

**ACADEMIC PROGRAM REVIEW REPORT**

Department of Women's Studies  
Gerontology Program  
Asian Studies Program

**Spring 2011**

**Review Team Members:**

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# **Executive Summary Academic Program Review Report**

Department of Women's Studies  
Gerontology Program  
Asian Studies Program

**Spring 2011**

## **EXECUTIVE SUMMARY OF COMMENDATIONS AND RECOMMENDATIONS**

### **DEPARTMENT OF WOMEN'S STUDIES**

#### **Commendations to the Department of Women's Studies**

##### Curriculum

1. The Review Team commends the Department of Women's Studies for the transition from a Special Major to the first offerings of a Bachelors of Science in Women's Studies.
2. The academic program offered in the department is of high quality.
3. The department has made important changes and improvements in their assessment plan.
4. The Review Team commends the Department of Women's Studies for a rich set of learning objectives! Looking at cultural historical issues through an integrated lens, debating and discussing institutional issues and problems, writing research papers, reading feminist scholarship—program graduates are likely well-equipped to make far-reaching contributions to their communities.
5. The Review Team commends the Department of Women's Studies for the involvement of students in the development of the Grading Rubric for the direct assessment of student competency.
6. The Review Team commends the Department of Women's Studies for the assessment of Learning Goals and Objectives and for revealing strengths as well as areas requiring improvement.
7. The faculty has incorporated the use of Sac Ct to provide current literature reflecting the trends within this field of study.

##### Challenge of Interdisciplinary Programs

8. The review team commends the Women's Studies Department for the efforts in recently achieving departmental status.
9. The faculty in the department are a hard working, dedicated group of professionals who value and take pride in their academic program.
10. The sense of community and collegiality in the department is strong.
11. The department chair has established herself as a strong leader in the college and is well respected by her colleagues in and out of the department, and by the dean.
12. The department chair devotes countless hours to the program with six units of release time to compensate for her time. She does this out of devotion to the subject area and commitment to the students.
13. Students clearly value the department's curricular offerings as well as the dedication of their faculty.
14. The department staff is effective at their job and communication with the college office staff is excellent.

## **Recommendations to the Department of Women's Studies**

### Curriculum

1. The strong commitment to involving students in the research process must be accompanied by recognizing faculty for their efforts. This should be done in various ways including workload credit.
2. The Department Chair should meet with the office of OIR to determine if the recent elevation of the program to department status will begin yielding information from the Fact Book for the department and usable data for use in assessment efforts.
3. The Department Chair should meet with the Faculty Assessment Coordinator to discuss a long-range assessment plan. Utilizing the data from the annual Fact Book, surveys and/or focus groups with current students, alumni, etc. could be considered as well.
4. It is recommended that the learning goals for the department be compared and integrated with the Baccalaureate Learning Goals for the University. The departmental assessment plan could be centered around these Baccalaureate Learning Goals to shape a plan to archive evidence of student learning along these dimensions
5. The review team believes that that the Written Final Assignment for the capstone seminar in Women's Studies: WOMS 180: Feminist Theory is an excellent assessment measure. "If this assignment will become a constant in the program, it would be fruitful to develop some sort of document that captures its parts and practices for internal use and for external review (e.g. program review). It is quite a wise decision to locate assessment here, but it would be great to know more about how it works—or at least to have an asterisk that points in the direction of a document that explains it more fully," (Terry Underwood, University Faculty Assessment Coordinator).
6. The Review Team recommends the artifacts from the assessment of the Learning Goals and Objectives for Women's Studies be stored online. "This would make it fairly easy for faculty to access the actual student work over time. If the faculty worked with IRB, it would be possible to amass a good source of data for research publishable in Scholarship of Teaching and Learning areas," (Terry Underwood, University Faculty Assessment Coordinator).
7. The Review team encourages the program faculty to think about making use of an e-portfolio platform to help them with the arduous task collection and examination of student work in the assessment process.
8. It is unclear how the RTP process will work with faculty now that there is a full time faculty person and the program has gained department status. The department RTP guidelines will need to be fully developed as the department grows.

### Challenge of Interdisciplinary Programs

9. Adequate space, administrative offices, faculty office space, and stockroom space is an important issue for the department; current levels are not adequate.
10. The program should work with the Dean to develop a long-range hiring plan in both staff and faculty. Of particular concern is the lack of summer coverage when students may need advising or other concerns addressed. The department office is only open half time during the school year and the staff person covers the Government Department as well as Women's Studies. A student assistant position was eliminated. In this program review

process the department identifies a need to hire more full time faculty, but they may need to provide additional support for this need especially during these difficult economic times.

11. While there have been improvements in the program's webpage, the website will need continual maintenance. This will take dedication of resources toward this effort.

## **THE GERONTOLOGY PROGRAM**

### **Commendations to the Gerontology Program**

#### **Curriculum**

1. The review team commends the Gerontology Program for serving as a valuable asset to the community by providing a curriculum as the only Gerontology baccalaureate (Bachelor of Science) in northern California (since 1990).
2. Academic programs (undergraduate and graduate) offered in the program are of high quality, based on Association for Gerontology in Higher Education (AGHE) nationally recognized gerontological program criteria and professional practice competencies.
3. The program has made important changes and improvements in their assessment plan. The review team commends the program for their development of an assessment plan that gets at the types of data to understand what their students are learning and measure such areas as alumni satisfaction.

#### **Challenge of Interdisciplinary Programs**

4. The review team commends the Gerontology Program for cultivating a strong base of support through their Advisory Board. This support is critical in these tough budget times.
5. The review team commends the Gerontology Program for participating in community engagement in a variety of service learning program sites including its Longevity Center.
6. The faculty in the department are a hard working, dedicated group of professionals who value and take pride in their academic program.
7. The sense of community and collegiality in the program is strong.
8. The program director has established herself as a strong leader in the college and is well respected by her colleagues in and out of the program, and by the dean.
9. The program director devotes countless hours to the program without receiving commensurate compensation, but does this out of devotion to the subject area and commitment to the students.
10. Students clearly value the program as well as the dedication of their faculty.
11. The Program Review Team commends the Deans of the College of Social Sciences and Interdisciplinary Studies and the College of Health and Human Services for working to move the Director's position to the College of Social Sciences and Interdisciplinary Studies. This move makes Dr. Osborne the first fulltime faculty member for the Gerontology Program. This also reduces the issues involving where the Director's service obligations belong.

