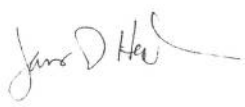




California State University, Sacramento
Faculty Senate
6000 J Street • Sacramento, CA 95819-6036
T (916) 278-6593 • F (916) 278-5358 • www.csus.edu/acsc

May 16, 2014

To: Alexander Gonzalez
President
Via: Fraka Harmsen
Provost and Vice President for Academic Affairs
From: Janet Hecsh
Chair, Faculty Senate 
Subj: Faculty Senate Actions – May 15, 2014

The Faculty Senate, at its meeting of May 15, 2014, took the following actions which are provided for your consideration and approval.

**FS 13/14-130/EX Committee Appointment – University
Diversity Awards Committee**

The Faculty Senate recommends the appointment of the following faculty to the Diversity Awards Committee. Term: Fall 2014- Spring 2016

- Elvia Ramirez, Ethnic Studies (SSIS)
- Mi-Suk Seo, English (A&L)

Carried.

**FS 13/14-132/EX Program Review
Department of Sociology**

The Faculty Senate recommends that all of the Department of Sociology's degree programs be approved for six years or until the next scheduled program review.

Carried.

FS 13/14-107/APC/EX Sacramento State Degree Revocation Policy and Procedures, Revision Of

The Faculty Senate recommends revision of the Sacramento State University Degree Revocation Policy and Procedures effective within one month after policy approval:

Carried.

FS 13/14-116/GE/GRPC/EX General Education Area C Learning Outcomes, Revision To

The Faculty Senate recommends revising the “General Education Area C Learning Goals and Outcomes”
<http://www.csus.edu/acaf/Portfolios/GE/geareaC1.stm>;
<http://www.csus.edu/acaf/Portfolios/GE/geareaC2.stm>;
<http://www.csus.edu/acaf/Portfolios/GE/geareaC3.stm>;
<http://www.csus.edu/acaf/Portfolios/GE/geareaC4.stm> as follows:

Carried.

**FS 13/14-117/CPC/EX Modification In and Deletion of Existing Programs, Amendment Of
FSM00010.htm**

The Faculty Senate recommends that the Modification in and Deletion of Existing Programs Policy be amended to include a change to the title of the policy and a process for suspending a program.

Carried.

**FS 13/14-119/EX Committee Appointment – University
Grade Appeal Procedural Appeals Board**

The Faculty Senate recommends appointment of the following faculty member to the Grade Appeal Procedural Appeals Board.

- Candace Gregory-Abbott, History (A&L) – Term 2014-2017

Carried.

The following items were approved by the Faculty Senate and are provided for your information.

FS 13/14-140/FL Commendation for Janet I. Hecsh

**FS 13/14-122/EX Committee Appointment – Senate
Academic Policies Committee (APC)**

The Faculty Senate appoints the following faculty to the Academic Policies Committee.
Term: Fall 2014- Spring 2017

- Matt Schmidlein, Geography (NSM)
- Jacqueline Irwin, Communication Studies (A&L)

Carried.

**FS 13/14-123/EX Committee Appointment – Senate
Curriculum Policies Committee (CPC)**

The Faculty Senate appoints the following faculty to the Curriculum Policies Committee.
Term: Fall 2014- Spring 2017

- Ben Amata, Library
- Ben Fell, Civil Engineering (ECS)
- John Ingram, Mathematics and Statistics (NSM)

Carried.

**FS 13/14-124/EX Committee Appointment – Senate
Faculty Policies Committee (FPC)**

The Faculty Senate appoints the following faculty to the Faculty Policies Committee.
Term: Fall 2014- Spring 2017

- Hellen Lee, English (A&L)
- Maria Kochis, Library

Carried.

**FS 13/14-125/EX Committee Appointment – Senate
General Education / Graduation Requirements Policies Committee (GE/GRPC)**

The Faculty Senate appoints the following faculty to the General Education / Graduation Requirements Policies Committee. Term: Fall 2014- Spring 2017

- Tom Krabacher, Geography (NSM)
- Chris Taylor, Physics and Astronomy (NSM)
- Andrew Hertzoff, Government (SSIS)

Carried.

**FS 13/14-126/EX Committee Appointment – Senate
Graduate Studies Policies Committee (GSPC)**

The Faculty Senate appoints the following faculty to the Graduate Studies Policies Committee.
Term: Fall 2014- Spring 2017

- Sheri Hembree, Undergraduate Studies in Education (EDU)
- Sudhir Thakur, Finance (CBA)

Carried.

**FS 13/14-127/EX Committee Appointment – Senate
Committee on Diversity and Equity (CODE)**

The Faculty Senate appoints the following faculty to the Committee on Diversity and Equity.

- Rachael Gonzales, Teaching Credentials (EDU) - Term: Fall 2014 – Spring 2016
- Michele Foss-Snowden, Communication Studies, (A&L) – Term: Fall 2014 – Spring 2017
- Amber Gonzalez, Undergraduate Studies (EDU) – Term: Fall 2014 – Spring 2017
- Joy Salvetti, Center for College & Career Readiness Early Assessment Program
Term: Fall 2014 – Spring 2017

Carried.

**FS 13/14-129/EX Committee Appointment – Senate
Center for Teaching and Learning Advisory Committee**

The Faculty Senate appoints the following faculty to the Center for Teaching and Learning Advisory Committee.

- Julie Mumma, Criminal Justice (HHS) – Term Fall 2014 – Spring 2015
- Milica Markovic, Electrical and Electronic Engineering (ECS) – Term Fall 2014 – Spring 2017
- EunMi Cho, Teaching Credentials (EDU) – Term Fall 2014 – Spring 2017
- Barbara Morris, Mathematics and Statistics (NSM) – Term Fall 2014 – Spring 2017

Carried.

**FS 13/14-131/EX Committee Appointment – Senate
Academic Standards Subcommittee**

The Faculty Senate appoints the following faculty member to the Academic Standards Subcommittee.

- Carmen Stitt, Communication Studies (A&L) Term: Fall 2014 – Spring 2016
- Liam Murphy, Anthropology (SSIS) Term: Fall 2014 – Spring 2016
- Tom Krabacher, Geography (NSM) Term: Fall 2014 – Spring 2015

Carried.

**FS 13/14-139/EX Committee Appointment – Senate
Curriculum Subcommittee**

The Faculty Senate appoints the following faculty members to the Curriculum Subcommittee.

- Tom Savage, Chemistry (NSM) Term: Fall 2014 – Spring 2016
- Kace Chalmers, Economics (SSIS) Term: Fall 2015 – Spring 2016
- Kristen Alexander, Graduate and Professional Studies (EDU), Term: Fall 2014 – Spring 2016

Carried.

FS 13/14-133/EX Year-End Report – Academic Policies Committee (APC)

The Faculty Senate receives the year-end report from the Academic Policies Committee and thanks and commends the Committee and its Chair for their work.

Carried.

FS 13/14-134/EX Year-End Report – Curriculum Policies Committee (CPC)

The Faculty Senate receives the year-end report from the Curriculum Policies Committee and thanks and commends the Committee and its Chair for their work.

Carried.

FS 13/14-135/EX Year-End Report – Faculty Policies Committee (FPC)

The Faculty Senate receives the year-end report from the Faculty Policies Committee and thanks and commends the Committee and its Chair for their work.

Carried.

FS 13/14-136/EX Year-End Report – General Education / Graduation Requirements Policies Committee (GE/GRPC)

The Faculty Senate receives the year-end report from the General Education / Graduation Requirements Policies Committee and thanks and commends the Committee and its Chair for their work.

Carried.

FS 13/14-137/EX Year-End Report – Graduate Studies Policies Committee (GSPC)

The Faculty Senate receives the year-end report from the Graduate Studies Policies Committee and thanks and commends the Committee and its Chair for their work.

Carried.

FS 13/14-138/EX Receipt of the Writing and Reading Subcommittee Report: Reforms to the Comprehensive Writing Program

The Faculty Senate receives the report from the Writing and Reading Subcommittee for consideration and discussion in the 2014/2015 AY; and thanks to the Committee members in their work in drafting this report.

Carried.

FS 13/14-108/EX Bylaws - Standing Policy Committee Vice Chair as alternate Ex-Officio Non-Voting Member of the Faculty Senate, Amendment Of Article I. Membership, Section B.1. Representatives and Alternates

The Faculty Senate approves the amendment to the By-Laws, Article I. Membership, Section B.1. Representatives and Alternates effective Fall 2014.

Carried.

The following information was provided to the Faculty Senate:

- **Scheduling, Assignment, and Evaluation of University, College and Department Computer Labs at Sacramento State Policy (FS 13/14-58/AITC/EX)** President's Response - April 25, 2014
- **Memorandum on Impaction – Academic Year 2015-16**, AVC Forbes, Academic Affairs, Student Academic Support, Office of the Chancellor to President Gonzalez, May 8, 2014

JH:kg

Attachments:

FS 13/14-132/EX
FS 13/14-107/APC/EX
FS 13/14-116/GE/GRPC/EX
FS 13/14-117/CPC/EX
FS 13/14-140/FL
FS 13/14-133/EX
FS 13/14-134/EX
FS 13/14-135/EX
FS 13/14-136/EX
FS 13/14-137/EX
FS 13/14-138/EX

Academic Program Review Report

Department of Sociology

California State University, Sacramento

Review Team

Dr. Jeffrey Brodd (Review Team Chair)
Department of Humanities & Religious Studies

Dr. Raghuraman Trichur
Department of Anthropology

Hong Wang
University Library

External Consultant

Dr. Wendy Ng, Professor and Chair
Department of Sociology
San José State University

Fall 2013

OVERVIEW OF THE PROGRAM REVIEW PROCESS

The Department of Sociology underwent their scheduled program review as one among seven academic units in the 2011-2012 review cycle. This was the fourth cycle at our University to incorporate the Program Review Pilot Study. The Pilot Study offers programs three options for the design of the Self-Study; the Department of Sociology chose Option C, titled “Focused Inquiry.” As explained in the *Pilot Study Manual of Procedures*, Option C calls for three main components:

- General information about the program, e.g., data on students, faculty, staff, facilities, etc. (most of which is supplied by Office of Institutional Research);
- A statement of intended student learning outcomes at the program level; methods for assessing them, including the use of direct measures; assessment results to date; and documentation of the use of assessment results in efforts to achieve program improvement (assistance with the preparation of which is available from the University Assessment Coordinator); and

The results of a focused inquiry addressing issues of particular interest/concern to the program itself, in the context of what is currently important to the college and university.

For its focused inquiry, the Department of Sociology undertook a set of projects relating to enhancing student learning and the assessment thereof (outlined in pp. 34-43 of the Self-study):

1. Evaluate and rewrite undergraduate department learning goals and outcomes.
2. Evaluate graduate program, considering connection with undergraduate learning goals and program.
3. Link department learning goals and objectives with university learning goals and objectives.
4. Evaluate entirety of program to determine potential achievement of learning goals and objectives.
5. Evaluate past assessment findings and possible implementation into the larger program. This will be done in consideration of the newly determined learning goals and program plan for delivering the goals to students.
6. Evaluate assessment program; develop department assessment plan for the next 5 years.
7. Design specific assessment for this year.
8. Collect data for this year to measure specific learning goal(s); measure both specific goals and overall assessment plan.
9. Solidify plan for five-year assessment plan based on the evaluation of the assessment that occurs during the Self-study (Spring 2012).
10. Create SacCT 9.1 undergraduate and graduate Sociology “courses,” to be implemented Fall 2013, to help inform students and disseminate information (regarding departmental changes, availability of resources, advising program, etc.).
11. Develop an ongoing group advising program to keep students informed and to connect with students; planning for Fall 2013 implementation.

This report is structured based primarily on the three sections prescribed by Option C. Therefore, once preliminary materials have been set forth, it begins with general information pertinent to the

Department, then examines issues involving learning outcomes and assessment, and then proceeds to the review of the focused inquiry.

During the course of the review process, the Review Team consulted the following individuals, documents, and other resources.

Individuals Consulted

Dr. Judson Landis, Professor and Chair, Department of Sociology

Dr. Bohsiu Wu, Professor and incoming Chair (in August, 2013), Department of Sociology

Dr. Todd Migliaccio, Professor, overseeing Program Review process, Department of Sociology

Dr. Amy Liu, Professor and Graduate Coordinator, Department of Sociology*

Dr. Edward Lascher, Interim Dean, College of Social Sciences and Interdisciplinary Studies

Dr. Amy Liu, Director, Office of Academic Program Assessment*

Dr. Wendy Ng (External Consultant), Professor and Chair, Department of Sociology, San José State University

*The Review Team met on two occasions with Dr. Liu, one time to consult about matters pertaining to the graduate program, the other time to consult about assessment.

Classes and Meetings Attended

Meetings with faculty (May 15, 16, 21, 22, and 23, 2013)

Meetings with undergraduate students:

- SOC 101, Introduction to Statistics for Sociologists (April 18, 2013)
- SOC 192, Sociological Theory (May 13, 2013)

Meeting with graduate students (prior to SOC 294, May 13, 2013)

Documents Consulted

Department of Sociology Documents

- Self-Study proposal (November 30, 2011)
 - <http://www.csus.edu/acaf/ProgReview/Proposals/Proposals%2011-12/Sociology.pdf>
- *Department of Sociology Self-Study 2011-2012*
- Department of Sociology 2011-2012 Annual Assessment Reports and related documents
 - BA: <http://www.csus.edu/programassessment/Assessment%20Reports/11-12/SOC/soc%20major.pdf>

- MA: <http://www.csus.edu/programassessment/Assessment%20Reports/11-12/SOC/soc%20grad.pdf>
- *Sociology Department Exit Exam*:
http://www.csus.edu/programassessment/Assessment%20Reports/11-12/SOC/exit_exam.pdf
- *Undergraduate Sociology Student Exit Survey*:
http://www.csus.edu/programassessment/Assessment%20Reports/11-12/SOC/exit_survey.pdf
- *Sociology Paper Assessment Rubric*:
<http://www.csus.edu/programassessment/Assessment%20Reports/11-12/SOC/Sociology%20Paper%20Assessment%20Rubric.pdf>
- Sociology minor “template” (IPP reporting document) (February 3, 2012):
<http://www.csus.edu/programassessment/Assessment%20Reports/11-12/SOC/soc%20minor.pdf>
- The Department of Sociology website
 - <http://www.csus.edu/Soc/>
- *Sacramento State University Catalog*, Sociology
- <http://catalog.csus.edu/current/programs/soc.html>
- Syllabi from Department of Sociology courses

Office of Institutional Research *Sociology Fact Book Fall* (2013)

- <http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html>

External Consultant Report for the Department of Sociology, Dr. Wendy Ng (May 17, 2013)

Previous Program Review report for the Department of Sociology (May 13, 2006)

Program Review Pilot Study, 2007-2011 and *Manual of Procedures for 2011-2012 Cycle*

Program Review at Sacramento State

- <http://www.csus.edu/acaf/progReview/>

Office of Academic Program Assessment at Sacramento State

- <http://www.csus.edu/programassessment/index.html>

Academic Transformations: A Decade of Change in Department Structures and Teaching Loads (American Sociological Association’s *AY 2011-2012 Department Survey Series* No. 3, November 2013)

The Review Team wishes to thank all the above who contributed to the program review process.

