special need

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

The Department of Teacher Education essentially met its goals, recommending 118 of the anticipated 119 teacher candidates for a credential. For the multiple-subject credential, the goal was exceeded by 5. For the special education credential, 13 rather than 15 were recommended. No single subject credential recommendations were made. CSUMB continues to help meet the state need for credentialed teachers.

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.

Strong outreach efforts continue between the university and K-12 schools. The gap between performance results and performance goals can be attributed to both changes to the data collection methodology implemented at the system level, and the shift from CAPI to EAP outreach funding and focus. Performance goals have been reviewed and adjusted to reflect these changes.

The goal set for the percentage of new freshmen fully prepared in Mathematics was exceeded. Fewer gains in the percentage of new freshmen fully prepared in English were realized. This is may be expected given the demographics of our service region. It is expected that the full implementation of EAP outreach efforts will help to strength the level of preparation in English.

7. Remediation

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

There has been an increase in the percentage of regularly admitted first-time freshmen that needed remediation and gained proficiency within one year. However, we did not meet the ambitious goal set for this indicator. In light of the slower than expected growth, and the fact that a larger percentage of our students require remediation than is true for the system as a whole, our remediation goals have been scaled back to reflect more realistic outcomes.

8. Facilities Utilization

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

In looking at the data, it is clear that CSUMB demonstrates a consistent increase in our non-traditional instruction facilities utilization, as reflected in the 18 percentage points gained over the set goal. Evening instruction increased on target during the 4-8pm period but we did not see significant gains in the 8-10pm period. There seems to be a reticence on the part of our faculty to begin a course as late as 8pm.

Friday instruction also exceeded the established goal by 12 percentage points. The Mon/Wed/Fri structure seems to result in greater use of Fridays but it was not seen as a desirable option by the faculty senate. Weekend instruction has not been explored much by our academic departments and is reflected in our slow growth pattern.

Off-site growth was well over our established target. Much of this has arisen due to the high demand for instructional facilities in the 4-8pm period. Some departments, especially Education, have been forced to find facilities elsewhere since they are unable to teach their courses at other times of the day.

As for distance learning, our growth has been consistent since records have been kept. Performance in this area has also exceeded goal expectations.

9. University Advancement

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

The Advancement performance numbers for FY 2002-03 reflect some of the changes in how these indicators are reported. For example, the original \$10 million goal included pledges, but the \$2.59 million in actual gifts does not. Aside from these changes, we were still about 29% short of our overall goal. 2002-03 was a difficult year for fundraising at CSUMB. As our alumni base grows and the local economy improves, we expect our efforts will get us back above our 10% target.

NORTHRIDGE

Indicator 1: Six undergraduate program reviews were completed between 2002 and 2004. All programs have published student learning outcomes (SLOs) and used information learned through assessment for program improvement or elimination.

Faculty in the Chemistry Department assessed one of their SLOs—the ability to effectively communicate knowledge of chemistry—by examining student research projects and reports, using faculty-developed rubrics. They learned that chemistry majors achieve this SLO. The faculty investigated the high failure rate of biology students in organic chemistry and found the cause: inability to solve problems. To assist students with their problem solving skills, the faculty added a recitation course with carefully selected pedagogy to augment organic chemistry. As a result, significantly more biology students successfully complete organic chemistry.

The Department of Communication Studies reformed the CSUN forensics program in 2001-02 to increase student debate competitions. In its first year, the team was ranked 72/103 on the national level, and the junior varsity was ranked 2nd in California. These standings support one of the SLOs: students will demonstrate competencies for ethical and effective oral and written communication in diverse forms, contexts and processes. More than 90% of respondents to an alumni survey said they were well-prepared in critical thinking, problem solving and oral and written communication.

During spring and fall 2003, faculty in the Department of English conducted an extensive review of student work samples from upper division courses, using agreed upon rubrics. Based on the results, the faculty proposed changes that are being implemented: the addition of writing clinics for majors, agreed upon topics for required upper division courses in the major, improved academic advisement to ensure students follow course sequencing, the addition of a one-unit research lab to English 355 (Writing About Literature), and requiring English 305 (Intermediate Expository Writing) as a prerequisite to upper division English courses.

All majors in the Department of Geography write a senior thesis and present results in a required capstone course. Faculty examined these written and oral work samples to assess the SLO: to effectively present information to solve geographical problems. The results showed that students demonstrated strong communication skills, but lacked sophisticated knowledge in recent developments in geography, particularly Geographic Information Science (GIS). Faculty created three curriculum changes: reducing the units in the undergraduate program, adding emphasis in appropriate courses on recent developments in geography, and creating a new certificate program in GIS. Faculty are aligning course content and pedagogy with the SLOs for GE and major courses.

The Department of Kinesiology assessed their GE courses, using embedded test questions and fitness testing to examine SLOs. Faculty discovered that students' knowledge of personal well being far exceeded their fitness skills. In addition, students' scores varied significantly from section to section. As a result, faculty developed a workshop on pedagogy and assessment required for all instructors who teach GE courses. The department has nine SLOs appropriate for the core curriculum, and will develop key SLOs for each of its options.

The interdisciplinary Earth Science degree program is being phased out, after the administration, participating departments and external reviewers found serious weaknesses in the program.

SLOs also were assessed in the following external reviews for reaccreditation: BA Journalism, BS Civil Engineering, BS Computer Science, BS Manufacturing Systems Engineering, BS Environmental and Occupational Health, all credential programs, BS Family and Consumer Sciences - all options, BS Nursing, and BS Kinesiology - Athletic Training Education Program.

Indicator 2: CSUN continues to admit all eligible students.

Indicator 3.1: There continues to be some fluctuation in some components of this indicator. However, the CSUN Graduation Rate Task Force (GRTF) has completed a two-year review and the campus has begun to implement its recommendations, including an expanded freshmen year experience and developing an early warning system to assist students in being successful in their classes. As a result, CSUN anticipates increases in both retention and graduation rates.

Indicator 3.2: CSUN exceeded its 2002-03 goals in both categories of this indicator. Implementing the GRTF recommendations in this area includes reviews of GE requirements, advising in the majors and course repeat policy. These efforts should result in continued progress.

Indicator 4: The 2002-03 goals for both first-time freshmen and transfers have been exceeded. The recent implementation of GRTF recommendations should result in additional improvement in persistence and graduation rates for both first-time freshmen and transfers.

Indicator 5: Goals for 2002-03 have been exceeded in all of the credential areas. However, recent changes in Los Angeles Unified School District induction programs combined with changes in admissions requirements due to CSET and NCLB provisions suggest a potential decline in enrollments.

Indicator 6.1: Outreach programs at CSUN have shifted to more focused and deliberate efforts. Anticipating changes at the statewide level, CSUN ceased outreach efforts to elementary schools and reduced the number of middle schools participating in outreach.

Indicator 6.2: a.) CSUN exceeded its 2002-03 goal due to additional special summer workshops for students requiring developmental math; b.) because entering freshmen at CSUN have had historically weaker math skills, CSUN elected to focus its resources initially on strengthening the developmental math program. Based on successes there, CSUN now will explore transferring those strategies to improving English remediation.

