

San José State University WASC Accreditation Visit

Supplemental Materials
Component 3 Lines of Inquiry

April 13-16, 2015



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Responses to Component 3 Lines of Inquiry

San Jose State University, March 2015

LOI 3.1 The team was interested in the decision to engage a student marketing group for communicating the Program Learning Goals to SJSU students. The team would like to know more about that process, whether this was a one-time endeavor or ongoing, and the outcomes.

LOI 3.2 The Program Learning Outcomes are difficult to find. Is there a reason for this?

LOI 3.3 *Program Learning Goals:* Please elaborate further about the development of Program Learning Outcomes for graduate programs -- is this a continuing process?

LOI 3.4 *Program Learning Goals:* How do University Learning Goals connect to Program Learning Outcomes?

LOI 3.5 *Program Learning Goals:* How do University Learning Goals connect to co-curricular programs?

LOI 3.6 *Program Learning Goals:* What is the status of the development of capstone courses across majors?

The following documents have been assembled to supplement discussion of these lines of inquiry with the WASC Steering Committee, Program Planning Committee, Assessment Facilitators Meeting, Graduate Advisors, and the Student Affairs Assessment Team.

LO1 3.1 Student Marketing Group

LO1 3.2 Visibility of PLOs

LOI 3.3 and 2.2 Development of PLOs in Grad Programs

LO1 3.3, 3.4 and 6.9 Graduate and Undergraduate PLO to ULG maps

LOI 3.5 Table of PLOs in Student Affairs

LOI 3.5 and 5.4 Co-Curricular Learning Outcomes

LOI 3.6 and 4.4 Session Description SJSU Core Competencies Oct 2014

LOI 3.6 and 6.11 Progress of Capstones

LOI 3.6 Capstone Meeting Agenda Oct 24

LOI 3.6 Capstones Invite

Response to LOI 3.1

Compiled by Camille Johnson, March 2015

3.1 The team was interested in the decision to engage a student marketing group for communicating the Program Learning Goals to SJSU students. The team would like to know more about that process, whether this was a one-time endeavor or ongoing, and the outcomes.

The Dwight, Bentel, & Hall groups is a full service advertising and public relations agency run by students under faculty guidance. These students were engaged to work on a University Learning Goals launch – the ULGs had been developed but there were concerns that students were not aware or did not understand how the ULGs applied to their learning experience. DB&H agreed to work, pro bono, to translate the ULGs for students and develop marketing materials.

The students were engaged in late fall 2013 and worked through spring 2014, then graduated in spring 2014.

While they developed a marketing plan and materials, not all aspects of the marketing plan were implemented. The students were overly optimistic regarding the scheduling and the materials were developed before the university released new marketing and style guidelines. However, the basics of the student work, the “Learn more, Earn more” motto has been adopted and adapted by the Career Center.

Moving forward, the Career Center, as well as faculty groups, are implementing the University Learning Goals.

Responses to LOI 3.2

Prepared by Melinda Jackson, March 2015

The Program Learning Outcomes are difficult to find. Is there a reason for this?

Program Learning Outcomes are available through a variety of paths. For example, all programs that complete their annual assessment report, include their PLOs in that report (and a mapping of PLOs onto the University Learning Goals). In addition, PLOs are listed on nearly all department websites, but are not consistently labeled or placed within site structures. This spring, a concentrated effort was made to make PLOs more visible, easier to access, and consistently labeled. College and university level technical support for this was provided.

Each unit in the division of Student Affairs has create PLOs and have them listed under the "About Us" tab on their webpages.

To facilitate access to PLOs, several new webpages have been created, linked to our University Learning Goals page.

On the SJSU University Learning Goals page, interested parties can click on the Program Learning Outcomes for the Academic programs. Through that link, a drop-down menu leading to a page for each of the colleges and the Division of Student Affairs can be accessed. These pages provide links to PLOs for all programs in that unit.

In addition, links to the college and Student Affairs webpage can be accessed at <http://www.sjsu.edu/learninggoals/programlearningoutcomes/>

Responses to LOI 2.2 and 3.3

Prepared by Melinda Jackson, Kathleen Roe and David Bruck, March 2015

Program Learning Goals: Please elaborate further about the development of Program Learning Outcomes for graduate programs -- is this a continuing process?

PLO development for graduate programs is an ongoing process. We have emphasized the need for them, including that they should be unique from those stipulated for undergraduate programs. We have also stressed the need for display on departmental websites along with the PLO-ULG maps. This development process is carried out as a part of the university's 5-year program planning requirements, in which metrics must be presented to indicate results of assessment of the objectives. Program planning documents and meetings consistently review the quality of the PLOs and whether any changes have been made as a result of their assessment efforts. In addition, curricular reviews for new courses or changes in existing courses includes a PLO review and possible recommendation to meet with the university Assessment Director to shore up low-grade objectives.

Based on our review of the new graduate PLOs created last year, we have initiated a project called "Blooming and Tuning" in which we are going to work with a handful of programs to see if the PLOs can use higher order verbs (per Bloom's Taxonomy) and align with the master's level outcomes recently presented in the Lumina Foundation DQP report (the national Tuning project). Once we analyze the process and outcomes of this pilot, we hope to extend it across all programs in AY 2015-16.