EXECUTIVE SUMMARY OF COMMENDATIONS AND RECOMMENDATIONS

Commendations to the Department:

Commendation 1: The Department consistently offers excellent courses, providing a sound foundation for student learning.

Commendation 2: The Department contributes extensively to the University's General Education program, and also serves other departmental degree programs.

Commendation 3: The graduate program is strong, with a well-structured curriculum, a healthy number of applicants, and capable and energetic leadership on the part of Graduate Coordinator Dr. Amy Liu and the Graduate Committee.

Commendation 4: The faculty, full-time and part-time alike, are devoted to providing through their courses excellent opportunities for student learning.

Commendation 5: The departmental website provides clear information that is easily accessible.

Commendation 6: The Department provides good opportunities for students to socialize and participate in shared academic activities through the Sociology Club and the Alpha Kappa Delta honor society.

Commendation 7: The Department has made good strides in the area of student advising, with its new group advising plan and its mentoring plan for at-risk students overseen by Dr. Mridula Udayagiri.

Commendation 8: The Department has succeeded in developing and implementing an assessment system that contributes effectively to enhancing student learning and serves as an exemplary model for our campus.

Commendation 9: The Undergraduate Assessment Committee led by Dr. Todd Migliaccio and Dr. Jacqueline Carrigan has been very effective, and several faculty have participated in Faculty Learning Communities sponsored by the Center for Teaching and Learning during the past two years.

Recommendations to the Department:

Recommendation 2: Discuss the impact of the rapid increase of students majoring Sociology, taking into consideration the accompanying increase in the major-to-faculty ratio and possible effects on career prospects for graduates.

Recommendation 3: Consider means of discerning reasons for the rapid increase in number of students choosing to major in Sociology.

Recommendation 4: Make every effort to maximize effective and sufficient scheduling of core requirement courses; if these efforts prove inadequate, make a case for hiring new faculty based in part on clear illustration that these efforts are not adequate and that the status quo is impeding time-to-graduate and graduation rates.

Recommendation 6: Consider carefully the variety of forms that a capstone course or experience might take, and the variety of benefits for student learning.

Recommendation 7: Make release time for the Graduate Coordinator position more meaningful, perhaps by devising a cumulative scheme such that 1-unit per semester amounts to an occasional actual release from teaching commitments.

Recommendation 8: Consider development of a teaching assistantship program.

Recommendation 9: Explore options for the M.A. culminating experience, including variations on the themes of Thesis (e.g., consider more stringent requirements in order for a student to be granted this option), Project, and Exam.

Recommendation 11: Develop a departmental manual of policies and procedures for purposes of clarity and easy accessibility and of providing a platform for further deliberation.

Recommendation 12: Develop position descriptions and hiring requests based on evidence derived from assessment efforts and on well-reasoned arguments regarding the most pressing needs.

Recommendation 14: Resolve internally how best to prioritize programmatic needs based on curricular requirements.

Recommendation 15: As the Department continues its annual assessment efforts, consider carefully the seven suggestions set forth in this report for purposes of further enhancing the assessment system, making it more comprehensive, and capitalizing more fully on its potential for improving student learning.

Recommendation 16: Ensure that course syllabi clearly state course learning outcomes and, when appropriate, connections to program learning goals/outcomes.

Recommendation 17: Take full advantage of the excellent assessment efforts, applying results in service of supporting faculty hire requests and of further enhancing opportunities for student learning.

Recommendations to the Dean, College of SSIS:

Recommendation (to the Dean) 10: Explore allegations of inappropriate conduct among faculty and take appropriate steps to help the Department restore trust and collegiality.

Recommendations to the Dean, College of SSIS, and to the University Provost:

Recommendation (to the Dean and the Provost) 1: Take note of the effects of impaction on other departments.

Recommendation (to the Dean and the Provost) 5: Support expanding the faculty pool in collaboration with the Department's diligent attempts to adopt more effective curricular design and scheduling practices.

Recommendation (to the Dean and the Provost) 13: In light of the clear needs for expanding the pool of faculty who are capable of teaching core requirement courses, provide resources to enable the Department of Sociology to hire based on arguments supported by assessment and by this program review. (Cf. Recommendation 5.)

Recommendation to the Faculty Senate:

Based on this program review and the Self-study report prepared by the Department of Sociology, the Review Team recommends that all of the Department's degree programs be approved for six years or until the next scheduled program review.

INTRODUCTION

Current Circumstances

This Program Review report was prepared during a period of transition for the Department of Sociology, as new Chair Bohsiu Wu replaced Judson Landis, who had served as chair for forty years. The Review Team regards this as a time of opportunity for the Department, as it carries forth the many fine accomplishments of the past and looks forward to some improvements now and in the future. The Review Team finds that in most aspects the Department is sound and provides for students a vibrant and nurturing atmosphere for pursuit of sociological knowledge. External Consultant Wendy Ng, herself a chair in a CSU Department of Sociology (at San José State University) and therefore with a privileged perspective on the challenges and opportunities of these current circumstances, concludes her report with a summary statement that aligns well with the perspective of the Review Team:

The Department of Sociology at CSUS provides an excellent education for its undergraduate and graduate students. As a program it provides best practices in assessment in the major, and aligns these practices with the Sacramento State Baccalaureate Learning Goals. The department is undergoing a transition in leadership and this is an opportunity to develop, plan, and implement changes. (p. 18)

The Review Team's recommendations set forth in this report attempt to assist with this process of developing, planning, and implementing changes. We focus especially on steps that can be considered to improve clarity and effectiveness of departmental policies as means of promoting a more effective work environment for purposes of enhancing opportunities for student learning.

Overview of the Department

The Department of Sociology is housed in the College of Social Sciences and Interdisciplinary Studies along with Anthropology, Asian Studies, Economics, Environmental Studies, Ethnic Studies, Family & Consumer Sciences, Gerontology, Government, Liberal Studies, Psychology, Public Policy & Administration, Social Science, and Women's Studies.

The Department serves four main constituencies of students:

- Undergraduates who major or minor in Sociology
- Undergraduates in degree programs that incorporate Sociology courses as electives, including students completing majors in Social Science (with 7 Sociology course electives)
- Students fulfilling General Education requirements in Areas A3, C1, C4, D1A, D1B, D2, and E; two of the D2 courses also fulfill the Race & Ethnicity graduation requirement
- Graduate students in the M.A. program in Sociology

Undergraduate Programs

The B.A. requires 43 units. Core requirements cover social theory and methods of inquiry, and such social institutions as the family, education, politics, work, and religion. The B.A. allows

students to choose elective courses from among thematic areas: crime and deviance; diversity and inequality; socialization and interaction; and globalization and social change.

Service to General Education

During the past five years, the Department has offered 14 GE Area courses:

- A3: SOC 8
- C1: SOC 162
- C4: SOC 135
- D1A: SOC 1
- D2: SOC 3, 10, 118 (also R&E), 120 (also R&E), SOC 155, SOC 164
- E: SOC 126, 127, 158, 168

During the past five years, the Department has enrolled 15,746 students (3,153 per AY) in these GE courses, thus contributing robustly to the University's General Education program.

Graduate Program

The M.A. in Sociology requires completion of 30 units, all of which must be 200- or 500-level. Core requirements consist of 6 courses (15 units: the 1-unit 200A, the 2-unit 200B, and 4 3-unit courses). Elective options (3 courses, 9 units) incorporate a broad range of sociological topics (e.g. gender, crime and deviance, race and ethnic relations). The Culminating Experience requirement (6 units) consists of either a thesis or a project.

Faculty and Staff

The departmental website lists 15 full-time and 13 part-time faculty members (one of them emeritus faculty). Office of Institutional Research *Sociology Fact Book Fall* (Fall 2013) lists 12 of the 15 full-time faculty as tenured and 3 on tenure-track.

The departmental office is staffed by an ASC II and a part-time ASA I.

Facilities and Technology

The departmental office is located in Amador Hall 450; the faculty offices are also in Amador Hall.

Student Affairs and Advising

According to the OIR *Fact Book*, the number of undergraduates in the Department has ranged from 412 (2008) to 545 (2012). In Fall 2013 the number is about 800. Graduate student enrollment over this same period has ranged from 39 to 51. The Department has implemented mandatory academic advising is mandatory for all of its student students. The Department maintains a Sociology Club and the Alpha Kappa Delta honor society.

GENERAL INFORMATION (Option C, Part 1)

Academic Programs

Undergraduate Programs

As noted above, the number of undergraduates in the Department has ranged from 412 (2008) to 545 (2012). In Fall 2013 this number has risen to 800, which marks an extraordinarily rapid increase. Likely this is due largely to impaction in the Division of Criminal Justice and the Department of Psychology. In any event, it would help the Department to know more precisely the reasons behind the increase. According to a November, 2013 report published by the American Sociological Association (*Ay 2011-2012 Department Survey Series No. 3*), the average (baccalaureate) major-to-full-time-faculty ratio for sociology departments in AY 2011-2012 was 14.2. At 800 majors, the current major-to-faculty ratio for this Department is 53.3. Considerations with regard to the undergraduate major must be made in light of this rapidly changing situation. In the big picture, this increase also raises concerns about career prospects for an expanding pool of graduates with a degree in Sociology.

Recommendation (to the Dean and the Provost) 1: Take note of the effects of impaction on other departments.

Recommendation 2: Discuss the impact of the rapid increase of students majoring Sociology, taking into consideration the accompanying increase in the major-to-faculty ratio and possible effects on career prospects for graduates.

Recommendation 3: Consider means of discerning reasons for the rapid increase in number of students choosing to major in Sociology.

All indicators suggest that the B.A. and minor in Sociology feature excellent courses. Students and faculty alike speak approvingly of the learning opportunities the programs offer, and of the relevance of sociological study for career preparation and other important aspects of life. As noted in the Self-study (p. 12), graduation rates, at least for transfer students, tend to be well above University averages.

Commendation 1: The Department consistently offers excellent courses, providing a sound foundation for student learning.

This review has revealed four central issues with regard to the B.A. program that have been debated by the Department over the past several years:

1. The ideal number and of core methodology requirements (recently reduced from three to two courses, SOC 101 and SOC 102)
2. How to offer a sufficient number of sections of core requirements
3. The efficacy of requiring a capstone course experience
4. The possibility of articulation of community college Statistics course(s)

There are obviously no clear “right or wrong” solutions to these issues, and it is both natural and healthy that the Department should be debating them.

1. Core methodology courses.

It seems to the Review Team that the Department might have good reason to re-introduce a third core methodology course, but we hasten to point out the obvious, that doing so would increase the challenge of offering sufficient sections of core requirements. The decision to reduce from three to two apparently was based in part on the advice of the former Provost, and so does not necessarily represent the majority preference of the faculty. The Review Team reviewed data suggesting a low efficiency rate in mathematical abilities among Sociology students upon entry, suggesting in turn a need for more emphasis on statistics in the curriculum. We also reviewed information pointing out the practicality of strong training in statistics for purposes of getting a good job. The WASC core competencies include Quantitative Reasoning, a skill set enhanced by these methodology courses and one that Sociology ought to be able to feature.

The Department could explore alternate ways of integrating quantitative reasoning in upper-division electives. The Department could also consider articulation of community college Statistics course(s) and development of a capstone course experience that integrates statistics as part of the research methodology.

In light of the increased enrollment and the possible bottlenecks this might create, the Review Team also suggests that the Department consider restructuring its core requirements. External Consultant Dr. Wendy Ng is clearly doubtful that Social Psychology necessarily belongs among the required courses of an undergraduate program (or for that matter a graduate program) in Sociology (see especially her recommendation on p. 11). The Review Team learned that the scheduled sections of Social Psychology are usually over-enrolled and that students still are left on the Wait List. It might be worth considering restricting the core to include method and theory courses of 11 required units, and pushing the other 9 units of the current 20-unit set to combine with the existing 17 units of electives.

2. Sufficient number of sections.

This issue goes hand in hand with optimal scheduling of classes and with the assigning of sections to faculty. The Self-study (p. 30) makes note of scheduling problems several years ago, such as overlapping times at which required courses were offered. It refers to steps taken to remedy the problem of haphazard scheduling. Likely the situation has improved, but at times during this review complaints from students have surfaced suggesting that scheduling problems persist. Avoidance of scheduling core requirements at the same time is of course basic to sound scheduling, as is providing whenever possible alternative scheduling choices. Some students spoke favorably of experiences in other departments with Saturday courses, or Friday afternoon courses. Almost all of the students we spoke with prefer that courses be scheduled in the morning or early afternoon rather than later afternoon or evening. Regarding the assigning of sections to faculty, it would be unfortunate if a faculty person capable of teaching a needed core course were to be assigned a large section of an elective that uses up all of that person’s allocated WTUs. Concern on this front also surfaced during this review. Among other ideas for

improvement, it would be logical to staff required core courses before staffing elective courses. Dr. Ng addresses both scheduling of classes (p. 7) and assignment of faculty (p. 10).

The surest solution, assuming resources are available, to providing a sufficient number of core courses would be to hire more faculty who are capable of teaching them. For various reasons, it is optimal that full- rather than part-time faculty teach core requirements. If indeed it is not possible to resolve this issue through better strategies of scheduling or assigning sections, then it is necessary to expand the faculty pool. Time-to-graduate and graduation rates are at stake, along with reasonable accommodation of students' schedules and curricular integrity. As Dr. Ng observed, "Faculty were concerned that students were taking the required core of statistics and research methods during their senior year rather than earlier in their career." (p. 8)

Recommendation 4: Make every effort to maximize effective and sufficient scheduling of core requirement courses; if these efforts prove inadequate, make a case for hiring new faculty based in part on clear illustration that these efforts are not adequate and that the status quo is impeding time-to-graduate and graduation rates.