## **Recommendations to the Gerontology Program**

### Curriculum

1. The Program Director should continue efforts to identify why OIR data and program data concerning enrollment are considerably different. This will become increasingly important during these budget times.
2. The Review Team encourages the Gerontology Program to speak with Dan Melzer and Fiona Glade about the possibility of fulfilling the Writing Intensive requirement not in one course, but in the Major.
3. The Review Team encourages the program faculty to think about making use of an e-portfolio platform to help them with the arduous task of portfolio collection and examination. Also the Student Internship Self Evaluation tool and the Reflective Journals may be areas to include on the e-portfolio

### Challenge of Interdisciplinary Programs

4. Adequate space, administrative offices, faculty office space, and stockroom space is an important issue for the program; current levels are not adequate.
5. Office equipment at this time is shared with other programs and should be monitored for adequacy.
6. The program should work with the dean to develop a long-range hiring plan in both staff and faculty. Of particular concern is the lack of summer coverage when students may need advising or concerns addressed. Also the decrease in release time to three units for the director of the program is a particularly concerning trend.
7. A review of the recent sharing of office staff with other department and programs should occur to analyze the effectiveness of this arrangement.
8. While there have been improvements in the program's webpage, the website will need continual maintenance. This will take dedication of resources toward this effort.

## **THE ASIAN STUDIES PROGRAM**

### **Commendations to the Asian Studies Program**

#### Curriculum

1. Academic program offerings in Asian Studies are of high quality.
2. The program has made important changes and improvements in their assessment plan.
3. The Asian Studies Program has made important and significant steps in eliminating redundancies in curricular offering with other CSUS departments (i.e. they dropped the Asian American concentration because it was redundant given that it was offered by Ethnic Studies).
4. The program has expanded their course offerings and other concentrations with the addition of new faculty and made changes in light of faculty retirements.
5. The Asian Studies program is commended for the redesigned of the core capstone ASIA 198 course to be a more interdisciplinary class that allows a variety of faculty to participate in a team-taught environment.

6. The Asian Studies Program has a unique place among CSU campuses. Sacramento State is one of only five CSU campuses offering Asian Studies as a BA degree.

#### Challenge of Interdisciplinary Programs

7. The program director has established herself as a strong leader in the college and is well respected by her colleagues in and out of the program, and by the dean.
8. The faculty in the department are a hard working, dedicated group of professionals who value and take pride in their academic program.
9. The sense of community and collegiality in the program is strong.
10. The program director devotes countless hours to the program without receiving any compensation, but does this out of devotion to the subject area and commitment to the students.
11. Students clearly value the program as well as the dedication of their faculty.
12. The program review team commends the Asian Studies Program for the recent surge in students from 10-15 majors to over 40 current majors.
13. The Asian Studies Program held a symposium in 2007 showcasing the scholarship of the Asian Studies faculty. This is an important event to build cohesion among faculty and to build support for their efforts. The faculty plan to hold another symposium in 2010 or 2011.
14. The Asian Studies Program is commended for the number of students who find opportunities overseas to further their education and to utilize the program knowledge they receive at Sacramento State.

### **Recommendations to the Asian Studies Program**

#### Curriculum

1. The program director should meet with the university Faculty Assessment Coordinator to discuss a long-range assessment plan. Utilizing the data from the annual Fact Book, surveys and/or focus groups with current students, alumni, etc. could be considered as well.
2. Program learning goals are unclear and the concentrations goals appear to be similar, but stated differently. The Review Team suggests that the goals for each concentration be standardized, matching program goals. Many of the goals as written appear to be difficult to measure.
3. It is recommended that the learning goals for the department be compared and integrated with the Baccalaureate Learning Goals for the University. The program assessment plan could be centered around these Baccalaureate Learning Goals to shape a plan to archive evidence of student learning along these dimensions. Perhaps the student use of an e-portfolio may aid in collection of these assignments. As it is the assessment efforts appear to be fragmented across multiple courses with multiple measures of assessment.
4. The Program Director should work with the Dean to establish compensation for faculty to teach the ASIA 198 capstone course which is a part of the major requirements, and now team taught, but is only taught as a faculty overload.

5. There appears to be a bottleneck of majors trying to get foreign languages, particularly Japanese and Chinese. The Review Team suggests working with the Dean to provide adequate support for these positions and to eliminate curricular roadblocks for students. This is critical for the program's success.
6. Consider partnering with other CSU campuses to create or use online courses to augment the curricula particularly where curricular roadblocks occur.

#### Challenge of Interdisciplinary Programs

7. While there have been improvements in the program's webpage, the website should be modernized and updated with current information. This will require administrative support.
8. Adequate space, administrative offices, faculty office space, and stockroom space is an important issue for the program; current levels are not adequate as it appears the Asian studies has no designated space.
9. The program should work with the Dean and other Deans on campus to develop a long-range hiring plan. Of particular concern is the lack of summer coverage when students may need advising or concerns addressed. Also the lack of any release time for the director of the program is a particularly concerning trend. It is important to note that the program has no control over who is hired in the university that teaches about Asia. The program must constantly adjust its curriculum to reflect the teaching interests of new faculty who are hired by departments, as well as delete courses from the major of faculty who leave Sacramento State. The program review document indicated a desire to have Asian offerings more broadly considered by areas such as Economics and Geography.
10. There has been no program staff until after this review began. There is now a shared staff with several other programs. This is a step in the right direction and should be reviewed to determine whether this is adequate.