We are also concerned that the current graduate PLOs are based on curriculum goals rather than outcomes in some cases, and are assessed through broad determinations of student mastery (thesis, project, or comprehensive exam). We are introducing the idea that the assessment must be both more direct and more nuanced than that - which PLO is measured by which specific part of the culminating experience(s). To this end, we have also initiated a Comprehensive Exam Project, in which we are conducting interviews with 6-8 purposefully selected programs to explore the relationship between their comprehensive exams and their PLOs. Our findings and best practice recommendations will be reported to the graduate advisors by the end of this semester, and we plan to make this topic a developmental priority in AY 2015-16.

Map of SJSU University Learning Goals to Undergraduate Program Learning Outcomes,
Summer 2014

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
<i>Applied Arts and Sciences</i>						
Health Science BS	x	x	x	x	x	
Recreation BS	x	x	x	x	x	CAPRTRP
Hospitality Management BS	x	x	x	x	x	
Advertising BS	x	x	x	x	x	ACEJMC
Journalism BS	x	x	x	x	x	ACEJMC
Public Relations BS	x	x	x	x	x	ACEJMC
Justice Studies BS						
Forensic Science BS						
Kinesiology BS	x	x	x	x	x	
Athletic Training BS	x	x	x	x	x	CAATE
Nutritional Science BS	x	x	x	x	x	IFT, ACEND
Nursing BS	x	x	x	x	x	CCNE
Social Work BA	x	x	x	x	x	CSWE
<i>Business</i>						
Business Administration BS	x	x	x	x	x	AACSB
<i>Education</i>						
CHAD BA	x	x	x	x	x	
CD&S BA	x	x	x	x	x	
<i>Engineering</i>						
Aerospace BS	x	x	x	x	x	ABET
Aviation BS						
Biomedical BS						
Chemical BS	x	x	x	x	x	ABET
Civil BS	x	x	x	x	x	ABET
Computer BS	x	x	x	x	x	ABET
Electrical BS	x	x	x	x	x	ABET
General BS	x	x	x	x	x	
Industrial and Systems BS	x	x	x	x	x	ABET
Materials BS	x	x	x	x	x	ABET
Mechanical BS	x	x	x	x	x	ABET
Software BS	x	x	x	x	x	
Technology BS						ATMAE
<i>Humanities and Arts</i>						
Art/Art History BA	x	x	x	x	x	NASAD
Art/Art History BFA	x	x	x	x	x	NASAD

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
Dance BA	x	x	x	x	x	NASD
Dance BFA	x	x	x	x	x	NASD
Art-Graphic Design BA	x	x	x	x	x	NASAD
Art-Animation/III BFA	x	x	x	x	x	NASAD
Graphic Design BFA	x	x	x	x	x	
Industrial Design BS	x	x	x	x	x	NASAD
Interior Design BFA	x	x	x	x	x	
English BA	x	x	x	x	x	
Humanities BA	x	x	x	x	x	
Liberal Studies BA	x	x	x	x	x	
Creative Arts BA	x	x	x	x	x	
Creative Arts Teacher Prep	x	x	x	x	x	
Linguistics BA	x	x	x	x	x	
Music BA	x	x	x	x	x	NASM
Music BM	x	x	x	x	x	NASM
Music BM Teacher Prep	x	x	x	x	x	
Philosophy BA	x	x	x	x	x	
Radio Television Film BA	x	x	x	x	x	
Theatre Arts BA	x	x	x	x	x	NAST
Chinese BA	x	x	x	x	x	
French BA	x	x	x	x	x	
German BA	x	x	x	x	x	
Japanese BA	x	x	x	x	x	
Spanish BA	x	x	x	x	x	
<i>Science</i>						
Biology BA/BS	x	x	x	x	x	
Chemistry BA/BS/BS-Biotech	x	x	x	x		ACS
Computer Science BS	x	x	x	x	x	ABET
Geology BA/BS						
Math BA	x	x	x	x		
Math BA Teacher Prep	x	x	x	x		
Applied Math BS	x	x	x	x		
Meteorology BS	x	x	x	x	x	
Physics BA/BS	x	x	x	x		
<i>Social Sciences</i>						
African American Studies BA						
Anthropology BA	x	x	x	x	x	
Behavioral Science BA	x	x	x	x	x	
Communication Studies BA	x	x	x	x	x	
Economics BA/BS	x	x	x	x	x	

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
Environmental Studies BA/BS	x	x	x	x	x	
Geography BA	x		x		x	
Global Studies BA	x	x	x	x	x	
History BA	x	x	x	x	x	
Political Science BA	x	x	x	x	x	
Psychology BA/BS	x	x	x	x	x	
Sociology BA	x	x	x	x	x	
Social Science BA Teacher Prep	x	x	x	x	x	CCTC
<i>General Education</i>						
Lower-Division GE		x	x	x	x	
Upper-Division GE		x	x	x	x	

Map of SJSU University Learning Goals to Graduate Program Learning Outcomes, Spring 2015

