

How We're Doing It:

The True Story of San José State University's Approach to the New WASC Standard on the Meaning, Quality, and Integrity of the Degree

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And many others.....

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Session Goals

- Share our experience of responding to WASC Standard 1 – *the good, the bad, the ugly, and the triumphant!*
- Offer 6 Aha's – things we know now that we wish we'd known when we started (*process and politics*)
- Facilitate information exchange and dialogue (in the session and beyond) about different approaches to our common challenge

SAN JOSÉ STATE UNIVERSITY



Where we were after last review

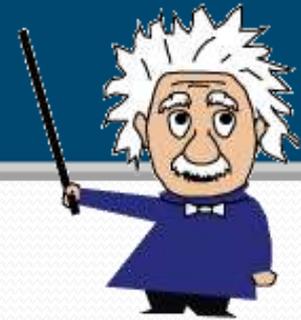
Cultural/Organizational Shifts

- ✓ Office of Assessment
- ✓ SLOs in all courses
- ✓ Program Learning Outcomes for General Education
- ✓ SLOs for key co-curricular programs
- ✓ Assessment Facilitators for each college
- ✓ New expectation that assessment is expected, here to stay

The Next Steps

- ✧ Annual assessment cycle authentically (and willingly!) embedded in department calendars and priorities
- ✧ Program Learning Outcomes (PLOs) for all majors
- ✧ PLOs for co-curricular activities
- ◆ **University Learning Outcomes**

Aha!#1



Sequencing matters...and yet it doesn't

- Wherever you start, is where you start
- **An orderly sequence would be nice** – from ULOs to PLOs to SLOs, or reverse – **but the discipline of aligning vision, purpose, and evidence** (and supporting documents) **is more important than the order of the experiment** (*Hard for some of us to believe!*)

Case in point!

- New President
 - New Provost
 - University Impaction
 - Serious Budget Crisis
- *University mission statement and broad goals*
 - *Campus strategic plan*
 - *Previous WASC areas and conceptual commitments*
 - *Town Hall meetings for SJSU Vision*
 - *Detailed Academic Plan in development*
 - *New website*

So we organized ourselves.....

- Steering Committee
- 4 Working Groups
 - *Student Success*
 - *Assessing Proficiencies upon Graduation*
 - *Changing Ecology of Higher Education*
 - ***“Meaning and Rigor of the SJSU Degree”***

Note: Working Group titles and focus have changed from original formulation...

The Process of Developing ULOs

First working group name change

From Meaning and Rigor of the Degree....

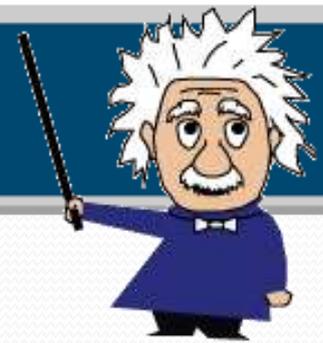
...to Mission, Outcomes ,and Meaning of the Degree

MOM!!!!

The MOM Working Group

- ***Imagined as a Working Group*** from the start – organized for a task that would be handed off for others to carry over goal line
- ***Wide range of stakeholders*** – 14 attended the initial meeting, 13 stayed with it
- ***Group “happened by chance”*** – but that brought fresh perspectives and a new mix
- ***Space, food, and timing mattered*** – after hours, weekly, in a nice space, with dinner!

Aha!#2



Our ULOs describe a community outcome...and emerged from a connected, layered, and grounded community process

- ***The charge*** generated a sense of purpose, pride, and community
- ***The setting, food, and facilitation*** nurtured the emerging community connection
- ***The process*** drew from previous discussions, incorporated prior voices, honored past commitments

Into the literature!