The Review Team notes that the Department of Sociology includes faculty members who maintain a high profile of service to the University (e.g. the Office of Academic Program Assessment and the California Faculty Association), such that this Department collectively is contributing in an exceptional manner to University service. The fact that these faculty members are willing and able to serve in these important capacities should not jeopardize the Department with regard to faculty resources.

Recommendation (to the Dean and the Provost) 5: Support expanding the faculty pool in collaboration with the Department's diligent attempts to adopt more effective curricular design and scheduling practices.

3. Capstone course possibility.

It is clear that the Department has considered carefully the question of whether or not to implement a capstone requirement for the major. The Self-study (p. 21) comments on the idea and asserts: "A capstone course was deemed unworkable given the number of majors we have combined with staffing problems." The suggestions provided here might not offer anything new, aside from some perspectives born of interaction with students and of experience in other departmental settings. Dr. Ng remarks that students voiced interest in "something more" than what the current curriculum offers by way of a senior experience, something that would "bring everything together so that they would know what they could do with the major." (p. 6) Is it possible that a capstone course could accomplish this while also potentiating further improvements to the (already outstanding) assessment system? Might it also be possible to devise a capstone course that would help fortify students' engagement with applied statistics? (This relates to the issue regarding articulation with community colleges, discussed in the next section.)

Dr. Ng sets forth some of the American Sociological Association's reasons behind its recommendation for "a culminating experience or a capstone course" as a best practice in

sociology curricula. In this same section, she offers a number of alternative versions for such a course. (pp. 9-10)

Recommendation 6: Consider carefully the variety of forms that a capstone course or experience might take, and the variety of benefits for student learning.

4. Articulation with community college Statistics course(s).

This issue is related to the capstone issue in that a capstone could incorporate more experience with applied statistics than is currently afforded to students by the current curricular plan. During Dr. Ng's visit to the SOC 101 class, 2/3 of the students indicated that they had taken a community college Statistics course. Some of these students commented that it was more math-based and not so applied to sociological research as is SOC 101 (for more on this see External Consultant Report, pp. 5-6). Later in her report, Dr. Ng recommends that the Department "consider the articulation of statistics courses from community college for transfer students" (p. 11), although she admits to having mixed feelings.

Short of articulation, another means of formally acknowledging prior learning of statistics would be to offer a diagnostic exam and granting credit or course waiver to students who achieve a sufficient score. The Self-study (p. 31) makes note of this possibility, and the Review Team learned that work is being undertaken to develop such an exam. This seems a good step toward potential resolution of this issue.

Service to General Education and to Service Department Programs

The introductory overview of the Department noted its robust contribution to the University's General Education program, having enrolled on average 1,576 students per semester in GE Area courses, 14 of which have been offered during the past five years. This number exceeds the number of undergraduate students enrolled in the Sociology B.A. and minor programs by about 3 to 1. Some of the students taking these GE courses also are fulfilling elective (and in the case of SOC 1, core) requirements for the major or minor, but nevertheless this extent of contribution to GE is very significant. Also as noted above, the Department offers courses that are taken as electives by students in pursuit of other undergraduate degrees, most notably Social Science.

Commendation 2: The Department contributes extensively to the University's General Education program, and also serves other departmental degree programs.

Graduate Program

The Sociology M.A. program is highly regarded by students and faculty alike. Students cited a number of things to praise, including excellent seminars, effective scheduling, good interaction with peers and faculty, good preparation in the Sociology B.A. program (especially thanks to SOC 192), and always finding room in seminars. Dr. Ng, while advising against maintaining Social Psychology as a core requirement, compliments the Department for its strong curricular

structure. Graduate Coordinator Dr. Amy Liu informed the Review Team of various features that we deem commendable, for example that the program attracts between 35 and 60 applicants each year, of which up to 20 are admitted. The merely symbolic (1 unit per semester) release time, which seems insufficient for a program of this size.

Recommendation 7: Make release time for the Graduate Coordinator position more meaningful, perhaps by devising a cumulative scheme such that 1-unit per semester amounts to an occasional actual release from teaching commitments.

Commendation 3: The graduate program is strong, with a well-structured curriculum, a healthy number of applicants, and capable and energetic leadership on the part of Graduate Coordinator Dr. Amy Liu and the Graduate Committee.

The main issues that surfaced during this review with regard to the graduate program involve the culminating experience. Currently this is a 6-unit requirement consisting of either a Thesis or a Project. In the case of the Thesis especially, the workload for faculty, who are not compensated for this, seems to be (not unexpectedly) an issue.

Dr. Ng (pp. 12-13) emphasizes the efficacy of the Project for those students who do not necessarily plan to pursue admission to a Ph.D. program, and provides a list of relevant ASA resources. She concludes this section of her report by focusing on practical, career-oriented benefits:

Graduate programs can prepare students with sociological skills that graduates bring to the workforce. The “project” option of an MA program can significantly address the issue of a career-oriented sociological study that benefits students with real skills and can also benefit communities, organizations, or the university in a practical manner. Call it applied or public sociology, it is something to consider in the MA program. (p. 13)

Along with acknowledging these various benefits of the Project option, the Review Team also encourages consideration of offering an Exam option. Two graduate students with whom we spoke expressed strong interest in an exam. Opinions vary on this, but it can be argued that the Exam is the best option for students preparing to teach at community college level because it allows for exploration of a relatively broad spectrum of issues. If designed appropriately, an exam can incorporate some of the research work of a thesis. For example, a list of potential questions can be developed in advance (from which a few are randomly chosen at the time of the exam); this demands of the student a research-oriented approach to preparation, such that appropriate sources are sought and studied. The Exam normally places less by way of demands on faculty time.

On the subject of preparing graduate students to teach, the Review Team also perceives a possibility for the graduate program to develop a teaching assistantship program that could benefit its students, undergraduate students, faculty, and the general situation with regard to resources and ability to cover sections. Such a program would likely involve a course or other means of helping graduate students develop pedagogical skills. (For a good example, see HIST 400, *The Teaching of History in College*.) This program would also yield the general benefit of helping to integrate the graduate and undergraduate programs.

Recommendation 8: Consider development of a teaching assistantship program.

With regard to the Thesis option, the Department might want to consider more stringent requirements than are currently in place in order for a student to be granted the Thesis option. For example, a minimum standard could be set for written communication skills as evinced in seminar work leading up to advancement to candidacy, perhaps via scoring based on a common rubric. More stringent requirements would help ensure that any given student is adequately prepared to undertake the Thesis option. Among other benefits, this tends to have a net effect of reducing faculty workload by reducing instances of “problem theses” the critique of which can be so very time-consuming.

Recommendation 9: Explore options for the M.A. culminating experience, including variations on the themes of Thesis (e.g., consider more stringent requirements in order for a student to be granted this option), Project, and Exam.

Faculty and Staff

The Review Team offers a decidedly mixed review of issues revolving around departmental faculty. Students heap lavish praise on their faculty, without exception, for the quality and commitment with which they go about helping their students learn. The faculty themselves have impressed us with their expertise and obvious commitment to excellence. In the areas of departmental climate and governance, however, there are challenges that need to be overcome. It is the hope of the Review Team that attention to tangible matters can, over time, help to resolve less tangible issues, like lack of trust and feelings of discord.

With regard to the quality and commitment of the faculty, the Review Team concurs wholeheartedly with Dr. Ng’s summary statement:

There is no doubt that the faculty in this program are dedicated to the students and to their profession as sociologists. They have a strong sense of the discipline and the department provides a valuable service to the university in the form of General Education...

Students routinely commented on how much they like the faculty. The extent of professional achievements beyond the classroom among faculty is impressive. Along with substantial research and publication records (Self-Study Appendix B: Department of Sociology Publications), the faculty tend to engage in a broad array of activities that benefit the University, the community, and state and national organizations and projects involving sociological studies (Self-study, 9).

Commendation 4: The faculty, full-time and part-time alike, are devoted to providing through their courses excellent opportunities for student learning.

During the course of this review, much has been made of what Dr. Ng refers to as “departmental climate.” She provides helpful broader context while summarizing the specific situation:

It is not unusual for sociology departments to have a range of viewpoints and beliefs—

these are not only disciplinary based, but can also extend to the interpersonal and departmental climate. Such issues may be below the surface and not evident at first glance. A concern expressed by a few of the interviews had to do with departmental climate with regards to communication, values of the department, practices and policies. (p. 8)

The Review Team concurs with Dr. Ng's summary, having made similar observations and more. We heard talk of divisiveness, of "them" and "us," and of "cliques"; of controlling course content and allocation of teaching assignments; of "bullies"; of "sexism" and "a perception of racism." Faculty voiced concerns about the negative atmosphere at faculty meetings. Faculty mentioned that they could not express themselves freely over concern about retaliation by colleagues. On the other hand, we also heard about collegial relations among faculty when not needing to deal with challenging departmental issues. Dr. Ng's comment about "below the surface and not evident at first glance" would seem to describe this situation accurately. This might help explain why issues with regard to departmental climate are not mentioned directly in the Self-study. The Review Team contends that the need to address this issue of departmental climate should be a top priority.

Recommendation (to the Dean) 10: Explore allegations of inappropriate conduct among faculty and take appropriate steps to help the Department restore trust and collegiality.

Additionally, the Review Team encourages the Department to consider some more tangible issues, attention to which might help improve departmental climate. We have identified four main issues:

1. Diversity among faculty
2. Clarity regarding departmental policies and procedures
3. Hiring needs and how to go about meeting them
4. Course assignments

1. Diversity among faculty

The Review Team has heard from several faculty and students about the need for more ethnic diversity among faculty. The Self-study *does* address this issue, although it does not assertively call for changes. It cites the "Statement on Diversity, Inclusion and Equity in Sociology: Core Principles" (adapted from the program statement on Diversity and Inclusive Excellence of the American Association of Colleges and Universities). (p. 3) It cites the five undergraduate Learning Goals, #4 of which asserts that students will be able to:

- Experience and engage with a diverse population
- Be aware of the difficulties of challenging inequality and the opportunities to do so
- Overcome their ethnocentric viewpoints (p. 4)

The Self-study notes favorably that the Department has managed to increase percentages (per OIR *Fact Book* data) of female faculty (from 36.4% in 2006 to 50% in 2010) and minority faculty (from 22.5% to 30.8% in 2010). (pp. 7-8) (The Self-study Proposal refers to "another potential area we are considering" for inclusion in the Self-study, i.e. "Personal and Social Awareness and Values" [p. 2], but this seems not to have been taken up in the Self-study.)

When faculty spoke to the Review Team about concerns over diversity, they frequently noted the recent loss of minority faculty, and wondered what might be the causes for this. The issue of diversity thus naturally intertwines with the issue of hiring needs (to be considered below). Students who spoke about diversity inevitably argued that the faculty needed to reflect demographically the student population, such that, for example, the proper faculty person teaching a Sociology course about any given ethnic minority ought to be of that minority. Students expressed a similar perspective with regard to appropriate faculty advisors and mentors. Not every faculty member agrees with this, but all seem to recognize that the Department faces real concerns over the issue of diversity. The Review Team is left with the impression that there is no easy solution to this issue, but rather that sound and well-intentioned arguments can be made for various positions. The Review Team acknowledges that this impression does not at all resolve the issue per se, but we hope that it can help facilitate collegial, transparent, and constructive consideration leading to an increased level of trust—something all faculty members seem to desire.

2. Clarity regarding departmental policies and procedures

Faculty perspectives on this issue seem to vary quite widely. Some clearly agree with the perspective of Dr. Ng, who recommends enhancing shared governance through “providing a structure and common understanding for policies and procedures of the department.” (p. 16) The Self-study makes some references to issues involving shared governance, such as the comments on committee policy and the establishment of a Budget Committee (pp. 31-32), but for the most part this subject is not addressed. Dr. Ng refers to a recently developed handbook, but apparently this was based on mistaken information. In any event, the Review Team strongly advocates for the development of a departmental manual of policies and procedures. Even those faculty who do not consider this to be a problematic issue should benefit from having a clearly stated and easily accessible catalog of policies and procedures.

Recommendation 11: Develop a departmental manual of policies and procedures for purposes of clarity and easy accessibility and of providing a platform for further deliberation.

3. Hiring needs and how to go about meeting them

The Self-study makes a plea for hiring more faculty, pointing out specific needs relating to “a key component of our department learning goals: *The sociology major at CSU Sacramento will be expected to develop intercultural knowledge and competence about cultures locally, the United States, and globally.*” (p. 17) Notably, this does not directly address need to increase staffing of core methodology courses, but rather (as the Self-study goes on to say) elective areas like Black Sociology and Queer Studies. The Review Team observed more concern about adequate coverage of the core. This might well be the result of a recent sharp spike in the number of Sociology majors. As noted above, the number in Fall 2012 was 545, the highest number for five years (the lowest, 412, was in 2008). But now, in Fall 2013, there are about 800 majors. The major-to-faculty ratio is 53.3, more than four times the current average per the ASA’s November, 2013 report. Considerations with regard to the undergraduate major must be made in light of this rapidly changing situation. In the big picture, this increase also raises concerns about career prospects for an expanding pool of graduates with a degree in Sociology.

Whatever bottleneck problems with core courses that were encountered at the time of composing the Self-study have naturally become much more severe. It also should be noted that the Department's student-faculty ratio is about twice the national average for sociology departments.

When we factor the issue of faculty diversity into the mix, we see (to state the obvious) that this issue of hiring needs and how to go about them is very complicated, and of course is inevitably affected by amount of resources available for new hires.

Recommendation 12: Develop position descriptions and hiring requests based on evidence derived from assessment efforts and on well-reasoned arguments regarding the most pressing needs.

