

1999-2000  
FACULTY SENATE  
California State University, Sacramento

**AGENDA**

Thursday, April 6, 2000  
Foothill Suite, University Union  
3:00-5:00 p.m.

**OPEN FORUM**

**CONSENT CALENDAR**

**FS 00-18/ConC COMMITTEE APPOINTMENTS--Senate**

**Academic Policies Committee:**

JEAN-PIERRE BAYARD, At-large, 2003  
TOM KRABACHER, Senator, 2002  
DONALD TAYLOR, At-large, 2003  
JEAN TORCOM, At-large, 2003

**Committee on Diversity and Equity:**

CECIL CANTON, At-large, 2002  
ANDONIA CAKOURAS, Senator, 2001 ✓  
JOSE CINTRON, At-large, 2003  
RICARDO FAVELA, At-large, 2001  
TIM HALLINAN, At-large, 2001  
LILA JACOBS, At-large, 2003  
RHONDA RIOS KRAVITZ, At-large, 2002  
OTIS SCOTT, At-large, 2002

**Curriculum Policies Committee:**

LINDA BUCKLEY, At-large, 2003  
ED DAMMEL, At-large, 2003  
MELINDA SEID, At-large, 2003  
SUSAN ULLRICH, At-large, 2003

**Election Committee:**

ARTHUR JENSEN, At-large, 2001  
WILLIAM KRISTIE, At-large, 2001  
CHEVELLE NEWSOME, At-large, 2001  
BETTE POLKINGHORN, At-large, 2001  
LITA WHITESEL, At-large, 2001

Faculty Endowment Fund Committee:

MAGARET HODGE, 2003

MARILYN KENT, 2003

JIM KUHLE, At-large, 2003

Faculty Policies Committee:

RICKY GREEN, At-large, 2003

LAURENCE TAKEUCHI, Senator, 2002

DONALD TAYLOR, At-large, 2003

WILLIAM VIZZARD, At-large, 2003

General Education Policies/Graduation Requirements Committee:

LINDA PALMER, At-large, 2003

ARLINE PRIGOFF, At-large, 2003

MARY ANN REIHMAN, At-large, 2003

Livingston Annual Faculty Lecture Committee:

TOM OWEN, At-large, 2002

MAUREEN SMITH, At-large, 2002

FS 00-19/Ex. COMMITTEE APPOINTMENTS—UniversityCSUS Foundation Board of Directors:

At-large, June 1, 2000-July30, 2004--*President Gerth will interview and select one from the following nominees:*

MICHAEL FITZGERALD

DORAISWAMY RAMACHANDRAN

MICHAEL SHEA

DONALD TAYLOR

FS 00-20/CPC, Ex. PROGRAM CHANGE PROPOSAL

The Faculty Senate recommends approval of the following program change proposal:

B.A. Theatre Arts—Theatre Concentration: Adds Thea 120 and Thea 121 as required courses (1 unit per class; need a total of 2 units each major). The additional two units increases upper division requirements to 19 and total required for the major to 47 units.

FS 00-21/CPC, Ex. WRITING AND READING SUBCOMMITTEE, REVISE MEMBERSHIP  
(Amends FS 99-10)

The membership of the Writing and Reading Subcommittee shall be revised as follows [strikeover = deletion; underscore = addition]:

The Writing and Reading Subcommittee of the Curriculum Policies Committee shall comprise ~~three faculty members~~ one member from the English department and one

member from each college serving three-year, overlapping terms, the Coordinator of the Writing Program or his/her designee, and the Director of the Center for Teaching and Learning, ex officio such ad hoc members as are necessary to provide the expertise needed to discharge the subcommittee's duties.

## REGULAR AGENDA

### FS 00-17/Flr. MINUTES

Approval of Minutes of March 23 (#11), 2000.

### FIRST READING

*[Discussion only—10 minute limit, unless extended by majority vote; no action.]*

Ex

### FS 00-16A/Flr. BACCALAUREATE LEARNING GOALS, CSUS

The Faculty Senate receives the "Report on CSUS Baccalaureate Learning Goals" and thanks the Faculty Senate Working Group on University Learning Goals—

Jude Antonyappan (Social Work)

Margaret Cleek (Organizational Behavior and Environment)

Jackie Donath (Humanities)

Cid Gunston-Parks (Teacher Education)

James Hill (Chemistry)

Jennifer Lundmark (Biological Sciences)

Fred Reardon (Mechanical Engineering)—

for their work.