Indicator 7: The university exceeded its goal and expects to continue to increase the number first-time freshmen who complete remediation in the 1st year.

Indicator 8: CSUN significantly exceeded all goals in this category with the exception of summer FTES. As a pilot YRO campus, Northridge achieved its summer enrollment target.

Indicator 9: CSUN continues to increase its voluntary support and special revenues each year. Performance for 2002-2003 much exceeded the goal. The number of addressable alumni is steadily increasing each year as well.

POMONA

Cal Poly Pomona (CPP) has a history of internal and external accountability. The President's annual report, published for over a decade, and reports submitted annually by divisions, colleges, and units are examples of internal accountability. The campus has many professionally accredited programs. Accreditations along with academic program reviews and WASC institutional accreditation are examples of external accountability.

Area 1 - Quality of Baccalaureate Degree Programs

Since 2002-03, Cal Poly Pomona has had in place a policy that permits academic departments to create program assessment plans in lieu of their periodic program reviews. In addition, departments that undergo traditional program reviews are required to discuss assessment activities. In 2003-04, the Academic Senate recommended to the president that an ad hoc committee be formed to develop procedures for assessment of general education. In each case where assessment is employed, improvement of the academic program is the goal.

During 2002-03, all of the programs in the College of Agriculture, two in Environmental Design (Art and Urban & Regional Planning), Computer Science, and Music underwent academic program reviews. The Physics Department prepared a program assessment plan in lieu of its five-year program review. Major curricular restructuring was undertaken in response to assessment activities in the College of Agriculture and in the Music Department. The Apparel Merchandising & Manufacturing Department (College of Agriculture) also initiated interdisciplinary cooperation with the College of Business as a way to enhance learning outcomes. The Computer Science Department also made curricular reforms in response to its assessment results. All of the departments that underwent reviews are making improvements to their assessment procedures. Procedures include a wide range of assessment practices including portfolio review, juried performance, common examinations, internship evaluations, and embedded assessments.

The WASC team that visited Cal Poly Pomona in the fall of 2003 commended the University for the procedures in place and progress to date. In 2003-04 significant additional progress was achieved. The Committee on GE Assessment has proposed an assessment plan to be implemented in fall 2004. During 2003-04, faculty, staff, and students participated in major university events focused on "how students learn." President Ortiz has identified learning-centeredness as one of the university's top priorities.

Area 2 - Access to the CSU

All eligible students who completed their applications before the deadline have been admitted to CPP with the exception of three impacted programs: Architecture, Computer Science (CS), and Computer Information Systems (CIS). Architecture was impacted over the whole period from fall 1997 to fall 2003, whereas CIS was impacted from fall 2000 to fall 2002 and CS was only impacted for fall 2002.

Area 3 - Progression to the Degree

Compared to the national average for public universities, first-year continuation rates at CPP for regularly admitted students were good. The campus exceeded the defined targets for 2002-03 and exceeded national norms for public institutions (80.8% FTF and 84.3% Transfer). The average number of units -to-degree completed in upper-division by CCC transfer students (124) and by FTF (129) continued to decline. In fact, reported performance exceeded the 2002-03 goals.

Area 4 - Persistence and Graduation

The campus is currently engaged in a review process to reduce the number of units required for its programs. A "typical full-time" student on financial aid takes, on average, 12 quarter units per term for 16 - 17 quarters or 5.5 – 6 years to graduate. To complete a 186-quarter-unit major in four years, a "traditional" student would have to take 16-17 quarter units per term for 12 quarters. At least 54.7% of freshmen and 69.3% of upper division transfer students were on track to graduate or would eventually graduate from this campus. These are very good graduation rates for a public polytechnic university.

Area 5 - Areas of Special State Need

The first time/new type credential data reflect our immediate contributions to the state's need for teachers. The campus anticipated a mild downturn in the actual number of credentials produced due to new program standards and changes in college leadership. The decline was less than expected and the number of recommended credentials exceeded planned goals in all categories. This growth will continue and is reflected in our future goals.

Area 6 - Relations with K-12

During 2002-03, Cal Poly Pomona provided substantial outreach and academic preparation programs to K-12 students and schools in the region. These programs provided academic support to diverse populations of children and youth who are educationally disadvantaged and are from groups that have historically had low college-going rates. They were provided assistance focused on improving their performance in the basic skill areas of math and English.

The 30 faculty members who participated in these programs were from various disciplines, including English, Mathematics, the sciences, and Education. The 123 Cal Poly Pomona students involved performed tutoring roles in such programs as the Pre-collegiate Academic Preparation (PAD) program, the Collaborative Academic Preparation Initiative (CAPI), Summer Bridge, GEAR UP, Upward Bound, America Reads, America Counts, and the AmeriCorps Academic Preparation program.

The schools served in the outreach and academic preparation programs included several with large numbers of disadvantaged students that participated in more than one program. The programs provided services at 145 schools, a figure that reflects the participation of some of these high need schools in a number of programs. Elementary programs served 11 schools, middle school programs served 9 schools, and high school programs served 125 schools.

Outreach and student academic preparation activities were provided to 13,533 students: 946 elementary students, 854 middle school students, and 11,733 high school students. The outreach and academic preparation activities were funded primarily through federal and state funding sources.

Area 7 – Remediation

The percentage of first-time freshmen fully prepared, having completed their remedial coursework, and enrolled one year later at Cal Poly Pomona is 86%. This represents a 5.0% improvement over the previous year. A positive effect of remediation observed over the last five academic years was increased enrollment in and successful completion of GE mathematics and English courses.

Area 8 – Facilities Utilization

Cal Poly Pomona has been using existing facilities effectively while meeting students' educational needs in terms of the time, place, and mode of instruction. The campus has been seriously preparing for the projected increase in demand. CPP has initiated a comprehensive program of enrollment management so as to carefully plan for enrollment growth that will play an important role in facilities planning.

Area 9 – University Advancement

In 2002-2003, the impact of the economic slowdown was being felt across the state. Our efforts to focus on cash donations paid off with over 64% of the voluntary support gifts received coming in the form of cash or equivalent instruments. The campus raised 92% of its private fund goal. Voluntary support (\$12,928,743), sponsorships (\$1,660,313), and endowment/ trust distribution (\$88,917) were all counted toward the 10% goal. Nearly 5,800 alumni were once again connected to the university through donations and that provided \$1,296,612 to support the University.