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
Applied Arts and Sciences						
Public Health Masters	x	x	x	x	x	CEPH
Recreation Masters	x		x	x	x	CAPRTRP
Mass Communications MA	x	x	x	x	x	
Justice Studies MS	x	x	x	x	x	
Kinesiology MA	x	x	x	x	x	
Nutritional Science MS	x	x	x	x	x	
Nursing MS	x	x	x	x	x	CCNE
Nursing DNP	Not Available					
Occupational Therapy Masters	x	x	x	x	x	NBCOT
LIS Masters	x	x	x	x	x	ALA
ARA Masters	x	x	x	x	x	
Social Work Masters	x	x	x	x	x	CSWE
Business						
Business Administration MBA	x	x	x	x	x	AACSB
Accountancy MS	x	x	x	x	x	AACSB
Taxation MS	x	x	x	x	x	AACSB
Transportation Management MS	x	x	x	x	x	AACSB
Education						
CHAD MA	x	x	x	x	x	
CD&S MA/Cred	Not Available					ASHA/CCTC
Counselor Ed MA/Cred	x	x	x	x	x	NCATE/CCTC
Educational Leadership MA/Cred	x	x	x	x	x	NCATE/CCTC
Elementary Ed MA/Cred	x	x	x	x	x	NCATE/CCTC
Secondary Ed MA/Cred	x	x	x	x	x	NCATE/CCTC
Special Ed MA/Cred	x	x	x	x	x	NCATE/CCTC
Engineering						
Aerospace MS	x	x	x	x	x	
Biomedical MS	x	x	x	x	x	
Chemical MS	x	x	x	x	x	
Civil MS	x	x	x	x	x	
Computer MS	x	x	x	x	x	
Electrical MS	x	x	x	x	x	
General MS	x	x	x	x	x	
Industrial and Systems MS	x	x	x	x	x	

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
Human Factors MS	x	x	x	x	x	
Materials MS	x	x	x	x	x	
Mechanical MS	x	x	x	x		
Software MS	x	x	x	x	x	
Technology MS	Not Available - Inactive Program					
MBA/MSE		x	x		x	
MSE-Optoelectronics	x			x		
MS EE-Analog	x	x	x			
MS SE-Cloud	x	x	x	x	x	
MS CMPE-System	x		x	x		
Humanities and Arts						
Art History MA	x	x	x	x	x	NASAD
Art History MFA	x	x	x	x	x	
English MA	x	x	x	x	x	
Creative Writing MFA	x	x	x	x	x	
Linguistics MA	x	x	x	x	x	
TESOL MA	x	x	x	x	x	
Music MA	x	x	x	x		NASM
Philosophy MA	x	x	x	x	x	
French MA	x	x	x	x	x	
Spanish MA	x	x	x	x		
Science						
Biology MA/MS	x	x	x	x		
Biology MS-Biotech	x	x	x	x	x	
Chemistry MA/MS	x	x	x	x		
Computer Science MS	x	x	x	x	x	
Geology MS	x		x	x		
Math MA/MS	x	x	x	x		
Statistics MS	x	x	x	x		
Marine Science MS	x	x	x	x	x	
Meteorology MS	x	x	x	x	x	
Medical Products Device Man MS	x	x	x	x	x	
Physics MS	x	x	x	x		
Science Ed MA	x					
Social Sciences						
Applied Anthropology MA	x	x	x	x	x	
Communication Studies MA	x	x	x	x	x	
Economics MA	x	x	x	x		
Environmental Studies MS	x	x	x	x	x	

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
Geography MA	x	x	x	x		
History MA	x	x	x	x	x	
Mexican American Studies MA	x	x	x	x	x	
Political Science MPA	x	x	x	x	x	NASPAA
Clinical Psychology MS	x	x	x	x	x	BBS, MFT, LPCC
Research and Experimental Psychology MA	x	x	x	x		
Urban Planning MUP	x	x	x	x	x	PAB
Sociology MA	x	x	x	x	x	

Responses to LOI 3.5 & 5.4

San Jose State University Division of Student Affairs, March 2015

3.5 Program Learning Goals: How do University Learning Goals connect to co-curricular programs?

5.4 A large number of Student Affairs support services and co-curricular activities are listed. How do they contribute to student success, and how are those contributions evaluated and assessed? That is, do co-curricular programs undergo a review and assessment process similar to curricular programs?

To support the success of our SJSU students, enhance their effectiveness in the community and prepare them for entry into today's global marketplace, the Division of Student Affairs departments join our academic partners in the development and deployment of co-curricular activities and services which align with the University's Learning Goals (ULG). These endeavors include a wide variety of programs, workshops, career ladder and development enhancements, marketing initiatives, community outreach activities and other services aimed at enhancing students' learning.

Each academic year, our teams seek out student input on creating, delivering and evaluating our services in and outside the classroom which contribute to their growth while on campus and in preparation for life beyond San Jose State. Our department teams assess the effectiveness of these programs and services, determine the degree to which their students and future students and their families are gaining the intended learning expected as a direct outcome from these services, and seek to deliver services which enhance the maturation of our students through the development of specific Program Learning Goals (PLU). Our teams utilize an array of methodologies for accomplishing this task including strategic planning, team collaboration and planning sessions/retreats, connection to best practices in the field, utilization of well-established assessment measures and affiliation with a wide variety of professional associations and community partners while aligning their efforts with standards established by CASS, NSSE and other agencies.

The following is a targeted sampling of various Division of Student Affairs departments' Program Learning Goals (PLG) which illustrate the diversity and depth of our commitment to the enhancement of student learning through a wide variety of co-curricular initiatives related to meeting San Jose State University's Learning Goals.

