ESSAY DISCUSSION

Presented by:

Elizabeth Matthews  
• Degree Programs: Meaning, Quality, and Integrity of Degrees

Melanie Chu  
• Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

February 12, 2015
Agenda

• WASC Timeline
• Essay #3 plus Q&A
• Essay #4 plus Q&A
• Next steps
### WASC Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td><strong>Spring 2014</strong></td>
<td>Assemble writing teams&lt;br&gt;Begin writing essays for Institutional Report</td>
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<tr>
<td><strong>Fall 2014</strong></td>
<td>Complete essays for Institutional Report&lt;br&gt;Begin Town Hall discussions</td>
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<tr>
<td><strong>Spring 2015</strong></td>
<td>Continue Town Hall discussions</td>
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<tr>
<td><strong>Summer 2015</strong></td>
<td>Institutional Report due</td>
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<tr>
<td><strong>Fall 2015</strong></td>
<td>Off site Review</td>
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<tr>
<td><strong>Spring 2016</strong></td>
<td>On site Review/visit</td>
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Institutional Report: Essay 3

Degree Programs: Meaning, Quality, and Integrity of Degrees

Elizabeth Matthews

Writing Team:
• Matt Atherton
• Pat Morris
• Pam Wells
• Jill Weigt
• Denise Garcia
• Soheila Jorjani
Essay #3: Degree Programs: Meaning, Quality, and Integrity of Degrees

Purpose of Essay

- Define the meaning of both undergraduate and graduate degrees
- Demonstrate how we ensure their quality and integrity
- “Quality” and “Integrity”
  - Can be defined in many ways
  - WASC understanding of these terms
    - Rich, coherent, and challenging educational experience
    - Assurance that students consistently meet the standards of performance set by the institution
Essay #3: Degree Programs: Meaning, Quality, and Integrity of Degrees

Prompts

• What does it mean for a graduate to hold a degree from the institution, i.e., what are the distinctive experiences and learning outcomes? For each degree level offered, what level of proficiency is expected? What is the overall student experience? How do these outcomes flow from the mission?

• What are the processes used at the institution to ensure the quality and rigor of the degrees offered? How are these degrees evaluated to assure that the degrees awarded meet institutional standards of quality and consistency?

• What was identified in the process of considering the meaning, quality, and integrity of the degrees that may require deeper reflection, changes, restructuring, etc.? What will be done as a result? What resources will be required?

• What role does program review play in assessing the quality, meaning, and integrity of the institution’s degree programs?
Essay #3: Degree Programs: Meaning, Quality, and Integrity of Degrees

Undergraduate Learning Outcomes

Students graduating with a Bachelor’s degree from CSU San Marcos will be creative, empathetic, and engaged life-long learners who are:

• Knowledgeable in their field of study. Students will be able to:
  • Articulate, integrate, and apply theories and methods of a field of study to create professional, scholarly, and/or artistic work

• Comprehensive and critical thinkers. Students will be able to:
  • Identify key concepts and develop a foundation for future inquiry
  • Analyze complex problems and develop solutions by applying quantitative and qualitative reasoning, integrating knowledge and skills from a variety of disciplines
  • Construct well-reasoned arguments based on evidence

• Globally and culturally intelligent. Students will be able to:
  • Apply multiple perspectives to address local, regional, global, and cultural issues.
  • Demonstrate an intermediate proficiency in a language other than English

• Skilled communicators. Students will be able to:
  • Communicate clearly and effectively in both written and oral forms
  • Tailor communication to audience and context
Essay #3: Degree Programs: Meaning, Quality, and Integrity of Degrees

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Examples in essay</th>
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</thead>
<tbody>
<tr>
<td>Knowledge of their field of study</td>
<td>• Assessment</td>
</tr>
<tr>
<td></td>
<td>• Program Learning Objectives</td>
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<td></td>
<td>• University Assessment Council</td>
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<td>• Program Review Policy</td>
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<td>• Self Study</td>
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<td>• Multiple levels of recommendation</td>
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<td>• Success on professional exams</td>
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## Essay #3: Degree Programs: Meaning, Quality, and Integrity of Degrees