Area 10 – Quality of Graduate and Post Baccalaureate Programs

By 2002-03 the graduate and credential program enrollment had grown to constitute 11.3% (2,242) of the campus student population. These students were enrolled in one of the thirty (30) programs offered by the campus [Credential (8), Masters (21) and Joint Doctorate (1)]. The University awarded 340 Masters degrees and recommended more than 650 credentials to Sacramento in this year. The largest graduate program on campus was the MA in Education, followed by the MS in Electrical Engineering and the Masters degree in Business Administration. The University Graduate Council was reviewed and redefined and included in the new campus enrollment management process. College efforts to incorporate graduate programs into the department and academic program review processes have been increased. The College of Agriculture, for example, completed a total review of all programs during the current cycle. The College of Letters, Arts and Social Sciences has worked with each of its departments over the last four years to develop assessment plans that focus on a student-centered learning program. WASC and discipline based accreditation processes continue to report positively on campus programs. Graduate course work, including service learning experiences in Architecture, Landscape Architecture and Urban and Regional Planning, continue to receive very positive feedback from the community. Professional organizations in Engineering, Business, Science and other graduate programs describe our students as very well prepared. For example, Western University of the Health Sciences published a listing of the undergraduate institutions attended by its graduate medical students. Cal Poly Pomona was fourth on this list of 54 institutions, after UC Irvine, UC Davis, and UC San Diego.

The CSU System-Wide Evaluation of Teacher Preparation (2003) demonstrated that graduates of the campus credential programs as well as the principals at the sites where they were employed, judged their preparation for the responsibilities of new teachers to be effective. From a systemwide perspective, graduates of the program were challenged by the complex needs of culturally diverse students, English language learners, and students with special learning needs. However, the graduates generally felt well-prepared in the subjects of the curriculum, in state grade-level standards, and in delivering classroom instruction.

Certainly, the success of our students in the California Pre-Doctoral Scholarship Program and the McNair Scholars program continues to demonstrate the quality of their preparation. Cal Poly Pomona's effectiveness in establishing the Joint Ed.D. in Educational Technology Leadership with the University of California, Irvine (UCI), is further evidence of the quality of our graduate programs. In conjunction with three other CSU campuses and UCI, Cal Poly Pomona began offering this three-year program leading to the doctorate in educational leadership in June 2003. Evidence from the first year of the program indicates that it is providing high quality experiences that integrate and address academic and professional training that address central problems of educational leadership and reform. In a similar vein, Cal Poly Pomona is also pursuing the development of a joint Masters Degree with the Western University of Veterinary Medicine.

SACRAMENTO

Indicator 1.2: 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.

General Education

California State University has over 400 courses in the five General Education areas. The development of a useful, widely accepted and fair assessment program has taken four years. In 2000-2001 the Faculty Senate approved the creation of a task force to develop expected outcomes for each GE area. The General Education Area Coordinator Task Force was convened by the Faculty Coordinator of Assessment. The General Education Area Coordinator Task Force worked to develop outcomes for each of the General Education areas and for the CSUS graduation requirements. Faculty were widely consulted to encourage ownership and acceptance of draft outcomes. Pilot studies were conducted in each area to test the assessment of area outcomes. In spring, 2002, the General Education Policies/Graduation Requirements Committee and the Faculty Senate approved the outcomes.

The Faculty Senate approved General Education "Assessment Policy and Procedures" in April of 2002 and these were modified by Senate vote in May of 2004. Departments must submit a course syllabus and an assessment plan which describes the strategies used to assess each outcome or group of outcomes for the GE Area to the Director of General Education. The format is not mandated, but sample assessment plans and sample reporting forms are provided to each Department. Departmental Program reviews will include questions that draw on the data obtained from the assessment plans in each department. The data from all departments in the various GE areas will be summarized by the Director of General Education, and the General Education Policies/Graduation Requirements Committee will draw conclusions and make suggestions.

As of summer 2004, more than half of the courses offered in the General Education Program have approved assessment plans and are collecting data. Most of the departments involved report that the process of developing plans has drawn the department faculty into many productive discussions. Some departments had not discussed the learning outcomes expected in their classes for many years. Departments found that multi-section courses needed to be better monitored for compliance to standard goals. Some departments took specific steps to improve coordination between multi-section GE classes and campus expectations. In six instances the assessment process found courses that were unable to show conformance with the expected General Education Learning Outcomes; these courses were removed from the program. Several courses needed to be adjusted in order to accomplish the expected goals. In general the process has significantly raised the campus awareness of and involvement in the General Education Program.

Majors

In February 2004, the CSUS Faculty Senate approved program review self-study guidelines for program assessment. These guidelines require program self-studies to include three levels of assessment: 1) a statement of mission, goals, and learning objectives; 2) two indirect and one direct measure of the learning objectives; and 3) reflection, discussion, and conclusions based on assessment results. Currently, all CSUS departments have an assessment plan, although the degree to which the plans have been implemented varies. During the 2003-2004 Academic Year, the entire College of Engineering received re-accreditation from ABET, and the Department of Graphic Design was reaccredited by NASAD. An additional 28 of our departments are also accredited by external agencies.

In addition to program review assessment, all departments are asked to submit an annual assessment report to Academic Affairs. Beginning in 2002-2003, a summary of these reports was posted to the Academic Affairs website and can be accessed at www.csus.edu/acaf/Assessment/why.stm. In 2002-2003, all but six departments filed reports. In 2003-2004 all departments submitted a report.

Because most of our programs are finally drawing data and reporting results, we are beginning to aggregate the results and observe some trends both within and across colleges. The following conclusions represent our most apparent trends:

- Graduating students excel in some or most content areas in their major.

Almost all departments report a satisfactory level of achievement in learning outcomes related to the content of the major. In addition, most departments report that students excel in at least one or two of the department's content-specific learning outcomes.

- Students' writing improves over their academic career, but not enough.

Across the disciplines, writing emerges as a universal topic of concern. Almost all departments are working on this area in one way or another. For example, some have sought help from our Reading and Writing Coordinator for their faculty; others have developed peer tutoring programs. In general, most departments report that student writing improves over a student's college experience. However, many students continue to have problems with writing even up to the time of graduation. There is a general sense that students need focused work on the practical application of writing, particularly writing in a specific discipline.

- Student deficiencies in math have a great impact on performance in the major and progress toward graduation in engineering and scientific fields.

Many departments report that transfer students often enter CSUS with deficiencies in math. When these students go into scientific fields their time to degree is greatly increased because of the need for remediation. Also, it appears that the math preparation of native students is significantly better than that of transfer students.

- Students have difficulty integrating what they have learned within and across disciplines.

Across the disciplines many departments report that students have difficulty integrating knowledge. The sciences report that students have trouble using their mathematical knowledge to solve problems in their scientific field. A number of departments also report that students have difficulties in integrating the knowledge from one course in a major to another course in the same major. This finding indicates a need for general discussions on both instruction and curricular organization.

SAN BERNARDINO

1. Quality of baccalaureate degree programs-Assessment of Student Learning Outcomes Under the direction of the Associate VP for Assessment and Planning, the university created a multi-tiered assessment structure, including a university assessment committee, general education assessment committees, and college and departmental assessment representatives and committees. The structure involves the participation of more than a hundred faculty across all colleges and departments in the implementation and administration of the assessment process. As of Spring 2004, 87 % of the undergraduate and graduate programs at CSUSB (excluding Interdisciplinary programs) have submitted outcomes assessment plans to the University Outcomes Assessment Committee and of the plans submitted 70 % have been approved for implementation. Overall, more than half of the programs at CSUSB have university-approved outcomes assessment plans, and have begun implementation, data collection and reporting. (See <http://gradstudies.csusb.edu/outcome/index.html> for the progress of each degree program.)