External Sources

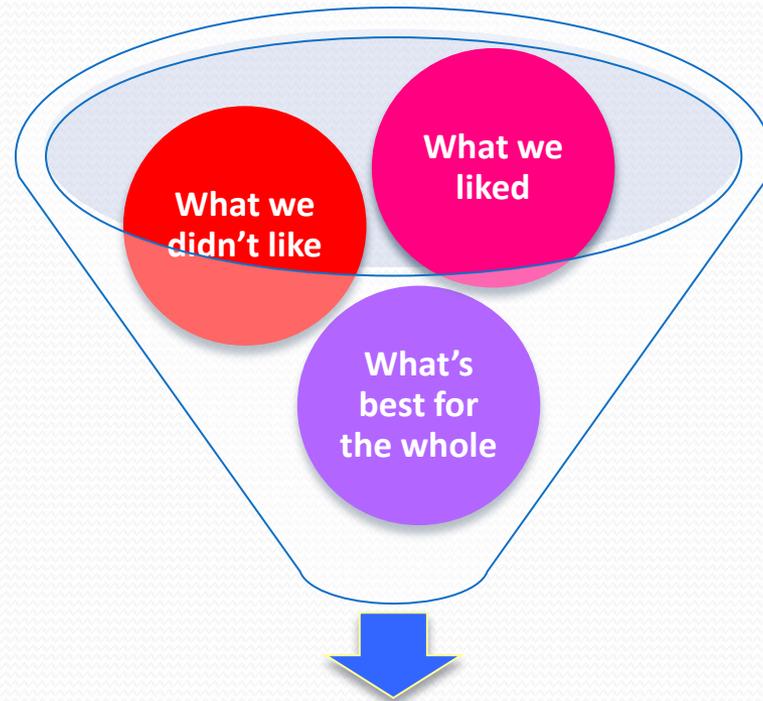
- **Lumina Degree Qualifications Profile (DQP)**
- **AAC&U LEAP Outcomes**
- Other universities and their ULOs

Internal Sources

- Mission Statement
- Educated Person Dialogue
- University Scholar Rubric
- Various SJSU vision statements
- SLO History

MOM's Deep Discussions

- Past insights
- Abiding commitments
- Recurring themes
- Current context
- Community vs unit or discipline-based thinking



5 Broad Categories for Preliminary ULOs!

By the end of the semester and on to the Academic Senate!

Our ULO Categories

(congruent with Lumina and LEAP, but arrived at through our own process)