#### **Recommendations to the Dean of SSIS**

1. The Program Review Team recommends working with the department to give work-load recognition for faculty particularly those who are teaching overloads.
2. The Program Review Team recommends working with the department and programs to develop a long-range budget plans to address their needs for operating funds.
3. The Program Review Team recommends working with the department and programs to address space needs though continued involvement of the leaders in this planning process.
4. Department Chairs and Program Directors should receive compensation for their time during the school year as well as summer and winter work (advising, responding to student questions, recruitment of students, etc.) especially student orientations when technically they are not on contract to work.
5. The Program Review Team recommends working with the departments and programs to develop a long-range hiring plan and other Deans to promote consideration of hiring in their colleges to meet program needs of interdisciplinary programs.

6. The Program Review Team recommends continuing to find ways to effectively communicate with the department chair and department faculty.
7. The Program Review Team recommends that all program directors should be invited to the SSIS Chair's meetings and University Chair's meetings.
8. The Dean has worked very closely with chairs and directors to provide support for their assessment efforts. The review team encourages the Dean to continue this effort by supporting the use of technology for teaching and learning and for program review, assessment, and accreditation at this college.
9. If budgetary constraints prevent fully supporting these programs, the review team encourages combining any of these programs into more supported programs where they can share their resources.

### **Recommendations to the Provost and the University**

1. The Program Review Team recommends continuing to work with the department and college in addressing the space needs.
2. We know the Provost has worked very closely with deans to provide support for their assessment efforts. The review team encourages the Provost to continue this effort by supporting the use of technology for teaching and learning and for program review, assessment, and accreditation at this college.
3. The review team recommends the Provost consider launching more creative and efficient faculty development efforts in program review and assessment on the campus.
4. The Program Review Team recommends improving communication of best assessment practices and sample annual assessment reports on campus, including the posting of such practices on the campus website for easy access.
5. As a comprehensive university it is important to the vision of the institution to make a core commitment to providing support for small interdisciplinary programs. These programs serve a vital function in providing a valuable resource of study to the university in the areas of women, aging, and Asian studies. If these programs are to remain viable support must be forthcoming. Specifically, support needs to address office space, administrative staff, compensation for Program Directors and Chairs for summer, winter responsibilities, and commensurate unit load release time for Program Directors and Chairs.

### **Recommendations to the Faculty Senate**

The Program Review Team recommends that the Asian Studies Program be approved for six years or until the next program review.

The Program Review Team recommends that the Gerontology Program be approved for six years or until the next program review.

The Program Review Team recommends that the Women's Studies Department be approved for six years or until the next program review.

## INTRODUCTION

In February 2011, we reviewed the three interdisciplinary programs from the College of Social Sciences and Interdisciplinary Studies (SSIS). These programs included The Department of Women's Studies, The Gerontology Program and the Asian Studies Program. Asian Studies, Gerontology, Women's Studies are three of fifteen departments or programs in the College of Social Sciences & Interdisciplinary Studies.

These three programs share the valuable characteristic of a diverse student population focusing rich perspectives on curricular areas of study. They face the challenges of lack of visibility, the inability to control curricular offering or faculty hiring in coursework for their students, and equitable compensation for the program directors or department heads.

The following is a summary of the program offerings:

1. Department of Women's Studies
  - a. Bachelor of Science
  - b. Minor
2. Gerontology Program
  - a. Minor
  - b. Bachelor of Science
  - c. Graduate Certificate in Gerontology
  - d. Special Master's Program concentrating in Gerontology and one other area of study
  - e. Special Master's students develop and title their degree according to their specific goals.
3. Asian Studies Program
  - a. Bachelor of Arts
    - i. Japanese Concentration
    - ii. Chinese Concentration
    - iii. South and Southeast Asian Concentration
  - b. Minor

This program review has adopted a new process that emphasizes collaboration between the review team, external reviewers (waived by all programs), the university assessment coordinator, the Department or Program, the College, and the University. The goal is to explicitly integrate student learning and assessment into the campus program review process.

To assist the above programs in the College of Social Sciences and Interdisciplinary Studies with its assessment and program review efforts, our review team carefully reviewed the following documents:

## **I. Overview Documents Consulted**

- Asian Studies, Gerontology, Women's Studies *Self-Study*, Fall 2010
- *California State University 2010-2012 Catalog*
- Vitae of Asian Studies, Gerontology, Women's Studies faculty
- Asian Studies, Gerontology, Women's Studies course syllabi
- Asian Studies, Gerontology, Women's Studies *Staff* Position Description Forms
- Asian Studies, Gerontology, Women's Studies *ARTPPolicies and Procedures*
- Comments regarding Asian Studies, Gerontology, Women's Studies self study reports and proposals by Dr. Terry Underwood, the University Assessment Coordinator
- Fact Books:
  - The Fact Book for the College of Social Sciences & Interdisciplinary Studies
  - The Fact Book for Asian Studies, Gerontology, Women's Studies where they exist.
- Websites:
  - The Website for the College of Social Sciences & Interdisciplinary Studies
  - The Website for the Asian Studies, Gerontology, Women's Studies department and programs
- Program Review Pilot Study, 2007-2009: Manual of Procedures for 2007-2008 Cycle
  - Sacramento State Baccalaureate Learning Goals for the 21<sup>st</sup> Century
  - WASC (Western Association of Schools and Colleges) Assessment and Program Review Documents and Rubrics
    - *WASC Resources Guide for 'Good Practices' in Academic Program Review*
    - WASC Rubric for Assessing the Quality of Academic Learning Outcomes.
    - WASC Rubric for Assessing the Use of the Capstone Experience for Assessing Program Learning Outcomes.
    - WASC Rubric for Assessing the Use of Portfolio for Assessing Program Learning Outcomes.
    - WASC Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews.

