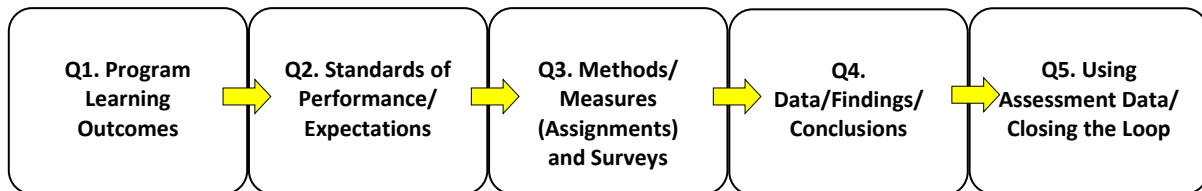


Executive Summary for the 2013-2014 Annual Assessment Reports California State University, Sacramento



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2015

Executive Summary for the 2013-2014 Annual Assessment Report California State University, Sacramento

Q1. Program Learning Outcomes

In the 2013-2014 academic year, our academic programs assessed the following learning outcomes (See Table I for more details). The top five learning outcomes assessed included: 1) critical thinking (critical thinking, inquiry and analysis, problem solving, and creative thinking), 2) written communication, 3) overall competencies in the discipline, 4) integrative and applied learning, and 5) oral communication skills. These program learning outcomes aligned directly with the institutional learning outcomes and with the missions of the university and accreditation agencies.

Table 1: Program Learning Outcomes (PLOs) Assessed in 2013-2014

Program Learning Outcome	Program assessed PLO (Q1.1)		Program's Conclusions (Q3.4)	
	Program PLO Assessed	n	Feedback Meet/Exceed (Yes + Mostly)	n
Critical Thinking				
Critical Thinking	(33%)	n = 26/78	(80%)	n = 16/20
Inquiry and Analysis	(21%)	n = 16/78	(67%)	n = 6/9
Problem Solving	(10%)	n = 8/78	(83%)	n = 5/6
Creative Thinking	(9%)	n = 7/78	(100%)	n = 6
Written Communication	39%	n = 30/78	78%	n = 18/23
Overall Competencies in the Major/Discipline	30%	n = 23/78	89%	n = 16/18
Integrative and Applied Learning	19%	n = 15/78	91%	n = 10/11
Oral Communication	18%	n = 14/78	80%	n = 8/10
Information Literacy	14%	n = 11/78	83%	n = 5/6
Intercultural Knowledge and Competency	13%	n = 10/78	88%	n = 7/8
Team Work	10%	n = 8/78	100%	n = 6
Quantitative Literacy	10%	n = 8/78	80%	n = 4/5
Ethical Reasoning	10%	n = 8/78	80%	n = 4/5
Foundations and Skills for Lifelong Learning	9%	n = 7/78	80%	n = 4/5
Reading	9%	n = 7/78	75%	n = 3/4
Civic Knowledge and Engagement	8%	n = 6/78	75%	n = 3/4
Other	4%	n = 3/78	0%	-
Overall Competencies for GE Knowledge	1%	n = 1/78	100%	n = 1

The majority of the student learning outcomes were published in the program's course syllabi, websites, newsletters, and/or assessment plans or reports (See Table 2 for more details). Table 3 showed the academic years the 78 programs developed and updated their assessment plan.

Table 2 (Q2.2.1): Places Where PLOs Were Published (**Circle all that apply**)

54%	In the assessment or program review reports/plans/resources/activities
40%	In SOME course syllabi/assignments in the program that claim to introduce/develop/master the PLO(s)
28%	On the academic unit website or in the newsletters
26%	In ALL course syllabi/assignments in the program that claim to introduce /develop/master the PLO(s)
23%	In other places, specify:
14%	In the department/college/university's strategic plans and other planning documents
9%	In the student handbook/advising handbook
9%	In the new course proposal forms in the department/college/university
5%	In the department/college/university's budget plans and other resource allocation documents
-	In the university catalogue

Table 3: The Academic Years in Which Programs **Developed** and **Updated** the Assessment Plans