Some faculty in the Department have been very blunt about the key to resolving some of the issues explored in this report: More faculty hires. Obviously this would help alleviate the bottleneck problems that have become more acute recently. Hiring minority faculty would help alleviate the concerns of some students and faculty over the need better to reflect the demographics of the student population. The Review Team generally agrees that the Department needs and deserves to expand the faculty pool, but we contend that justification for new positions needs to be based, in the words of the following Recommendation, on arguments supported by assessment and by this program review. As Dr. Ng states in her recommendation along these lines:

The department should prioritize hiring in areas that work with curriculum development spelled out by the Program Review. One or two positions per year over the course of several years would fulfill critical needs in the areas the department has the most curricular demand. (p. 17)

The Review Team encourages the rethinking both the structure and the method of delivery of curriculum in order to ensure strategic sound and effective hiring.

Recommendation (to the Dean and the Provost) 13: In light of the clear needs for expanding the pool of faculty who are capable of teaching core requirement courses, provide resources to enable the Department of Sociology to hire based on arguments supported by assessment and by this program review. (Cf. Recommendation 5.)

4. Course assignments

Through analysis of the OIR *Fact Book* and through discussions with faculty, the Review Team has determined cause for some concern with regard to the assignment of sections to faculty. This general issue might be taken up in a departmental manual. Efforts should be made to avoid unfair overloads to part-time faculty, or for that matter, to full-time faculty. A specific FTES range could be set as a target for each faculty person. In the case of serious variance above the targeted range, faculty (again, both part-time and full-time) could perhaps be given professional development funds as means of compensation. Course assignments should not be based merely on faculty preferences to teach this or that elective. Priority must be put on staffing required core courses.

Recommendation 14: Resolve internally how best to prioritize programmatic needs based on curricular requirements.

Facilities and Technology

The Department is housed in Amador Hall, an unremarkable but functional venue. Library resources are said to be adequate, especially with the rapid increase in online accessibility. In general, the Review Team finds facilities and technology to be sufficient to support student learning per the Department's mission and goals. As mentioned above, the departmental website includes the mission statement and undergraduate Program Learning Goals. It provides much by way of useful information and helpful links. One highlight is the "FAQ" document that is easily accessible from the "Advising and Retention" page.

Commendation 5: The departmental website provides clear information that is easily accessible.

Student Affairs and Advising

Student Organizations

The Sociology Club was combined at the end of Spring 2013 with the Alpha Kappa Delta honor society (they had been separated in 2008). AKD on its own has been very successful, even earning a Letter of Gratitude in June, 2012 from the Executive Director (Self-study, Appendix D). The Self-study (p. 30) also refers to several recent accomplishments on part of the Club, including various activities designed to help students with career orientation.

Commendation 6: The Department provides good opportunities for students to socialize and participate in shared academic activities through the Sociology Club and the Alpha Kappa Delta honor society.

Advising

The Self-study (pp. 28-29) explains that in 2009 the Department implemented mandatory group advising for all students in response to relatively negative impressions from students as expressed in an exit survey.

Dr. Ng recommends that the Department "Review undergraduate advising structure," (p. 14) noting recent improvements but also urging further consideration with regard to meeting student demand for advising. The Review Team is optimistic that the Department is heading in the right direction and commends the efforts made so far.

Commendation 7: The Department has made good strides in the area of student advising, with its new group advising plan and its mentoring plan for at-risk students overseen by Dr. Mridula Udayagiri.

ASSESSMENT (Option C, Part 2)

The Department of Sociology has distinguished itself as a campus leader in development and implementation of a sound assessment system. The 2006 Program Review Report made strong pleas for improvements, and the Department clearly has delivered. That the focused inquiry of this program review cycle has been devoted primarily to improving assessment is indicative of the serious and concentrated efforts. Dr. Ng's high praise in this regard suggests that the Department's achievements are notable at the level of the CSU as well. She writes:

The department has one of the comprehensive assessment plans I have seen among program reviews. The department responded to the previous review in examining assessment with the major and as a result, all pieces of assessment are in place. The department appears to have a strong assessment culture. Their assessment plan is clear, and has assessable program learning goals with a sustainable plan to focus on one learning goal each year. They should continue on the current path and work to bring in faculty at all levels of the assessment process. (p. 13)

Many of the Department's accomplishment with regard to assessment are documented in the Self-study and its appendices. Analysis of the previous programmatic learning goals and objectives led to condensing from eleven PLGs to five while at the same time enhancing correlation with the Universities Baccalaureate Learning Goals (Self-study, pp. 34-36). Evaluation of the graduate program and consideration of connections between graduate and undergraduate learning goals produced the Graduate Program Assessment Plan (Appendix K). In order to help determine the potential for achieving PLGs, the Department developed a matrix using three categories (Introduced, Practiced, Demonstrated) (Self-study, pp. 36-37; Appendix L is the Core Course Matrix). The current Assessment Plan specifies learning goals to be assessed for five consecutive years (Self-study, p. 37). The Department has made strides toward implementing direct means of assessment to accompany indirect means previously employed (Self-study, pp. 38-39); direct means include application of the Sociology Writing Assessment Rubric (Appendix G). The Self-study (pp. 39-42) also sets forth specifics for assessment during the academic year for which the Self-study was produced.

Commendation 8: The Department has succeeded in developing and implementing an assessment system that contributes effectively to enhancing student learning and serves as an exemplary model for our campus.

Commendation 9: The Assessment Committee led by Dr. Todd Migliaccio and Dr. Jacqueline Carrigan has been very effective, and several faculty have participated in Faculty Learning Communities sponsored by the Center for Teaching and Learning during the past two years.

The Department is commended for totally redesigning its assessment plan and collecting preliminary data to assess its programs. As the Department continues its annual assessment efforts, we encourage it to:

1. Critically evaluate whether program learning outcomes (PLOs) along with other components of the assessment system (e.g. assignments, etc.) demonstrate the meaning, quality, and uniqueness of the degree programs.

2. Use curriculum maps, rubrics (e.g. the VALUE rubrics), and “backward design” to explicitly indicate where learning, assessment, and improvement take place for each PLO.
3. Think about who is going to use the assessment data (the instructor, department, college, or the university?) in order to determine the kind of data needed so as to facilitate effective collection and reporting.
4. Collect demographic data that will shed light on students’ background and its correlation with their academic performance.
5. Explicitly connect the direct assessment with other assessment tools in the Department, such as the exit survey.
6. Conduct follow-up assessments so as to discern if any given program changes have contributed significantly to improved student learning. The Review Team concurs with Dr. Ng’s recommendation that the Department consider using the ASA’s “BA and Beyond” exit survey.
7. Strive to integrate GE and program assessment. Every one of the 14 GE courses offered by the Department during the past five years is also a course that counts toward the major, and one of them (SOC 1) is a core course required for the major. Assessment of these courses can and should contribute to systematic evaluation of both the program and the Department’s GE offerings. Focus on WASC’s core competencies seems an especially viable means toward achieving this integration.

Recommendation 15: As the Department continues its annual assessment efforts, consider carefully the seven suggestions set forth in this report for purposes of further enhancing the assessment system, making it more comprehensive, and capitalizing more fully on its potential for improving student learning.

As inferred in the foregoing, one of the foundational aspects of a sound assessment system is a clear statement of appropriate program learning outcomes (PLOs) or goals. Dr. Ng rightly praises the Department for having developed such PLOs (now reduced from eleven to five). They are stated on the departmental website along with the mission statement. But Dr. Ng (pp. 8-9) also calls for clearly stating *course* learning outcomes and, where appropriate, clarifying connections to PLOs, in all syllabi. Notably, in Dr. Ng’s Appendix B, “Program Learning Outcomes,” her rubric-based evaluation assigns the lowest score (“Emerging”) to the category “The Student Experience”; she writes: “Students have some knowledge of program outcomes. Communication is occasional and informal, left to individual faculty or advisors.” (p. 22)

Recommendation 16: Ensure that course syllabi clearly state course learning outcomes and, when appropriate, connections to program learning goals/outcomes.

FOCUSED INQUIRY (Option C, Part 3)

As noted in the opening of this report, for its focused inquiry the Department of Sociology undertook a set of projects relating to enhancing student learning and the assessment thereof (outlined in pp. 34-43 of the Self-study):

1. Evaluate and rewrite undergraduate department learning goals and outcomes.
2. Evaluate graduate program, considering connection with undergraduate learning goals and program.
3. Link department learning goals and objectives with university learning goals and objectives.
4. Evaluate entirety of program to determine potential achievement of learning goals and objectives.
5. Evaluate past assessment findings and possible implementation into the larger program. This will be done in consideration of the newly determined learning goals and program plan for delivering the goals to students.
6. Evaluate assessment program; develop department assessment plan for the next 5 years.
7. Design specific assessment for this year.
8. Collect data for this year to measure specific learning goal(s); measure both specific goals and overall assessment plan.
9. Solidify plan for five-year assessment plan based on the evaluation of the assessment that occurs during the Self-study (Spring 2012).
10. Create SacCT 9.1 undergraduate and graduate Sociology "courses," to be implemented Fall 2013, to help inform students and disseminate information (regarding departmental changes, availability of resources, advising program, etc.).
11. Develop an ongoing group advising program to keep students informed and to connect with students; planning for Fall 2013 implementation.

The fruits of these efforts are to some extent noted in the foregoing section on Assessment. In its review of the focused inquiry and related assessment materials, the Review Team was for the most part very impressed, but also pondered whether the results of these efforts were being put to optimal use.

Recommendation 17: Take full advantage of the excellent assessment efforts, applying results in service of supporting faculty hire requests and of further enhancing opportunities for student learning.

Recommendation to the Faculty Senate:

Based on this program review and the Self-study report prepared by the Department of Sociology, the Review Team recommends that all of the Department's degree programs be approved for six years or until the next scheduled program review.

Approved by the Faculty Senate, May 15, 2014.

FS 13/14-107/APC/EX

**Sacramento State Degree Revocation Policy and Procedure Revision
Of**

The Faculty Senate recommends revision of the Sacramento State University Degree Revocation Policy and Procedures effective within one month after policy approval.

Introduction:

California State University, Sacramento's¹ award of degrees and certificates constitutes its certification of student achievement. In order to preserve the integrity of the academic standards and of the Degrees and Certificates granted by the University, the University may revoke a previously conferred Degree or Certificate. The authority to revoke rests with the President with the involvement in the process of the Faculty Senate acting through its Faculty Representative. Neither the President's part in the process nor the President's authority to revoke a degree may be delegated to a designee.

The University recognizes that a Degree or Certificate once conferred is the property of the Student upon whom it has been conferred. As such, it creates in the Student a reasonable expectation of continuing possession of it and enjoyment of the economic, social and personal consequences flowing from having earned it. A Student's continuing possession of a Degree or Certificate is therefore protected by law.

Nevertheless, a Degree or Certificate may be revoked by the University if information comes to light, which, if known at the time the Degree was awarded, would have resulted in a determination that the Degree should not be conferred. Cause for Degree or Certificate revocation shall be limited to acts of intentional misconduct by a student or students or by administrators, faculty or staff at the initiative of or with the knowledge and consent or acquiescence of the student or students involved committed in the direct, specific pursuit and procurement of the degree or certificate. Cause for revocation shall be limited to acts such as fraud, academic dishonesty, or intentional falsification or unauthorized altering of information in a Student record or other acts amounting to a violation or violations of the University Policy and Procedures Regarding Academic Honesty, the Student Conduct Code (Title 5, Art. 2, Sec. 4103 of the State Administrative Code) or other provisions of state law in effect at the time of the alleged misconduct. Revocation of a Degree or Certificate may occur only if all procedures set forth below are followed. Notice: The Student may contact a Legal Advisor when first notified of the University's intention to revoke a Degree or Certificate under this policy and consult with the Legal Advisor at any

¹ California State University, Sacramento is referred to throughout this policy as "University."

time throughout the process and the hearing. The Legal Advisor may accompany the student to any proceeding in the capacity of an advisor.

I. General Procedural Provisions:

- A. **Advisor:** An Advisor (legal or otherwise) is someone who may accompany the Student or University at the Degree revocation hearing or any meeting to which the student has been summoned or invited prior to or following the hearing pertaining to revocation of a degree or certificate. Both the student and the University may or seek support from an Advisor or authorize an Advisor to speak for, or on behalf of, the Student or the University.
- B. **Clear and Convincing evidence:** Clear and convincing evidence is evidence of such convincing force that it demonstrates, in contrast to the opposing evidence, the highest a high probability of the truth of the fact(s) known to the civil law for which it is offered as proof. Evidence under this standard must satisfy a much higher standard of proof than proof “by a preponderance of the evidence” but a somewhat lower standard than required for proof “beyond a reasonable doubt.” -- the standard governing under criminal law.
- C. **Probable Cause:** Probable cause to believe a thing exists or has existed or an action is occurring or has occurred is present when the evidence before one supports the inference that it is more likely than not that the thing exists or has existed or the action is occurring or has occurred.
- D. **Strong Likelihood:** As used herein, the phrase “strong likelihood” implies a degree of conviction greater than that associated with a finding of probable cause but less than that associated with a finding based on clear and convincing evidence.
- E. **Degree:** Degree includes any form of Degree, academic credential, certificate, or professional designation conferred by the University, or any of its colleges, departments or units, including the College of Continuing Education.
- F. **Registrar:** Registrar refers to the management personnel in Office of the Registrar at the University.
- G. **Notice of Intent to Revoke Degree:** Notice of Intent to Revoke Degree is the written notice issued to a Student whose Degree the University intends to revoke under the terms of this policy.
- H. **Student:** The term Student shall include all current and former students, including a student in the College of Continuing Education.
- I. **Hearing Officer:** The Hearing Officer referred to herein shall be a person selected by the VP-PEMSA and Provost. The Hearing Officer shall be an administrative law judge (ALJ)

who has relevant experience or who shall have received appropriate training regarding this policy and procedure as well as the standards associated with the granting of the Degree at issue in the proceedings. No person with a conflict of interest in the matter shall serve as a Hearing Officers.

- J. **Timelines:** The University may, but is not required to, extend timelines set forth herein. Extensions shall be determined by the VP-PEMSA or designee. The VP-PEMSA or designee shall promptly and in writing notify the Student and any University administrators involved of any revised timeline.
- K. **Faculty Representative:** The term faculty representative shall refer to a faculty member designated by the Faculty Senate to act for it under this policy.
- L. **Committee Action:** If the Provost, VP-PEMSA and faculty representative acting as a committee are in disagreement at any stage of the proceedings set forth in this policy, the vote of two members of the committee's shall decide the question. The disagreeing member may include a statement setting forth his or her views with the committee's recommendation.