Specialized Knowledge

Broad Integrative Knowledge

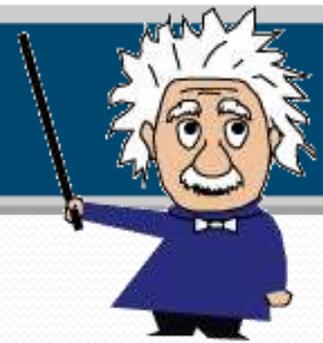
Intellectual Skills

Applied Learning

Societal and Global Responsibilities

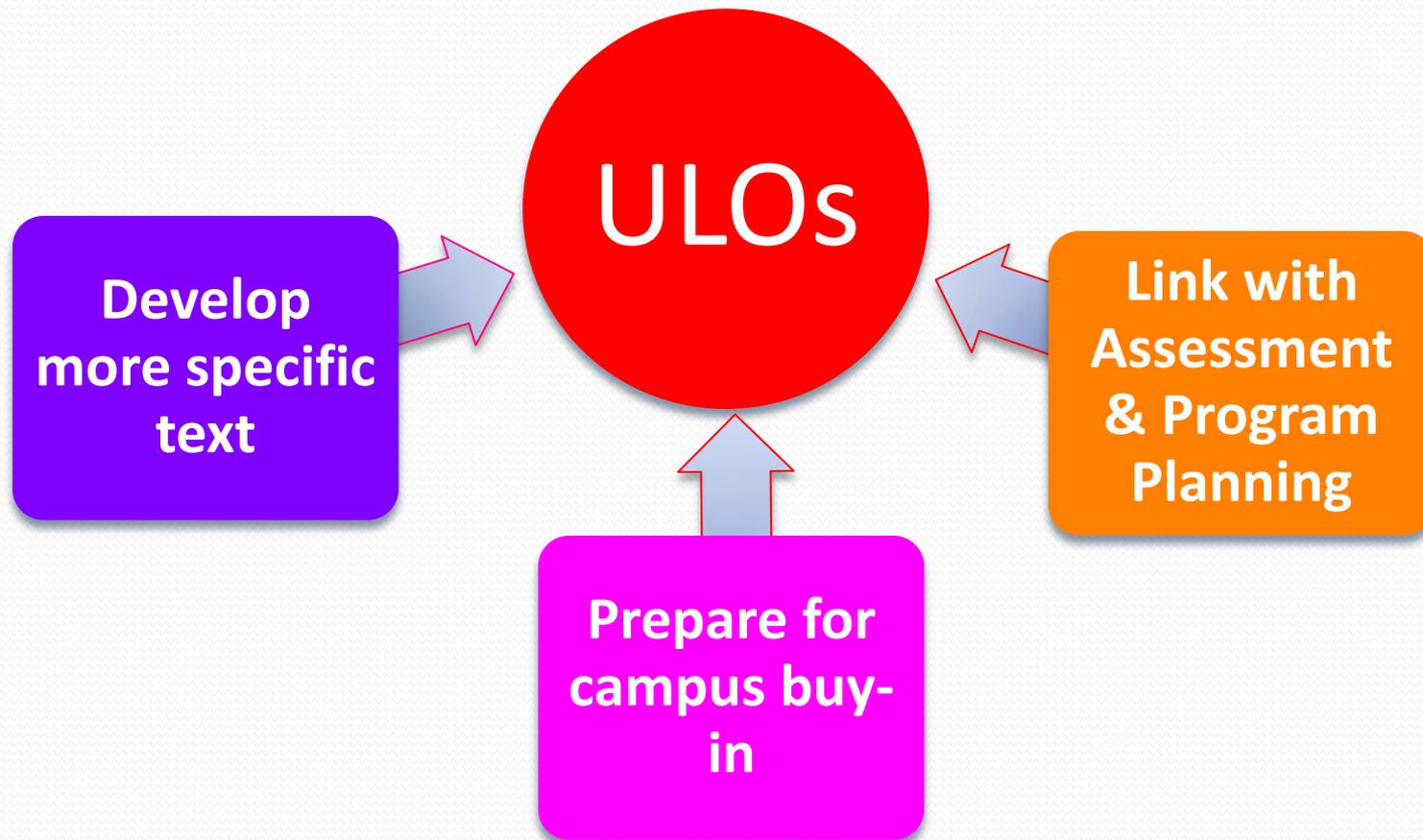


Aha!#3



Workload – and perception of workload
– are undeniable components of the
changing ecology of higher education

So MOM reconvened...