The university established accountability goals, and revised our program review policy to call for reporting on findings and use of student learning-outcomes assessment. Each fall, every department submits an annual report on progress in assessing students, findings made, and how the information gained has been used to improve both student learning and the curriculum. Some departments have already started to revise their curricula, course syllabi, and teaching methods and expectations. Meanwhile, the university has (1) provided incentive funding in the form of grants for the development of departmental assessment plans, (2) provided consultants and training, (3) sent faculty to national and CSU system-wide workshops on assessment, and (4) provided on-going baseline funding to programs which have had their assessment plans approved by the University Assessment Committee.

For the past two years substantial emphasis has been placed on the development of outcomes assessment for the General Education basic skills areas (written communication, oral communication, mathematics, and critical thinking) and the subject matter breadth areas in humanities, natural sciences and social and behavioral sciences. Faculty committees have developed goals and objectives for each of the general education categories and have solicited input from faculty campus-wide. Based on the feedback received, these committees have revised the G.E. learning goals and developed assessment methodology that was piloted in the Fall 2002 and Winter 2003 quarters. The General Education Committee also piloted the ETS *Academic Profile* test of GE knowledge and faculty committees are utilizing the results in the development of assessment tools specific to our campus. In addition, we have administered the National Survey of Student Engagement and developed a cohort of 12 other CSU campuses to provide benchmarking data and comparisons with other comprehensive institutions nationally.

2. Access to CSU-The campus continues to accept all qualified freshmen and upper division transfer students who apply by the established deadlines. Overall, applications continue to grow despite the fact we have been closed for lower division transfer students. CSUSB is committed to serving the growing number of high school graduates and transfer students in our primary service region seeking a college degree. Our early outreach efforts with elementary, middle and secondary schools have been in operation for over a decade and are having a positive impact on Latino and African American enrollments. Additionally, we are having a positive impact on the percentage of high school graduates attending college, as well as the number and percentage of students taking the required college preparatory course sequence for admission to the CSU. We are participating in the Early Assessment Program, which should reduce the number of students requiring remediation and increase the number of students who are CSU eligible.

3. Progression to degree- Continuation rates for first-time freshmen will likely hold steady at the present levels or decline slightly as we enforce Executive Order 665 even more stringently. The affect of enrollment pressure on continuation rates is unclear but may be negative if the academic preparation levels of students admitted late in the process is lower than that of the rest of the cohort. Progression to the degree is likely to be positively impacted by the increase in tuition with CCC students taking a higher unit load to avoid having to pay the higher fees for more quarters than necessary.

4. Persistence & graduation -The projected improvements are predicated on having no more than 13 to 16% part-time students. If this continues to hold steady, the predicted persistence and graduation rates should be fairly accurate. New initiatives that target specific student populations should help us increase our graduation rate modestly over the next three to five years.

5. Areas of Special State need-CSUSB accommodated a very rapid enrollment growth in the College of Education since 1997, both in basic teaching credentials and in advanced and master's degree programs, which are needed and highly demanded by our area's school districts. The recent changes in California Commission on Teacher Credentialing has led to significant changes in credential programs. Multiple and single subjects credentials have been approved to meet 2042 requirements. Although the first year of implementing the programs led to a reduction in enrollments due to the new admission requirements, the upward trend continued in the geographical area. The educational administration and education specialist programs were adjusted to meet new credential requirements.

The BSN program at CSUSB remains impacted due to receiving approximately 40-50 more qualified applicants than it can accept each of the two application cycles each AY, even though the number of students enrolled has increased by about 50% over the past three years (185 in 2001 to 270 in 2004). The major causes of the impacted program are lack of funding for more faculty positions, competition among local nursing programs for clinical sites, and increasing difficulty finding faculty with needed clinical specialization. The BASW enrolled its first students in fall 2003. At that time there were 40 applicants for a class of 25 students. For the fall 2004 class we had 100 interested applicants. Thus from the start, this program has been impacted. We anticipate that the demand for the program will continue to increase. It is clear these impacted programs in Nursing and Social Work require an increase in funding levels if we are to meet the increasing demand for nurses and social workers in the state.

6.1 Relations with K-12- The keystone of our academic outreach efforts is now the Early Assessment Program. The recent economic difficulty and credential changes have led to the College of Education reducing the number of faculty members recruited. Increased recruitment will occur as needed content areas are identified.

6.2 Fully Prepared new freshmen-We expect small, generally linear, gains in percentage of freshmen fully prepared in math. Given the demographics of our region, the percentage of freshmen fully prepared in English is likely to increase at a much slower pace and may even show further decline in some years. The percentage of non-native English speakers has increased in our service area, and continues to impact the preparation level of incoming freshmen. Holding steady is actually a sign that improvement efforts by all segments are having a positive impact. The level of preparation will also be impacted adversely by pressure to increase enrollment. The most capable students apply and are admitted fairly early in application process. Less capable (but fully eligible) students tend to apply late in the process and are often accepted if campus has not closed admissions for a specific academic year.

7 Remediation- A significantly larger percentage of our students require remediation than is true for the system as a whole. The quarter system format works as a deterrent to remediation in English because what non-native speakers of English need is more time on task, and the quarter system does not afford them that added time.

8.1 Facilities Utilization-Nearly half (48%) of all instruction at this campus is in non-traditional courses. We have a strong history of offering courses and degree programs for full- and part-time students during the evening. We continue this commitment and have increased non-traditional course offerings 44% over the past 5 years. Over the past 5 years our course offerings have increased 27% in the evenings, 64% on weekends, and 18% off-campus. However, in the past year significant declines in Teacher Education enrollments have dramatically impacted our progress toward targets. These courses are held almost exclusively in evening. Causes for the decline include districts revision of teacher to student ratios and school district lay-offs. We have also seen increased competition from private institutions in the Teacher Education area. However, Teacher Education continues to be a high priority for the university and demographic trends indicate strong demand for Teacher preparation and post-credential courses and programs. Thus, we expect to show an increase in evening enrollments despite this short-term drop. Consistent with national trends the most frequently cancelled courses due to low enrollment are courses offered on Fridays, in early morning, and in late evening. CSUSB students are less likely to select courses at these times.

With establishment of an Office of Distributed Learning, substantial federal funding for development of the infrastructure to support distance learning, and completion of telecommunication projects, the campus experienced steady growth in off-campus and media-assisted instruction.

8.2 Enrollment at approved Off-campus Centers-In summer 2002 our Palm Desert branch campus moved to a permanent site on land donated by the city of Palm Desert and constructed with over \$20 million in private funding to date. Enrollment grew by 14% the past year and the PD campus is expected to grow due to the visibility of the new facilities, expansion of offerings, and provision of more student services. A comprehensive strategic plan has been developed for marketing and sustaining the growth of this off-campus center.