- WASC Rubric for Assessing Educational Effectiveness
- <http://www.wascsenior.org/node/211>
- WASC Rubrics for Assessing Undergraduate Majors  
<http://www.csus.edu/programassessment/WASC/RubricsforEvaluatingtheEffectivenessofAssessmentProcesses.9.07.pdf>
- WASC Commission Action Letter to President Gonzalez, July 17, 2007  
[http://www.csus.edu/wascaccreditation/WASC\\_Commission\\_Action\\_Letter.pdf](http://www.csus.edu/wascaccreditation/WASC_Commission_Action_Letter.pdf)
- Report of the WASC EER (Educational Effectiveness Review) Visiting Team from June 2009.  
(<http://www.csus.edu/wascaccreditation/Report%20of%20the%20WASC%20EER%20Visiting%20Team%20April%202009.pdf>)
- Association of American Colleges and Universities (AAC&U). 2010b. *VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics*. Retrieved on Sept. 24, 2010 from  
[http://www.aacu.org/value/rubrics/index\\_p.cfm?CFID=30550374&CFTOKEN=75090408](http://www.aacu.org/value/rubrics/index_p.cfm?CFID=30550374&CFTOKEN=75090408)
- Liberal Education and America's Promise (LEAP) by Association of American Colleges and Universities, <http://www.aacu.org/LEAP/index.cfm>
- The Essential Learning Outcomes developed by LEAP  
<http://www.aacu.org/leap/vision.cfm>
- 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>
- The University Strategic Plan  
[http://www.csus.edu/acaf/2007CSUS\\_StrategicPlan.pdf](http://www.csus.edu/acaf/2007CSUS_StrategicPlan.pdf)

### **Individuals Interviewed**

- Dr. Pat Chirapravati, Program Director, Asian Studies
- Dr. Cheryl Osborne, Program Director, Gerontology
- Dr. Rita Cameron Wedding, Chair, Women's Studies
- Dr. James Rae, Government (Asian Studies)
- Tenured Faculty Members, Asian Studies, Gerontology, Women's Studies
- Part-time Faculty Members, Asian Studies, Gerontology, Women's Studies
- Faculty Members who teach in Asian Studies, Gerontology, Women's Studies
- Support Staff, Asian Studies, Gerontology, Women's Studies

- Asian Studies, Gerontology, Women’s Studies students, both undergraduate and graduate  
Dr. Charles Gossett, Dean, College of College of Social Sciences & Interdisciplinary Studies, CSUS
- Dr. Terry Underwood, Faculty Assessment Coordinator

## **ALL PROGRAMS**

During our visit with faculty, the review team also had the opportunity to discuss the fiscal realities in which the CSU currently lives. To sustain the assessment effort in this tough budget time and to make the program review and annual assessment more effective and efficient, we concurred with Dr. Terry Underwood (the Faculty Assessment Coordinator) that the College needs to:

“Organize assessment work at the level of the College. All programs should feed into a college-level framework of outcomes, which should be clearly connected to the BALGs (Baccalaureate Learning Goals). There is no need for separate departmental reports. All of the assessment work could be communicated in a single College document or perhaps two (one undergrad, one grad.)”

Departments and Programs should work toward the further recommendation as stated by Dr. Underwood, “Develop an electronic platform for assessment that serves the need of collection, selection, reflection, analysis, and reporting. To do this, have the College assessment leaders study literature on portfolio assessment as well as electronic platforms. Design a teach-by-learn matrix and use it to build a portfolio handbook and a set of practices that result in meaningful data.”

The Program Review Team was both impressed and concerned that all three programs had strong committed leadership that are undercompensated and without this leadership the programs might not exist. Such leadership is very impressive, but Review Team wondered what might happen to these programs if these leaders decided not to continue.

## **II/Commendations**

### **THE DEPARTMENT OF WOMEN’S STUDIES**

The Department of Women’s Studies at California State University, Sacramento enters this Program Review on the high note of its recent promotion to the status of a department, and its anticipated transition to a Major, offering a full-fledged Bachelor’s degree in Women’s Studies.

The field of Women’s Studies is an integral part of any university education. This transition from a Special Major to a Bachelor’s degree is a great achievement for their department. Women’s Studies represents and promotes the College of Social Sciences and Interdisciplinary Studies’ primary mission of enhancing “our students' abilities to analyze and

make informed decisions regarding issues, problems, and policies in the Capital Region, and at the state, national, and global levels.”

Commendations and Recommendations were separated by curriculum and challenges of interdisciplinary programs as agreed to by each program during the proposal stage. Finally, the review team concludes that the Dean, Department Chairs, Program Directors and faculty care deeply about their programs and students. As such, the review team offers the following commendations to the department as a whole:

### **Commendations to the Department of Women’s Studies**

#### Curriculum

**Commendation 1: The Review Team commends the Department of Women’s Studies for the transition from a Special Major to the first offerings of a Bachelors of Science in Women’s Studies.**

**Commendation 2: The academic program offered in the department is of high quality.**

**Commendation 3: The department has made important changes and improvements in their assessment plan.**

**Commendation 4: The Review Team commends the Department of Women’s Studies for a rich set of learning objectives! Looking at cultural historical issues through an integrated lens, debating and discussing institutional issues and problems, writing research papers, reading feminist scholarship—program graduates are likely well-equipped to make far-reaching contributions to their communities.**

**Commendation 5: The Review Team commends the Department of Women’s Studies for the involvement of students in the development of the Grading Rubric for the direct assessment of student competency.**

**Commendation 6: The Review Team commends the Department of Women’s Studies for the assessment of Learning Goals and Objectives and for revealing strengths as well as areas requiring improvement.**

**Commendation 7: The faculty has incorporated the use of Sac Ct to provide current literature reflecting the trends within this field of study.**

#### Challenge of Interdisciplinary Programs

**Commendation 8: The review team commends the Women’s Studies Department for the efforts in recently achieving departmental status.**

**Commendation 9: The faculty in the department are a hard working, dedicated group of professionals who value and take pride in their academic program.**

**Commendation 10: The sense of community and collegiality in the department is strong.**

**Commendation 11: The department chair has established herself as a strong leader in the college and is well respected by her colleagues in and out of the department, and by the Dean.**

**Commendation 12: The department chair devotes countless hours to the program with six units of release time to compensate for her time. She does this out of devotion to the subject area and commitment to the students.**

**Commendation 13: Students clearly value the department's curricular offerings as well as the dedication of their faculty.**

**Commendation 14: The department staff is effective at their job and communication with the college office staff is excellent.**

### **Recommendations to the Department of Women's Studies**

While the review team found that the Department of Women's Studies is doing an admirable job in offering an interdisciplinary program that produces quality graduates, there is room for improvement. For example, while the Women's Studies Department has a rich 37 year history it has found OIR research to be of little help since it only includes information on established majors on campus and up until now Women's Studies has been a Special Major. A lot more data from the program is needed to demonstrate student learning and success. Moreover, data also needs to be intentionally used to improve student learning in classes as well as for the program as a whole.