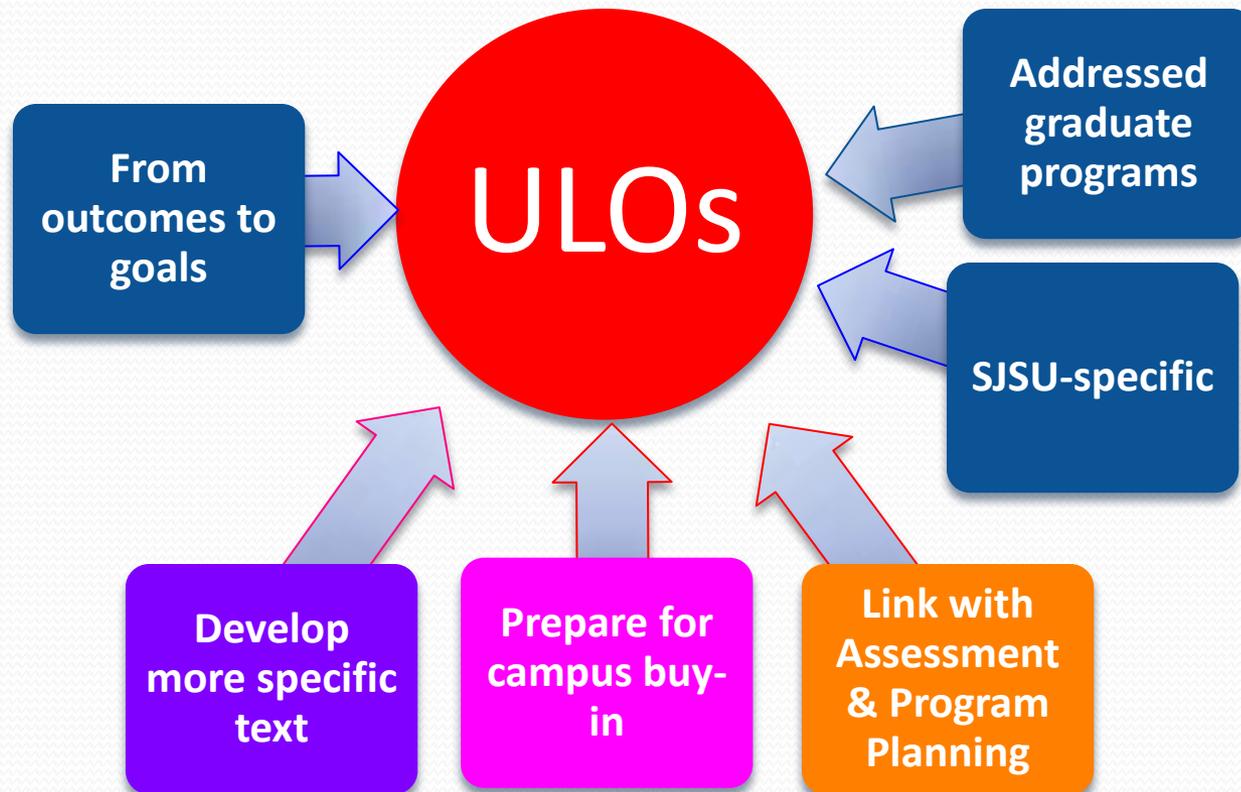
Validation by Steering Committee

- Final draft ULOs brought back to WASC Steering Committee
- Unanimous declaration of support, along with meaningful feedback and recommendations

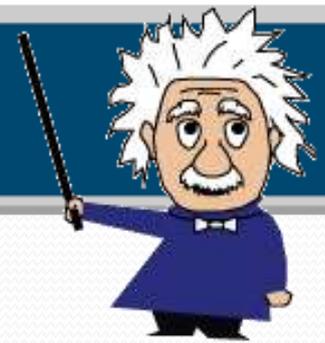


But that feedback needed to be incorporated...

So MOM+ reconvened again...



Aha!#4



Other places have great ULOs, but ours must be true to our institution.

The Politics of Adopting ULOs

So...

How do you get buy-in for learning goals for all students?

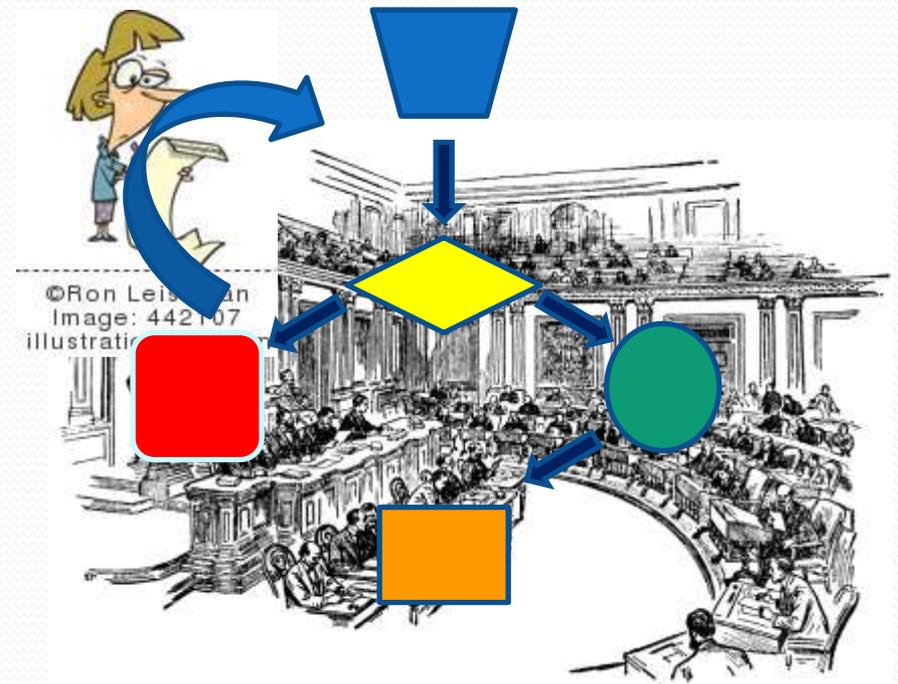


Starting with the Academic Senate...