With the aid of a federal Title V grant CSUSB also is developing programs and providing outreach and student support services at other community college sites in Riverside counties.

9. Advancement-Scholarship contributions totaled \$736,504 with slightly over half in endowed scholarships. The Annual Fund increased the number of new donors by 30% and increased the number of pledges by 17%. This resulted in an increase of 20% in the amount raised. Alumni membership increased from 6.7% of alumni as members two years ago, to 7.4% as members currently. The percentage of alumni donating is 3.5%. The greatest promise is in members demonstrating a sustained commitment to the university; the number of members with cumulative giving of \$350 or more increased 62% over the past two years.

SAN DIEGO

The purpose of this report is to provide a brief summary of how student learning assessment results have been used for program improvement and enhanced student learning. This report describes changes emanating from the results of both indirect and direct measures of student learning.

The most common indirect measures employed by departments/programs are surveys of students, alumni, and employers. Some programs have also used focus groups designed to ascertain students' perceptions about strengths and weaknesses in their learning. Direct measures of student learning include an examination of student work, generally in a capstone course or experience or through use of a portfolio. Taken together, results from these measures have resulted in the following changes:

- A number of departments have developed curricular matrices to ensure that students are receiving multiple opportunities to achieve the knowledge, skills, and abilities expected of graduates. This exercise has resulted in faculty conversations about course articulation and alignment and modifications to the curriculum.
- Several departments have undertaken syllabi reviews of General Education courses that are offered in multiple sections. This has resulted in alignment in course content and learning objectives to provide a more consistent experience for the students.
- The College of Engineering primarily uses information from surveys of students, alumni, and industry advisory boards. Analyses of these measures has resulted in increased emphasis in oral and written communication skills, increased emphasis on computer applications skills, additional hands-on design experiences, and physical improvements to laboratories.
- Internships are a common capstone experience in a number of departments. Analysis of student work during these experiences has led to modifications in the internship itself, as well as curricular modifications to better prepare students for the capstone experience. The most common skills cited as meriting additional attention are oral and written communication skills, critical thinking, and problem solving.

Summary

This report illustrates that significant changes to curricular content and course sequencing have resulted from examining indirect and direct measures of student learning. In addition, faculty engagement in these discussions has led to an increased understanding of the relationship among articulating student learning outcomes, curricular alignment, and pedagogical strategies. Currently, 92% of departments and programs have developed an assessment plan that includes both indirect and direct measures of student learning.

We have also instituted a number of policies and procedures that will promote student learning assessment. Beginning fall 2004 all course syllabi will include the learning outcomes for the course. Assessment in the General Education program will use embedded assessment to obtain direct measures of student learning, a process that will be overseen by the Student Learning Outcomes Committee. We have also instituted an annual reporting process that will begin AY 2004-05. Departments will submit a summary of the results of their assessment of learning outcomes over the past year as well as how the results were used for program improvement, planning, and decision-making. This process will ensure that assessment of student learning becomes an embedded part of our culture and that we have a centralized system for examining our progress in assessment and providing faculty development support where it is most needed.

SAN FRANCISCO

Indicator 1. Quality of Baccalaureate Degree Programs

Between Fall 2002 and Spring 2004:

- All policies covering different components of the General Education program were reduced to one comprehensive policy.
- Each of the courses comprising the GE “arts and sciences core” was reviewed.
- In the “relationships of knowledge” area, an overall assessment policy was established; an ongoing rotational system was created to scrutinize each cluster of courses; standards were set for the inclusion of courses in a cluster. In addition, a broad list of assessment options to measure student understanding of “interdisciplinarity” was developed.
- A summary of all the assessment research conducted on student learning outcomes in “basic skills” core classes was completed. This summary illuminated the exemplary assessment work being undertaken in the written and oral communication programs, as well as the shortcomings of efforts in the critical thinking and quantitative reasoning arenas.
- Following the results of a comprehensive external review of the University’s Writing Program, an internal task force was established to recommend an overhaul of policies, curricula, university-wide testing, faculty development, etc.
- Twenty-two academic degree programs underwent external reviews. Based on university policy, all but three of the university’s 81 degree programs had established learning objectives and assessment plans. [The remaining three are slated for discontinuance.] A web site (called *Shortcuts*) which houses online tutorials faculty can consult for assessment assistance was created.
- A review of the 22 self-studies demonstrated that, as they attempt to engage in meaningful assessment, faculty rely on a wide range of creative techniques; for example, analysis of student exit interviews; focus group discussions; models of best work for students to study; senior shows and juried exhibits; joint grading on the part of internship supervisors and faculty; documentation of alumni perceptions and levels of satisfaction. In many instances, faculty have enacted a broad range of programmatic changes resulting from their assessment endeavors: More rubrics are now used routinely to calibrate student work; the use of portfolios has grown; the use of performance indicators (rather than only student satisfaction indices) is increasing. In some cases, faculty reaffirmed that they *are* meeting their learning objectives based on their students’ pass rates on national exams. In other cases, faculty discovered critical gaps in their curricular offerings. Other faculty discovered redundancies and overlaps among their course materials. Several departments re-considered their curriculum at faculty retreats; others enhanced their curriculum by incorporating more global considerations into their coursework. One department and one entire college opened tutoring centers to enhance student writing among their majors. These outcomes are indicative of significant sea changes resulting from the focus on assessment over the past two years.

Indicator 2. Access to the CSU

Except in the impacted undergraduate Nursing Program, SFSU presently admits all eligible first-time freshmen and upper-division CCC transfers who apply during the open enrollment period.

Indicator 3.1. First-Year Continuation Rates

In fall 2002, the University piloted a number of freshman-cohort “learning communities.” Part of the increased continuation rates for first-time freshmen seems attributable to the success of that program as well as another program—the statewide Early Assessment Program—which draws students who are better prepared for success in college.

Indicator 3.2. Average Total Units Taken as Upper-Division Students

In 2001-2002, there was no difference in credits taken; in 2002-2003, first-time freshmen took one fewer unit than their community college counterparts.

Indicator 4.1. a & b. Estimated Graduation Rates from Campus of Origin

The University is beginning to undertake measures which, it believes, will improve graduation rates over the next 2-4 years.

Indicator 5.1. a, b, & c. First-Time, New-Type, Multiple Subject, Single Subject, and Special Education Credentials

Currently, there is a downward trend in the number of students seeking *multiple subject* and *single subject* credentials. This trend seems attributable to two factors. First, local school districts are no longer hiring at the same rate as before. Second, now that both the No Child Left Behind and the SB 2042 legislation have been implemented, potential students must meet all federal and state requirements and then pass a test. Regarding the number of students pursuing *special education* credentials over the last five years, this remained steady and is likely to continue to do so.

Indicator 6.2. a & b. Regularly-Admitted Freshmen Fully Prepared in Mathematics and in English.

Freshman preparation in mathematics has improved since 1998-1999, with a substantial rise in proficiency coinciding with the implementation of the new ELM exam last year. This was accompanied by a drop in English proficiency, due in large measure to a change in the essay portion of the EPT.