### FS 00-16B/Flr. BACCALAUREATE LEARNING GOALS, CSUS—EXPECTATIONS OF UNDERGRADUATE LEARNING

The Faculty Senate recommends approval of the "Expectations of Undergraduate Learning" (shown in Attachment A). *[Note: Survey referred to in "Background/Rationale" is shown in Attachment B.]*

FS 00-16c/Flr

### FS 00-22/CPC, Ex. WRITING AND READING IN THE DISCIPLINES, UNIVERSITY COORDINATOR FOR

*[Note: Curriculum Policies Committee background presented in Attachment C.]*

WHEREAS, In the spring of 1999, the Senate recommended and the President approved a policy making each academic program responsible for 1) writing and reading standards in their discipline and 2) assessing and supporting

student achievement of writing and reading skills at the upper division level (FS 99-09); and

WHEREAS, Greater and more effective support is needed by both departments and students to successfully implement the policy; therefore, be it

RESOLVED: That the Faculty Senate recommends the creation of the position of Writing and Reading in the Disciplines Coordinator; and be it further

RESOLVED: That the Faculty Senate recommends the expansion of the Writing Center to provide tutorial assistance for student writing in the disciplines.

FS 00-23/CPC, Ex. PROGRAM REVIEW SELF-STUDY GUIDELINES (Supercedes AS 97-46)

The Faculty Senate recommends revision of the "Program Review Self Study Guidelines" as shown in Attachment D. [Note: Supercedes AS 97-46 as reflected in the current "Blue Book" (Attachment E).]

## INFORMATION

1. Tentative Spring 2000 Faculty Senate meeting schedule [Note: Additional meetings may be scheduled]:
  - April 13 (3:00-3:30, Nomination of 2000-2001 Officers), 27
  - May 4 (3:00-3:30, Election of 2000-2001 Officers), 11, 18
2. Report on March 16-17, 2000, CSU Conference on Assessing General Education Learning Outcomes – Bob Buckley
3. Report on March 8-10, 2000, CSU Academic Senate meeting – Statewide Senators
4. Senate Home Page: <http://www.csus.edu/acse/> or CSUS Home Page then Administration and Policy then Administration then Faculty Senate

## CSUS Baccalaureate Learning Goals

Prepared by the Faculty Senate Working Group on University Learning Goals  
(Fall 1999/Spring 2000)

### **Background/Rationale:**

Several forces, both internal and external, have led to the development of these learning goals for recipients of a CSUS baccalaureate degree.

Groups and individuals we loosely define as "external stakeholders" have been the most vocal advocates of changes in the ways we conceive and evaluate our degree and the programs that support it. Our most recent WASC accreditation involved the development of broadly conceptualized student outcomes and preliminary efforts to document our institutional effectiveness through assessment. CSU system initiatives first proposed as part of the "Cornerstones" plan for reformation of the baccalaureate have metamorphosed into a system-wide proposal for key performance indicators of "continuous improvement." The language of "accountability" has entered the vocabularies of the governor, the state's legislators and the publics we serve most directly---students, parents and employers.

However, the impetus for the development of campus-based student learning goals and meaningful program assessment and evaluation has not been merely a reactive response to "outsiders'" demands. The 1994 CSUS Strategic Plan noted that in order to meet the campus' goals for high quality academic programs, the campus community needed to "revise the academic program review and evaluation process to focus on teaching, learning and improving desired student outcomes." As a result of this recommendation, the academic program review process was revised, and the Faculty Senate approved a University assessment policy. In the fall of 1998 and the spring of 1999, CSUS faculty collaborated with colleagues from a number of disciplines at CSU Chico and San Francisco State University, in a project that developed common learning outcomes for two General Education requirements----written communication and quantitative reasoning. The results of their efforts were presented to the Chancellor and the statewide Academic Senate. In fall 1999, during the Senate retreat, a working group on assessment was organized. Additionally, in the fall of 1999, the Senate was asked to reconsider and revise the Academic Programs theme of the Strategic Plan and the assessment policy that underpins it. These two activities have propitiously coincided with two additional campus initiatives that are firmly rooted in the values of our campus community. One, the first program review of General Education, since 1988, has begun the collection of data about the effectiveness of this central component of the university curriculum. The second, our participation in a nation-wide project to create an on-line institutional portfolio, funded by the Pew Charitable Trust, led to a faculty and outside stakeholders' survey of fundamental learning goals for the baccalaureate degree. The results of that survey are the basis of the proposal that follows.

Our campus is poised to undertake a major step in formalizing and making explicit the values, knowledge, skills, and expectations which are at the heart of our efforts as educators. These expectations of undergraduate learning place our common values at the center of our efforts to evaluate and improve the quality of student learning at CSUS. The implementation of these expectations across the curriculum will allow us to work together in consistent and coherent ways to embody our goal of offering "academic programs characterized by high quality, . . . a commitment to life-long learning, the preparation of an educated citizenry, and a responsiveness to regional needs."

# EXPECTATIONS OF UNDERGRADUATE LEARNING

(revised 3/27/2000)

## ◆ Analysis and Problem-Solving

DEFINITION: The ability of students to identify and diagnose problems; organize and critically evaluate relevant information of a qualitative or quantitative nature; develop reasonable arguments and effective solutions.

SPECIFIC EXPECTATIONS: This set of expectations is demonstrated by a student's ability, as an individual and in collaboration with others, to

- a) analyze complex issues and make informed decisions
- b) recognize and synthesize valid and relevant information from various sources in order to arrive at reasoned conclusions
- c) diagnose and solve problems, including those which are quantitative in nature
- d) evaluate the effectiveness of proposed solutions

## ◆ Communication

DEFINITION: The ability to read, write, speak and listen effectively. The ability to respond, with understanding and appreciation to a wide variety of communicative acts.