II. **Investigation:**

- A. When information comes to light that places into question the validity of a previously conferred Degree, it shall be referred to the University Registrar, or other designee appointed by the President.
- B. Upon receipt of such information, the Registrar, or other designee shall coordinate an initial review of the information in conjunction with relevant parties and determine preliminarily whether such information is credible and whether, if established as true, the evidence would justify the revocation of a Degree.
- C. The Registrar or other designee shall write a report justifying his or her preliminary findings and shall submit the report to the VP-PEMSA, and notify and make it available to other involved parties. If the preliminary determination is that revocation should be considered, the Registrar or other designee shall ask the VP-PEMSA for authorization to conduct a formal investigation into the matter. If the VP-PEMSA agrees, the VP-PEMSA shall direct the Registrar (or the President's previously appointed other designee) to conduct an investigation, which shall be completed normally within sixty (60) calendar days. Upon completion of the investigation, the Registrar shall present to the VP-PEMSA, the Provost and a faculty representative appointed by the Faculty Senate a report of the Registrar's findings with

regards to the information examined and a recommendation as to whether the evidence establishes a strong likelihood that the Degree should be revoked.

- D. The VP-PEMSA, the Provost, and a faculty representative acting as a committee shall review the report and, if appropriate, may ask the Registrar and/or other University personnel to investigate any other information relevant to whether the Degree should be revoked. On the basis of their review and further investigation, if any, the VP-PEMSA, the Provost and Faculty Representative shall recommend in writing a course of action to the President and shall submit that recommendation, the Registrar's report and supporting material to the President. They may recommend that there is insufficient evidence to support a conclusion that a strong likelihood exists that the degree should be revoked or that sufficient evidence exists to support that conclusion and that consequently a "Notice of Intent to Revoke Degree" should be issued to the Student.
- E. The President shall review the Registrar's report and the recommendation of the VP-PEMSA, Provost and faculty designee and the submitted materials and, if appropriate, may ask any University personnel to investigate any other information relevant to whether the Degree should be revoked. If the President decides on the basis of that review and further investigation, if any, that a strong likelihood exists that the Degree should be revoked, the President shall inform the VP-PEMSA, the Provost, the Faculty Representative and the Registrar of that decision and direct the VP-PEMSA or designee to issue a "Notice of Intent to Revoke Degree" to the Student to whom the award was made. If the President determines that there is insufficient evidence to support a conclusion that a strong likelihood exists that the degree should be revoked, no further action shall be taken based on the Registrar's report.

III. Process when Notice of Intent to Revoke Degree is Issued:

- A. The Notice shall be a written notice sent to the Student advising the Student that the University has probable cause to revoke the Student's Degree pursuant to this policy. The Notice shall identify the Degree (and year that it was awarded) and shall describe the evidence upon which the Notice is based in sufficient detail to allow the Student to respond to the Notice. A copy of this policy shall also accompany the Notice. The Student may contact a Legal Advisor at this time and consult with the Legal Advisor at any time throughout the process and the hearing. The Notice shall state that if the Student decides to contest the revocation, the Student shall, within thirty (30) calendar days of receipt of the Notice, make a written request to the President for a hearing. The Notice shall also state that if the Student

requests a hearing, the Student shall prepare a written response to the Notice (“Response”) stating whether the Student disputes the information set forth in the Notice or the University’s conclusion that probable cause exists to revoke the Degree or both as well as the specific evidence and reasons upon which the Student bases such dispute of information or conclusion.

- B. The Notice shall be sent by certified mail with return receipt requested, personal or overnight delivery, to the last known mailing or contact address for the Student; if possible, the Notice shall also be sent concurrently via email to the email address(es) on file with the University. The University shall also attempt to provide Notice to the student via phone call to the last known phone number on file. The Student’s written request for a hearing and Response shall be sent to the President via certified mail within the thirty (30) day period set forth in Paragraph 4.a. Once all efforts to contact and provide Notice to the student have been exhausted, absent good cause to be determined by the University, the failure to request a hearing within the time permitted and submit a Response shall result in the University convening an ex parte hearing before an ALJ to seek revocation of the Degree as set forth in Paragraph 4.d. below.
- C. The thirty (30) calendar day period within which the Student may request a hearing shall commence as of the date of receipt by the Student as reflected on the written confirmation received by the University that the Student received the Notice. This confirmation may be a document signed by the person who delivered the Notice indicating that the Student was given the Notice; a receipt signed by the Student acknowledging receipt of the Notice by certified mail; a signed acknowledgement by the Student acknowledging receipt of the overnight mail containing the Notice; or other proof of actual receipt by the Student, such as email delivery confirmation.
- D. If the University receives confirmation pursuant to Paragraph 4.c and the Student does not timely request a hearing, the President shall direct the VP-PEMSA to convene an ex parte hearing before an ALJ to seek to revoke the Degree. (If the University does not obtain appropriate confirmation, it may nevertheless proceed with revocation in accordance with Paragraph 4.k below.)
- E. If the Student requests a hearing, the President shall direct the VP-PEMSA to use reasonable efforts to schedule such hearing no sooner than thirty (30) and no later than sixty (60) calendar days after the Student notifies the University of the Student’s request for a hearing.

The Student shall be provided with written notice of the scheduled hearing date and location no later than fourteen (14) days before the hearing.

- F. The Student shall be entitled with or without the assistance of a Legal Advisor to review the evidence that supports the University's Notice and may request a copy of such evidence at a cost not to exceed that provided under the California Information Practices Act (Civil Code section 1798 et. seq.). The Student and the VP-PEMSA or designee shall exchange a list of witnesses to be called at the hearing no later than fourteen (14) calendar days prior to the hearing. At the Student's written request, the University shall send a "notice to appear" to any University employee-witness at his or her University-assigned email address. If, after this deadline, the Student and/or the University wish to supplement their witness list, they shall request permission from the ALJ to do so.
- G. The Student and the University may be accompanied at the hearing by an Advisor, whether an attorney or not, who may speak for, on behalf of, the Student or University.
- H. The hearing shall take place before an Administrative Law Judge (ALJ) selected by the President. The President shall attend the hearing and sit with the ALJ to receive evidence and hear arguments. The VP-PEMSA or designee shall present the University's evidence and arguments that facts exist that justify revocation of the Degree.
- I. Subject to Paragraph 4.f above, the Student and the VP-PEMSA or designee shall be allowed to introduce evidence and call witnesses to testify at the hearing. The formal rules of evidence applied in courtroom proceedings shall not apply in the hearing. All information that responsible persons are accustomed to rely upon in the conduct of serious affairs may be introduced, although unduly repetitive information may be excluded. The ALJ shall govern the proceedings.
- J. If, after requesting a hearing, the Student fails to appear at the hearing without good cause, the hearing shall proceed nevertheless and the ALJ shall render a decision based on the evidence submitted by the VP-PEMSA or designee and the Student's written response. The ALJ shall determine whether there is clear and convincing evidence on the record taken as a whole to substantiate the charges of student misconduct underlying the University's contemplated revocation of the Student's Degree pursuant to this policy. The ALJ shall draw no inferences from the Student's absence from the hearing.
- K. If, despite its own due diligence, the University receives no confirmation that the Student received the Notice, or is unable to locate the Student to provide the Notice, the University may nonetheless seek revocation of the Degree in an ex parte hearing before an ALJ. The

University shall schedule the ex parte a hearing within sixty (60) calendar days of the date of the Notice. The ALJ shall consider the evidence presented at the hearing by the VP-PEMSA or designee and shall determine whether there is clear and convincing ~~suffieient~~ evidence on the record taken as a whole to substantiate the charges of student misconduct underlying the University's contemplated revocation of ~~revoke~~ the Student's Degree pursuant to this policy. The ALJ shall draw no inferences from the Student's absence from the hearing.

- L. The ALJ shall consider and weigh the evidence and shall prepare written findings of fact and conclusions of law concerning whether there is clear and convincing evidence on the record taken as a whole to substantiate the charges of student misconduct underlying the University's contemplated revocation of the Student's Degree pursuant to this policy. The ALJ shall submit such written findings of fact, conclusions of law and any appropriate recommendations to the President no later than thirty (30) calendar days after the hearing.
- M. The President shall consider the ALJ's findings and conclusions and shall decide whether to revoke the Degree. If the student's Degree is revoked and the Student is enrolled in the University at the time of revocation, the President, acting with advice of the VP-PEMSA, shall decide whether to impose an additional sanction or sanctions commensurate with the proven instance or instances of misconduct giving rise to Degree revocation. The additional sanction or sanctions may affect the Student's current enrollment. They may reach as well the Student's opportunity to enroll in future if the Student is not currently enrolled.
- N. The President shall prepare a decision letter that either accepts the ALJ's findings of fact and conclusions of law in whole or in part, rejects them in whole or in part, or refers the matter back to the ALJ's for further findings on enumerated issues. If the President departs from the ALJ's findings and conclusions, the decision letter shall explain the rare and compelling reasons for such rejection. While the President may decide not to revoke a Degree where an ALJ has found the University's charge or charges proven, the President may not revoke a Degree where an ALJ has found none of the University's charges proven. The decision letter shall be issued within fifteen (15) calendar days of the ALJ's recommendation. Any decision letter that refers the matter back to the ALJ shall include timelines to govern the submission of the ALJ's supplemental findings, conclusions and further recommendations pursuant to them.
- O. If a Degree is revoked in accordance with Paragraph 4.k (University unable to locate Student), a Student who later learns of the revocation and wishes to contest it may request a

rehearing of the matter in writing. The request shall be granted and a new ALJ shall be assigned to hear the matter.

- P. The VP-PEMSA or designee may direct the Registrar to place an administrative hold on the issuance of any official transcript for a student to whom a Notice of Intent to Revoke Degree has been sent. The student may request and have access to unofficial transcripts under the same conditions as any other student.
- Q. Nothing in this policy shall be construed to prevent the Provost, the VP-PEMSA, and the Faculty Representative acting as a committee from recommending and the President from agreeing to an informal resolution of the matter with a Student in lieu of, or after, a hearing. An informal resolution that includes revocation of a degree, certificate or award of professional designation shall require the approval of the President. An informal settlement in lieu of a hearing shall be effected when the Student and the University agree to (1) a statement of fact that establishes the existence of the facts alleged by the University to justify revocation of the Student's Degree in the Notice of Revocation of Degree sent to and received by the Student. If the informal settlement is to include revocation of a Degree, the Student and the University shall also agree to a statement that (2) the established facts reflect conduct by the Student that is sufficiently grave or egregious to warrant revocation of the Degree. Failure to agree to either (1) or (2) above shall require a hearing on the issue where disagreement exists. A statement or statements that constitute an informal settlement under this section shall be reduced to writing and signed by both the Student and the President.

IV. Post-Revocation Steps:

If a Degree is revoked pursuant to Paragraph 4.d (Student does not request a hearing), 4.k (University unable to locate Student), or 4.m (after hearing), the Registrar shall:

- A. Ensure that all relevant records of the University relating to the Student are promptly amended to reflect the Degree revocation;
- B. Note the effective date of the revocation on the Student's transcript and use reasonable efforts to transmit a copy of the official (revised) transcript to the Student; and
- C. Use reasonable efforts to notify the Student that the Student is no longer entitled to represent to any person that he or she is the recipient of the revoked Degree and that the Student should take appropriate steps to notify all former and current employers, relevant educational institutions, professional registration bodies or associations, or others as applicable that the Degree has been revoked. If, despite its own due diligence, the University is unable to

provide this notice to the Student due to an inability to contact or locate the Student, the University shall place a hold on the Student's records until such time as it is able to provide such notice.

- D. All subsequent notices of degree conferral will be amended to note the revoked degree.
- E. If at the time of the revocation the Student is enrolled at the University, the findings of fact of the ALJ substantiating or failing to substantiate any of the charges of misconduct resulting in revocation of a Degree shall conclude the matter of the charge or charges with the student. If a charge is substantiated, the University may impose a further sanction on the currently enrolled student that is the sort customarily imposed by the University following a proven violation of the California State University, Sacramento Policies and Procedures Regarding Academic Honesty or the Student Conduct Code contained in Title 5, Article 2, Section 41301 of the State Administrative Code.

Carried.

Approved by the Faculty Senate, May 15, 2014

FS 13/14-116/GE/GRPC/EX GENERAL EDUCATION AREA C LEARNING OUTCOMES,
REVISIONS TO

The Faculty Senate recommends revising the “General Education Area C Learning Goals and Outcomes” <http://www.csus.edu/af/Portfolios/GE/geareaC1.stm>;
<http://www.csus.edu/af/Portfolios/GE/geareaC2.stm>;
<http://www.csus.edu/af/Portfolios/GE/geareaC3.stm>;
<http://www.csus.edu/af/Portfolios/GE/geareaC4.stm> as follows:

Area C Learning Outcomes

C1 Arts: Arts, Cinema, Dance, Music, Theater

C2 Humanities: Literature, Philosophy, Languages Other than English

C1 Arts. The learning objectives associated with C1 should focus on artistic processes and how works of art reflect the cultural contexts in which they were produced.

Specifically, students completing the C1 requirements should be able to:

- A. Think conceptually and critically about medium, performance or presentation, and production for at least one art form.
- B. Demonstrate knowledge of artistic production, aesthetic properties, and the way creative work is shaped by artistic and cultural forces.
- C. Have an acquaintance with a broad understanding of artistic forms, genres, and cultural sources.
- D. Be able to develop and defend informed judgments about creative work.
- E. Demonstrate knowledge of the conventions of at least one of the disciplines in the arts.

C2 Humanities. The learning objectives associated with C2 should focus on the human condition. Specifically, students completing C2 requirements should be able to:

- A. Demonstrate knowledge of the conventions and methods of the study of the humanities.
- B. Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.
- C. Compare and analyze various conceptions of humankind.
- D. Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

Carried.

Approved by the Faculty Senate, May 15, 2014.

FS 13/14-117/CPC/EX

**Modification in and Deletion of Existing Programs,
Amendment Of ([FSM00010.htm](#))**

The Faculty Senate recommends that the Modification in and Deletion of Existing Programs Policy be amended to include a change to the title of the policy and a process for suspending a program.