Specialized Knowledge:

Mastered the depth of knowledge required for a degree, as identified by its program learning outcomes.

Planned and implemented by academic partners.

Broad Integrative Knowledge:

Mastery in each step of an investigative, creative or practical project. An understanding of the implications of results or findings from a particular work in a societal context. Demonstrated understanding of critical components of broad academic areas, the arts, humanities, social sciences, and sciences and their integration.

Students will develop effective interpersonal skills with diverse populations. (Counseling Services)

Develop the leadership skills of students by providing mentorship and opportunities to practice their skills. (LGBT and Women's Resource Center)

Evaluate positive and negative courses of action critically and proficiently. (Student Conduct and Ethical Development)

Students will exhibit problem solving skills to complex problems through creative and reflective thinking. (Associated Students)

Intellectual Skills:

Fluency in the use of specific theories, tools, technology and graphical representation. Development of skills and abilities necessary for life-long learning and the ability to engage effectively in collaborative activities.

Students will utilize mySJSU effectively to access information and conduct business with the university. (Financial Aid & Scholarship, Office of the Registrar, and other Enrollment Services departments)

Peer Health Educators will be able to incorporate 2-3 culturally responsive or inclusive statements into their presentations or outreach activities. (Student Health Center)

Student employees will demonstrate continual growth as professional individuals by displaying the ability to effectively communicate, think critically, and make decisions when working with a wide range of internal and external clientele. (Student Union Incorporated)

Students will acquire *practical competence* in communication ability, managing time and responsibilities, and leading purposeful, healthy lives. (Student Involvement)

Applied Knowledge:

Ability to integrate theory, practice, and problem-solving to address practical issues, apply their knowledge and skills to new settings or in addressing complex problems, and to work productively as individuals and in groups.

Students will know and understand the policies and procedures that guide admission, enrollment and graduation at SJSU. (Enrollment Services departments)

Provide opportunities for students to obtain internships, part-time jobs and employment appropriate to their career goals through a variety of employer connection opportunities. (Career Center)

Apply information accurately to the issue or problem at hand. (Ombudsperson)
Residents will engage in and foster caring relationships in their living and learning communities.
(University Housing)

Social and Global Responsibilities

Ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities while gaining diverse and global perspectives through engagement with the multidimensional SJSU community.

Student can communicate to others (including professors) the ways that the functional limitations of his/her disability impact the student in an academic setting. (Accessible Education Center)

Student staff will gain skills in working in collaborative settings, critical thinking, and communication skills needed to function in a diverse workforce and global community. (MOSAIC Cross Cultural Center)

Communicate and work effectively in diverse environments and unfamiliar situations. (Military And Veteran Student Services)

2013-14 Summary of SJSU Student Affairs Departments
and Programs Learning Outcomes

Department/Program	Student Learning Outcome	Website Address
Accessible Education Center (AEC)	1. After an initial intake interactive process with an AEC counselor, student will be able to name and describe his/her specific disability with ease and provide concrete examples of how the functional limitation of his/her disability impacts the student in an academic setting within the semester in which the student registers with AEC as <i>measured by indirect measures (questionnaires) and direct assessments</i>	http://www.sjsu.edu/aec/about-us/mission-vision-goals/assessment/AEC%202013%202014%20Learning%20Outcome%20Report.pdf
	2. After an initial intake interactive process with an AEC counselor, student will be able to <ol style="list-style-type: none"> a. identify the potential impact of the functional limitations of his/her disability on specific curriculum requirements; b. identify reasonable accommodations; and, c. communicate to professors the need for curriculum-related accommodations within the semester in which the student registers with the AEC, <i>(Direct-Behavioral Observations, Case Study, Oral example.)</i> 	http://www.sjsu.edu/aec/about-us/mission-vision-goals/assessment/LOBA%20REPORT%20for%20Division%20of%20Student%20Affairs%206.15.14.pdf
Accounting, Student Union (Career Development)	<ol style="list-style-type: none"> 1. After two weeks of training, student workers will: 2. Demonstrate their data entry ability in AR Module of Accounting Software. <i>(Direct Measure- Rubric.)</i> 3. Demonstrate their ability to handle and distribute a completed AP check run. <i>(Direct: Rubric.)</i> 4. Demonstrate their ability to successfully handle the filing workload for the department. <i>(Direct-Behavioral Observation.)</i> 5. After 1-3 months, the student workers will demonstrate their ability to complete basic financial reconciliations. <i>(Direct -Rubric.)</i> 	http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html