SPECIFIC EXPECTATIONS: This set of expectations is demonstrated by a student's ability to

- a) express ideas and facts in a variety of written formats and to a variety of audiences in discipline-specific, work-place, and civic contexts
- b) comprehend, interpret, and analyze written and oral presentations
- c) communicate orally in one-on-one and group settings
- d) interpret, analyze, and evaluate ideas presented in a variety of creative formats, including written, verbal and visual.

## ◆ Information Competence

DEFINITION: The ability to make effective and ethical use of information resources and technology for personal and professional needs.

SPECIFIC EXPECTATIONS: This set of expectations is demonstrated by a student's ability to

- a) locate needed information using a variety of resources, including journals, books, and other media
- b) learn, understand, evaluate and apply appropriate technologies to information processes, communication needs, and problem-solving in productive and sustained ways in both professional and personal settings
- c) distinguish and make judgements among available information resources

◆ Values and Pluralism

DEFINITION: The ability to apply ethical standards in order to make moral judgements with respect to individual conduct and citizenship, while also recognizing the diversity of human experiences and cultures, both within the United States and internationally.

SPECIFIC EXPECTATIONS: This set of expectations is demonstrated by a student's

- a) recognition of the moral dimensions of decisions and actions
- b) understanding of and respect for those who are different from oneself
- c) ability to work with those who come from diverse cultural backgrounds
- d) valuation of service as a component of active citizenship

◆ Competence in the Disciplines

DEFINITION: The ability to demonstrate the competencies and values listed above in at least one major field of study. Additionally, this learning goal requires students to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.

SPECIFIC EXPECTATIONS: This expectation is demonstrated by a student's ability to

- a) examine, organize, and reveal significant understanding of at least one disciplinary way of knowing
- b) apply at least one discipline's knowledge and methods to specific problems and issues
- c) examine, organize and integrate a variety of disciplinary perspectives and ways of knowing to reveal a broad understanding of the relationships between disciplines and the ways they strengthen and enliven each other.

PEW Grant Questionnaire on Fundamental Learning Goals and Expectations for the baccalaureate degree at CSUS.

When filling out this brief questionnaire, please keep in mind the variety of undergraduates who receive their baccalaureate degrees from CSUS at Arco Arena every December and June— from those with a BS in Engineering to those with a BA in Art to those with a BA in Mathematics to those with a BA in History and so forth. What should we expect them to know?

To what extent do you believe each of the following should be a fundamental learning goal or expectation for the baccalaureate degree at CSUS? Please pay attention to the idea conveyed by the learning expectation and not to the specifics of the wording for each item. If some of these expectations are eventually adopted by the Faculty Senate, the specific conceptualizations and definitions can be worked out later.

Circle the number that best fits your view on the six point scale, where 5 represents your belief that the item should definitely be a fundamental learning expectation at CSUS and 0 represents your belief that the item should definitely not be a fundamental learning expectation at CSUS.

1. Communication: Make connections that create meaning between yourself and your audience. Learn to speak and write and listen effectively, using graphics, electronic media, computers, and qualitative and/or quantitative data.

Should be a Fundamental Learning Expectation			Should Not be a Fundamental Learning Expectation		
5	4	3	2	1	0

2. Analysis: Think clearly and critically. Fuse experience and reason and training into considered judgment.

Should be a Fundamental Learning Expectation			Should Not be a Fundamental Learning Expectation		
5	4	3	2	1	0

3. Problem Solving: Figure out what the problem is and what is causing it. With others or alone, form strategies that work in different situations. Then get done what has to be done, evaluating effectiveness.

Should be a Fundamental Learning Expectation			Should Not be a Fundamental Learning Expectation		
5	4	3	2	1	0



4. Valuing: Recognize different value systems while holding to your own ethic. Recognize the moral dimensions of your decisions and accept responsibility for the consequences of your actions.

Should be a Fundamental Learning Expectation				Should Not be a Fundamental Learning Expectation	
5	4	3	2	1	0

5. Social Interaction: Know how to get things done in committees, task forces, team projects, and other group efforts. Elicit the view of others and help reach conclusions.

Should be a Fundamental Learning Expectation				Should Not be a Fundamental Learning Expectation	
5	4	3	2	1	0

6. Global Perspectives: Act with an understanding of and respect for the economic, social, and biological interdependence of global life.

Should be a Fundamental Learning Expectation				Should Not be a Fundamental Learning Expectation	
5	4	3	2	1	0

7. Effective Citizenship: Be involved and responsible in the community. Act with an informed awareness of contemporary issues and their historical contexts.

Should be a Fundamental Learning Expectation				Should Not be a Fundamental Learning Expectation	
5	4	3	2	1	0

8. Aesthetic Response: Appreciate the various forms of art and contexts from which they emerge. Make and defend judgments about the quality of artistic experiences.