Modification In, Suspension Of, or Deletion Of Existing Programs

A. General Policies

1. Additions of minors, concentrations, options, specializations, or emphases, subsumed under existing degree programs and certificate programs, when largely composed of existing course offerings, will be treated for review purposes as modifications in existing programs. *
2. Changes in programs normally are initiated at the Department level.
3. Modifications, suspensions, or deletions in programs follow the established university approval process, which includes faculty review at the department and College levels, Academic Senate review as well as administrative review and approval.
4. The programmatic and resource review responsibilities of departments and Colleges in regard to their program modifications, suspensions, or deletions are essentially the same as those associated with course proposals.
5. Resources to support program changes normally come from the College/Department requesting the change. Each request for a change in program should be accompanied by a statement from the Dean indicating that the College will accommodate changes in the program within its existing resource allocations or a statement indicating that additional resources will be needed. The latter statement should include a description of the level and nature of additional funding the College will seek for the program changes

Sections B – H remain unchanged; New Sections I and J

I. Suspension of Existing Programs

1. The suspension of an existing program is normally initiated at the Department level. In this circumstance, faculty will recommend to the President suspension of existing programs only after appropriate action is taken by the Faculty Senate and its duly constituted committees charged with reviewing and evaluating programs. Such action includes, but is not limited to, consultation with faculty of the academic unit offering the program, with appropriate administrators, and with others directly involved in the offering of the program. If the University decides to suspend a program, reasonable provisions will be made to ensure enrolled students the opportunity to complete the program. Suspension of degree programs, majors, minors, options, concentrations, and special emphasis do not require the Chancellor's consent; however, the Office of the Chancellor must be informed in writing about the action taken by the university (AAP-91-14).

2. Programs can be suspended for a maximum three years. Departments can reactivate programs at any time during the initial three-year period (see procedures below). If a program is not reactivated, then Academic Affairs will inform the department that the maximum suspension period is approaching during the final semester of the three-year program suspension. At this point departments can choose to request in writing to Academic Affairs an extension of the program suspension for a maximum of two additional years, reactivate the program (see procedures below), or discontinue the program (see procedures below). At the end of the extension period, Academic Affairs will inform the department that their choice is either to reactivate (see procedures below) or discontinue the program (see procedures in policy). In extraordinary cases where accreditation is required, departments may seek an extension beyond the maximum suspension period by requesting in writing to Academic Affairs an additional extension.

J. Procedures for Suspension and Reactivation of Existing Programs

1. Procedures for Suspension

Requests for suspension of existing programs are to follow the format below:

- a) Complete Form B.
- b) Provide reasons for the Program Suspension.
- c) Indicate any programmatic or fiscal impact suspension of the program will have on other academic units' programs.
- d) Describe the consultation that has occurred with affected units.
- e) Explain provisions to ensure currently enrolled students have a reasonable opportunity to complete the program.
- f) Indicate what resources will be freed up or shifted to other programs as the result of the program suspension.

2. Procedures for Reactivation

A suspended program can be reactivated through a formal written request to the Curriculum Subcommittee and Academic Affairs through the typical college academic curriculum approval process following the format outlined in number 1 above with appropriate word changes.

Carried.

Approved by the Faculty Senate, May 15, 2014

FS 13/14-140/FL COMMENDATION FOR JANET I. HECSH

- WHEREAS:** Dr. Janet Hecsh has served with distinction as Faculty Senate Chair for the past two years; and
- WHEREAS:** This followed several years of service on the Faculty Senate Executive Committee, as Chair of the General Education/Graduation Requirements Policies Committee, and other university committees too numerous to mention;
- WHEREAS:** Janet Hecsh's term as Senate Chair has been marked by several notable accomplishments including:
- a. Being the only Senate Chair to survive serving in both "Juanita" and "post-Juanita" environments; and
 - b. Having to deal with more substitute motions than any three prior senate chairs, combined; and
- WHEREAS:** In the midst of the above, Chair Hecsh also successfully steered the Faculty Senate through the most comprehensive revision of university General Education policy in close to two decades; and
- WHEREAS:** Janet Hecsh nonetheless regularly, and proudly, proclaimed herself the Faculty Senate's "Lowest Common Denominator"; and
- WHEREAS:** While quiet shyness has not been a hallmark of Janet Hecsh's leadership style, grace, good will, and a sense of humor always have; and
- WHEREAS:** During particularly hectic Senate meetings (i.e., pretty much all of them) Janet Hecsh would frequently ask senators to pause and "take a moment"; therefore be it resolved
- RESOLVED:** That the Faculty Senate pause and take a moment to commend Dr. Janet Hecsh for her leadership, good humor, and deep commitment to shared governance at California State University, Sacramento; and be it further
- RESOLVED:** That the Faculty Senate of the California State University, Sacramento inform Dr. Janet Hecsh that, while we are sure that we haven't seen the last of her by any means, we nonetheless wish her the best of success in whatever she'll be up to next, especially the part that involves lounging on sunny, tropical Latin American beaches.

Carried.

Faculty Senate Meeting
May 15, 2014

Attachment: FS 13/14-133

To: Faculty Senate
From: Todd Migliaccio, Chair, Academic Policies Committee
Date: May 4, 2014
RE: Year-End Report from the Academic Policies Committee, 2013-2014

Pursuant to FS 09-11/Ex. and AS 94-98B, attached is the end-of-year report for distribution to the Academic Policies Committee (hereafter, Committee) and Faculty Senate. The Committee received and reviewed the report on May 1, 2014 before it was forwarded to the Executive Committee.

As this is the only document that is solely authored by the standing committee chair, I would like to take this opportunity to thank those who have helped the Committee this academic year.

First, I thank the members of the committee for all of their work this year. As indicated in the attached report, the Committee dealt with a number of challenging issues this year. The members of the committee worked to resolve these issues as fairly and efficiently as possible. More important, I want to thank all of those involved in the discussions to help craft the policies, as each person contributed to the development of the policies. More important, there was a consistent sense of collegiality throughout all of the conversations, allowing all ideas to be heard and addressed. In particular, I want to thank Sue Escobar, who chaired a task force on revocation policy, along with Lisa Taylor, Mathew Schmittlein, William Dillon, Dennis Geyer, and Don Taylor, who revised the policy to meet legal meets and best fit the interests of the faculty.

I would also like to thank Mathew Schmittlein, Vice Chair of APC, for filling in for me in the capacity of chair when I was unavailable. I would also like to recognize Stephen Blumberg for his perfect attendance.

In addition, I would like to extend personal thanks to the Faculty Senate office staff: Kathy Garcia. Ms. Garcia, as well as Senate Chair Janet Hecsh were always available to answer my frequent questions and requests.

Finally, I thank the members of the Executive Committee (*de jure* and *de facto*) who spent considerable time and effort helping the Academic Policies Committee to craft appropriate language to send forward for the Faculty Senate's consideration.

Without the help of the aforementioned parties, it would not have been possible for the Committee to send forward policy recommendations, often on controversial and time-sensitive issues, to the Faculty Senate.

It has been rewarding to serve as the Committee's chairperson for this past year and look forward to continuing to serve on the Committee the coming academic year as chair. If you have any questions or concerns regarding the attached report, please do not hesitate to contact me at tmigliac@csus.edu, 916.278.7573, or the Department of Sociology (mail zip: 6005).

Academic Policies Committee
2013-2014 Year-End Report
Todd Migliaccio, Chairperson, Academic Policies Committee
May 4, 2014

I. Background

The Academic Policies Committee (hereafter, the Committee) charge is available on the Faculty Senate's web site: <http://www.csus.edu/acse/apc/charge.htm>.

The Committee's membership is given below. Attendance records are available from the Faculty Senate office by request.

The significant ex-officio representation from the Division of Student Affairs is largely a result of the committee's charge. Student Affairs is responsible for implementing the majority of academic policies considered by the Committee. Their active role in the committee has proven invaluable in developing policies that consider practical application for students, and that reflect the overarching principles and objectives embodied in policy changes recommended by the faculty.

Voting Members

Stephen Blumberg (Music, A&L)
Anne Bradley (Library, LIB)
Jean Gonsier-Gerdin (Special Education, EDUC)
Jacqueline Irwin (Communications Studies, A&L)
Milica Markovic (EEE, ECS)
Todd Migliaccio, Chairperson (Sociology, SSIS)
Sue Escobar (Criminal Justice, HHS)
Juliana Raskauskas (Child Development, EDUC)
Matt Schmidlein (Geography, NSM)
Lisa Taylor, Vice Chairperson (Mathematics, NSM)
Kristin Van Gaasbeck, (Economics, SSIS)

Non-voting Members

Rusty Slabinski (Academic Advising)
David Hernandez (ASI, Inc.)
Dennis Geyer (University Registrar)
Lakshmi Malrouth (Assistant Vice President, Interim, Academic Affairs)
David Evans (Academic Advising)
Ed Mills (Associate Vice President for Enrollment Management)
Don Taylor (Assistant Vice President, Interim, Academic Affairs)
Kris Trigales (Associate Registrar)
Janet Hesch (Chair, Faculty Senate)
Lana Sysa (Faculty Senate Office)
Melissa Repa (Co-Director, High-Tech Center and TRIO SSS Project)
Viridiana Diaz (CAMP)

Beth Lessen (SES)

Table 1: Academic Policies Committee Meeting Dates, 2013-2014

Fall 2013	Spring 2014
September 6	February 7
September 20	February 21
October 4	March 7
October 18	March 21
November 1	April 4
November 15	April 18
December 6	May 2
	May 16

The committee meets on the first and third Fridays of each month, 2-3:30pm. During the 2013-2014 academic year, the Committee met on the dates given in Table 1. All committee meetings had a quorum, as indicated in the Faculty Senate attendance records. Agenda and minutes from these meetings are available on the Faculty Senate's web site: <http://www.csus.edu/acse/>.

II. Summary of Committee Business

The Committee oversees the business of four subcommittees: Academic Standards Subcommittee, Readmissions Subcommittee, Faculty Endowment for Student Scholarships and Student Retention and Graduation Subcommittee. The charge of these subcommittees is available on the Faculty Senate web site. Academic Standards Subcommittee, Readmissions Subcommittee, and Faculty Endowment for Student Scholarships meet on an as-needed basis. These three subcommittees did not bring forward any recommendations regarding policy language because existing policies used to consider standard petitions for exception and readmission following dismissal operates effectively in practice. In addition, the Academic Policies Committee chair reviews minutes from these subcommittees. Student Retention and Graduation Subcommittee meets regularly on the second Friday of each month, 2-3:30p. The subcommittee was charged with gathering data and evaluating issues pertaining to change of major, in particular for students later in their career. The committee, chaired by Professor Sessoms, submitted two policies forward to APC, both of which were accepted after minor revisions and submitted to the senate. The two policies were based on the analysis of data who had units and were changing their major late in their academic careers. The first policy was the establishment of an advising hold for students on a path to academic probation. The "Academic Warning" policy requires a student receive intrusive advising before they are on academic probation. The second policy requires students have an academic plan before they change majors after accruing over 120 units.

Table 2 summarizes items that were considered by the Academic Policies Committee and forwarded to the Faculty Senate during the 2013-2014 academic year. The complete policy language is available in Faculty Senate agenda (on the action date) and on the Faculty Senate

web site: http://www.csus.edu/acsc/13-14_actions.htm. The approval dates for each policy is identified in Table 2. Amendments that were offered were passed with the consent of the committee, not changing the intent of the original policy suggested. Any policies that were not approved remained on the senate agenda for the following academic year. We also completed a policy (Progress to Degree for High Unit Seniors Policy) and submitted it to the 2014-2015 executive committee.

The Committee's work derived from referrals from a variety of sources: Executive Committee, Academic Affairs, Student Affairs, SRGS and the Committee itself. The Committee provided recommendations to the Faculty Senate with background and rationale so that items were not referred back for more information or revision.

Table 2: APC Recommendations and Faculty Senate Items

<i>Source</i>	<i>Item #</i>	<i>Title</i>	<i>Approved</i>
Executive	FS 13/14-107/ APC/EX	Revocation Policy	
Executive	FS 13/14-81/ APC /EX	Conferral Degree Policy	3/20/14
SRGS	FS 13/14- 87/APC/EX	Academic Warning Policy	4/3/14
SRGS/APC	FS 13/14-??/ APC/EX	Add/Change of Major Amendments (120 units)	
Registrars	FS 13/14- 121/APC/EX	Graduation Requirements (Catalog Rights)	

Table 3 reports items that were considered by the Academic Policies Committee and referred back to the Executive Committee. Some of these items were sent forward to the Faculty Senate, while others were not for a variety of reasons. The outcome is identified in the description. These referrals included recommendations that were not actionable (i.e., they did not require changes in policy language), that required comment/recommendations from other committees/groups, or did not require resolution during the 2013-2014 academic year. Those that were presented as information items are so indicated with a reference date. These documents are available upon request of the Executive Committee.

Table 3: Other items referred by the APC to Executive Committee (or other Standing Policy Committees if indicated in the description)

<i>Source of Referral</i>	<i>APC Transmittal Date</i>	<i>Description</i>
President/ Executive	9/6/2013	Response and suggestions to President's changes to Declaration of Major and Changing Major Policies Revised and then sent as a memo to the Senate

President/ Executive	9/20/2013	President's Grade Appeals Task Force Response from APC for names and suggestions about task force to revise grade appeals policy
Executive	2/7/14	Revocation Policy Procedure APC established a task force to suggest changes to the policy and submitted amendments to the executive.
Executive	2/21/14	Memo to Executive for Change of Major Policy Submitted memo to executive to suggest original senate passed policy be passed by Provost/President, while two of three suggested changes from President will be taken up by APC. Third suggestion was presented in memo as being unchanged.
APC	4/4/14	Minor: Referred definition of a minor to CPC
Executive	4/18/14	Memo to Executive: GE Honors distinction on transcript: Suggested it be added to transcript
APC	4/18/14	Graduation Requirements: Referred due date for catalog changes for upcoming academic year to CPC

III. Carry-Over Items for 2014-2015

In order to keep all interested parties informed about the Committee's business, the current practice is to include a list of items pending on the Committee's agenda for each committee meeting. There are two items that carry over from this academic year to be considered by the Committee in the 2014-15 academic year. These items did not result in referrals this year either because of lack of time, they were referred to the Committee late in the year, or are pending forthcoming language/referral from another group. Table 4 provides a summary of these items.