Colleges	Programs	Developed	Updated
Arts & Letters <i>n</i> = 18	Art History BA	2011-2012	No Update
	Art Studio BA	No Formal Plan	No Update
	Communication BA	2012-2013	2013-2014
	Design Graphics BA	2007-2008	2012-2013
	Design Interior BA	No Answer	2011-2012
	Design Photography BA	No Formal Plan	No Update
	English BA	2011-2012	2011-2012
	FORL French BA	2013-2014	2013-2014
	FORL German Minor	No Answer	No Answer
	FORL Italian Minor	2011-2012	2012-2013
	FORL Spanish BA	2012-2013	2012-2013
	FORL Spanish MA	2012-2013	2012-2013
	History BA	2008-2009	2013-2014
	Humanities & Religious Studies BA	2010-2011	2010-2011
	Humanities & Religious Studies MA	2010-2011	2010-2011
	Music BA	2007-2008	2012-2013
Philosophy BA	2012-2013	2013-2014	
Theatre BA	2009-2010	No Update	
Business Admin	Business Administration BS	Before 2007-08	2013-2014
Education <i>n</i> = 15	ASL & Deaf Studies BA	2013-2014	2013-2014
	Child Development BA	Before 2007-08	2013-2014
	Child Development MA	2012-2013	2013-2014
	Counseling Vocational Rehabilitation MA	2012-2013	No Update
	Counselor Education MA	2009-2010	No Update
	Gender Equity & Curriculum MA	2009-2010	No Update
	iMet MA	2013-2014	2012-2013
	Language & Literacy MA	Before 2007-08	No Update

	Leadership MA	Before 2007-08	Before 2007-08
	Mild/Mod Disabilities Cred.	2012-2013	No Update
	Multi Subject Cred.	2012-2013	No Update
	Multicultural MA	2008-2009	2009-2010
	School Psychology Ed. S.	Before 2007-08	2010-2011
	Single Subject Cred.	2012-2013	No Update
	Special Education MA	2010-2011	No Update
Engineering & Comp. Sci. <i>n = 4</i>	Computer Science BS	2010-2011	2012-2013
	Computer Science MS	2010-2011	2011-2012
	Mechanical Engineering BS	2008-2009	2013-2014
	Mechanical Engineering MS	2008-2009	2011-2012
Health & Human Services <i>n = 15</i>	Athletic Training BS	2011-2012	2011-2012
	Criminal Justice BS	2011-2012	2012-2013
	Criminal Justice CCE BS	No Formal Plan	No Update
	Criminal Justice MS	No Formal Plan	No Update
	Health Science BS	2011-2012	No Update
	Nursing BS	2011-2012	No Update
	Nursing MS	2011-2012	No Update
	Nursing w/ RN BS	2011-2012	No Update
	Parks & Recreation – Park Mgt. BS	Before 2007-08	2013-2014
	Parks & Recreation – Rec. Therapy BS	2013-2014	2013-2014
	Parks & Recreation MS	2013-2014	2013-2014
	Physical Therapy Doctorate	2010-2011	No Update
	Social Work BA	2008-2009	No Update
	Social Work MA	2008-2009	No Update
	Speech Pathology & Audiology BS	2011-2012	2011-2012
Natural Science & Mathematics <i>n = 6</i>	Biology BA/BS	Before 2007-08	No Update
	Chemistry BA/BS	Before 2007-08	Before 2007-08
	Geography BA	2007-2008	2012-2013
	Geology BA/BS	Before 2007-08	2013-2014
	Mathematics BA	Before 2007-08	Before 2007-08
	Physics BS	Before 2007-08	Before 2007-08
Social Sciences & Interdisc. Studies <i>n = 19</i>	Anthropology BA	2008-2009	2012-2013
	Asian Studies BA	2012-2013	No Update
	Economics BA	Before 2007-08	2009-2010
	Environmental Studies BA	No Formal Plan	2011-2012
	Ethnic Studies BA	2008-2009	2012-2013
	FACS – Family BA	2012-2013	2013-2014
	FACS – Fashion BA	2012-2013	2013-2014
	FACS – Nutrition BA	2012-2013	2013-2014

Gerontology BS	2009-2010	2011-2012
Government & International Relations BA	2012-2013	2012-2013
Liberal Studies BA	Before 2007-08	2012-2013
Psychology – ABA MA	2012-2013	2013-2014
Psychology – I/O MA	2012-2013	2013-2014
Psychology BA	2012-2013	2013-2014
Psychology MA	2012-2013	2013-2014
Public Policy Administration MA	Before 2007-08	2013-2014
Social Sciences BA	Before 2007-08	2012-2013
Sociology BA	2011-2012	2011-2012
Women’s Studies BA	2009-2010	2011-2012
Total n programs = 78	<i>n</i> = 71 (91%)	<i>n</i> = 54 (69.2%)

Q2. Standards of Performance/Expectations

About 60% of the programs developed standards/expectations for all or some of the program learning outcomes (PLOs) assessed in 2013-14. See Tables 4 and 5 for more details.