Should be a Fundamental Learning Expectation				Should Not be a Fundamental Learning Expectation	
5	4	3	2	1	0

9. Major Area of Study: Manifest a high level of mastery of a major area of study as corroborated whenever possible by assessment measures.

Should be a Fundamental Learning Expectation				Should Not be a Fundamental Learning Expectation	
5	4	3	2	1	0

10. Library and Information Literacy: Be able to locate needed information using a variety of sources-- journals, books, media, and electronic data bases.

Should be a Fundamental Learning Expectation

Should Not be a Fundamental Learning Expectation

5                      4                      3                      2                      1                      0

11. Quantitative Reasoning: Have a familiarity with the essential concepts of mathematics and knowledge of **mathematics** as a tool for analysis, quantitative description, and decision-making.

Should be a Fundamental Learning Expectation

Should Not be a Fundamental Learning Expectation

5                      4                      3                      2                      1                      0

12. Computer Competence: Be able to use basic computer operations, such as word processing software, e-mail, and the internet.

Should be a Fundamental Learning Expectation

Should Not be a Fundamental Learning Expectation

5                      4                      3                      2                      1                      0

13. Scientific Understanding: Have a basic understanding of scientific concepts, scientific methods, and **contemporary** issues in science and technology.

Should be a Fundamental Learning Expectation

Should Not be a Fundamental Learning Expectation

5                      4                      3                      2                      1                      0

14. Exploration or Research: Have undertaken a personal and/or intellectual exploration or a research project.

Should be a Fundamental Learning Expectation

Should Not be a Fundamental Learning Expectation

5                      4                      3                      2                      1                      0

15. Foreign Language: The ability to communicate in a language other than English.

Should be a Fundamental Learning Expectation

Should Not be a Fundamental Learning Expectation

5                      4                      3                      2                      1                      0

16. Pluralism and Diversity: The ability to appreciate and respect the diversity of

cultures, racial and ethnic groups, and life styles that exist in the world and especially in an urban metropolitan region; to act with an understanding of and respect for those who are different from oneself; and to be prepared to work with those who come from a variety of cultural backgrounds.

Should be a Fundamental  
Learning Expectation

Should Not be a Fundamental  
Learning Expectation

5

4

3

2

1

0

17. Are there any fundamental learning expectations for the baccalaureate degree at CSUS that you think are missing from the above list? If so what are they?

18. In addition to the above list, what would be some fundamental learning goals or expectations for the baccalaureate degree that would directly relate to the fact that CSUS is an urban, public, comprehensive university whose academic programs are expected to be responsive to the Sacramento metropolitan region as well as to the region as a whole?

March 6, 2000

To: Ann Haffer, Chair, Curriculum Policies Committee  
From: Jennifer Lundmark, Chair, Reading and Writing Subcommittee  
Re: Proposal for a University Coordinator for Writing and Reading in the  
Disciplines

Dear Ann:

As you know, in Spring, 1999, the CSUS Faculty Senate enacted a policy (FS 99-09/CPC) making academic programs explicitly responsible for creating writing and reading standards beyond the General Education requirements for their students and for assessing and supporting student achievement of writing and reading skills at the upper division level. The Subcommittee on Reading and Writing has been meeting regularly over the past few months in an effort to meet our charge of advising departments and programs in implementing this policy.

The Reading and Writing Subcommittee began its work by consulting with those departments already working on writing in their majors and with those in the process of self study. Those faculty contacted consistently want all students, at every level, to do more writing, but they often say that that they do not have the time, expertise, or resources to design appropriate assignments or to assess its quality. When asked how the campus could best support their efforts to assess and teach writing within their discipline, the most common responses were that it would be useful to have a "writing expert" consult with them on developing standards, grading rubrics, and effective assignments, and that, while they are willing and able to teach the writing conventions of their field to most students, there are always some who need additional help that is beyond the ability of the instructor to provide.

In addition to faculty from many disciplines, our committee has spoken with, and included in meetings, the current Director of the Writing Center, the Director of Learning Skills, the Director of the Academic Achievement Center/EOP, the Library faculty, and many others. Alan Kalish, Director of the Center for Teaching and Learning, has taken the lead in discussing possible solutions to our dilemma with individuals from other universities with successful writing programs. After visiting several different possibilities, including expansion of the existing Writing Center, it was concluded that the best solution would be to hire an individual with training on writing in the disciplines. Rationalization for this decision, as well as details on the position and what duties the job would involve follow in the attached proposal.

**Proposal for a University Coordinator for Writing & Reading in the Disciplines**  
**California State University, Sacramento**  
**Writing & Reading Subcommittee of CPC**

**Introduction**

We propose that California State University, Sacramento professionalize support for writing and reading across the campus by creating a position for a University Coordinator for Writing & Reading in the Disciplines. This person will assist faculty and departments to better serve the needs of students and faculty in a number of ways, detailed below.