Given the discussion above, the review team offers the following recommendations to the Department of Women's Studies as a whole.

#### Curriculum

**Recommendation 1: The strong commitment to involving students in the research process must be accompanied by recognizing faculty for their efforts. This should be done in various ways including workload credit.**

As the department grows and students begin to play a more central role in faculty research it is essential that faculty begin to get recognition for this, both in the RTP process and in faculty load. This could be achieved in course loads such as 199 and 299 while assisting students with work related to graduate students with a Women's Studies focus.

**Recommendation 2: The Department Chair should meet with the office of OIR to determine if the recent elevation of the program to department status will begin yielding information from the Fact Book for the department and usable data for use in assessment efforts.**

The department Fact Book provides invaluable data in evaluating the growth of this newly formed department. It is essential that OIR recognizes and collects this information.

**Recommendation 3: The Department Chair should meet with the Faculty Assessment Coordinator to discuss a long-range assessment plan. Utilizing the data from the annual Fact Book, surveys and/or focus groups with current students, alumni, etc. could be considered as well.**

The University Faculty Assessment Coordinator played an invaluable role in providing critical feedback in for this report and the assessment efforts of the Department of Women's Studies. Utilizing this important resource is especially important as you gain access to university data such as the Fact Book.

**Recommendation 4: It is recommended that the learning goals for the department be compared and integrated with the Baccalaureate Learning Goals for the University. The departmental assessment plan could be centered around these Baccalaureate Learning Goals to shape a plan to archive evidence of student learning along these dimensions.**

This is the central recommendation in the assessment area for the Department of Women's Studies. It is clear at this time that the department's student learning objectives have not been aligned with the Baccalaureate Learning Goals for the University. This should be the focus of the department's next assessment plan.

**Recommendation 5: The review team believes that that the Written Final Assignment for the capstone seminar in Women's Studies: WOMS 180: Feminist Theory is an excellent assessment measure. "If this assignment will become a constant in the program, it would be fruitful to develop some sort of document that captures its parts and practices for internal use and for external review (e.g. program review). It is quite a wise decision to locate assessment here, but it would be great to know more about how it works—or at least to have an asterisk that points in the direction of a document that explains it more fully," (Terry Underwood, University Faculty Assessment Coordinator).**

**Recommendation 6: The Review Team recommends the artifacts from the assessment of the Learning Goals and Objectives for Women's Studies be stored online. This would make it fairly easy for faculty to access the actual student work over time. If the faculty worked with IRB, it would be possible to amass a good source of data for research publishable in Scholarship of Teaching and Learning areas, (Terry Underwood, University Faculty Assessment Coordinator).**

**Recommendation 7: The Review team encourages the program faculty to think about making use of an e-portfolio platform to help them with the arduous task collection and examination of student work in the assessment process.**

Recommendations 5, 6 and 7: Collecting this evidence of student work which demonstrates the alignment of student learning outcomes with the Baccalaureate Learning Goals for the University will be a further challenge for the department. The archiving and storage of this information will present a challenge to students and faculty, but will be essential for demonstrating that this

alignment has worked. Working with the Faculty Assessment Coordinator should aid in this process.

**Recommendation 8: It is unclear how the RTP process will work with faculty now that there is a full time faculty person and the program has gained department status. The department RTP guidelines will need to be fully developed as the department grows.**

All new departments have experienced the need for procedures to review faculty retention, tenure and promotion. Depending on the faculty level this may not be immediate, but should be addressed before it becomes an issue. Borrowing other department guidelines will work in the short term. But the RTP process will need to reflect the department's values and should become unique to this department.

### **Challenge of Interdisciplinary Programs**

**Recommendation 9: Adequate space, administrative offices, faculty office space, and stockroom space is an important issue for the department; current levels are not adequate.**

All departments struggle with space for meetings, and storage. As the department grows these needs will need to be addressed.

**Recommendation 10: The program should work with the Dean to develop a long-range hiring plan in both staff and faculty. Of particular concern is the lack of summer coverage when students may need advising or other concerns addressed. The department office is only open half time during the school year and the staff person covers the Government Department as well as Women's Studies. A student assistant position was eliminated. In this program review process the department identifies a need to hire more full time faculty, but they may need to provide additional support for this need especially during these difficult economic times.**

Currently the department chair receives six units of release time. While this is the most of any of the small programs reviewed in this cycle it does not adequately cover summer or winter advising. The department office is only open half time and this makes it difficult to address current and prospective student needs.

**Recommendation 11: While there have been improvements in the program's webpage, the website will need continual maintenance. This will take dedication of resources toward this effort.**

Without the department office being open full time the department's website becomes more critical for students to receive information about the program. Updating this resource will take dedicated time of a faculty and a staff person.

### **THE GERONTOLOGY PROGRAM**

The Gerontology Program at Sacramento State provides students with a unique interdisciplinary perspective of the process of aging. The program offers a Bachelor degree and a Minor. A Graduate Certificate may also be used when constructing a special master's degree in

gerontology and another discipline. The Gerontology Program offers the only baccalaureate (Bachelor of Science) in northern California (since 1990). The program is active in community engagement in a variety of service learning program sites including through its Longevity Center. The Gerontology Program curriculum was conceived and has evolved based on the Association for Gerontology in Higher Education (AGHE) nationally recognized gerontological program criteria and professional practice competencies. Student who were interviewed were especially vocal in defending the need and excellent educational opportunities provided by this program and faculty.