Department/Program	Student Learning Outcome	Website Address
Aquatics Center, Event Center (Career Development)	<ol style="list-style-type: none"> By attending monthly safety trainings in the spring semester, Aquatic Center Lifeguards will successfully demonstrate adult, child and infant CPR and rescue breathing care by directly applying these life saving techniques on a rescue manikin. Lifeguards will also articulate the 5 steps of the lifeguard primary assessment of victims in the post-training test at the conclusion of the 2014 spring semester. Aquatic Center lifeguards attending the initial semester training will learn and demonstrate, through a provided scenario, the steps to activate and manage the facility's Emergency Action Plan. <i>(Direct Measure: Pre and Post-Activity Tests and Behavioral Observations.)</i> 	http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html
Associated Students	<p>After working with A.S. at least one semester, 75% of the student staff, board and committee members will demonstrate: a. confidence in their ability to lead, b. a sense of belonging or sense of community and, c. leadership as measured by a questionnaire at the end of the academic year. <i>(Indirect measures-Questionnaires.)</i></p>	http://as.sjsu.edu/aboutus/index.jsp?val=assessment
Box Office, Event Center (Career Development)	<ol style="list-style-type: none"> Within 6 months of hiring, student staff will be able to demonstrate their knowledge of the protocol for managing medical emergencies, ticketing conflicts, and crowd management issues during events without direct supervision as measured by role playing, in-service evaluation and written examinations. After 3, one-on-one trainings, the student box office staff will be able to independently assist customers in purchasing tickets and processing ticket orders with accuracy, to include selecting correct events and seating based on diagrams and inventory as assessed by in-service evaluation and a written exam. <i>(Direct Measure-Behavioral Observation plus Roleplaying and Indirect Measure: Written Examinations.)</i> 	http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html
Business Services and Risk Management, Student Union (Career Development)	<p>Student Union Staff will increase their knowledge regarding safety in the workplace during the spring 2014 semester by attending a minimum of two training sessions and scoring 10% higher on the post-test at the end of training. <i>(Direct Measure-Pre and Post-Test.)</i></p>	http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html

Department/Program	Student Learning Outcome	Website Address
<p>Campus and Community Relations (Community Engagement/Marketing)</p> <p>Career Center</p>	<p>70% of the community conference participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the concept of A-G requirements. 2. Have a basic understanding of the financial aid process. 3. Share 2 actions that will increase their chances of getting into college. 4. Correctly identify the CSU application period. <i>(All Direct Measures Pre and Post-Tests.)</i> <p>After participating in a classroom presentation on resume development, 80% of the students will demonstrate basic resume development skills by identifying 3 components of an effective resume on the post-event questionnaire. <i>(In-Direct Measure-Questionnaire reviewed by the Presenters.)</i></p>	<p>under construction</p> <p>http://www.sjsu.edu/careercenter/docs/ulg-assessment-reports/2013-14/assessment-report_2013-14.pdf</p>
<p>Computing Services, Student Union (Career Development)</p>	<p>The technicians will use tools to analyze the effectiveness of the security measure they have put in place with at least a 90% success rate as measured by the supervisor's review of logs and reports. <i>(Direct Measure-Records/Logs.)</i></p>	<p>http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html</p>
<p>Counseling Services</p>	<p>After participating in a Stress Management Workshop, 80% of the attendees will be able to list 2 stress management techniques. <i>(Indirect Measure-Survey.)</i></p>	<p>http://www.sjsu.edu/counseling/About_Us/Assessment_Reports/Assessment%20Report%202013-2014.pdf</p>
<p>Enrollment Services Operations & Communication</p>	<p>Through development and implementation of an enhanced Communications Plan, newly-admitted freshman will develop and apply the necessary skills to navigate complex processes to successfully complete the SJSU ELM/EPT requirement as documented in PeopleSoft. <i>(Direct Measure: Records, Behavioral Observation.)</i></p>	<p>under construction</p>

Department/Program	Student Learning Outcome	Website Address
Financial Aid and Scholarship Office (Marketing)	<ol style="list-style-type: none"> 1. Using <i>Indirect Measures (Surveys)</i>, students attending the Financial Literacy Workshops will: <ol style="list-style-type: none"> a. Score 80% on the post-test demonstrating their knowledge of the various steps to complete the financial aid process. b. State 2 important dates relevant to the financial aid process. c. Increase at least one step in understanding the financial aid process on a post-event survey. 2. Using <i>Direct Measure, People Soft Records/Observation</i>: As a result of the new Marketing and Communication Plan, the number of students completing their financial aid files by the 5/30 deadline will increase 10% over the previous year. 	http://www.sjsu.edu/faso/docs/Assessment2013-14.pdf
Graduate Admissions & Program Evaluations (GAPE)	Graduate students attending a one-hour graduation workshop will indicate through a pre and post-test an increased level of knowledge about university and department-specific requirements for graduation by improving their score 25%. (<i>Direct Assessment Measure-Pre & Post-Test.</i>)	under construction
Graphics, Student Union (All Career Development)	<ol style="list-style-type: none"> 1. After 2 months of mentoring, the designers will demonstrate his/her concept of deadline efficiency through a reduction of fragment, text, image, typo, and quality errors of 10% as recorded on a project completion log. (<i>Direct Measure-Project Completion Log.</i>) 2. With coaching after each meeting attended, graphic designers will progress along a 5-step Meeting Improvement Rubric by at least one step every semester. (<i>Direct Measure-Rubric.</i>) 3. Graphics staff will increase their range of design experience through on-the-job training by crafting materials for at least 3 different mediums every month for 3 months, with at least 7 distinct mediums across the 3-month period. (<i>Direct Measure-Project Completion Log.</i>) 	http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html
Human Resources, Student Union (Career Development)	After student workers' attendance at New Hire Orientation, workers will demonstrate their understanding of the sections covered by marking their ability to understand each section on 1-10 scale and scoring 90% or better on the post-event assessment (<i>Direct Assessment-Pre and Post-Test/Rubric.</i>)	http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html