**The Situation**

Probably the single most important skill that enables students to reach high goals is writing, which also involves reading and critical thinking—the three go hand in hand. Writing is a tool of learning as well as of communication—writing stimulates thinking, which stimulates writing, which stimulates more thinking, and the result is more learning. All are in jeopardy when students have limited access to support. From every segment of the university come students who want and need to improve their writing, reading, and critical thinking, and who would enhance their achievement in a whole range of classes that span the entire curriculum if they had access to resources focused on developing these skills.

There is broad agreement among the faculty and administrators at California State University, Sacramento that our students need to improve their writing skills. Writing skills were one of the priorities for improvement mentioned in our last WASC report.

Writing and reading are a university planning priority from the Academic Program Theme. The priority objective is, "To strengthen integration of writing and reading in the major curriculum in order to improve writing and reading skills."

In the Spring of 1999, the CSUS Faculty Senate enacted a policy (FS 99-09/CPC) making academic programs explicitly responsible for creating writing and reading standards beyond the General Education requirements for their students and for assessing and supporting student achievement of writing and reading skills at the upper division level. It is crucial that graduates of our university be able to communicate in writing within the discourse of their major discipline. The Senate also adopted Advisory Writing Standard (FS 99-25A/CPC) and a standing subcommittee of Curriculum Policies (FS 99-10/CPC) charged with advising departments and programs in implementing this policy.

The Writing & Reading Subcommittee began its work by consulting with those departments already working on writing in their majors and with those in the process of self study. Those faculty contacted consistently want all students, at every level, to do more writing, but they often say that that they do not have the time, expertise, or resources to design appropriate assignments or to assess its quality. When asked how the campus could best support their efforts to assess and teach writing within their discipline,

the most common responses were that it would be useful to have a "writing expert" consult with them on developing standards, grading rubrics, and effective assignments, and that, while they are willing and able to teach the writing conventions of their field to most students, there are always some who need additional help that is beyond the ability of the instructor to provide.

It is our obligation to provide the resources to meet these needs. We must accept our own responsibility to our students when we set high standards by affording students the means to achieve them.

### **Existing Support for Faculty on Writing & Reading**

Currently, consultation on writing for faculty and departments is available from the Center for Teaching & Learning and from the members of the Subcommittee. CSUS has had a Writing in the Disciplines program for our faculty in the past, but this is currently on hiatus. While we are providing some effective consultation, as more faculty and programs address these issues, the campus will need someone for whom this is the primary area of effort.

### **Existing Support for Students on Writing & Reading**

CSUS provides a wide array of support to students on issues of writing and reading. These include Learning Skills Center courses for basic writers, several required writing courses for all students, an Online Writing Lab (OWL), a Writing Center, and other tutorial services (such as those offered by the Academic Achievement Center/ EOP, CAMP, and several academic departments). See Appendix D for full descriptions of these programs.

For many of our students these resources will provide sufficient experience and instruction in writing to enable them to succeed in future writing tasks, especially as we further integrate instruction and assessment of writing and reading into the academic majors. However, many others will need the additional, individual support of a writing tutor familiar with the disciplinary discourse into which the student seeks entry.

N.B. This proposal does NOT envision that the new University Writing & Reading in the Disciplines Coordinator will take over all of these programs. Indeed the Coordinator's efforts would be complementary to most of these programs.

## **A Solution**

### **Expanding Support for Writing and Reading**

Writing is difficult and students don't get much practice in it; faculty are often reluctant to assign it, both because of the time reading it consumes and because they feel they would need to be "trained writing teachers" in order to assess it and help students to improve. Writing difficulties are also often linked with difficulties in reading at the appropriate level. After consulting with colleagues at other universities across the country and in the CSU, we find that CSUS students are not unusual in that, even with the courses and

support services listed above, they still find writing difficult and often don't do enough writing to fully develop their skills.

Both students and faculty need more support if we're going to have students write even more than they must now; therefore, we propose a Consultation Service for faculty and departments and expansion of the Writing Center to provide better tutorial assistance for more students.

A full-time position should be created for a University Coordinator for Writing and Reading in the Disciplines. This position should be a faculty position, with 9 WTUs assigned consulting with faculty and departments on the teaching and assessment of writing and reading and to working cooperatively with the English Department to expand the services of the Writing Center to meet the expected growth in demand which the Writing in the Majors policy should create. The Coordinator would also teach one course each semester, presumably in the English Department's Composition and Rhetoric area.

The Writing and Reading in the Disciplines Coordinator will provide consultation and support for faculty on writing and reading in the various disciplines. The coordinator will assist faculty and departments in the following areas:

- Developing plans to assess writing in the major
- Designing courses, examinations, and assignments
- Grading and marking writing assignments
- Developing shared standards and rubrics for evaluating writing
- Designing curriculum and assessment plans
- Providing informational materials and articles concerning writing in the disciplines
- Course-specific tutoring  
Faculty members should be able to request tutoring for their courses. A trained student tutor with enviable writing and teaching skills and whenever possible with a background in the discipline in question will be assigned special responsibility for the course. If necessary and when possible, a tutor will be hired and trained to meet these requests. These tutors would be added to the Writing Center Staff.
- Other faculty support programs will be developed as needs arise.