## **Commendations for the Gerontology Program**

### **Curriculum**

**Commendation 1: The review team commends the Gerontology Program for serving as a valuable asset to the community by providing a curriculum as the only Gerontology baccalaureate (Bachelor of Science) in northern California (since 1990).**

**Commendation 2: Academic programs (undergraduate and graduate) offered in the program are of high quality, based on Association for Gerontology in Higher Education (AGHE) nationally recognized gerontological program criteria and professional practice competencies.**

**Commendation 3: The program has made important changes and improvements in their assessment plan. The review team commends the program for their development of an assessment plan that gets at the types of data to understand what their students are learning and measure such areas as alumni satisfaction.**

### **Challenge of Interdisciplinary Programs**

**Commendation 4: The review team commends the Gerontology Program for cultivating a strong base of support through their Advisory Board. This support is critical in these tough budget times.**

**Commendation 5: The review team commends the Gerontology Program for participating in community engagement in a variety of service learning program sites including its Longevity Center.**

**Commendation 6: The faculty in the department are a hard working, dedicated group of professionals who value and take pride in their academic program.**

**Commendation 7: The sense of community and collegiality in the program is strong.**

**Commendation 8: The program director has established herself as a strong leader in the college and is well respected by her colleagues in and out of the program, and by the dean.**

**Commendation 9: The program director devotes countless hours to the program without receiving commensurate compensation, but does this out of devotion to the subject area and commitment to the students.**

**Commendation 10: Students clearly value the program as well as the dedication of their faculty.**

**Commendation 11: The Program Review Team commends the Dean's of the College of Social Sciences and Interdisciplinary Studies and the College of Health and Human Services for working to move the Director's position to the College of Social Sciences and Interdisciplinary Studies. This move makes Dr. Osborne the first fulltime faculty member for the Gerontology Program. This also reduces the issues involving where the Director's service obligations belong.**

The Gerontology has had great successes, devoted faculty, great leadership and committed students. There is always a need for improvement and the following recommendations aim to provide suggestions for this improvement.

## **Recommendations to the Gerontology Program**

### **Curriculum**

**Recommendation 1: The Program Director should continue efforts to identify why OIR data and program data concerning enrollment are considerably different. This will become increasingly important during these budget times.**

This is particularly concerning if OIR in this case has student enrollment at a significantly lower number than program records indicate.

**Recommendation 2: The Review Team encourages the Gerontology Program to speak with Dan Melzer and Fiona Glade about the possibility of fulfilling the Writing Intensive requirement not in one course, but in the Major.**

Initial conversation seems that this may be a possibility. In an effort to meet the University's Graduation Initiative this kind of forward planning may be necessary to decrease unit requirements and increase student graduation rates.

**Recommendation 3: The Review Team encourages the program faculty to think about making use of an e-portfolio platform to help them with the arduous task of portfolio collection and examination. Also the Student Internship Self Evaluation tool and the Reflective Journals may be areas to include on the e-portfolio.**

Collection of material for assessment purposes remains a challenge during these tough economic times. This type of collection is important to document these assessment efforts. The program will need to shift this responsibility to the students in the form of e-portfolios. This will allow faculty to review this material from many different sites and times which is increasingly important for interdisciplinary programs.

## **Challenge of Interdisciplinary Programs**

### **Recommendation 4: Adequate space, administrative offices, faculty office space, and stockroom space is an important issue for the program; current levels are not adequate.**

The program just moved into a new space in Benicia Hall. There is still a need for conference space, but this is a marked improvement from past space shared with Nursing. Since this is deemed temporary this will be an area that will need continual review. This was also a recommendation in the last program review.

### **Recommendation 5: Office equipment at this time is shared with other programs and should be monitored for adequacy.**

As addressed in Recommendation 4 this area has been recently addressed since this program review began. Since this is deemed temporary this will be an area that will need continual review.

### **Recommendation 6: The program should work with the dean to develop a long-range hiring plan in both staff and faculty. Of particular concern is the lack of summer coverage when students may need advising or concerns addressed. Also the decrease in release time to three units for the director of the program is a particularly concerning trend.**

The schedule of orientation, advising and assessment both during the summer and winter without compensation is an area that must be addressed. It is only the devotion of the Program Director that allows this situation to continue to work despite the lack of compensation.

### **Recommendation 7: A review of the recent sharing of office staff with other department and programs should occur to analyze the effectiveness of this arrangement.**

This area has promise for both Gerontology and for other programs, but careful monitoring of this sharing arrangement must be made so staff does not feel pulled in many directions and overloaded. The adequacy of this program must be under review to insure it is effective.

### **Recommendation 8: While there have been improvements in the program's webpage, the website will need continual maintenance. This will take dedication of resources toward this effort.**

This important resource must be maintained and updated as it may be the only source of information for students during times when the program's office is not open.

## **THE ASIAN STUDIES PROGRAM**

The Asian Studies program has gone through a major transition over the past decade as faculty members have retired and new ones have come on board. The one constant throughout is the dedication of the faculty to the program. Since faculty are drawn from departments across campus this will remain both a strength and a challenge in the years to come. All faculty members make the time to volunteer their time to the Asian Studies program from other departments. Under the leadership of Dr. Chirapavati, the Asian Studies Program has had a competent and devoted leader. Without compensation the program remains viable only as long as the leadership continues to volunteer their time.