Table 4 (Q2.1): Explicit Standards/Expectations

40%	Yes, we have developed standards/expectations for ALL PLOs assessed in 2013-14.
35%	No
21%	Yes, we have developed standards/expectations for SOME PLOs assessed in 2013-14.
3%	Not Applicable
1%	Don’t know
[<i>n</i> = 77]	

Table 5: Programs Developed **Standards** of Performance and **Published** Them

College	Program	Standards	Published
Arts & Letters <i>n</i> = 18	Art History BA	No	No
	Art Studio BA	No Answer	N/A
	Communication BA	For Some	Yes
	Design Graphics BA	N/A	No
	Design Interior BA	No	No
	Design Photography BA	No	No
	English BA	For All	Yes
	FORL French BA	For All	Yes
	FORL German Minor	For All	No Answer
	FORL Italian Minor	For Some	Yes
	FORL Spanish BA	For All	Yes

	FORL Spanish MA	For All	Yes
	History BA	For All	Yes
	Humanities & Religious Studies BA	No	Yes
	Humanities & Religious Studies MA	No	Yes
	Music BA	No	No
	Philosophy BA	For All	Yes
	Theatre BA	No	Yes
Business Admin	Business Administration BS	No	No
Education <i>n = 15</i>	ASL & Deaf Studies BA	For All	No
	Child Development BA	For All	No
	Child Development MA	For All	No
	Counseling Vocational Rehabilitation MA	For All	No
	Counselor Education MA	For All	Yes
	Gender Equity & Curriculum MA	For All	No
	iMet MA	For Some	Yes
	Language & Literacy MA	For All	No
	Leadership MA	No	No
	Mild/Mod Disabilities Cred.	For All	Yes
	Multi Subject Cred.	For All	Yes
	Multicultural MA	For Some	No
	School Psychology Ed.S	For All	Yes
	Single Subject Cred.	For All	Yes
Special Education MA	For Some	No	
Engineering & Computer Science <i>n = 4</i>	Computer Science BS	For All	Yes
	Computer Science MS	For Some	Yes
	Mechanical Engineering BS	For All	Yes
	Mechanical Engineering MS	For Some	Yes
Health & Human Services <i>n = 15</i>	Athletic Training BS	For All	No
	Criminal Justice BS	For All	No
	Criminal Justice CCE BS	No	No
	Criminal Justice MS	For Some	No
	Health Science BS	For All	No
	Nursing BS	For All	No
	Nursing MS	For All	Yes
	Nursing w/ RN BS	For All	No
	Parks & Recreation – Park Mgt. BS	For All	Yes
	Parks & Recreation – Rec. Therapy BS	For All	Yes
	Parks & Recreation MS	For All	No
	Physical Therapy Doctorate	For All	Yes
	Social Work BA	For All	Yes
Social Work MA	For All	Yes	

	Speech Pathology & Audiology BS	For All	No
Natural Science & Mathematics <i>n</i> = 6	Biology BS/BA	For All	Yes
	Chemistry BS/BA	For Some	No
	Geography BA	For Some	Yes
	Geology BS	For All	Yes
	Mathematics BA	For Some	No
	Physics BS	For All	No
Social Sciences & Interdisciplinary Studies <i>n</i> = 19	Anthropology BA	For Some	No
	Asian Studies BA	For All	No
	Economics BA	For All	Yes
	Environmental Studies BA	For All	No
	Ethnic Studies BA	For All	Yes
	FACS Family BA	For All	Yes
	FACS Fashion BA	For All	Yes
	FACS Nutrition BA	For All	Yes
	Gerontology BS	For All	Yes
	Government & International Relations BA	For All	Yes
	Liberal Studies BA	For All	No
	Psychology – ABA MA	For All	No
	Psychology – I/O MA	For All	No
	Psychology BA	For All	No
	Psychology MA	For All	No
	Public Policy Administration MA	For All	Yes
	Social Sciences BA	For All	Yes
	Sociology BA	For All	Yes
Women’s Studies BA	For All	Yes	
Total <i>n</i> programs = 78		<i>n</i> = 47 (60.3%)	<i>n</i> = 41 (52.6%)

Q3. Methods and Measures

Almost 90% of our programs conducted assessment by collecting and evaluating the data. See Table 6 for more details.