The Writing Center will continue to be a strong resource to provide tutoring, workshops, and online help for all of our students at every level.

The English Department will work in close cooperation with the new Coordinator for Writing and Reading in the Disciplines to plan and implement the growth and professionalization of the existing writing center, securing a budget so that a full team of experienced tutors can be hired each semester. In addition, a larger more central space may be sought, in order to allow multiple concurrent conferences, group sessions, and with networked computers. This partnership should allow the tutoring service to grow to meet increasing demand.

Writing tutors will continue to advise and support students individually through each stage of the writing process to help them become more aware, efficient, effective writers. They will continue to be trained to help students in the following areas:

- Understanding particular assignments and learning effective strategies for starting those assignments
- Learning specific discourse features characteristic of the different disciplines
- Addressing rhetorical concerns—such as organization, clarity, style, and focus
- Finding and critically assessing information sources
- Revising papers for various purposes
- Editing for grammatical correctness
- Learning idiomatic usage
- Generating an effective thesis
- Designing and developing paragraphs
- Writing timed essays
- Reading critically

## **Conclusion**

In short, as CSUS seeks to improve the writing and reading skills of its students and to integrate these activities into the major curriculum, we must provide students and faculty with greater and more effective more support. This committee therefore proposes that a Consultation Service for faculty and departments and an expanded Writing Tutorial Center for students.

We further propose that a national search be held to hire a University Coordinator for Writing and Reading in the Disciplines whose primary mission at CSUS will be to provide support and leadership on issues of writing and reading improvement.



## Job Description

### University Writing & Reading in the Disciplines Coordinator

Instructor B or C or equivalent

(tenure track appointment may be considered at the discretion of the English Department)

#### Qualifications

- Ph.D. in Composition/Rhetoric or English or equivalent experience
- Knowledge of writing-across-disciplines theory and practice
- Experience and success with grant writing
- Knowledge of university writing requirements and testing
- Experience with writing center administrative duties
- Knowledge of TESOL
- Administrative experience
- Ability to work with diverse faculty from all disciplines
- Ability to work with a diverse student population
- Computer skills

#### Duties

- Provide support and leadership to the campus on issues of writing and reading improvement, especially the integration of writing and reading into all academic majors
- Consult with faculty, departments, and programs to provide support on course, examination, and assignment design; grading and marking writing assignments; course-specific tutoring; and information concerning writing in the various disciplines
- Teach one course in Composition & Rhetoric per semester at discretion of English Department
- Cooperate with English Department on Writing Center services
- Serve on the English Department Composition Committee
- Draft grant proposals for the Writing & Reading in the Disciplines program
- Maintain communications with faculty and administration
- Evaluate program performance
- Plan faculty workshops
- Plan activities

March 27, 2000

To: Bob Buckley, Chair  
Faculty Senate

From: Ann Haffer Chair  
Curriculum Policy Committee

Re: Revision of Program Review Self-Study Guidelines

As per our conversation on Friday, CPC has approved and proposes adoption of new Self-Study Guidelines for Program Review. Several internal and external concerns motivated the CPC to revise the CSUS Self-Study Guidelines reflected in the "Blue Book" (adopted in AS 97-46). The concerns and attempts to address them in the attached proposed changes to the Self-Study Guidelines are described below:

- Currently there are differing sets of directions given to the three parties involved in program reviews: one set offers guidelines to the program preparing the self study, one to the review team, and another to the consultant. These differences lead to inconsistent interpretations and reports. In the new guidelines an attempt was made to word the directions so that only one set of directions would be necessary. If adopted, the Self-Study Guidelines, approved by the Faculty Senate, can be used by all parties.
- Many items in the current guidelines only ask for description, leaving analysis to the Review Team. In the revised guidelines questions use language that more precisely direct/invite analysis and assessment. The questions ask departments to identify issues and to propose plans for addressing the issues. If departments complete the analysis this would leave less interpretation to the Review Team.
- Scholarship has been addressed in Self-Studies in a very inconsistent manner. Some Self-Study reports have not even addressed scholarship. The new guidelines attempt to achieve a more thoughtful assessment of scholarship by asking the department to describe expectations for scholarly, creative activities and to analyze the extent to which faculty meet the department's expectations. Currency is more explicitly addressed as well. The department is asked to identify scholarship issues and action plans for improvement, if any.
- Consultant reports have varied in quality and completeness. If consultants were asked to address the new guidelines, more uniform reports may result.
- There was considerable redundancy throughout the old guidelines. The new guidelines were developed to eliminate redundancy.
- Policy changes related to Writing and Reading, and Information Competence needed to be incorporated in the self-study assessment process. The new guidelines address these changes.
- To achieve better alignment with changing emphasis coming from external accreditors, questions were crafted to increase attention to
  - analysis of effectiveness and achievement of outcomes, and
  - identification of problems and related improvement plans that will provide a trail of continuous improvement.