Strategy:

Step 1: A Sense-of-the-Senate Resolution that:

- ***Outlined the process*** of determining the ULOs
- ***Specified the broad ULO categories***



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Involve the academic leaders

Share concept and timeline:

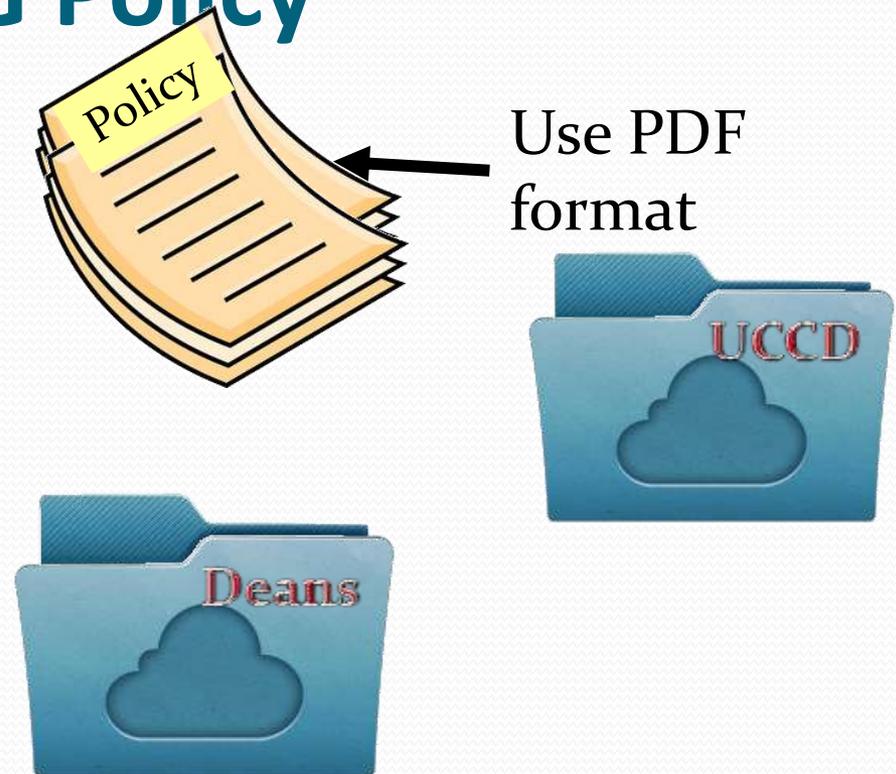
- Academic **Senate Executive Committee**
- University Council of **Chairs and Directors (UCCD)**
- **Associate Deans**
- **Deans**