Department/Program	Student Learning Outcome	Website Address
Information Center, Student Union (Career Development)	After training, Information Center Staff will raise their average score by 20% from the pre to post-test on the SU Expansion and Renovation Project. <i>(Direct Measure-Tests.)</i>	http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html
LGBT/Women’s Resource Center	At the conclusion of the Fall Peers in PRIDE mentoring program (PIP), mentees will be able to identify: <ul style="list-style-type: none"> · 2 ways they can practice self-care (e.g. physical, emotional, and/or spiritual). · 2 ways they can be good listeners. · 3 modalities of non-verbal communication as measured by <i>Direct</i> <i>Measures: Pre and Post-Tests, Essays and Behavioral Observations during Focus Groups.</i>	LGBT Resource Center http://www.sjsu.edu/lgbtrc/aboutus/assessment/index.html http://www.sjsu.edu/wrc/about/assessment/index.html
Maintenance, Event Center (Career Development)	<ol style="list-style-type: none"> 1. Within the first 6 months of hiring, the student staff will acquire the ability to proficiently use hand tools & to select the proper tool for a specific task as measured by behavioral observation. <i>(Direct Measure: Supervisor Observation.)</i> 2. Student staff will acquire the ability to a. Consistently arrive to work on time & be prepared to start work at shift’s beginning. b. work in a safe/responsible manner as measured by records. <i>(Indirect Measure-Records.)</i> 	http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html
Military and Veteran Student Services	After participating in the Veteran Networking Event and learning about the opportunities to become better connected at SJSU, Student Veterans will be able to identify at least 1 peer Veteran connection option on a post-event assessment and will be more knowledgeable about the Peer Veteran Mentor program. <i>(Indirect Measure-Post-Event Survey and Questionnaire.)</i>	under construction

Department/Program	Student Learning Outcome	Website Address
Mosaic Cross-Cultural Center	MOSAIC student staff will be able to: <ol style="list-style-type: none"> express ideas, identify behaviors, and actualize practices that promote social justice and equity, articulate ideas and exhibit behaviors that cultivate teamwork, critical thought, and communication skills needed to function in a diverse workforce and global community and, demonstrate an understanding of one’s own identity, culture, and heritage and to seek to learn more about others. <i>(All Indirect Measures-Surveys and Questionnaires.)</i> 	http://www.sjsu.edu/mosaic/about/learningoutcomes/index.html
Office of the Registrar	After participating in a graduation workshop, students will have demonstrated knowledge of the deadline and the requirements for the graduation application procedures by achieving a minimum of a 90% pass-rate on a post-event test. <i>(Direct Measurement-Pre/Post Tests.)</i>	under construction
Sport Club, Student Union (Career Development)	<ol style="list-style-type: none"> Using the information delivered at the start-of-the-semester trainings and subsequent trainings throughout the semester, Sport Club Student Staff will demonstrate effective and ineffective customer service in live scenarios, individually identifying the 3 main components, as measured by pre and post-tests. <i>(Direct Measure-Test.)</i> Through one-on-one training with their direct supervisors, Sport Club student staff will apply new knowledge in 5 job responsibility areas: Front Desk, Weight Room, Basic Expectations, and Supervisor/Leadership as measured by pre and post tests, scoring 100% on the final test at the end of the semester. <i>(Direct Measure-Test.)</i> 	http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html
Student Conduct and Ethical Development	<ol style="list-style-type: none"> After participation in the Conference, students will be able to apply their knowledge and skills regarding SJSU’s community standards to future life situations by responding “Strongly Agree” and “Agree” on their post-conference survey/test. <i>(Direct-Survey.)</i> After participating in an Alcohol Class, students will be able to comprehend and accurately answer open-ended questions about these concepts with at least an 85% pass rate as measured by pre and post-tests. <i>(Direct-Test.)</i> Students completing the online Library Plagiarism Tutorial will achieve a minimum of a 70% pass rate on the post-tutorial quiz. <i>(Direct-Records.)</i> 	http://www.sjsu.edu/studentconduct/docs/2013-2014%20Annual%20Report.pdf

Department/Program	Student Learning Outcome	Website Address
Student Health Center	<ol style="list-style-type: none"> 1. After participating in a WHP Workshop, 80% of the attendees will be able to correctly answer the 3 learning objective questions. <i>(Direct Measure- Pre and Post-Rubric Survey.)</i> 2. After completing the PHE class, 90% of enrolled students will pass the test to become nationally-certified Peer Health Educators. <i>(Direct Measures-Pre and Post-test/Rubric.)</i> 3. 100% of the students enrolled will pass the PHE course. <i>(Course offered, fall 2014) (Direct Measure: Grade.)</i> 	http://www.sjsu.edu/studenthealth/docs/SHCAssessmentReport2013_14.pdf
Student Involvement	<ol style="list-style-type: none"> 1. After participating in Leadership Today, 75% of student attendees will demonstrate a “high” level of understanding of the concept of social responsibility by showing knowledge of the topic in post-retreat reflection measure by using a pre and post-test. M <i>(Direct Measure-Test, Reflection Paper.)</i> 2. After the Orientation Retreat, student leaders will analyze an experience at SJSU that positively affected their ‘sense of campus connect’ by submitting a writing reflection assignment the following week, to be measured against a campus connectedness rubric. <i>(Direct Measure-Rubric.)</i> 3. After attending a New Student Organization workshop, new student leaders will demonstrate the steps to starting a new student organization by completing the process successfully. <i>(Direct -Rubric.)</i> 4. Participants of the Fraternal Values Summit will be able to articulate: <ol style="list-style-type: none"> a. Unique characteristics of other governing councils to their own organization and b. SJSU policies and procedures found in the Greek Management Manal. <i>(Both Direct Measures: Rubrics.)</i> 	http://www.sjsu.edu/getinvolved/about/assessment/index.html
Technical Services, Event Center	<ol style="list-style-type: none"> 1. Over the course of a year, 80% of the technicians will take and pass 20 technical training sessions with at least a 70-80% passing score on the written exam. <i>(Direct Assessment-Pre-post test, Case Study Performance.)</i> 	http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html
(Career Development)	<ol style="list-style-type: none"> 2. After 6 months, a technician will independently provide basic audio, lighting and video support for symposium-style events in various campus venues and environments. <i>(Direct Assessment-Behavioral Observation.)</i> 	