Table 4: Items at Academic Policies Committee

Description	Referred by	Agenda
Consideration of use of Common Core language in our policies	Academic Senate CSU	
Policy on Student Absences: Acceptable absences or Appeals process	Provost	

NAME	Sept. 6	Sept. 20	Oct. 4	Oct. 18	Nov. 1	Nov. 15	Dec. 6	Feb. 7	Feb. 21	Mar. 7	Mar. 21	Apr. 4	Apr. 18	May 2	May 16*
Joel Schwartz	X			X							X				
Viridiana Diaz	X			X											
Georgina Meza		X													
Mayra Villarreal					X		X			X		X		X	
Vivian Llamas-Green					X		X		X		X	X			
Marsha Dillon		X					X								
William Dillon		X	X	X	X	X	X	X							

**Faculty Senate Meeting
May 15, 2014**

Attachment: FS 13/14-134

To: Executive Committee
From: Stephanie Biagetti, Chair, Curriculum Policies Committee
Date: May 9, 2014
Re: Annual Report from Curriculum Policies Committee for Academic Year 2013-2014

Below please find the Annual Report from the Curriculum Policies Committee for the academic year 2013-2014.

First, I would like to thank all the members of the Curriculum Policies Committee for their tireless work this year. The committee had many working items to address, and it worked diligently to bring five proposals to the Executive Committee and Faculty Senate over the course of the academic year. I would also like to extend personal thanks to the Faculty Senate office, especially to Kathy Garcia and Berni Foster, who assist in getting proposals ready for "prime time" and post all of our agendas and minutes on the Faculty Senate web page. Janet Hecsh has been of tremendous assistance to me in preparing for proposal presentations to the Faculty Senate. I have enjoyed serving as CPC chair for the past two years and look forward to having Ben Fell serve beginning next year. If you have any questions or concerns regarding the report below, please do not hesitate to contact me at sbiagetti@csus.edu

Curriculum Policies Committee
Annual Report 2013-2014
Prepared by Stephanie Biagetti, Chair
May 6, 2013

I. Background

The Curriculum Policy Committee's (CPC) charge is available on the Faculty Senate website:
<http://www.csus.edu/acse/standing-committee/CPC.html>

The committee's membership is given below. Attendance records for meetings during the 2013-2014 academic year are in Appendix A.

Voting Members:

Ben Amata, Library (LIB)
Dian Baker, Nursing (HHS)
Stephanie Biagetti (Chair), Teacher Education (EDUC)
Chloe Burke, History (A&L)
Ben Fell, Civil Engineering - Spring (ECS)
Brett Holland, Biological Sciences (NSM)
John Ingram, Mathematics and Statistics - Fall (NSM)
Vera Margoniner, Physics and Astronomy (NSM)
Dan Melzer, English (A&L)
Boniface Michael, Management (CBA)
Liam Murphy, Anthropology (SSIS)
Katherine Pinch, Recreation Parks and Tourism (HHS)

Non-Voting Members:

Adrienne Currington (University Staff Assembly)
Hewayda Ahmed (ASI)
Sheree Meyer (Associate Dean of Undergraduate Studies)
Chevelle Newsome (Associate Dean of Graduate Studies)

Table 1: CPC Meeting Dates, Fall 2013 – Spring 2014

September 3
September 17
October 1
October 15
November 5
December 3
February 4
March 4
March 18
April 1
April 15

May 6

The CPC meets on the first and third Tuesday of each month from 1:30 – 2:50 pm.

II. Summary of CPC Business

Below is a table summarizing items that were considered by the CPC during the academic year 2013-2014. The complete policy language is available in the Faculty Senate agenda (on the action date or first/second reading dates) and on the Faculty Senate website.

As indicated by the items in the following two tables, the committee's business derived from multiple sources including the CSU Chancellor's Office, PROC, the Reading and Writing subcommittee, the Faculty Senate, the Curriculum Subcommittee, and Academic Affairs.

Table 2: CPC Recommendations and Faculty Senate Action Items

<i>Source</i>	<i>Title</i>	<i>Action</i>
Required by original policy	e-Learning Policy, Amendment Of FS 13/14-16/CPC/EX	Senate Approved 10/3/13 President Approved 10/8/13
Program Review Oversight Committee	Academic Program Review, Amendment of FS 13/14-26/CPC/EX	Senate Approved 10/31/13 President Approved 11/14/13
Program Review Oversight Committee	Academic Program Review Manual, Adoption Of FS 13/14-32/EX	Senate Approved 11/14/13 President Approved 11/20/13
Working Group on Majors	Program for Bachelor Of Arts/Bachelor Of Science: Special Major FS 13/14-41/CPC/EX	Senate Approved 2/6/14 President Approved 2/21/14
Executive Committee	Modification In and Deletion of Existing Programs, Amendment Of FS 13/14-117/CPC/EX	First Reading item on Faculty Senate agenda for 5/1/14

III. Carry-Over Items for AY 2014-2015

In order to keep all interested parties informed about CPC business, the current practice is to include a list of items pending on the CPC agenda for each committee meeting. There are several items that carry over from this academic year to be considered by the CPC in the 2014-2015 academic year.

Comprehensive Writing Proposal: At CPC's final meeting in Spring 2014, the Reading and Writing Subcommittee presented the Comprehensive Writing Proposal to CPC after extensive feedback and revision. CPC endorsed the report. Action language and policy amendments will be proposed in Fall 2014 to the Faculty Senate.

Revisions to Course/Program Proposal Forms A and B: Deans Meyer and Newsome continue to work on proposed changes to Forms A and B to CPC in AY 2014-2015.

Supplemental instruction proposal: CPC investigated the various types of supplemental instruction that are offered on campus. The CPC chair contacted faculty and department chairs responsible for courses that appeared to match the supplemental instruction definition used in the field. CPC found some consistencies within three types of courses. During Fall 2014, we will report our findings back to APC.

Defining Minor, Concentration, Track, etc.: In Fall/Spring 2014, an ad hoc committee was formed to investigate minors and concentrations. The data was reported to CPC but further analysis is needed. CPC plans to focus on Minors and Concentrations because they appear on students' transcripts. The plan is not to set unit criteria for minors and concentration but rather to provide descriptions and purposes. APC officially requested that CPC create a definition of a minor since a minor is described in the catalogue but it is not defined by policy. This work will continue in AY 2014-2015.

Pre-Major Policy: The Executive Committee in Spring 2014 tasked CPC with creating a Pre-Major Policy.

Administrative Inquiry: Upon reading the program change proposal and justification for the Art BA that is 48 units, the Executive Committee asked CPC to look into the practice/allegation that the administration informed the department that no new tenure-track faculty hires will be allowed if the Art BA stays at 60 units. As a consequence, the Art department created a BA in Art that is 48 units which clearly in their Form B, they did not want to create. However, given that BA degrees are limited to 48 units (as per policy FS 12/13-36/CPC/EX), the issue is confusing. CPC will investigate beginning Fall 2014

E-Learning Policy: After passing revisions to the e-Learning policy in Fall 2013, departments have inquired about interpretations of the policy. Consequently, the Provost has requested that CPC look at the e-learning policy – particularly: "3.4 An existing course that is re-designed so that it falls into the hybrid range specified in 3.3 needs to be approved through the curricular process of the department or division offering the course. As part of this process the faculty member will submit a syllabus that includes the items described in 3.4.1 - 3.4.2." The departments were wondering if this policy refers to sections of courses as well as courses themselves and what happens if courses move from hybrid to face-to-face.

Appendix A: Curriculum Policies Committee Attendance AY 2013-2014 (x = did not attend)

	9/3	9/17	10/1	10/15	11/5	12/3	2/4	3/4	3/18	4/1	4/15	5/6
Voting Members												
Ben Amata			X				X					
Dian Baker		X	X					X	X	X	X	X
Stephanie Biagetti												
Chloe Burke											X	
Ben Fell*							X					
Brett Holland	X	X	X	X	X	X	X					
John Ingram**											X	
Vera Margoniner		X		X			X	X		X		
Dan Melzer	X											
Boniface Michael		X										
Liam Murphy		X									X	
Kath Pinch												
Non-Voting Members												
Hewayda Ahmed	X			X				X			X	
Adrienne Currington	X						X				X	
Sheree Meyer												
Chevelle Newsome			X							X		X

* Voting member Spring 2014

** Voting member Fall 2013

**Faculty Policies Committee – Summary of Activities AY 2013-2014
Referred Items**

Academic Calendar (FS 13/14-89/FPC/EX)

Faculty were surveyed in Fall 2013 to determine their preferences regarding semester start time, break times, etc. The survey results were used to develop an AY proposal. There is no common calendar for the local public school districts so aligning our calendar to the public schools is not possible. The proposed calendar has both Fall and Spring both nearly 15 full weeks, with a fall “break” (taking the entire week of Thanksgiving off). There would be 73 instructional days in Fall and 74 instructional days in Spring.

University Award for Research and Scholarly Activity (FS 13/14-109FPC/EX)

The President asked to rename the “President’s Award for Research and Creative Activity”. FPC recommended this award be named the “University Award for Research and Creative Activity.” The eligibility and selection requirements for this award remain unchanged.

Emeritus Faculty Policies: email, Access to Library, and changes to privileges (FS 13/14 – FPC/EX)

A policy of eliminating @csus.edu emails for retired faculty and staff was brought to our attention. After consultation with the Retirees Association, VP of IRT, Larry Gilbert, and the Library it was recommended that all faculty and staff who choose to continue to use the name@csus.edu email will be allowed that privilege. Library privileges will continue with the same login name.

FPC Choice:

Three part University Conversation on Scholarly and Creative Activities:

There have been a number of issues regarding what is considered appropriate Scholarly and Creative Activities. We collected several dozen RTP documents from various programs and discovered there is not much consistency across campus in recognition and evaluation of this important aspect of a faculty member’s career. To better educate our colleagues, including University administrators, FPC hosted a three part series of “University Conversations” on different aspects of the broad topic of “Scholarly and Creative Activities.” The first conversation focused on what different disciplines consider scholarly and creative activities. The second was about how we disseminate our work. The third was about how we find support and how we can develop more opportunities for support. These conversations were very successful. The committee will continue this project in the next year with a series of conversations about RTP.

Campus Climate Survey

HR conducted a Campus Climate Survey. The same survey was sent to all Sacramento State employees. FPC felt that the “one size fits all” approach was indication of a disconnect between HR and campus faculty. FPC communicated with HR and recommended that a new survey specifically for faculty be developed using the expertise of OIR with FPC input.

Emeritus Faculty Privileges - Hosting Visiting Scholars

A request to determine if emeritus faculty could sponsor Visiting Scholars. After investigation it was determined that it is not University Policy that prohibits this opportunity but federal visa restrictions. FPC encourages emeritus faculty to work with their programs to find colleagues to sponsor their proposed guests.

FPC membership @013-14:

Maggie Beddow (BM/EDUC)
Sylvester Bowie (Social Work/HHS)
Wendy Buchan (FACS/SSIS) [Vice Chair]
Donald Grushkin (EDUC)
Sue Holl (Mechanical Engineering/E&CS) CHAIR
Maria Kochis (Library)
Hellen Lee (English/A&L)
Rodney McCurdy (Kin. & Health Sci./H&HS)
Hakan Ozcelik (Marketing/CBA)
Adam Rechs (Biological Sciences/NS&M)
Ta-Chen Wang (Economics/SSIS)

**Faculty Senate Meeting
May 15, 2014**

Attachment: FS 13/14-136

To: The General Education/Graduation Requirements Policies Committee and the Faculty Senate Executive Committee

From: B. Dana Kivel Chair, General Education/Graduation Requirements Policies Committee

Date: May 9, 2014

RE: AY 2013/2014 End of Year Report of the General Education/Graduation Requirements Policies Committee

As determined by policy, the following constitutes the AY 2013/2014 end-of-year report by the General Education/Graduation Requirements Policies Committee (GE/GRPC) for the Faculty Senate Executive Committee.

I would like to thank the members of the AY 2013/2014 General Education/Graduation Requirements Policies Committee for their efforts this year. The Committee brought forward several recommendations to formally assess the GE program and to revise Area C & D learning outcomes. It has been an honor and a privilege serving with the General Education/Graduation Requirements Policies Committee this Academic Year.

The General Education/Graduation Requirements Policies Committee consists of the following members:

Voting members:

Tanya Altmann – School of Nursing (HHS)

Lisa Harrison – Psychology Department (SSIS)

Andrew Hertzoff – Department of Government (SSIS)

Sue Holl – Mechanical Engineering (Engineering and Computer Science)

Dana Kivel – GE/GRPC Chair, Department of Recreation, Parks & Tourism Administration (HHS)

Thomas Krabacher – Geography Department (Natural Sciences and Mathematics)

Jeff Niu – Management (CBA)

Mitch Numark – History (A & L)

Ravin Pan – Teacher Education Department (Education)

Reza Peigahi – GE/GRPC Chair, Instructional Services (Library)

Chris Taylor – GE/GRPC Vice-Chair, Department of Physics and Astronomy (Natural Sciences and Mathematics)

Non-voting members:

Nicole Baptista – College of Continuing Education

Sheree Meyer – Dean for Undergraduate Studies (Academic Affairs, ex officio)

Andrea Salas – Associated Students Inc.

The General Education/Graduation Requirements Policies Committee met on the following dates in AY 2013-2014

Fall 2013	Spring 2014
September 16 th (Because the first official meeting fell on Labor Day, a Federal holiday, the committee did not meet until September 16 th)	January 22 nd – (Retreat to discuss Thematic GE pathways)
September 30 th (Because the committee met on September 16 th and needed to meet another day, the committee agreed to meet on September 30 th)	February 3 rd (No meeting)
October 7 th (No meeting)	February 17 th
October 21 st	March 3 rd
November 4 th	March 17 th
November 18 th	April 7 th
December 2 nd	April 21 st (No meeting)
	May 5 th

The General Education/Graduation Requirements Policies Committee meets on First and Third Mondays from 3:00-4:30 PM in Sacramento Hall 275. On January 22, the Committee met for an on-campus retreat to discuss thematic GE pathways.

Summary of Action in the AY 2012/2013 Faculty Senate

The following items were acted upon by the Faculty Senate in AY 2013/2014:

- **FS 13/14-73/GE/GRPC/EX General Education Area D Learning Outcomes, Revisions To**

Carried on February 20, 2014. Accepted by the President on March 11, 2014.