We used various measures to assess student learning outcomes, including direct, indirect, and other measures. The majority of the direct assessment came from capstone projects and/or key assignments from other core classes. See Tables 7 and 8 for more details.

Many programs also used various indirect measures, including student surveys (conducted by the university, the colleges, and/or the departments), focus group interviews, or alumni surveys. See Tables 9 and 8 for more details.

Some programs also used other measures including national disciplinary exams or state/professional licensure exams and general knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) See Table 10 for more details.

Table 6: Programs Collected and/or Evaluated the Assessment Data.

College	Program	Collected	Evaluated	Capstone
Arts & Letters <i>n = 18</i>	English BA	Yes	Yes	Yes
	Art History BA	Yes *	No	Yes
	Art Studio BA	No Answer	No Answer	Yes
	Communication BA	Yes	Yes	Yes
	Design Graphics BA	Yes	Yes	Yes
	Design Interior BA	Yes	Yes	Yes
	Design Photography BA	Yes	Yes	Yes
	FORL French BA	Yes	Yes	No
	FORL German Minor	Yes	Yes	No Answer
	FORL Italian Minor	Yes	Yes	Yes
	FORL Spanish BA	Yes	Yes	No
	FORL Spanish MA	Yes	Yes	No
	History BA	Yes	Yes	Yes
	Humanities & Religious Studies BA	Yes	Yes	Yes
	Humanities & Religious Studies MA	Yes	Yes	Yes
	Music BA	Yes	Yes	Yes
Philosophy BA	Yes	Yes	Yes	
Theatre BA	Yes	Yes	No	
Business Admin	Business Administration BS	No	N/A	Yes
Education <i>n = 15</i>	Child Development MA	Yes	Yes	Yes
	ASL & Deaf Studies BA	Yes	Yes	Yes
	Child Development BA	Yes	Yes	No
	Counseling Vocational Rehabilitation MA	No	N/A	Yes
	Counselor Education MA	Yes	Yes	Yes
	Gender Equity & Curriculum MA	No	No	Yes
	iMet MA	Yes	Yes	Yes
	Language & Literacy MA	Yes	Yes	Yes
	Leadership MA	Yes	Yes	Yes
	Mild/Mod Disabilities Cred.	Yes	Yes	Yes
	Multi Subject Cred.	Yes	Yes	No
	Multicultural MA	Yes	Yes	Yes
	School Psychology Ed.S	Yes	Yes	Yes
	Single Subject Cred.	Yes	Yes	No
Special Education MA	Yes	Yes	Yes	

Engineering & Comp. Sci. <i>n = 4</i>	Computer Science BS	Yes	Yes	Yes
	Computer Science MS	Yes	Yes	No
	Mechanical Engineering BS	Yes	Yes	Yes
	Mechanical Engineering MS	Yes	Yes	Yes
Health & Human Services <i>n = 15</i>	Athletic Training BS	Yes	Yes	Yes
	Criminal Justice BS	Yes	Yes	Yes
	Criminal Justice CCE BS	N/A	N/A	Yes
	Criminal Justice MS	Yes	Yes	No
	Health Science BS	Yes	Yes	Yes
	Nursing BS	Yes	Yes	Yes
	Nursing MS	Yes	Yes	Yes
	Nursing w/ RN BS	Yes	Yes	No
	Parks & Recreation – Park Mgt. BS	Yes	Yes	No
	Parks & Recreation – Rec. Therapy BS	Yes	Yes	Yes
	Parks & Recreation MS	No	N/A	Yes
	Physical Therapy Doctorate	Yes	Yes	Yes
	Social Work BA	Yes	Yes	No
	Social Work MA	Yes	Yes	Yes
Speech Pathology & Audiology BS	No	N/A	No	
Natural Science & Mathematics <i>n = 6</i>	Biology BS/BA	Yes	Yes	Yes
	Chemistry BS/BA	Yes	Yes	Yes
	Geography BA	Yes	Yes	Yes
	Geology BS	Yes	Yes	Yes
	Mathematics BA	Yes	Yes	Yes
	Physics BS	Yes	No	Yes
Social Sciences & Interdisciplinary Studies <i>n = 19</i>	Anthropology BA	Yes	Yes	No
	Asian Studies BA	Yes	Yes	Yes
	Economics BA	Yes	Yes	Yes
	Environmental Studies BA	No	N/A	Yes
	Ethnic Studies BA	Yes	Yes	Yes
	FACS Family BA	Yes	Yes	Yes
	FACS Fashion BA	Yes	Yes	Yes
	FACS Nutrition BA	Yes	Yes	Yes
	Gerontology BS	Yes	Yes	Yes
	Government & International Relations BA	Yes	Yes	No
	Liberal Studies BA	Yes	Yes	Yes
	Psychology – ABA MA	Yes	Yes	Yes
	Psychology – I/O MA	Yes	Yes	Yes
	Psychology BA	Yes	Yes	Yes
Psychology MA	Yes	Yes	Yes	