## **Commendations to the Asian Studies Program**

### **Curriculum**

**Commendation 1: Academic program offerings in Asian Studies are of high quality.**

**Commendation 2: The program has made important changes and improvements in their assessment plan.**

**Commendation 3: The Asian Studies Program has made important and significant steps in eliminating redundancies in curricular offering with other CSUS departments (i.e. they dropped the Asian American concentration because it was redundant given that it was offered by Ethnic Studies).**

**Commendation 4: The program has expanded their course offerings and other concentrations with the addition of new faculty and made changes in light of faculty retirements.**

**Commendation 5: The Asian Studies program is commended for the redesigned of the core capstone ASIA 198 course to be a more interdisciplinary class that allows a variety of faculty to participate in a team-taught environment.**

**Commendation 6: The Asian Studies Program has a unique place among CSU campuses. Sacramento State is one of only five CSU campuses offering Asian Studies as a BA degree.**

### **Challenge of Interdisciplinary Programs**

**Commendation 7: The program director has established herself as a strong leader in the college and is well respected by her colleagues in and out of the program, and by the dean.**

**Commendation 8: The faculty in the program are a hard working, dedicated group of professionals who value and take pride in their academic program.**

**Commendation 9: The sense of community and collegiality in the program is strong.**

**Commendation 10: The program director devotes countless hours to the programs without receiving any compensation, but does this out of devotion to the subject area and commitment to the students.**

**Commendation 11: Students clearly value each of the programs as well as the dedication of their faculty.**

**Commendation 12: The program review team commends the Asian Studies Program for the recent surge in students from 10-15 majors to over 40 current majors.**

**Commendation 13: The Asian Studies Program held a symposium in 2007 showcasing the scholarship of the Asian Studies faculty. This is an important event to build cohesion among faculty and to build support for their efforts. The faculty plan to hold another symposium in 2010 or 2011.**

**Commendation 14: The Asian Studies Program is commended for the number of students who find opportunities overseas to further their education and to utilize the program knowledge they receive at Sacramento State University.**

### **Recommendations to the Asian Studies Program**

While the program has had great successes it also has many challenges and as such the Program Review Team makes the following recommendations:

#### **Curriculum**

**Recommendation 1: The program director should meet with the university Faculty Assessment Coordinator to discuss a long-range assessment plan. Utilizing the data from the annual Fact Book, surveys and/or focus groups with current students, alumni, etc. could be considered as well.**

With a program that has undergone so much change in curriculum with retirements and new faculty; the assessment efforts will continue to be a challenge. Working with the Faculty Assessment Coordinator to establish a long term, sustainable assessment measure will be necessary to provide usable assessment data. The ASIA 198 course seems like a reasonable place to collect this data, but offering this course remains to be difficult without compensation (see Recommendation 4).

**Recommendation 2: Program learning goals are unclear and the concentrations goals appear to be similar, but stated differently. The Review Team suggests that the goals for each concentration be standardized, matching program goals. Many of the goals as written appear to be difficult to measure.**

Again working with the University Assessment Coordinator may aid in streamlining these goals.

**Recommendation 3: It is recommended that the learning goals for the department be compared and integrated with the Baccalaureate Learning Goals for the University. The program assessment plan could be centered around these Baccalaureate Learning Goals to shape a plan to archive evidence of student learning along these dimensions. Perhaps the student use of an e-portfolio may aid in collection of these assignments. As it is the assessment efforts appear to be fragmented across multiple courses with multiple measures of assessment.**

This is probably the most challenging and pressing need for this program to address. It is challenging because of the changing nature of the curriculum and the lack of financial support to allow faculty to give the time and energy needed to develop a comprehensive assessment plan and alignment of the various options to the Baccalaureate Learning Goals. The Faculty Assessment Coordinator should help in these efforts, but will not alone be sufficient for this project to develop into fruition.

**Recommendation 4: The Program Director should work with the Dean to establish compensation for faculty to teach the ASIA 198 Capstone course which is a part of the major requirements, and now team taught, but is only taught as a faculty overload.**

See recommendation number one. This course was designed in response to recommendations during a previous program review. The recent efforts to team teach this course will help distribute the faculty overload issue, but will still not address that this core course needs to have faculty compensated for their time to be a sustainable model of curriculum planning.

**Recommendation 5: There appears to be a bottleneck of majors trying to get foreign languages, particularly Japanese and Chinese. The Review Team suggests working with the Dean to provide adequate support for these positions and to eliminate curricular roadblocks for students. This is critical for the program's success.**

After discussion with the Chair of Foreign languages this bottle neck does not appear to have an immediate solution. Perhaps alternate coursework from online or other universities would provide an undesirable, but temporary solution to this issue.

**Recommendation 6: Consider partnering with other CSU campuses to create or use online courses to augment the curricula particularly where curricular roadblocks occur.**

See Recommendation Five.

### **Challenge of Interdisciplinary Programs**

**Recommendation 7: While there have been improvements in the program's webpage, the website should be modernized and updated with current information. This will require administrative support.**

Recent sharing of office staff with Gerontology may aid in these efforts. Since this has been deemed a temporary arrangement, this should be monitored to determine if long term support is provided.

**Recommendation 8: Adequate space, administrative offices, faculty office space, and stockroom space is an important issue for the program; current levels are not adequate as it appears the Asian studies has no designated space.**

Without space and dedicated offices this program will continue to be difficult to find and difficult to sustain.

**Recommendation 9: The program should work with the Dean and other Deans on campus to develop a long-range hiring plan. Of particular concern is the lack of summer coverage when students may need advising or concerns addressed. Also the lack of any release time for the director of the program is a particularly concerning trend. It is important to note that the program has no control over who is hired in the university that teaches about Asia. The program must constantly adjust its curriculum to reflect the teaching interests of new faculty who are hired by departments, as well as delete courses from the major of faculty who leave Sacramento State. The program review document indicated a desire to have Asian offerings more broadly considered by areas such as Economics and Geography.**

There seems to be a general feeling of being devalued by the college and university expressed within the program review by the Asian Studies Program. The curriculum is unstable and changes based on currently available faculty, their willingness to teach courses, sometimes on overload and the availability of coursework. Students expressed frustration with the uncertainty of curriculum and their ability to get classes. The Director does not receive compensation for her efforts and time and does not seem to feel appreciated by her own college. In comparison to the other two programs, ASP is the only program that the director did not get any assigned time from teaching (i.e., Women Studies received 6 units and Gerontology received 3 units). In addition Pat Chirapravati is a faculty in the College of Arts and Letters, she is required to teach 4 classes instead of 3 (require in SSIS). A long term hiring plan on a five year cycle must be under review.