Department/Program	Student Learning Outcome	Website Address
Undergraduate Admissions and Outreach (SOAR) (Community Engagement/Marketing)	Following the Admission Possible workshops, 85% of the high school attendees will be able to answer 4 out of 6 workshop questions relating to CSU admission requirements on the post workshop questionnaire correctly as measured by pre/post-test. <i>(Direct-Test.)</i>	http://www.sjsu.edu/enrollmentservices/assessment/
University Housing Services (UHS)	After attending the "Hate Doesn't Have a Home Here" program, 80% of the participants will be able to identify three examples of forms of oppression on a post test. <i>(Direct Measure, Pre and Post-Tests.)</i>	http://www.housing.sjsu.edu/aboutus/learningoutcomes/index.html
University Ombudsperson	At the conclusion of the meeting with the University Ombudsperson, a student will be able to: <ul style="list-style-type: none"> · Identify the specific university policy/policies that relate to their issue/problem/concern and summarize that policy verbally or locate it in the university website as measured by a follow up survey. · Identify and articulate the next step she or he should take to resolve the issue/problem/concern as measured by a follow up survey <i>(Both Indirect Measures-Survey.)</i> 	http://www.sjsu.edu/ombudsperson/docs/University%20Ombudsperson%20LOBA1314.pdf

Capturing the Core Competencies of Information Literacy and Critical Thinking in Undergraduates' Writing Assignments

San Jose State University

October 24, 2014

Session Description

One of the most effective and efficient strategies for assessing core competencies such as information literacy, critical thinking, and written communication across the undergraduate curriculum is the evaluation of written assignments from both general education and students' culminating experiences within the major. Documenting essential learning outcomes demands the review of varied performances -- in a way that is meaningful and manageable. But, assessing core competencies across diverse courses and learning experiences raises interesting challenges. Participants in this interactive session will explore strategies for creating effective CT-IL-WC rubrics and setting appropriate performance standards that can be applied to diverse assignments but yet yield generalizable results. Participants will also examine the features of writing assignments that facilitate the assessment of essential learning outcomes.

Carol Ann Gittens, is an Associate Dean in the College of Arts & Sciences at Assessment at Santa Clara University and Associate Professor in the Education Department and Liberal Studies Program. As the founding Director of Santa Clara University's Office of Assessment from 2007 to 2012, she performed key activities related to student learning outcomes assessment and institutional re-accreditation; was a consultant to academic and co-curricular programs on the assessment of student learning; and designed and oversaw the campus's innovative multi-year, assessment plan for the core curriculum. She has served as a mentor at WSCUC assessment workshops and as an evaluator on WSCUC accreditation teams. Carol's consulting activities include working with college administrators, faculty and staff and K-12 educators, as well as business executives, managers and employees. Her areas of expertise include integrating critical thinking across the curriculum and co-curriculum, critical thinking pedagogy and assessment, and designing sustainable assessment systems. The central focus of her research is the interface of critical thinking, motivation, mathematical reasoning, and academic achievement of adolescents and young adults from diverse cultural and ethnic backgrounds. Carol has authored or co-authored numerous articles, measurement instruments, and a college text book on critical thinking skills and dispositions. She earned her BA from the University of California at Davis and received her Ph.D. in Social and Personality Psychology from the University of California at Riverside.

Gail Gradowski is the coordinator of instructional services in the library at Santa Clara University with primary responsibility for overseeing and delivering library instruction to the 1st year writing program. She has conducted a wide variety of information literacy workshops for faculty through the library, campus faculty development and the English Department writing program, taught a credit-bearing course in information literacy through the Liberal Studies Department, served on the Faculty Area Committee on the writing requirements for the new Core Curriculum. From 2006/07 through 2010/11, during Santa Clara's University's recent accreditation process, she served on one of the three university WASC Subcommittees, the Subcommittee on Educating for Competence, Conscience, and Compassion. Gail has served on and chaired a number of committees in the Association of College & Research Libraries Instruction Section and Education & Behavioral Sciences Section as well as the Library Instruction Round Table in the American Library Association. With English Department faculty, Gail has presented at regional, national and international library, composition, Holocaust, and oral history conferences. With SCU colleagues, she presented at the 2014 WASC Academic Resource Conference (ARC) and the 2013 WASC Retreat on Core Competencies: Information Literacy and Critical Thinking. She was a participant in the Association of College & Research Libraries 2011 Immersion Program on assessment.