	Public Policy Administration MA	Yes	Yes	Yes
	Social Sciences BA	Yes	Yes	Yes
	Sociology BA	Yes	Yes	No
	Women's Studies BA	Yes	Yes	Yes
Total n programs = 78		<i>n</i> = 69 (88.5%)	<i>n</i> = 68 (87.2%)	<i>n</i> = 61 (78.2%)

* Selected "yes", but has no assessment

Table 7: Direct Measures

48%	Capstone projects (including theses, senior theses), courses, or experiences
30%	Key assignments from other CORE classes
25%	Classroom based performance assessments such as simulations, comprehensive exams, critiques
20%	Other measure. Specify:
9%	Key assignments from other classes
8%	External performance assessments such as internships or other community based projects
8%	Other portfolios
2%	E-Portfolios

Table 8: Direct and Indirect Measures Used by the Programs to Assess their Learning Outcomes

Key for Direct measures: 1: capstone projects, 2: key assignments from required classes, 3: key assignments from elective classes, 4: classroom based performance assessments, 5: external performance assessment, 6: e-portfolio, 7: other portfolios, 8: other measures

Key for Indirect measures: 1: national survey, 2: university survey, 3: college/department/program survey, 4: alumni survey/focus group/interviews, 5: employer survey/focus group /interviews, 6: advisory board surveys/focus group/interviews, 7: other measures

College	Program	Direct Measure	Indirect Measure
Arts & Letters <i>n</i> = 18	Art History BA	No Answer	N/A
	Art Studio BA	No Answer	N/A
	Communication BA	1, 2, 4	N/A
	Design Graphics BA	1, 4, 7	N/A
	Design Interior BA	8	7
	Design Photography BA	1	N/A
	English BA	2, 3	N/A
	FORL French BA	4	N/A
	FORL German Minor	*	N/A
	FORL Italian Minor	4	N/A
	FORL Spanish BA	3	7
	FORL Spanish MA	3, 4	7
	History BA	1, 2	3
	Humanities & Religious Studies BA	2, 4	N/A
	Humanities & Religious Studies MA	3	N/A
	Music BA	1, 2	N/A
	Philosophy BA	1, 4	3
Theatre BA	4	N/A	

Business Admin	Business Administration BS	No Answer	N/A
Education <i>n</i> = 15	ASL & Deaf Studies BA	2, 4	N/A
	Child Development BA	No	3
	Child Development MA	1	N/A
	Counseling Vocational Rehabilitation MA	N/A	N/A
	Counselor Education MA	5	3
	Gender Equity & Curriculum MA	N/A	N/A
	iMet MA	1, 6	7
	Language & Literacy MA	1, 2, 4, 7	N/A
	Leadership MA	1, 2	N/A
	Mild/Mod Disabilities Cred.	2, 8	N/A
	Multi Subject Cred.	2, 8	7
	Multicultural MA	8	4
	School Psychology Ed.S	8	N/A
	Single Subject Cred.	2, 8	N/A
	Special Education MA	8	N/A
Engineering & Comp. Sci. <i>n</i> = 4	Computer Science BS	1, 4, 5	N/A
	Computer Science MS	1	N/A
	Mechanical Engineering BS	1	7
	Mechanical Engineering MS	1	7
Health & Human Services <i>n</i> = 15	Athletic Training BS	2	N/A
	Criminal Justice BS	1	N/A
	Criminal Justice CCE BS	*	N/A
	Criminal Justice MS	1	N/A
	Health Science BS	4	N/A
	Nursing BS	2	7
	Nursing MS	1	1
	Nursing w/ RN BS	2	N/A
	Parks & Recreation – Park Mgt. BS	2, 7	7
	Parks & Recreation – Rec. Therapy BS	2	7
	Parks & Recreation MS	No Assessment	N/A
	Physical Therapy Doctorate	4, 7	4
	Social Work BA	5	N/A
	Social Work MA	5	N/A
	Speech Pathology & Audiology BS	No Answer	N/A
Natural Science & Mathematics <i>n</i> = 6	Biology BS/BA	1	N/A
	Chemistry BS/BA	8	3