- **FS 13/14-59/GE/GRPC/EX General Education Assessment Policy, Amendment Of FS 04-28**

Carried March 13, 2014. Approved by the President on March 17, 2014.

- **FS13/14-116/GE/GSPC/EX General Education Area C Learning Outcomes, Revisions To**

Second Reading scheduled for May 15, 2014.

In addition, the Committee did the following:

- Convened two campus-wide meetings to create workgroups to focus on Area A learning outcome revisions.
- Continued working on FS 12/13-53a/FLR World Cultures and Global Awareness Requirement passed by the Senate on 12/13/2012 (Still awaiting report from members of the subcommittee)
- Convened a half-day retreat and follow-up meetings to discuss thematic GE pathways.
- Passed a policy for transfer students who have successfully completed a test placement of the GVAR on another campus be permitted to move directly into the WPJ. This policy is to be effective for a two-year trial period, through Spring 2016, at which time it will be reviewed.
- The Committee endorsed the Reading & Writing Subcommittee's proposed revisions to the Comprehensive Writing Programs proposed changes and recommended the proposal be sent on to the Curriculum Policies Committee.
- Approved two more GE variations for Engineering for Fall 2014.

Summary of anticipated action in AY 2014/2015 of the GE/GRPC

As Chair, I anticipate the following items will be carried out/discussed by the GE/GRPC in AY 2014/2015:

- A recommendation concerning revisions to Area A outcomes
- Convening Race/Ethnicity Stakeholders to begin revision of Race/Ethnicity Learning Outcomes
- A recommendation concerning FS 12/13-53a/FLR on a World Cultures and Global Awareness Requirement
- Discussions and a recommendation concerning competency examinations including, but not limited to: a Joint Presidential/Faculty Senate Taskforce on Competency/Challenge Examinations in U.S. Constitution, California State and Local Government and U.S. History
- Identify pilot program for GE Thematic pathways
- Working with Dean of Undergraduate Studies to ensure implementation of the GE Assessment Policy

Concerns moving into AY 2014/2015

As Chair, I would like to note a concern moving into AY 2014/2015:

- ASI Representation on the General Education/Graduation Requirements Policies Committee. GE/GRPC has had sporadic representation from ASI over the last three Academic Years. GE/GRPC values ASI membership on the committee, as that is the representative student "voice" on GE/GR matters before they reach the Faculty Senate Executive Committee.



California State University, Sacramento
Faculty Senate

Graduate Studies Policy Committee

END OF YEAR REPORT, 2013-14

I. Background

The Graduate Studies Policy Committee is a standing policy committee of the Faculty Senate, responsible for the development of policy and oversight of graduate studies at California State University, Sacramento.

The committee meets on the 1st and 3rd Tuesdays of each month during the academic year, from 8:30 - 10:30 am, in SAC 275.

GRADUATE STUDIES POLICIES COMMITTEE

FS 08-54/Ex., FS 08-65/Ex., FS 09-10/GSPC/Ex.

The Graduate Studies Policies Committee shall be established as a Standing Committee of the Faculty Senate.

CHARGE

A. The Graduate Studies Policies Committee shall be the consultative deliberative body of the faculty on matters relating to graduate education, graduate curriculum, planning and research including post-baccalaureate course offerings, degree programs, extension, admission and matriculation requirements, assistantships, fellowships, graduate student awards, grading, library services, and other matters related to post-baccalaureate and graduate instructional development and delivery.

B. The Graduate Studies Policies Committee shall develop, periodically review, revise as appropriate and recommend such university-wide graduate policies, standards, and procedures as are conducive to the maintenance of quality in advanced degree programs throughout the University. Pursuant to this, it shall coordinate policies, standards, and procedures of the departments and schools and the University as a whole, insofar as they relate to degrees and/or programs beyond the bachelor's degree. As appropriate, the Graduate Studies Policies Committee shall also collaborate with other Faculty Senate standing committees to co-sponsor policy recommendations.

OPERATIONS

A. The Graduate Studies Policies Committee shall be a committee of the Faculty Senate, reporting to the Executive Committee.

B. The Graduate Studies Policies Committee shall work in close coordination with other Faculty Senate standing committees in the disposition of its duties.

C. Issues considered by the Graduate Studies Policies Committee may be referred by the Executive Committee to any of the other standing committees of the Faculty Senate as well. Any standing committee may similarly refer issues to the Graduate Studies Policies Committee through the Executive Committee.

D. The Senate shall elect a Chair at the end of each academic year to serve during the coming academic year. The Graduate Studies Policies Committee may nominate a candidate for Chair. Nominations of candidates for Chair may also be made by a senator from the floor or by a petition signed by ten (10) or more full-time faculty members.

1) The Chair is responsible for establishing the agenda for each meeting, and for producing an end-of-year report.

2) A quorum of the Committee shall require the presence of at least six voting members.

MEMBERSHIP

The Graduate Studies Policies Committee shall be composed of 11 voting members: one Committee Chair, nine faculty representatives from each of the seven Colleges, and one faculty representative from the Library. A member of GSPC shall serve as the Faculty Senate representative to the Dean's Graduate Advisory Council. Every effort shall be made to include a faculty member from each of the seven colleges. In no instance shall more than one faculty member from any given department be appointed. In no instance shall more than 2 faculty members from any given college be appointed. Elected members shall serve three year staggered terms. The Dean of Graduate Education and a representative from the College of Continuing Education shall serve as ex-officio, non-voting members, as shall one post-baccalaureate student selected according to procedures determined by Associated Students Incorporated.

Carried unanimously. *(December 4, 2008)*

II. Current Membership

Barakatt, Ed—Physical Therapy/HHS
Blanton, Annie—Speech Pathology/HHS
Cowan, Geni—Educational Administration & Policy Studies/EDUC
Hamilton, Tracy (Chair)—Mathematics & Statistics/NSM
Heather, Julian—English/AL
Hembree, Sherri—Child Development/EDUC
Kaplan, Jonathan—Economics/SSIS
Miller, Christine—Communication Studies/AL
Reddick, Mary--Library
Sprott, Kenneth—Mechanical Engineering/ECS
Steinwert, Matthew—ASI
Wassmer, Rob—MPPA/SSIS
Hecsh, Janet—Faculty Senate Chair, ex-officio
May, Lori—CCE, ex-officio
Newsome, Chevelle—Office of Graduate Studies, ex-officio

[Note: Attendance records are attached at the end of this report.]

III. 2013-14 Senate Actions Related to Graduate Education

FS 13/14-17/GSPC/EX

MODIFICATION IN OR DELECTION OF EXISTING PROGRAMS, AMENDMENT OF

- *Approved by the Faculty Senate -- October 3, 2013*

FS 13/14-80/GSPC/EX

CREDIT HOUR POLICY AMENDMENT OF FS 12/13-142/CPC/GSPC/EX

- *This amendment added the language for credential courses to the credit hour policy approved by the Faculty Senate during the 2012-13 year.*
- *Approved by the Faculty Senate -- March 20, 2014*

IV. Items Awaiting Senate Approval

GSPC recommends the following change be made to the charge of the Curriculum Subcommittee:

A liaison to the Graduate Studies Policies Committee (GSPC) shall serve as an ex-officio member of the Curriculum Subcommittee.

V. Summary of Committee Business

In addition to those items discussed in sections III and IV above, the Graduate Studies Policies Committee also addressed several other important matters that will carry over into the next academic year.

1. The committee has spent a great deal of time this academic year working on the Graduate Student GWAR policy. We expect to bring that policy forward to the Faculty Senate during the next academic year.
2. Another issue that has been discussed extensively is the current policy defining Graduate Writing Intensive (GWI) courses. This policy is closely related to the GWAR policy under consideration. The committee has agreed to take up the GWI policy once it has completed its work on the GWAR policy.
3. The committee has been working to define the "Meaning, Quality, and Integrity" of a graduate degree at Sacramento State. This is being done, partially, in preparation for the upcoming WASC reaccreditation visit. An ad-hoc subcommittee of the GSPC was formed to begin work on this issue.
4. The committee began work on reviewing the Paired Course Policy.

Respectfully submitted,

Tracy Dawn Hamilton, Chair of the Graduate Studies Policies Committee

Subcommittee for Reading and Writing Report: Reforms to the Comprehensive Writing Program

Background: 2005 Reading and Writing Subcommittee Recommendations

In 2005, the Reading and Writing Subcommittee was charged by the Faculty Senate with making recommendations for updating the Comprehensive Writing Program. The Subcommittee's recommendations were guided by the following goals:

- An emphasis on writing in a variety of genres
- Writing as a process of revising and editing
- Practicing writing at all stages of a student's academic career
- Writing as a campus-wide responsibility

The changes to the Comprehensive Writing Program that resulted from the Subcommittee's recommendations included:

- Revision of ENGL20 from an instructor-choice theme course taken at any point in a student's career to a sophomore course focused on introducing students to writing across disciplines.
- Revision of the Writing Proficiency Exam (WPE) from a high-stakes timed writing exam with a single essay on a single reading to certify the Graduation Writing Assessment Requirement (GWAR) to a placement test—the Writing Placement for Juniors (WPJ)—with multiple essays on multiple readings that is a prerequisite for the Writing Intensive course.
- Certification of the GWAR through a C- or better in a Writing Intensive course rather than through a passing score on the WPE.
- Revision of the junior-level GWAR writing course, ENGL109W, from a generic academic writing course to a writing-in-the-major course.

Present Context: 2014 Reading and Writing Subcommittee Recommendations

In 2013 the Reading and Writing Subcommittee was charged by the GE Policies Committee with considering ways to integrate ENGL20 learning outcomes throughout the GE curriculum in anticipation of the possibility of the graduation requirement being removed from English 20. Because ENGL20 plays a pivotal role in the vertical curriculum sequence of the entire Comprehensive Writing Program, the Subcommittee could not meet its charge without considering reforms to the entire writing program sequence. Although the graduation requirement was not removed from ENGL20, the Subcommittee feels that the rest of the proposal for improving the Comprehensive Writing Program is valuable.

This report presents an overview of recommendations to improve the Comprehensive Writing Program that have been endorsed by the Reading and Writing Subcommittee and GE/GRPC and will be forwarded to CPC and then to Senators—along with detailed explanation of each recommendation, policy language, and budget implications—at the first reading of the recommendations in Fall 2014. The recommendations address a number of the concerns expressed during the discussion of ENGL20 at the Faculty Senate:

- The need for more writing throughout GE and the majors
- The need for stronger oversight of Writing Intensive (WI) courses
- The need for better assessment of WI courses in order to achieve more consistency
- The problem of too many courses that have little or no writing

In addition to these goals, the Subcommittee added a number of themes:

- Creating a unified and comprehensive institutional culture of reading and writing
- Embedding writing throughout the curriculum
- Building a manageable assessment process into the Comprehensive Writing Program
- Providing more flexibility for students and for departments

The recommendations are informed by an analysis of award-winning university writing programs from across the country; the expertise of CSUS Composition faculty with Ph.D.'s in writing program administration; the perspectives of Reading and Writing Subcommittee faculty from across colleges, the perspectives of Subcommittee representatives from the administration and from the Office of Academic Program Assessment; and the longitudinal literature on how students learn to write in college (Beaufort, 2007; Carroll, 2002; Haswell, 1991; Herrington and Curtis, 2000; Sternglass, 1997).

The Subcommittee believes that the recommendations in the proposal will lead to more support for student writers (through increased group tutorials), more integration of writing throughout the curriculum (through WID Majors), more valid writing assessment and placement (through GVAR portfolios), and improved assessment and faculty development for the WI program and the University Baccalaureate Learning Goals (through the GVAR Writing Intensive Support and Exchange meeting and new WI outcomes).

Overview of Recommendations

A. Recommendation for General Education

Recommendation A.1: To ensure that students write in a variety of genres and to infuse writing more broadly throughout the GE curriculum, explore the requirement of an area-based writing genre in each GE course.

B. Recommendations for the Graduation Writing Assessment Requirement (GVAR)

Recommendation B.1: To align the first step of the GVAR process with current best practices in writing assessment and the Comprehensive Writing Program curriculum, replace the Writing Placement for Juniors (WPJ), a timed writing test, with a portfolio placement required of all students.

C. Recommendations for the Writing Intensive Requirement

Recommendation C1: To provide more options for student support in writing, open up the small-group adjunct tutoring course ENGL109X (adjunct tutoring for WI courses) to any student enrolled in a WI or WID Major designated course.

Recommendation C2: To bolster the WI requirement and GVAR certification, include the GVAR Coordinator as an ex-officio representative on the GE/GRPC Course Review Subcommittee whenever a WI course or designated WID Major courses are approved.

Recommendation C3: To update and improve the WI course criteria, replace the current criteria with the new outcomes created from the WI focus group activities facilitated by the GVAR Coordinator, the University Reading and Writing Coordinator, and the former Director of the Office of Academic Program Assessment.

Recommendation C4: To insure that the new WI outcomes and the GVAR certification can be met without burdening faculty, recommend a hard cap of 30 on WI courses, so that the student-to-instructor ratio is 30 to 1.

Recommendation C5: To emphasize that intensive writing instruction can occur in more than a single designated course, allow departments to apply to become certified as a Writing Intensive Designated Major (WID Major), so that any student who passes a series of designated courses in the major with a C- or better in each course will satisfy the WI graduation requirement and GVAR certification requirement.

Recommendation C6: To bolster the reliability of GVAR certification and the evaluation students receive in WI courses and WID Majors, provide support for and consistency among WI and WID Major faculty, and provide university assessment for writing that integrates multiple course, program, and university outcomes, hold an annual WI/WID Major assessment meeting: the GVAR Writing Intensive Support and Exchange meeting (GVAR WISE).

D. Recommendation for the Senate to task the Reading and Writing Subcommittee with exploring the creation of a University Writing Department

Recommendation D: To establish a culture of literacy on our campus by having a visible and tangible location to assemble and coordinate the writing efforts described in the previous ten recommendations, task the Reading and Writing Subcommittee with exploring the creation of an independent University Writing Department.

The recommendations have been endorsed by the Reading and Writing Subcommittee and GE/GRPC and will be forwarded to CPC and then to Senators—along with detailed explanation of each recommendation, policy language, and budget implications—at the first reading of the recommendations in Fall 2014.