http://www.lacfla.org/assets/media/board_meet.gif

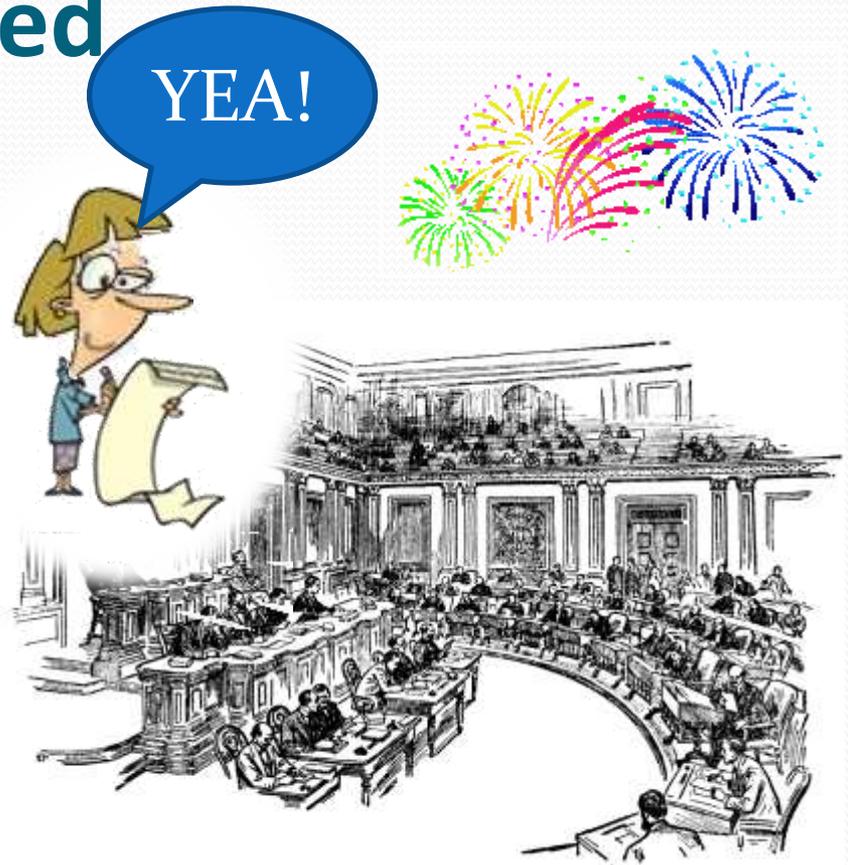
Step 2: Develop ULG Policy

- Develop a Senate **Policy recommendation**
- **Create and share** an online folder for Chairs/Directors
- Create and share an online folder for Deans/Assoc. Deans
- **Encourage comments**
- **Revise and update** ULG policy to incorporate/address comments