### Learning Outcome

<table>
<thead>
<tr>
<th>Examples in essay</th>
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<tbody>
<tr>
<td>• 2014 NSSE data</td>
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<tr>
<td>• CSUSM students score higher than other CSUs</td>
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<td>• Higher order learning</td>
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<tr>
<td>• High-impact practices</td>
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<tr>
<td>• Service learning</td>
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<tr>
<td>• Learning communities</td>
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<tr>
<td>• Committee on Undergraduate Research (CUGR)</td>
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<td>• Office for Training, Research, and Education in the Sciences (OTRES)</td>
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<td>• Supplemental Instruction (SI) for STEM majors</td>
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<td>• STEM Center</td>
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**Comprehensive and critical thinkers**
Essay #3: Degree Programs: Meaning, Quality, and Integrity of Degrees

Learning Outcome | Examples in essay
--- | ---
| | • Internships
| | • College-based initiatives
| | • CHABSS Career Readiness Initiative (CRI)
| | • CoBA Business Professional Development Program
| | • CoBA Senior Experience
| | • Service learning
| | • Office of Global Education
| | • Initiatives, Programs, and Centers
| | • Global Commitment Initiative
| | • Cross-Cultural Center
| | • Language Learning Center
| | • Student organizations
| | • Engaging Diverse Dialogues Initiative (EDDI)
| | • Diversity Mapping
| | • Strategic Plan for Diversity and Educational Equity
| | • 2013 College Senior Survey – success in promoting value of diversity

Globally and culturally intelligent
Essay #3: Degree Programs: Meaning, Quality, and Integrity of Degrees

<table>
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<tr>
<td>Skilled Communicators</td>
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- Included at all levels of learning outcomes
- CoBA Senior Experience
- Student participation in research and creative activity
  - Report from the Committee on Undergraduate Research (CUGR)
- Writing requirement
  - 2014 NSSE results
Questions?
Institutional Report: Essay 4

Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation
Melanie Chu

Writing Team:
• Sue Moineau
• Catherine Cucinella
• Richelle Swan
• Matt Escobar
• Pat Morris
Essay #4  Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

PURPOSE OF ESSAY

• Demonstrate institutional quality:
  • Do students acquire knowledge and skills appropriate to their degrees?

• Assess student learning
  • 5 Core Competencies
  • Standards of Performance (undergraduate & graduate)

• Demonstrate our ability to improve teaching and learning via assessment
Essay #4  Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

GUIDING PROMPTS

• What **knowledge, skills, values, and attitudes** should students possess when they graduate with a degree from the institution?

• What evidence is there that **key learning outcomes** are being met for each level of degree, for undergraduate and graduate programs?

• What steps are taken when **achievement gaps** are identified?

• How are **teaching and learning improved** as a result of assessment findings?

• How deeply embedded is **learning-centeredness** across the institution? What is the evidence?
Essay #4  Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

ORGANIZATION OF ESSAY

- Core Competencies & General Education Student Learning Outcomes
- Evidence of Undergraduate Student Learning
- Evidence of Graduate Student Learning
- Closing Achievement Gaps
- Improving Teaching & Learning Through Assessment
- Learning Centeredness Across the Institution
Describing process and progress of:

- Core Competency Team (CCT)
  - Writing Assessment Results Spring 2014
  - Oral Communication Fall 2014

- General Education Student Learning Outcomes (GEPSLOs)
Sharing examples of key SLOs at program level:

- Quantitative reasoning in Biology
- Business Assessment Test in CoBA

And at institutional level:

- Freshmen, Senior, and NSSE Surveys
Sharing examples of key SLOs at grad level:

- MA in Education, Communicative Sciences and Disorders (CSD) option
- Development of professionalism and career readiness, ethical and responsible practices
- Community engaged scholarship and clinical practice
Essay #4  Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

Closing Achievement Gaps

Highlighting CSUSM success stories:

- First Year Programs Learning Communities
- Summer Bridge for English & Math Proficiencies
- Supplemental Instruction in Sciences
- Increasing graduation rates for URM students
Describing how we improve our teaching and learning:

- Faculty Peer Review Process (WPAF, PRCs)
- Program Review Process
- Programs with Substantive Change
  - Sociology, Criminology & Justice Studies, Social Sciences, Nursing RN to BSN
Co-curricular efforts across campus:

- Community Engagement & Service Learning
- Faculty Center Programs & Fellows
- Civility Campaign
- Arts & Lectures Series
- Context Library Series
- Undergraduate Research Symposium
Questions?
Next Steps

• Review essay on the website and provide comments
  http://www.csusm.edu/wasc/responses/index.html

• Link will be sent via e-mail from the Office of Communications

• Plan to attend remaining Spring Open Forums
Spring Open Forums

• **February 24**
  - Student Success: Student Learning, Retention, and Graduation
    Dilcie Perez
  - Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence
    Tracey Brown

• **March 17**
  - Final wrap up