## DRAFT PROGRAM REVIEW SELF STUDY GUIDELINES

### I. Program Introduction/History

- A. Describe your program's mission and goals (undergraduate, graduate, general education). In what way do program goals respond to community and regional needs?
- B. Assess the effectiveness of any changes (Department, College and University) made in response to recommendations from the last program review. (Include the list of recommendations in an appendix of the report).
- C. What major state and national trends (new developments in theory, research, and pedagogy) are occurring in your discipline? How does your curriculum structure and course offerings compare to those of similar programs in your discipline? What responses to changes in the discipline is your department planning and/or implementing?

### II. Academic Programs

- A. Describe learning expectations for your academic programs (undergraduate and graduate, Centers and Institutes)
  1. Specify expectations for:
    - a. the discipline
    - b. writing and reading in the major;
    - c. computer/information competence.
  2. Indicate on what these expectations are based (judgment of faculty, standards/trends in discipline, expectations of programs at other schools, surveys of students/alumni, etc.)
  3. Indicate how expectations are communicated to students
- B. How is your curriculum structured (including core requirements, prerequisites, and electives) to achieve your learning expectations? Include a matrix that displays learning expectations and how courses contribute to achieving the expectations.
- C. What teaching strategies has your faculty found to be particularly effective in helping students achieve your learning expectations, e.g. service learning, field work, application assignments, etc.? (Include in an appendix copies of course syllabi)
- D. Describe your department's involvement in (if any) and evaluation of distance and distributed education courses.
- E. Describe your program's assessment plan. Include both assessment of student learning outcomes and surveys of graduating seniors, and graduate students and alumni.
- F. Using assessment data, analyze the effectiveness of your program including the ability of students to meet the department's :
  1. Learning expectations
  2. University learning goals
  3. Writing and reading in the major
  4. Computer/information competence
- G. Describe how your department maintains consistency in multiple sections of courses.
- H. Discuss changes needed to enhance or improve the effectiveness of your academic program outcomes.
- I. If your department and its programs offer General Education and/or Service courses:
  1. Provide evidence that courses are meeting the General Education area criteria.
  2. From the perspective of the department/programs being served, to what extent do your service courses meet their needs?
  3. Describe how your department maintains consistency in multiple sections of General Education Courses.

### III. Students

- A. Student Profile: Data for the last six years are available on the WEB for the items below (contact Academic Affairs for location of information on the WEB). Analyze these data, including a comparison of your majors to majors in your College and the University. If data indicate a need for a response by your department, describe your plan of action.

1. Enrollment patterns in the majors, minors, concentrations, credentials
  2. Gender and ethnic composition
  3. Retention and graduation rates
  4. Part and full-time enrollments
  5. "Native" and transfer students
- B. Student Academic Performance : Data available on the WEB. Compare the data for your program with that of other programs in your College and the University. If the data reveal issues that merit your attention, describe the issues and plans for action.
1. Grading distribution
  2. GPA's
  3. Students on probation
  4. WPE pass rates
  5. Preparation for upper division/graduate coursework (no comparison data available under this heading)
- C. Student Academic Support
1. Describe how the department provides academic and career advising. Are faculty and students satisfied that the advising needs of students are met? (Data from SNAPS and Program Assessment Questionnaire) If data indicate a need for response describe your action plans.
  2. What support does your department provide for students in need of extra assistance? To what extent are your faculty and students satisfied with the support available at the department level: At the University level? If your analysis reveals a need for changes, describe plans.
- D. Student Professional Development
1. What opportunities does your department provide to socialize students into the discipline or provide them with professional opportunities?

#### IV. Faculty

- A. Faculty Profile
- Data on faculty are available on the WEB (contact Academic Affairs for location of information on the WEB). Analyze these data, including a comparison of your faculty profile to the faculty profiles in your College and the University. If the data indicate a need for a response by your department, describe your plan of action. Include analysis regarding:
1. Full and part-time faculty
  2. Gender and ethnic composition
  3. Student-faculty ratio, class size
- B. Assess faculty profile for the ability to offer the curriculum and to support program goals. Describe plans for addressing any identified issues.
- C. Faculty as teachers:
1. Analyze data available from the College Outcomes Survey (COS) and Program Assessment Questionnaire (PAQ) to identify any issues that need action. Describe plans for addressing issues.
  2. Describe how the faculty are involved in professional development activities to improve and enhance their teaching effectiveness.
  3. To what extent are faculty using "best practices" in their roles as teachers? How are faculty offering students a variety of learning experiences to address the diversity of student learning styles? (see COS data)
  4. Comment on your faculty's' innovations in pedagogy and their knowledge of current trends in their academic specialties.
  5. Describe the department's process for evaluating teaching effectiveness (in the major and in general education offerings). How are data used to enhance or improve teaching?
- D. Faculty as Scholars
1. Describe the department's specific expectations for scholarly, creative activities
  2. Describe scholarly and creative activities of faculty in the last six years (vita).
  3. Analyze the extent to which the faculty meet the department's expectations for scholarly/creative activities. Identify issues in need of improvement and describe action

plans.