Christa Bailey is the Research Librarian at International Technological University, the first librarian to serve at ITU. She supports graduate programs in business, digital arts, and engineering. She is currently working with faculty to purchase and integrate scholarly resources into the curriculum. This process is paving the way to discussions about information literacy and assessment. Prior to her current position, Christa worked for 10 years at the Santa Clara University Library providing research assistance and supporting library instruction.

Response to LOI 3.6 & 6.11

Prepared by Melinda Jackson, Ravisha Mathur, and Amy Strage, March 2015

3.6 *Program Learning Goals*: What is the status of the development of capstone courses across majors?

6.11 What progress has been made in the effort to increase the number of majors with capstone courses?

At SJSU, nearly 73% of degree programs provide capstone/culminating experiences to their students. In the UGS committee, there has been considerable discussion of whether all degree programs should be offering capstones (i.e., is it logical for the discipline) and what are strategies that would help departments that are interested in offering capstones. There are two critical next steps in the expansion of capstones. First, a university-wide definition of 'capstone experience' must be established. This can be accomplished by consulting with experts in the field as well as other universities that have worked on this process. Second, departments that are interested in developing capstones must be provided with assistance. This may be accomplished by providing grants or assigned time to faculty departments to rework curricula and investigate best practice for capstone experience within their disciplines (i.e., some disciplines might need to develop industry partnerships in their capstone, some might need to involve an internship or service learning opportunity to work in their field).

In the last academic year, workshops to stimulate discussion of these capstones have been hosted. In Fall 2014, the first workshop focused on assessment. This workshop, "Capturing the Core Competencies of Information Literacy and Critical Thinking in Undergraduate Writing Assignments," included experts on assessment in core competencies and provided attendees with specific strategies to incorporate assessment activities and rubrics into their capstone courses. Faculty feedback from this initial event, as well as information gathered from a comprehensive department survey of capstones completed in February, provided the structure for the workshop scheduled for April 10th.

The April workshop is centered on best practices of current SJSU capstones, activities offered, as well as a discussion of the purpose of their respective courses. This event also features a 'gallery walk' of capstone courses using information gathered in the survey and roundtable discussions focused on 'hot' topics around these capstones (e.g., what is the

meaning of capstones at SJSU, what are the barriers departments face when trying to offer capstones).

Three specific activities will follow: 1) the development of strategies to address some of the barriers, 2) the establishment of faculty capstone communities, and 3) the gathering of student perspectives on capstones courses. Data gathered from the capstone survey will continue to be analyzed.

Included are the following documents illustrating capstone development activities:

1. LOI 3.6 Capstone Meeting Agenda Oct 24.pdf
2. LOI 3.6 Capstones Invite.pdf
3. LOI 3.6 Session Description SJSU Core Competencies Oct 2014.pdf



Core Competencies and Culminating Experiences

Friday, October 24, 2014
San José State University

Agenda

8:30 a.m. Breakfast

9:00 a.m. Welcome and Introduction

Dennis Jaehne, Interim Deputy Provost, AVP Graduate and
Undergraduate Programs, WASC Accreditation Liaison Officer

9:15 a.m. Capturing the Core Competencies of Information Literacy and
Critical Thinking in Undergraduate Writing Assignments

Carol Ann Gittens, Associate Dean, College of Arts & Sciences
Santa Clara University

Gail Gradowski, Coordinator of Instructional Services
Santa Clara University

Christa Bailey, Research Librarian
International Technology University

11:15 a.m. Next Steps...

Notes:

September 29, 2014

TO: Deans, Associate Deans, Department Chairs & Directors
Capstone Coordinators
University Librarians
WASC Steering Committee
Undergraduate Studies Committee
Board of General Studies
Curriculum & Research Committee
College Assessment Facilitators
Program Planning Committee

FROM: Dennis Jaehne, AVP - Graduate & Undergraduate Programs
WASC Accreditation Liaison Officer

RE: Capstones and Core Competencies

Dear Colleagues:

I'm pleased to invite you to an important "next steps" event in our overall plan to improve our ability to demonstrate that our students have achieved the expected competencies at the time of graduation. You have probably heard that the Undergraduate Studies Committee will focus this year on increasing our use of capstone courses as an efficient framework for gathering this important data.

To support this effort, we are fortunate to host a workshop on Friday, Oct. 24 from 8:30 to 11:30 a.m., in Sweeney Hall 331, presented by several colleagues from Santa Clara University, who reported on their project last April at the WASC Academic Resource Conference. Associate Dean, Carol Ann Gittens and her colleagues have grappled with the challenge of assessing both information literacy and written communication competencies in culminating experiences within majors. Note that these two WASC-required competencies are the first two (of five) that SJSU will be expected to demonstrate in our renewal of accreditation this year.

The attached flyer describes the workshop and provides brief bios of our presenters. There will be plenty of time for questions and interaction as well. Of course, we will be serving breakfast.

While not everyone's schedule will permit them to attend, please be sure that your faculty, academic administrators, and curriculum, assessment, and program planning folks will be represented.

Please RSVP [here](#) by Monday, October 20, 2014, to allow us to prepare a sufficient number of handouts and refreshments.