**Recommendation 10: There has been no program staff until after this review began. There is now a shared staff with several other programs. This is a step in the right direction and should be reviewed to determine whether this is adequate.**

Recent, but temporary arrangements have been provided to receive part time staff help. This arrangement should be monitored to insure ongoing adequacy. Until this recent change there was no clear mail drop off or department office.

#### **RECOMMENDATION TO THE DEAN OF SSIS**

**Recommendation 1: The Program Review Team recommends working with the department to give work-load recognition for faculty particularly those who are teaching overloads.**

**Recommendation 2: The Program Review Team recommends working with the department and programs to develop a long-range budget plans to address their needs for operating funds**

**Recommendation 3: The Program Review Team recommends working with the department and programs to address space needs though continued involvement of the leaders in this planning process.**

**Recommendation 4: Department Chairs and Program Directors should receive compensation for their time during the school year as well as summer and winter work (advising, responding to student questions, recruitment of students, etc.) especially student orientations when technically they are not on contract to work.**

**Recommendation 5: The Program Review Team recommends working with the departments and programs to develop a long-range hiring plan and other Deans to promote consideration of hiring in their colleges to meet program needs of interdisciplinary programs.**

**Recommendation 6: The Program Review Team recommends continuing to find ways to effectively communicate with the department chair and department faculty.**

**Recommendation 7: The Program Review Team recommends that all program directors should be invited to the SSIS Chair's meetings and University Chair's meetings.**

**Recommendation 8: The Dean has worked very closely with chairs and directors to provide support for their assessment efforts. The review team encourages the Dean to continue this effort by supporting the use of technology for teaching and learning and for program review, assessment, and accreditation at this college.**

Many departments and faculty from small programs, who are under compensated, are feeling overwhelmed by the Program Review and assessment process. Thus, the College needs to think strategically how it can build the college capacity to promote and oversee sustainable accreditation, program review and assessment efforts.

“Organizing the assessment efforts at the level of the College and using technology to develop an electronic platform for assessment that serves the need of collection, selection, reflection, analysis, and reporting at the College may make the assessment, program review, and accreditation processes more effective and efficient. The e-portfolios have the potential not only to make the assessment and program review at the College more efficient and effective, but also to enable students and faculty to easily collect, analyze, and reflect on their own teaching and learning from the very beginning when graduate students get into the program to the end when they finish their thesis, projects, or comprehensive examine” Terry Underwood Faculty Assessment Coordinator.

**Recommendation 9: If budgetary constraints prevent fully supporting these programs, the review team encourages combining any of these programs into more supported programs where they can share their resources.**

## **RECOMMENDATIONS TO THE PROVOST AND UNIVERSITY**

**Recommendation 1: The Program Review Team recommends continuing to work with the department and college in addressing the space needs.**

**Recommendation 2: We know the Provost has worked very closely with deans to provide support for their assessment efforts. The review team encourages the Provost to continue this effort by supporting the use of technology for teaching and learning and for program review, assessment, and accreditation at this university.**

Many departments and faculty from small programs, who are under compensated, are feeling overwhelmed by the Program Review and assessment process. Thus, the University needs to think strategically how it can build the college capacity to promote and oversee sustainable accreditation, program review and assessment efforts.

“Organizing the assessment efforts at the level of the College and using technology to develop an electronic platform for assessment that serves the need of collection, selection, reflection, analysis, and reporting at the College may make the assessment, program review, and accreditation processes more effective and efficient. The e-portfolios have the potential not only to make the assessment and program review at the College more efficient and effective, but also to enable students and faculty to easily collect, analyze, and reflect on their own teaching and learning from the very beginning when graduate students get into the program to the end when they finish their thesis, projects, or comprehensive examine,” Terry Underwood Faculty Assessment Coordinator.

**Recommendation 3: The review team recommends the Provost consider launching more creative and efficient faculty development efforts in program review and assessment on the campus.**

Under the Provost’s leadership, great progress has been made in program review and assessment in the Department, the College, and the University. However, to sustain this effort, more faculty members with assessment interest and expertise are needed in the Department, the College, and the University. Such interest and expertise are critical to move faculty from resistance and disengagement to a culture where assessment is valued, owned, and led by faculty

**Recommendation 4: The Program Review Team recommends improving communication of best assessment practices and sample annual assessment reports on campus, including the posting of such practices on the campus website for easy access.**

This would be a relatively inexpensive, efficient, and effective means of allowing this college – and all others – to benefit from the institutional knowledge and experience that we have as a community.

**Recommendation 5: As a comprehensive university it is important to the vision of the institution to make a core commitment to providing support for small interdisciplinary programs. These programs serve a vital function in providing a valuable resource of study to the university in the areas of women, aging, and Asian studies. If these programs are to remain viable support must be forthcoming. Specifically, support needs to address office space, administrative staff, compensation for Program Directors and Chairs for summer, winter responsibilities, and commensurate unit load release time for Program Directors and Chairs.**

While these programs cost the university little (these three programs cost less than nine units of release time to administer) they often worry, as expressed by students and faculty, that their contributions will be overlooked and these programs will be at risk for elimination. They have specialized challenges often creating FTES outside the college and with little control over staffing and curricular offering which they depend on outside their programs. The review team heard many students and faculty express the opinion that these programs should be provided support.

The alternative would be to combine these programs with other departments or programs to provide support with more well funded curricular offerings.

### **RECOMMENDATIONS TO THE FACULTY SENATE**

The Program Review Team recommends that the Asian Studies Program be approved for six years or until the next program review.

The Program Review Team recommends that the Gerontology Program be approved for six years or until the next program review.

The Program Review Team recommends that the Women's Studies Department be approved for six years or until the next program review.