Indicator 7.1. First-Time Freshmen Remediated Within One Year

The University's remediation program is significantly supported by learning services provided by the Intensive Learning Program, Community Access and Retention Program, Learning Assistance Center, and First Year Experience Program. These programs strengthen our remediation efforts and should continue to facilitate meeting the University's projected goals.

Indicator 8. Facilities Utilization

SFSU has continued to increase its offering of non-traditional classes. However, non-traditionally offered graduate programs in both Engineering and Business are moving toward self-support and will not generate FTES in the future. Additionally, some course offerings at off-site venues (e.g., community colleges; Downtown Center) are also moving toward self-support. As a result, by the fall of 2006, the number of students enrolled in state-supported, non-traditional classes is expected to be somewhat lower than was the case in the past.

Indicator 9. University Advancement

In the seven years since the inception of SFSU's advancement program, total support to the University has increased significantly. Beginning in FY 1998-99, SFSU exceeded the CSU voluntary support goal of 10% of its net general fund allocation. In FY 2001-02, however, reflective of the nation's, state's and Bay Area's economic downturn, total support fell below the 10% goal. Giving totals began to increase in FY 2002-03, and in FY 2003-04 the University embarked on a \$30 million capital campaign to raise money for a new Creative Arts building and performance center. The University is continuing its endeavors in all areas, with special efforts aimed at increasing alumni support and increasing extramural funding through grants and contracts.

SAN JOSE

1. Quality of Undergraduate Programs

Following the 1998 revision of the General Education requirements at SJSU, assessment plans for all GE courses, that included course embedded assessment of GE learning objectives, were developed. All GE courses have now been through the full assessment cycle. Summaries of the assessment data have been examined by the Board of General Studies, changes in the courses have been proposed to make improvements where they were deemed necessary, and continuing certification has been granted. This has been a tremendously successful change in our GE program that has provided documentation of program quality while providing the data and faculty discussion of the data that has fostered ongoing improvement in the GE courses. The GE Guidelines are under review this year, but it is expected that there will only be minor changes.

The quality of Academic Degree Programs is monitored by a Program Planning process that was also revised in 1998. Like the General Education Policy, the Program Planning Policy places heavy emphasis on defining learning goals, devising an assessment plan, assessing student learning, and modifying courses and program requirements based on assessment data. Although all programs have gone through the first review cycle under the new guidelines, at least to the level of self study and external reviewer, they have not been equally effective in translating program goals into learning objectives and developing appropriate assessment of those objectives. Many (but not all) programs, particularly those with outside accrediting agencies, have already completed the full process including assessment and program modification. For resistant programs progress has been slower than with the GE program because Program Planning is on a 5year cycle rather than 4, it requires broader campus buy in, there are more levels of input and review, and there is more variation in the issues faced by the different degree programs. However, by the end of the next Program Planning cycle, all programs should have at least 4 years of assessment data to guide them in quality improvement.

2. Access to SJSU

SJSU has only one impacted program, Nursing. Because of the societal need and student demand and because of the high cost of expanding the nursing program, we are developing a self-support program in nursing which will parallel the state support program. We currently have four programs that are close to impactation: Management Information Systems, Computer Engineering, Electrical Engineering, and Art and Design. However, growth pressure in these programs appears to have eased, and all eligible applicants to SJSU are currently being admitted.

3. Progression to the degree

First-year continuation rates for freshman in 02-03 exactly met our goal of 78% which represents modest improvement of 3.7% over the last four years. With the variety of first-year programs that have been instituted over the last 3 years, we hope to see continued improvement of up to 80% by 06-07. The continuation rate for transfers has been relatively stable over this time period and missed our 02-03 goal of 81.5% by 0.5%.

To increase these rates the campus has developed a variety of "First Year Experiences." These include an orientation and mandated advisement/registration days. The College of Science has implemented an orientation course for all freshmen, and other colleges and/or departments are developing such courses. This Fall, 1/2 of all entering freshmen are in freshmen seminars with 19 or fewer students, and the plan is to expand this program to transfers and make this mandatory for all entering students. Continuation rates for freshmen in first year seminars was 3.6% greater than for students who were not, and the difference was largest for students who were in need of remediation.

In the last several years the number of upper division units taken prior to graduation has declined for slightly for both freshman and CCC transfers. This is a product of improved advisement and the reduction to 120 unit majors for many programs, but this trend is not likely to continue because of professional programs such as Engineering that require more than 120 units and the increased proportion of our enrollment in programs that have been approved for unit requirements above 120.

4. Persistence and Graduation

Persistence to graduation rates exceeded our goals substantially for both first-time freshmen (55.1%) and CCC transfers (70.5%). Campus analyses indicate a comparable improvement in 6-year graduation rates, and, although the actual rates are low, there has been a recent substantial improvement in the 4-year graduation rate to 7%. Although encouraging, we believe that some of the recent change is a consequence of the economic downturn in Silicon Valley and may reverse as the economy improves. The gradual increase over a longer time span is, in part, attributable to an increasing proportion of students who self-classify as Asian. These students graduate at a substantially higher rate than all other groups at SJSU. However, a particularly encouraging phenomenon is that the graduation rate of Hispanic students, particularly transfers, continues to improve.

5. Areas of Special Need

Teacher preparation continues to have high priority at SJSU, but the recent changes in the teacher job market, despite the need for credentialed teachers, has reversed the substantial increases that were seen in prior years. The campus experienced a 45% increase in multiple-subject credentials followed by a 14% decrease in the past two years.. The number of single-subject credentials has been relatively stable for several years, which presents an ongoing problem. In response to new CCTC standards, the campus has recently revised its multiple subject credential programs and is in the process of revising the single-subject programs.

6. Relations with K – 12

The proportion of first-time freshmen who were fully prepared in mathematics has increased from 63.4%, while those prepared in English declined to 42.9%. Both trends are primarily explained by the increasing proportion of students who self-identify as Asian. However, of the current freshmen who need remediation, 47% need remediation in both mathematics and English. Both faculty and students at SJSU continue to be involved in a variety of programs designed to increase the proportion of California high school graduates who are fully prepared to enter college level math and English classes.

7. Remediation

The reported remediation rate of 81% is consistent with the first year persistence rate reported (78%) under 4 above. Most of the first year attrition is among students who fail to remediate.

8. Facilities Utilization

In order better to serve working adults in Silicon Valley, SJSU has moved toward a higher proportion of evening classes, and increased the number of on line and hybrid classes. Our attempt to increase the number of weekend classes has been less successful because of low student enrollment. All these changes allow serving more students despite space limitations. The campus has converted most weekday classes to twice a week, either Monday/Wednesday or Tuesday/Thursday with Fridays consisting mainly of once per week classes and lab sections, which explains the decline in utilization on Fridays.