	Geography BA	1, 8	3
	Geology BS	8	N/A
	Mathematics BA	2	N/A
	Physics BS	N/A	N/A
Social Sciences & Interdisciplinary Studies <i>n</i> = 19	Anthropology BA	1	N/A
	Asian Studies BA	1	N/A
	Economics BA	1	3
	Environmental Studies BA	N/A	N/A
	Ethnic Studies BA	1, 2, 3, 7	N/A
	FACS Family BA	8	N/A
	FACS Fashion BA	8	N/A
	FACS Nutrition BA	4, 8	N/A
	Gerontology BS	1, 5	N/A
	Government & International Relations BA	2, 3	N/A
	Liberal Studies BA	No	2
	Psychology – ABA MA	1	3
	Psychology – I/O MA	1	3
	Psychology BA	1, 4	N/A
	Psychology MA	1	3
	Public Policy Administration MA	1	3
	Social Sciences BA	1	N/A
	Sociology BA	4	N/A
	Women’s Studies BA	1	N/A
Total <i>n</i> programs = 78	<i>n</i> = 66 (84.6%)	<i>n</i> = 26 (33.3%)	

Table 9: Indirect Measures

44%	College/Department/program conducted student surveys
40%	Others, specify:
8%	Alumni surveys, focus groups, or interviews
4%	University conducted student surveys (OIR surveys)
4%	National student surveys (e.g., NSSE, etc.)
-	Employer surveys, focus groups, or interviews
-	Advisory board surveys, focus groups, or interviews
	[n = 25]

Table 10: Other Measures

44%	National disciplinary exams or state/professional licensure exams
44%	Others, specify:
11%	General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.)
-	Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.)
	[n = 9]

Q4: Data/Results/Findings

The overwhelming majority of the programs reported that they met or exceeded their expectations. See Table 1 for more details. For more detailed data, results, and findings, please visit our website at <http://www.csus.edu/programassessment/annual-assessment/2013-14Assessment.html>.

Q5: Using Assessment Data/Closing the Loop

Moreover, our programs used the assessment data for a variety of purposes, including the external accountability reporting, revising rubrics and/or expectations, improving specific courses, modifying curriculum, or improving advising and mentoring. See Table 11 for more details.

Table II: Use of Assessment Data

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Total N
External accountability reporting requirement	64%	9%	-	27%	N = 11
Program accreditation	46%	15%	19%	19%	N = 26
Annual assessment reports	41%	27%	29%	3%	N = 59
Revising rubrics and/or expectations	32%	9%	39%	20%	N = 54
Developing/updating assessment plan	29%	13%	41%	18%	N = 56
Program review	26%	12%	42%	21%	N = 43
Improving specific courses	20%	15%	56%	10%	N = 61
Modifying curriculum	20%	21%	45%	14%	N = 56
Improving advising and mentoring	19%	17%	42%	21%	N = 52
Revising learning outcomes/goals	19%	19%	28%	34%	N = 53
WASC accreditation (regional accreditation)	13%	34%	34%	19%	N = 32
Strategic planning	12%	29%	36%	24%	N = 42
New faculty hiring	12%	19%	33%	37%	N = 43
Prospective student and family information	8%	5%	33%	54%	N = 39
Professional development for faculty and staff	5%	21%	44%	30%	N = 43
Institutional benchmarking	4%	7%	11%	78%	N = 27
Alumni communication	3%	8%	16%	73%	N = 37
Trustee/Governing Board deliberations	-	-	-	100%	N = 5
Academic policy development or modification	-	23%	36%	42%	N = 36
Institutional Improvement	-	3%	52%	45%	N = 29
Resource allocation and budgeting	-	11%	46%	43%	N = 35
Other Specify:					N = 0