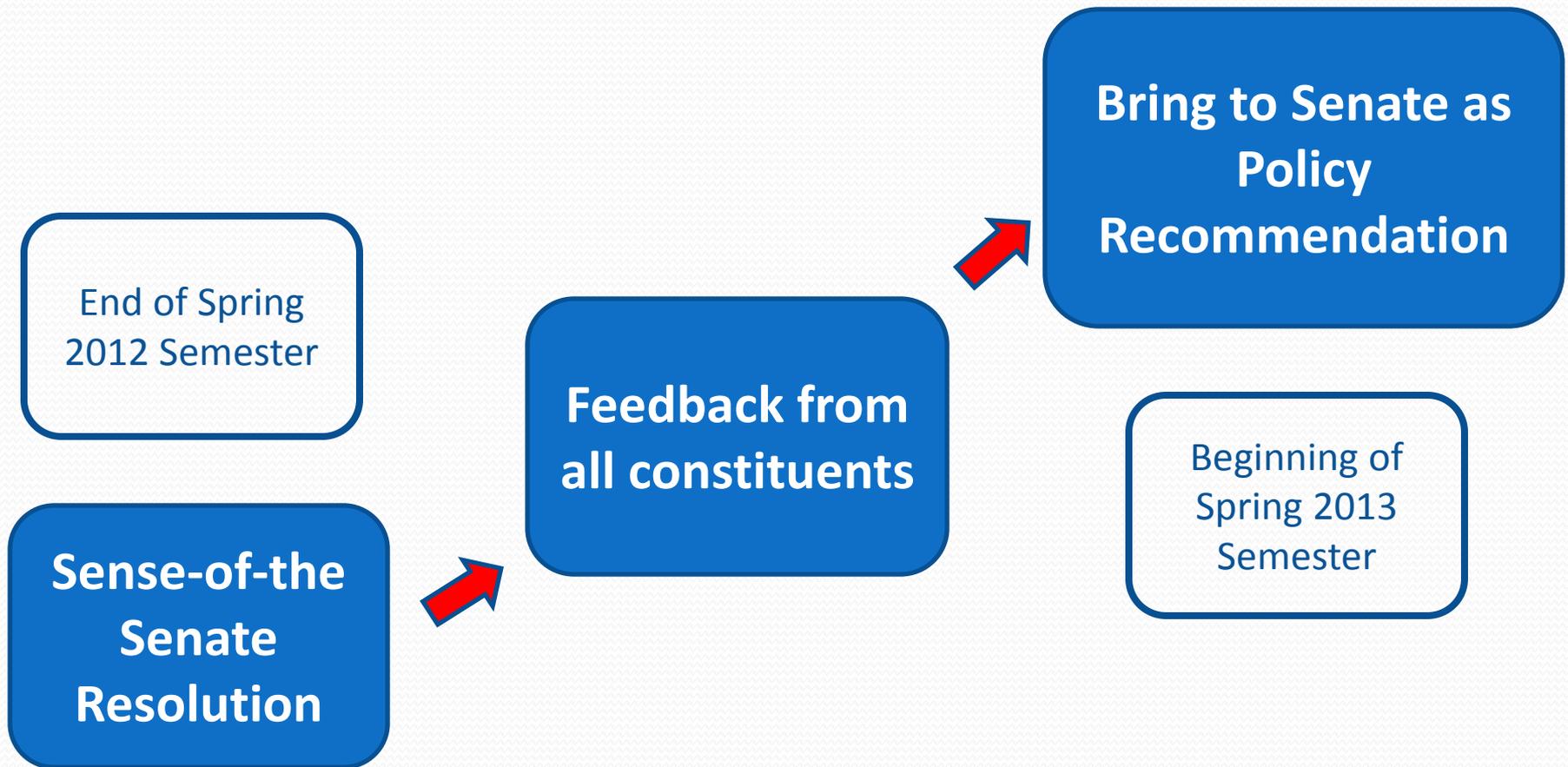
Step 3: Get it approved

- Make ULG policy recommendation **available to the Senate** well before the meeting.
- Bring the resolution to the Senate for a **vote**.
- Have it **pass!**

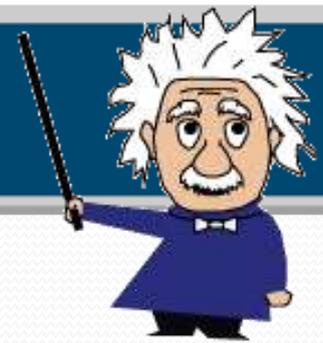


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How it worked...



Aha!#5



Lateral passes worked better than top down or bottom up strategies.

Assessment, Program Planning, Accreditation

- **Need to develop common language**
 - Goals
 - Objectives
 - Outcomes
 - Program Learning Outcomes
 - Course Learning Outcomes
 - Measures



Assessment, Program Planning, Accreditation: ULOs or ULGs?



Questions we asked:

- **Are SLOs measurable at the University level? Examples:**
 - *ULG #1 Specialized Knowledge:* Depth of knowledge required for a degree, as identified by its program learning outcomes
 - *ULG #3 Intellectual Skills:* Fluency in the use of theories, tools, technology, and graphical representation
- **Can SLOs at the University level lead to redundancy of assessments? Increase workload?**



Conclusion we reached: Goals better serve the process

University Goals

- Foundational
- Establish institutional identity and purpose
- *Aspirational vs. directly assessable*
- Provide framework for
 - Goals/objectives at college, program, course levels
 - SLOs at college, program, course levels
 - Co-curricular goals/objectives and SLOs



Interconnectedness across units



SJSU Mission Statement
University Goals

College Mission/Goals

Program Goals

Program Outcomes

Course Goals and Objectives

Course Learning Outcomes



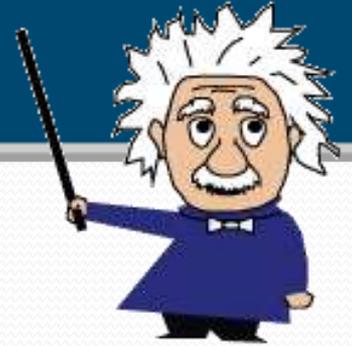
Program Assessment and Alignment with University Goals

	Specialized/ Depth of Knowledge ULG 1	Broad Integrative Knowledge ULG 2	Intellectual Skills ULG 3	Applied Learning ULG 4	Social/Global Responsibility ULG 5
PLO 1	x		x	x	x
PLO 2		x	x		x
PLO 3				x	
PLO 4	x	x		x	x

ULGs and WASC Standards

- ULGs Process: WASC requirement or discovering who we are and where we want to go?
 - 1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved.
 - 2.2 . The institution has both a coherent philosophy, expressive of its mission, *which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.*

Our Aha's



1. **Sequencing** matters....and yet it doesn't.
2. Our ULOs describe a community outcome...and will emerge from a **community process**.
3. **Workload** – and perception of workload – are undeniable components of the changing ecology of higher education.
4. Other universities have great ULOs, but ours must be **true to our institution**.
5. **Lateral passes** worked better than a top down or bottom up strategy.

Thank you!