9. University Advancement

SJSU continues dropped below the 10% private fund goal, in all probability because of the economic downturn in Silicon Valley. However, grant activity continues to increase and now exceeds \$50,000,000. The University hired a new Vice President of Advancement, and he has been very active in improving the operation of his division,

SAN LUIS OBISPO

Indicator 1 – Quality of Baccalaureate Degree Programs – Assessment of Student Learning Outcomes

2003-04 saw the inauguration of Cal Poly's new two-year, formative process for academic program review, which focuses heavily on student learning outcomes and their assessment. Most departments had previously developed and reported program level student learning objectives and/or outcomes, and many had begun to employ indirect measures of learning outcomes (such as alumni surveys, senior exit survey and senior exit interviews) but fewer were making – or knew how to make -- direct measurements.

In summer 2003, the Cal Poly Assessment Resource Team (CPART), consisting of faculty and staff with expertise in one or more aspects of assessment, was established to provide departments advice and assistance in their assessment efforts. Linda Bomstad, Professor and then-Chair of Philosophy, was appointed part-time Faculty Associate in Academic Affairs to lead and coordinate assessment efforts campus-wide. In addition to chairing CPART, her duties have included researching best assessment practices, both locally and on other campuses; updating the Academic Affairs assessment web page to reflect current research findings and available resources; and working closely, upon request, with chairs/heads of academic programs to identify problematic areas in their assessment planning, and direct them to specific, productive resources.

During 2003-04, Dr. Mary Allen visited our campus and gave four separate workshops on assessment planning and implementation, well-attended (and well-received) by those representing programs currently up for program review as well as those from programs gearing up for future reviews. She constructed a campus-wide assessment tracking grid that will record the progress made by each program at every stage in its assessment planning and implementation.

The full extent of the programmatic changes and improvements resulting from learning outcomes assessment so far will not be known until later this year, when the Deans have been asked to provide information that will be recorded on the assessment tracking grid. Examples of progress to date include:

- Psychology: As a result of an alumni survey, the department has developed a course covering careers in the discipline, paid for by college-based fees. It has become one of the most popular courses in one of the concentrations.
- Political Science: As a result of feedback from focus groups, core courses have been assigned to a wider variety of faculty. Based on feedback from senior exit surveys, peer advising has been ended and a shared advisor position has been created with two other departments to help students with matriculation issues. In addition, more quantitative material has been added to upper division classes to help students strengthen quantitative skills and interpretation.

Indicators 3 and 4 – Progression to Degree; Persistence and Graduation

Cal Poly has maintained high first-year continuation rates and has already seen a reduction in the upper-division units earned to degree, at least for transfer students. Because of recent success in decreasing the total units required for graduation in most majors, a reduction in the units earned to degree for native FTF is anticipated.

Indicator 5 – Areas of Special State Need

The number of credentials awarded has remained flat and is expected to decrease in the next few years. Budget cuts in the K-12 sector appear to have increased the difficulty of recruiting students into teaching.

Indicator 6 and 7– Relations with K-12; Remediation

Most freshmen continue to arrive at Cal Poly fully prepared in math and English. Consequently, the numbers needing remediation are small and limited significance can be attached to the data for Indicator

Indicator 8 – Facilities Utilization

The data for 2004-05, especially, will reflect the impact of the State's budget crisis on Cal Poly's instructional offerings, e.g., very few summer classes were offered in 2004. As funding improves, it is anticipated that facilities utilization in the summer will increase.

Indicator 9 – University Advancement

The university continued to make significant advances in development as we progressed toward our Centennial Campaign goal of raising \$225 million by the end of 2004. Toward that objective, we solidified our major gift strategies and overcame economic challenges to reach a total of nearly \$37 million in gifts and pledges (\$20 million in gifts and \$17 million in pledges). The university's overall advancement efforts have been successful on a number of levels, and in some areas, have exceeded expectations and set new records for giving.

In the area of development, contributions from corporations and foundations totaled nearly \$11 million. Cal Poly reached its highest level in history in total planned giving activity and in annual fund support. Planned Giving's increased focus on charitable gift annuities was successful. Cal Poly's annual fund program, the Cal Poly Fund, experienced outstanding success in both the dollar amount raised and the number of gifts received. The program brought in 22,554 gifts totaling \$2.2 million, an increase of 13 percent over last year's total, exceeding its goal of a 10 percent increase for the year.

SAN MARCOS

During the five years for which accountability data are now available, enrollment at Cal State San Marcos has increased by 60%: from almost 3,900 FTE students in 1998-99 to just over 6,000 FTES in 2002-03. This growth has been fueled by first time freshmen cohorts that have more than doubled in size during the period under consideration and by a 62% increase in the number of new regularly admitted FTE transfer students from California community colleges. This vigorous growth has not come at the expense of student performance. Rather, it been accompanied by strong gains on a number of key indicators, as the figures below illustrate.

- ? The percentage of first time freshmen who are fully proficient in mathematics at entry has increased by 71% (#6.2.a).
- ? The percentage of first time freshmen needing remediation in mathematics or English at entry has decreased by 13%.
- ? Among first time freshmen needing remediation at entry, the percentage fully remediated one year after entry has increased by 8% (#7.1).
- ? The one-year continuation rate of first time freshmen has increased by 12% (#3.1.a).
- ? Among our first three cohorts of first time freshmen, the percentage likely to graduate six years after entry has increased by 42% (#4.1.a).

Along with the above gains for first time freshmen, the campus has maintained its strong one-year continuation rate for transfer students from California community colleges, with four in five returning for a second year of study (#3.1.b). In addition, the number of transfer students entering as juniors and likely to graduate three years after entry has hovered around 70% during the most recent three years under consideration (#4.1.b). Finally the number of teaching credentials granted has grown by 30% during the 1998-2003 period (#5.1), while the number of FTE students taking classes at non-traditional times has increased by 77% (#8.1).

Given the campus's strategic geographic location in the heart of a rapidly growing tri-county area, continued strong growth in the number of potential students appears likely. In 2000-01, San Diego County had the third largest number of high school graduates in the Southern California region. During the 2000-10 period, this number is projected to increase by a quarter, approximately the same rate of growth expected for California as a whole. In contiguous Orange and Riverside counties, however, growth in the number of high school graduates is projected to increase by 42% and 56% respectively. Taken together, the three counties will graduate approximately 27,500 more students in 2010-11 than in 2000-01.

Area CSU campuses will be hard-pressed to meet increased demand of this magnitude, as will San Marcos, given current limitations on available classroom space. Although the Business building currently under construction will substantially increase the number of classrooms at our disposal, especially during peak times, it will not allow us to meet steadily increasing student demand for more than a few years. Continuation of a vigorous campus building program, however, would enable CSUSM to absorb many of the additional new students graduating from high schools in the southern parts of San Diego, Orange, and Riverside counties by 2010-11, thereby easing enrollment pressures at mature campuses such as Fullerton and San Diego State.

Quality of Baccalaureate Degree Programs (Indicator 1): during 2003-04, two undergraduate program reviews were completed: Business Administration and Communication. Two additional reviews are currently nearing completion (i.e., Biological Sciences and Sociology).