E. Faculty Service to the University and Community

1. Describe faculty involvement in service to the University and Community in the last six years.
2. Analyze the extent to which the faculty meet the department's expectations for service.  
Identify issues in need of improvement and describe action plans.

**V. Governance process at the program, College and University levels**

- A. Describe faculty involvement in planning, developing, and implementing department policies;
  1. Indicate the role of the chair/coordinator in department governance
  2. Indicate whether the department has a formalized set of rules or procedures for departmental governance (if so, please include such guidelines as an appendix to the self study).
- B. Describe student involvement in the departmental governance process
- C. Comment on the relationships of your department/programs with your College and the University

**VI. Institutional Support/Resources**

**Please describe adequacy of support, strengths, and concerns about the following resources and services:**

- A. Library
  1. curriculum support offered by the collection
  2. services provided by library for faculty and students
- B. Computer/technology
  1. technology/resources for meeting program and faculty needs
  2. services provided by media center and computer center for faculty and students
- C. Student support services (e.g. Admissions and Records, Advising Center, Learning Skills Center, Union, Multicultural Center, Educational Opportunities Program, Writing Center)
- D. Faculty support services (e.g. Center for Teaching and Learning, Computing, Communications, and Media)
- E. Physical facilities and equipment
- F. Financial resources (faculty, staff, operating expenses)
  1. enrollment and faculty numbers support of the curriculum
  2. program staff
  3. total operating expense budget (include statement about processes used for effective use of budget)

X. Academic Program Reviews

F. Program Review Self Study Guidelines

Introduction

The Department may use a general narrative to introduce its discipline and programs. The narrative should, however, describe:

1. The nature and character of the academic discipline;
2. The mission of the department (degree programs; General Education; off campus programs; service functions; participation in other university programs);
3. The relationship of the program to the goals of the University's Strategic Plan;
4. The structure of the curriculum (core, prerequisites); and
5. Curriculum strengths and weaknesses.

Historical Information

Please describe:

1. The placement of your program in the University's Academic Plan; and
2. Responses of the department, College and University to recommendations in the . from last program review in the main text or the appendix.)

Students

1. Characteristics

This section requires departmental comment on University-supplied data. Those data provide information on:

- a. The gender and ethnic composition of majors; the proportions of part-time/full-time, and native/transfer students;
- b. Enrollment patterns (number of undergraduates, graduates; retention and graduation rates);
- c. Academic status (preparation and readiness for undergraduate and graduate programs; grading distribution: GPA's; number on probation, etc.)

Evaluate the data, noting any departmental concerns and plans to respond to them (e.g., recruitment strategies).

2. Academic Support

Please describe and evaluate:

- a. Departmental advising policy and implementation;
- b. Departmental retention strategies/tutorial support; and
- c. Student professional organizations/clubs, awards, recognition and other activities.

## Faculty

### 1. Characteristics

This section requires departmental evaluation of University-supplied data. That data will include:

- a. The gender and ethnic composition of the faculty; and
- b. The proportion of part-time v. full-time faculty.

Evaluate the data, noting any concerns about faculty composition and plans the department has to address them.

### 2. Faculty Training, Scholarly and Creative Activities and Currency in the Field

- a. Please provide faculty resumes and syllabi for all courses.
- b. Summarize faculty participation in faculty development, research and scholarly programs, professional organizations and activities beyond campus.

### 3. Teaching Effectiveness

Summarize the Department's methods of measuring teaching effectiveness.

## Academic Program Goals/Student Outcomes

### 1. Academic Program Goals

- a. Outline the goals of your academic program(s).
- b. Summarize the results and your responses to various surveys (alumni, employers, graduating seniors); focus groups; and other sources of information used to assess the overall effectiveness of the department and its programs.

### 2. Student Outcomes

Please describe:

- a. Student learning goals and objectives (knowledge, skills and abilities) for each program offered.
- b. The standards used to measure the extent to which students are meeting those goals and objectives.
- c. The strategies used by the department to measure student outcomes.
- d. The actual results of various assessment measures.
- e. The department's evaluation of the data collected thus far and its plans to use the data to improve teaching and learning.

(Include the department's assessment plan in the appendix.)

### 3. Writing and Reading in the Undergraduate Major

The self-study shall include:

- a. Descriptions of current writing and reading requirements
- b. Standards for general expository and discipline-specific writing and reading
- c. Any plans for the development of writing and reading skills
- d. Plans for the assessment of current requirements and of measures to encourage writing and reading skills.

### Institutional Support for Academic Programs

Evaluate the following services if they affect your department's ability to offer its academic programs:

1. Library, information technology and computers
2. Student support services (Admissions and Records, Advising Center, Learning Skills Center, etc.)
3. Physical facilities/financial resources
4. Governance processes at department, College, University level

### Future plans

1. Describe any plans the department has for changing its curriculum. Relate the changes to assessment data as appropriate. If the department has a five year plan, please include a copy.