The assessment components of the Business Administration review have led to significant curriculum revision, especially at the lower-division level where early exposure to fundamental skills is receiving added attention. Thus, a Business Writing course is being added, an existing elective course in Business Law is now required, and one-semester Accounting and Economics courses are being expanded into year-long sequences. Additionally, assessment activities have strengthened many upper-division courses. To cite but one example, new guidelines on the analysis of case studies, useful in a range of courses, have been developed.

The Communication program is also beginning to benefit from its assessment activities. In particular, the department is introducing a new emphasis on internship experiences. As a result, expectations for student internships are being standardized and an existing Internship course is being revised to become one of three capstone course options. Feedback provided by respondents to an alumni survey was an important impetus for these changes.

Success in Meeting 2002-03 Goals: of the close to 30 accountability goals set early in 2001, San Marcos has met or exceeded most. We reflect below on the reasons for several shortfalls.

The decline in **new credentials granted** by San Marcos in 2002-03 (# 5.1) reflects both the recent budget shortfalls experienced by local school districts and the widely publicized 'pink slips' given to new teachers in this area and elsewhere in the state. These actions created the perception that new teachers were no longer needed, which, predictably, led students who had been considering teaching careers to pursue other options. We have adjusted our future goals to account for several new realities: 1) short-term limitations on the growth of the University as a whole and 2) the uncertain impact of the new CSET entrance requirement.

In contrast to our success in raising the percentage of first time freshmen who enter fully proficient in mathematics, the equivalent percentage for **proficiency in English** unexpectedly declined by 7 percentage points between 2001-02 and 2002-03 (from 53% to 46%; #6.2.b). Thus, we missed our 50% goal. However, just over 75% of the 2002-03 freshmen entrants needing remediation in English completed it within one year and 70% returned for a second year of study. We hope to make the sudden downturn in proficiency at entry a one-year phenomenon by continuing to work on key CAPI initiatives related to English (e.g., assisting high schools developing peer-staffed writing centers; maintaining the on-line writing lab).

Due to large shifts in the number of classes offered in a few non-traditional time slots included in the **Facilities Utilization Indicator** (#8.1), the number of FTE students annually enrolled in such classes has fluctuated considerably. The off-site category, which on our campus is largely dependent on local school districts' desire to host CSUSM classes on-site, is the best example of the volatility involved, though summer enrollments will show the same variability during the next few years. In setting new goals, we have tried to take better account of this volatility.

Due to a temporary decline in gifts from individuals, and the absence of bequests during 2002-03, the campus fell somewhat short of its **private fund goal** of 10% for the most recent year considered (#9.4). However, analysis of campus performance during the 1998-2003 period shows that our average annual performance of 11% comfortably exceeds the 10% target. Moreover, the five-year growth in our fund-raising activities has been impressive, with a 51% increase in the annual charitable gifts received and a 196% increase in the annual special revenues obtained.

SONOMA

The status of each of the Performance Area and Indicators for SSU is listed below.

1. Quality of baccalaureate degree programs

SSU has created a New Path for General Education (for details go to https://www.sonoma.edu/ge_initiative/fresmanssem.htm). Mission, Goals, and Objectives (MGOs) have been identified and unanimously passed by the Academic Senate. The new GE path contains six parts: (1) Integration of the Freshman Year Experience (2) expanding student choice among courses at the 200-, 300-, and 400 level (3) creation of a capstone GE experience at the 400 level (4) writing across the curriculum (5) training and mentoring for faculty to teach the new GE, and (6) a permanent structure for assessing GE course goals and student learning outcomes. A pilot of the new GE will begin fall 2006.

The traditional Program Review process at SSU was modified for a three year period, 2000-2003, in order to establish and assess student learning outcomes in the major. All departments will have completed this interim process. For more information, please go to http://www.sonoma.edu/Senate/EPC/Interim_Review_Matrix.htm or <http://www.Sonoma.edu/assessment>. Departments are now in the process of assessing student learning and using these results to inform curriculum and pedagogy.

2. Access to the CSU

Sonoma State University is now impacted at the freshman level. We received 9,000 applications for around 1,300 students.

3. Progression to degree

SSU has very high first-year continuation rates both for first-time freshmen and California Community College (CCC) transfers. The first-time freshmen rate has fluctuated between 75% and 83.1%. Given the many factors that contribute to retention, a small change over time is not surprising. The CCC first-year retention rate has been consistently around 83%. Not surprisingly, the CCC juniors have a much higher one-year continuation rate as they have already been successful in college.

The number of upper-division units completed by Junior CCC transfers is between 66 and 70. The upper-division units for our native first-time freshmen is between 65 and 68. Therefore there is no significant difference between the number of units completed by our native freshmen compared to our CCC transfer students.

4. Persistence and Graduation

We estimate that about 53% of our first-time freshmen will eventually graduate from SSU. When we track freshmen students who start here and graduate from another CSU campus, that increases by about 15%. SSU is second highest in the CSU in this six-year graduation rate¹. About eight in ten of our CCC transfers will eventually graduate either from SSU or another CSU campus.

5. Areas of Special State Need

The School of Education has made every possible effort to meet the special needs of the State of California for teachers. In 2002-03 we recommended 147 first time, new-type Multiple-subject, 102 Single-subject, and 60 Special education credentials

6.1 Relations with K-12

Sonoma State University interacts with K-12 community in the Pre-College Programs. These programs include outreach to elementary school programs (grades K – 4), middle school programs (grades 6 – 8), high school programs (grades 9 – 12), and all grades (K – 12).

¹ First-time freshmen that enrolled as full time students during their first semester, fall 1995.

6.2 Fully prepared new freshmen

SSU consistently has slightly over half of our new freshmen fully prepared in Mathematics and between 65% and 75% of our new-freshmen fully prepared in English. Given that the ELM and EPT are given after students are admitted, it is difficult to control for these factors. With continued efforts working with the K-12 sector to reduce the need for remediation, we do hope to reduce our need for remediation in Mathematics and English.

7. Remediation

Our goal for 2002-03 is to have 98% of our first-time freshmen fully remediated within one year. Currently that percentage has ranged between 82% and 87%. We make every effort possible to contact students individually and advise them on what is needed for them to be fully remediated within one year. Both the English and Mathematics remediation sequences can be completed in two semesters for those students in the lowest quartile of the EPT or ELM. Students who do not complete remediation within their first year are required to take summer classes before being permitted to return to SSU.

8. Facilities Utilization

The percentage of non-traditional instruction at SSU is consistently around 37%, which is our goal. The Provost works closely with the School Deans to maximize use of classrooms for instruction and to offer a variety of choices for students. Given our student body preferences, 37% seems appropriate for non-traditional instruction.

9. University Advancement

The Development Office has consistently increased the areas of voluntary support, special revenues, and alumni participation. We expect this to continue. The Development Office has established a goal of raising 20% from the private sector. We believe this goal is achievable. The economic conditions of the region, combined with significant changes in staffing within the office, will require our best efforts. Nevertheless, we remain optimistic that we will continue to meet our goal for private funds.

STANISLAUS

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.